



## **PC655 Addiction, Justice, and Pastoral Care**

Dr. Bradford Price  
330-671-9906  
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Aug. 27 – Dec 10, 2024  
Tues 2:00 – 3:30 PM  
Office hours by appointment

### **I. Course Description**

This course will consider the fundamental dynamics of the addiction/recovery process, the current best practices for the treatment of addiction and provision of recovery support, and how an enhanced awareness of social justice influences the practices of pastoral care and counseling making them more effective. Various counseling theories and techniques for assessment, intervention and treatment of addiction will be reviewed along with role of pastoral care and counseling in the provision of recovery support. The fundamental principles of social justice and their implementation in pastoral care and counseling will be addressed.

### **II. Course Objectives**

At the end of this course, learners should be able on a beginning or competent level to:

- articulate operational definitions of addiction and recovery.
- describe the fundamental components of the current best practices for the treatment of addiction
- describe the fundamental components of the current best practices for the provision of recovery support
- articulate an operational definition of social justice
- identify how an enhanced awareness of social justice will influence the provision of services for those affected by addiction
- identify how an enhanced awareness of social justice can support the efforts of pastoral theologians seeking cultural change regarding addiction/recovery
- describe in detail at least three different contexts in which providers of pastoral care will encounter persons experiencing the addiction/recovery process
- describe at least five techniques pastoral theologians and clinicians can implement effectively to address the addiction/recovery process experienced by persons they serve

### **III. Contribution to MTSO's Educational Mission and Degree Outcomes**

Given the breadth and depth of the effects of the trafficking in, use of and behavior associated with mood-altering chemicals across the world, students in all degree programs need an opportunity to develop a comprehensive understanding of the addiction/recovery process and how to deal with it effectively in all dimensions of experience. Virtually every student will be dealing professionally and personally with the effects of the use of mood-altering chemicals on individuals, families, communities and cultures. This course can provide a foundation for developing the appropriate perspectives and skills necessary to provide support and care for those experiencing the effects of trafficking in, use of and behavior associated

with mood-altering chemicals. This course builds upon the work students encounter in other courses as they develop a working understanding of theology, ethics, social justice, pastoral care and the various interpretive processes engaged in the historical disciplines.

#### IV. Textbooks

##### Required Texts

- Burns, M. (2010). *Lost no more: A Mother's Spiritual Journey Through Her Son's Addiction*. Charleston, SC: Create Space.
- Knapp, Caroline. (1996). *Drinking: A love story*. NY: Delta.
- Krestan, J. ed. (2000). *Bridges to Recovery: Addiction, Family Therapy, and Multicultural Treatment*. NY: Free Press.
- Lee, C. ed. (2018). *Counseling for Social Justice* (3rd ed.). Alexandria, VA: ACAF.
- Prochaska, J., J. Norcross & C. DiClementi. (1994). *Changing for Good* NY: Avon.
- Vannicelli, M. (1992). *Removing the Roadblocks: Group Psychotherapy with Substance Abusers and Family Members*. NY: Guilford.

**Supplemental Books, see list in Populi**

#### V. Course Requirements and Assessment of Student Learning

##### 1st Assignment

Write a paper articulating your operational definitions of *addiction*, *recovery*, *social justice* and *pastoral care* as you understand them currently. Given these operational definitions what implications are there for your academic and professional endeavors? Describe what challenges or intrigues you (or not) as you consider these disparate constructs. Additionally, what specific questions are you bringing to this class that you wish to pursue through the semester? For some, these are new questions, for others they are not and provide an opportunity to articulate refined operational definitions.

