Course Syllabus

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Course Description: Crisis counseling and substance abuse will be viewed from the perspective of the Christian pastor and the Christian counselor. Biblical and theological perspectives are integrated with social studies having to do with healing processes. Various crises and treatment modalities in response to crisis will be studied. Also, key issues involved in the diagnosis and treatment of substance abuse will be addressed. Specific models and approaches in the treatment of substance abusers and their families will be discussed. Course objectives will be met through a combination of lecture, small and large group discussion, reflective exercises and small group and/or individual class presentations. The overall purpose of this course is to equip the counselor to minister in emergency room situations from an emotional and psychological framework as well as to address crisis brought on by substance abuse.

Gordon Conwell Mission:

Article 2: To maintain academic excellence in the highest tradition of Christian scholarship in the teaching of the biblical, historical and theological disciplines. Theological education, which is properly done within and for the Church, ought to function with rigor and academic integrity. The seminary, therefore, must provide an environment within which teaching and learning can best occur and encourage high levels of scholarly competence and research in the faculty.

Article 3: To train and encourage students, in cooperation with the Church, to become skilled in ministry. The Church and the seminary share the goal of seeking knowledge, skills and experience integrated in the person who ministers. Through the courses and practica/internships, a combination of careful training and supervised experience in counseling ministries are pedagogical practices essential to achieving that goal.
MACC Department Mission: The aim of the Master of Arts in Christian Counseling Program at Gordon-Conwell Theological Seminary-Charlotte is to advance Christ’s kingdom in various clinical, educational, and ministry settings by equipping counselors to think theologically, live biblically, and engage globally. Students who think theologically will develop a professional counselor identity that is grounded in orthodox Christian theology and sound clinical practice. Students who live biblically will demonstrate congruence between their faith and their actions in their personal and professional lives by maintaining a commitment to the process of ongoing spiritual formation. Students who engage globally will fulfill their call to serve others by being sensitive and responsive to the needs of diverse cultural, ethnic, and socioeconomic populations.

Relation to the Curriculum: The relationship of this course to the overall curriculum is to prepare counselors to effectively address issues of crisis brought about by my substance abuse as well as events that occur out of the ordinary experience of life. Due to the nature of trauma and its impact upon the healthy functioning of people it is incumbent upon the counselor to help bring stability, normalcy, and meaning to a person’s crisis experiences. The aim of this course is to prepare counselors to be a calming presence in the midst of chaos.

Objectives (Knowledge and Skills Outcomes):

CACREP Standards
G.1.c. counselors’ roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event
G.3.c. effects of crises, disasters, and other trauma-causing events on persons of all ages
G.5.g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies

CMHC Standards
A.6. Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.
A.9. Understands the impact of crises, disasters, and other trauma-causing events on people.
A.10. Understands the operation of an emergency management system within clinical mental health agencies and in the community.
C.4. Knows the disease concept and etiology of addiction and co-occurring disorders.
C.5. Understands the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network.
C.6. Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events.
D.6. Demonstrates the ability to use procedures for assessing and managing suicide risk.
D.8. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.
H.4. Applies the assessment of a client’s stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.
K.5. Understands appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event.
L.3. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.

**Methods of Instruction**: (CACREP II.D.3): Lectures, guest speakers, films, and team projects will be utilized to present techniques, and approaches in working with crisis situations and substance abuse issues.

**Required Text(s):**

**CRISIS READING**

**TEXTBOOKS**: The following books should be read in their entirety. (500 points All or None) Due September 1, 2015

3. **Choose one** of the following books regarding a theology of suffering (or another one on this topic)
ADDICTIONS READING: (REQUIRED IN ENTIRETY) (500 points: All or None) September 1, 2015


2. READING: Annotated Bibliography 1500 additional pages  (500 points) Due 09/01/2015

To develop an adequate foundation in crisis counseling and addictions as well as raise awareness of current trends in research and practice, students are expected to read from a variety of sources. In addition to the above requirement, other academic texts may be chosen. Articles from current professional journals in the field of counseling are excellent sources of current information.