*Due on September 3rd.*

##### Mutual-Help Meetings

Attend a minimum of eight mutual-help meetings based on the twelve-step program of recovery and prepare a paper presenting your experience of these visits. These meetings must be 12-step groups, *Alcoholics Anonymous*, *Narcotics Anonymous*, *Cocaine Anonymous*, *Al-Anon*, *Families Anonymous*, *Overeaters Anonymous* etc. As part of the experience and to enhance your appreciation of these programs, secure a copy of what is regarded as the “Big Book” or “Basic Text” for the particular 12 step program you have attended and read the portion of the book describing the 12 step program. For example, if you attend *Alcoholics Anonymous* meetings, get a copy of the book, *Alcoholics Anonymous*, aka the “Big Book”, and read chapters 5-7. If you attend *Narcotics Anonymous* meetings, get a copy of the book, *Narcotics Anonymous*, aka the “Basic Text”, and read chapters 4-6. Ask the instructor about the “texts” of other 12 step groups or supplemental reading. *(A word of caution, there are a number of organizations and groups claiming to be*

*“12-step” groups that simply are not. ASK the instructor if you are uncertain about whether the meetings you wish to attend qualify for this assignment*)

The paper will consist of two discrete sections. In the first section, maintain a journal during the semester presenting a considered, personal reflection of **your** thoughts and feelings as **you** experienced the meetings. This journal should reflect **your experience as you attend meetings through the term**. **A word of caution: too often students write about what happened at the meeting or describe the experiences they believe others have at the meeting rather than record their own processing of the experience.** (You don’t want to be one of those). This portion of the journal may be submitted in pieces throughout the semester as you record the entries. Periodic submissions will allow for ongoing dialogue regarding your experience that may be very helpful. Also, you may submit the journaling portion of the paper in handwritten form as long as it is legible. In other words, you needn’t waste time retyping this piece.

In the second section of the paper, consider critically the dynamics and therapeutic utility of twelve-step programs and how they might be integrated into your work. References to lectures, class discussion and readings are expected. This portion of the paper should be typed.

*Due by November 19th.*

### Experiential Exercise

Participate in an experiential exercise and maintain a journal reflecting your response to and processing of the experience. Committing to abstinence from the use of all mood-altering chemicals (MACs) for the duration of the semester and maintaining a journal of this experience is the focus of the exercise. **The journal shall include reports of occasions in which you were offered MACs, usually use MACs, have a desire to use MACs or simply think about use or abstention.** Your thoughts and feelings regarding these incidents and their attendant processes should be included also. If you do not use any mood-altering chemicals as they are normally understood, speak with the instructor and a suitable alternative may be substituted.

*Due September 24<sup>th</sup>, October 29<sup>th</sup> and November 19th.*

### Supplemental Book Response

Select **two** books from the *Supplemental Book List* and read it for specific application to the material considered during the course. Upon completion of the reading, write a paper that will present the following:

- A critical analysis of how the book relates to the overall material of the course or a particular aspect of the course. Bring your best thinking and creativity.
- A description of how your knowledge base and repertoire of therapy skills is expanding and refining as a result of a critical read of the book. Focus on your awareness of your developing professional identity and skill set.
- Present a summary of how you engaged the book personally and the challenges it presents as you reflect on your overall participation in the course.



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### Participation

*Weekly*, post a *minimum of two responses* to discussions included in the *Discussion* section of Populi. The instructor or any participant in the course may generate the discussion topics. This participation allows for ongoing contact and conversation among class participants that is limited due to reduced class time and lack of presence on campus. This participation will continue to *December 10<sup>th</sup>*.

There will be a *Mid-Term exam*, due on October 22<sup>nd</sup>, and a *Final exam* that is due on December 10<sup>th</sup>.

### Evaluation Percentages

1st Assignment	10
Mid Term Exam	20
Supplemental Book	20
Meeting Journal	15
Exercise Journal	15
Final Exam	10
Participation	10
Total	100

### VI. Course Schedule and Format

August	27	Introduction <i>Drinking: A Love Story</i> <i>Lost No More</i>
September	3	<b>1st Assignment Due</b> <i>Nissen, Strengthening a Social Justice</i> <i>Lens for Addictions Practice</i> <i>ASAM, Definition of Addiction</i>
	10	<i>Common Experiences Related to Addiction</i> <i>DSM 5 Diagnostic Criteria</i> <i>Kurtz, Why AA Works</i>
	17	<i>Prochaska et al, Changing for Good</i>
	24	<i>Vannicelli, Removing the Roadblocks</i>



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### 1st portion of the Experiential Exercise Journal Due

October	1	<i>Removing the Roadblocks</i>
	8	<i>Lee, Counseling for Social Justice</i>
	15	No Class
	22	<i>Counseling for Social Justice</i> Mid Term Exam Due
	29	<i>First Supplemental Book</i> 2 <sup>nd</sup> portion of the Experiential Exercise Journal Due
November	5	First Supplemental Book Response Due
	12	<i>Krestan, Bridges to Recovery</i>
	19	<i>Bridges to Recovery</i> Meeting Journal Due Exercise Journal Due
	26	No Class
December	3	Second Supplemental Book Response Due
	10	Final Exam

The instructor will include additional lectures and extensions of conversations in Zoom recordings throughout the semester. Please view them prior to the class session following the recording.

### VII. MTSO Standard Syllabus Statements

Carefully review these policies and refer to the MTSO Academic Catalog / Student Handbook for additional details.

All students in every degree program are expected to become familiar with MTSO policies as listed in the most current MTSO Academic Catalog and Student Handbook, connected here. The policies listed below are in the handbook and are highlighted here because of their importance to our academic lives together. [https://www.mtso.edu/site/assets/files/2103/academic\\_catalog\\_-\\_student\\_handbook\\_20-21.pdf](https://www.mtso.edu/site/assets/files/2103/academic_catalog_-_student_handbook_20-21.pdf).

#### Class Attendance

Regular attendance is expected in all classes. In campus extend (online and hyflex), you are REQUIRED to show your face the entire class time, otherwise you will be considered “absent”. You are expected to attend class as you would in a face-to-face classroom (not driving, cooking, folding clothes etc.). During asynchronous class time, faculty will monitor time used in the



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posting and responding to colleagues to track your participation. During unavoidable absences, students are responsible for missed work. An excessive number of absences may result in grade reduction or course failure, despite successful completion of all assigned work. In most cases, a student will fail a course if they are absent for 25% of the class sessions (including online meetings).

### Electronic Devices

As an institution dedicated to the advancement of learning, MTSO is firmly committed to a philosophy of mutual respect. When your use of electronic devices violates that respect instructors have the right to impose appropriate grading penalties. **Because of MTSO Campus Extend, a hyflex model, electronic devices are integral to learning.** However, the use of such devices should be restricted to course-related purposes. General browsing of the Internet or engaging in email or social networks during class time is inappropriate. Unless there is an emergency requiring immediate attention, phone calls should be returned during classroom breaks (even if you're at your home) in an area that is not disruptive to others.

### Title IX/504 ADA Statement

MTSO is committed to providing a workplace and educational environment that are free from discrimination, harassment, and retaliation. To ensure compliance with federal and state civil rights laws and regulations, and to affirm its commitment to promoting the goals of fairness and equity, MTSO has developed internal policies and procedures that provide a prompt, fair, and impartial process for those involved in an allegation of discrimination or harassment on the basis of protected class status, and for allegations of retaliation. More information about the University's policy and grievance processes can be found at <https://www.mtso.edu/about-mtso/notice-nondiscrimination/>. Reports of misconduct can be made to the Title IX/504/ADA Coordinator, Kathy Dickson, [kdickson@mtso.edu](mailto:kdickson@mtso.edu).

### ADA / Disability Services

MTSO supports all students by encouraging self-advocacy and empowering students to help themselves, while providing a safe environment in which to do so. We commit to an inclusive learning environment and will support reasonable, documented requests for accommodations and learning adaptations. To request a reasonable accommodation, contact the director of student services, Dr. Jeremy Garber at [jgarber@mtso.edu](mailto:jgarber@mtso.edu).

### Documenting written work at MTSO

All written work submitted for courses at MTSO must conform to the Note-Bibliography style in the Chicago Manual of Style (17<sup>th</sup> edition). For a helpful discussion of how to avoid academic misconduct, see the Purdue University Online Writing Lab (OWL) website at <https://owl.english.purdue.edu/owl/resource/589/02>. Students who commit academic misconduct will be subject to penalties up to and including expulsion from the Institution.

### VIII. Supporting Materials (optional)

- Bibliography (must conform to the Note-Bibliography style in the Chicago Manual of Style (17<sup>th</sup> edition) or, for MACM students, the American Psychological Association (6<sup>th</sup> edition).
- Additional Guidelines