The student will keep account of these readings by means of an annotated bibliography that shall include the following components, APA style format:

1. Author(s), Title of the book, chapter, or journal article, publisher and year of publication
2. Number of pages read by source (total pages read should also be tallied on first page)
3. Brief summary of the central ideas and concept presented. Journal articles and book chapters can be summarized in a paragraph (at least 200 words), and books can be summarized in one-half to one page, typed single-spaced.
4. If the resource was a videotape, indicate a page number equivalency (1 hour =33 pages; six hour maximum)

- 750 pages of your reading will center on the etiology, Diagnosis and assessment of a particular disorder caused by a crisis. Disorders such as PTSD, Phobias, Rape, Suicide etc will be explored as the best treatment modalities for such disorders.
- 750 pages of your reading will be on the following concerning addictions:
  - Etiology, physiology and pharmacology of addictions (150 pages)
  - Diagnosis and Assessment of addictions (150 pages)
  - Relapse Prevention of addictive behaviors (100 pages)
  - Family dynamics/enabling/codependence related to addictions (100 pages)
  - Models and Theoretical approaches to treatment (100 pages)
Non-substance related addictions (150 pages)

Grading will be as follows:

A= 1500 + pages
B= 1200-1499 pages read
C= 1050-1199 pages read
D= 900-1049 pages read

Due: Uploaded onto Sakai by

3. ASSIGNMENTS: All papers are to be put on Sakai

A. Brief Written Exercises:
   Each of the following papers should be no more than 4 double-spaced pages. More details will be given in class.
   a. Construct a narrative synthesis of the information gained from interviewing someone who has experienced a crisis. Refer to template provided on Sakai. **Due: July 11, 2015 25 points**
   b. Complete the same template for yourself (see above.) Construct a narrative synthesis of the information as it pertains to you. **Due: July 11, 2015 25 points**
   c. Read the entire book of Job. Record any insights you glean, such as causes of suffering, people’s response to suffering, attempts at making sense of suffering, God’s response to Job, specific attributes displayed by God, etc. **Due: August 1st, 2015. 25 points**

B. Class presentation:
   a. Each student will present on a particular topic during the last weekend of class. Presentation should include statistics, vulnerabilities to crisis, common results of event (psychological, relational, emotional, spiritual, medical, etc.), best treatment practices (both clinical and pastoral), implications for client system, and relevant scripture and/or theological principles. Please engage the topic creatively and thoughtfully. More details will be discussed in class. Current journal articles will be helpful particularly in understanding empirically validated and effective treatment approaches. Presentation will be in powerpoint. **Due: July 31st-August 1st, 2015. 200 points**

C. Interview and reflection: Each student will interview an individual who works as a specialist in some field of addictions treatment. This specialist can be a Licensed Clinical Addictions specialist, or a generally licensed practitioner who has specialized training in some field of addictions work. Following the interview, each student will write a 3-4 page reflection paper that will summarize the interview and include the student’s personal reaction to the work described by the specialist. The primary goal of this interview and reflection is to gain a better understanding of the practical clinical
work that is associated with working with addicts on a day-to-day basis. Due August 1st, 2015. 100 point

D. LATE WORK: No papers will be accepted after the dates in the syllabus unless a “crisis” has occurred. Crisis does not mean the following: “I didn’t have enough time”, “My printer broke down”, “My computer died” etc. Explanations will be allowed in case of a crisis and then appropriate measures will be given—always with a spirit of grace.

E. ATTENDANCE (125 POINTS)

Attendance and full participation is expected during all class meetings. If the student should miss up to two hours of class for any reason he or she can choose one of the following options to make up for the missed portion of the class:

1. Have 50 points deducted from your final course grade or
2. Submit an annotation for an additional 300 pages of reading pertaining to content of material that was covered during the missed class.

The student should notify the professor prior to the absence, explain the reason for the absence and inform the instructor which assignment will be selected to complete. If the student should miss more than two hours of the course he or she should inform the instructor and then meet with the professor to receive the make-up assignment for the missed class.

EVALUATION:

A+ 1940-2000
A  1880-1939
A- 1800-1879
B+ 1740-1799
B  1680-1739
B- 1600-1679
C+ 1540-1559
C  1480-1539
C- 1400-1479
D+ 1340-1399
D  1280-1339
D- 1200-1279
F  1199 AND BELOW
Bibliography

Books


Knox Press.


**Specific Crises**


Syllabus Addendum

Academic Standards

Cheating and plagiarism are considered serious breaches of personal and academic integrity. Cheating involves, but is not necessarily limited to, the use of unauthorized sources of information during an examination or the submission of the same (or substantially same) work for credit in two or more courses without the knowledge and consent of the instructors. Plagiarism involves the use of another person’s distinctive ideas or words, whether published or unpublished, and representing them as one’s own instead of giving proper credit to the source. Plagiarism can also involve over dependence on other source material for the scope and substance of one’s writing. Such breaches in academic standards often result in a failing grade as well as other corrective measures. For more information, please consult the Student Handbook.

ADA Policy

The seminary complies with the provisions of the Americans with Disabilities Act. A student with a qualifying and authenticated disability who is in need of accommodations should petition the seminary in accordance with the stated guidelines in the Student Handbook.

Cancellation of Class

In the event the seminary has to cancel a class meeting (impending storm, professor illness, etc.), the Registration Office will send out an email (via the GCTS email account) notification to all students registered in the respective course. If the cancelation occurs the day of the scheduled meeting, the Registration Office will also attempt to contact students via their primary phone contact on record. The professor will contact the students (via GCTS account) regarding make-up. If a weekend class is cancelled, the class will be made up during the scheduled Make-Up weekend (see the academic calendar for the designated dates). For more info, consult your Student Handbook.

Extension Policy

Arrangements for submission of late work at a date on or before the “last day to submit written work”, as noted on the seminary’s Academic Calendar, are made between the student and professor. Formal petition to the Registration Office is not required at this time. This includes arrangements for the rescheduling of final exams. However, course work (reading and written) to be submitted after the publicized calendar due date, must be approved by the Registration Office. An extension form, available online, must be submitted to the Registration Office prior to the “last day to submit written work.” Requests received after this date will either be denied or incur additional penalty. For a full discussion of this policy, please consult the Student Handbook.
Grades

Grades are posted online within twenty-four hours of receipt from the professor. Students are expected to check their CAMS student portal in order to access posted grades. Those individuals who need an official grade report issued to a third party should put their request in writing to the Registration Office. Faculty have six weeks from the course work due date to submit a final grade.

Returned Work

Work submitted through Sakai will be returned via Sakai since no hard copies will be turned in. Enclose a self-addressed, stamped envelope with any hard copy work submitted if you wish to have it returned.

Virtual Writing Center

Free assistance in writing papers is available to students through the Virtual Writing Center at Gordon Conwell. The Virtual Writing Center is staffed by Gordon Conwell graduates, or writing tutors with specialized knowledge in writing and/or ESL. Generally, this service is available to students who have completed or are currently enrolled in one of the following three classes:

• CT500 (Introduction to Theological Research)
• CO501 (Introduction to Counseling Research)
• IS502 (Theological Research and Writing)

If you enrolled in GCTS before Fall 2008, you were not required to take one of the three prerequisites above, and you may request access to the Virtual Writing Center. Also, ESL writing tutors are available to ESL students even if they are not currently enrolled in a degree program. If you do not meet one of these qualifications, but feel you would benefit from using the Virtual Writing Center, contact us and we will evaluate your status. Email writingcenter@gordonconwell.edu for more information.