



MULTNOMAH UNIVERSITY

COU 655 Addictions

COHORT #20 (Summer, 2022)

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Work Cell Phone: 770-648-4790 **Office hours:** Thursdays 2:00 p.m.-6:00 p.m.

Section Information: Travis Lovitt, Room 113 **Date/Time:** Thursdays 6:00 p.m.-9:00 p.m.

**Please note the best way to contact me is by email*

THE MISSION OF MULTNOMAH UNIVERSITY

“To educate, equip, and enrich Christian students through accessible undergraduate and graduate education to become biblically competent, academically proficient, spiritually formed, and culturally engaged servant leaders, shaped to be a transforming force for their church, community, and the world.”

MASTER OF ARTS IN COUNSELING MISSION

The Masters of Arts in Counseling (MAC) program strives to create a Christ-centered community where students can excel as professional counselors. To achieve this, we infuse the following core values throughout the program:

Spiritual integration

Healing presence

Advocacy & diversity

Professional identity

Educational excellence

GENERAL COURSE DESCRIPTION

This course will provide a basic understanding of addiction and behavior including substance abuse and other addictions including internet, gambling, and pornography. The course will provide counselors-in-training with an overview of addictive disorders, stages of change, harm reduction, screening, assessment strategies, and intervention strategies including evidence-based practices. The behavioral health model and relapse prevention will also be covered. This course meets curricular requirements for CACREP standards. Two credits.

For more information: [MAC Course Catalogue](#)

COMMITMENT TO DIVERSITY

Multnomah University's Graduate School of Counseling is committed to treat all people with love, respect, dignity, and fairness with the desire to be a program where all students flourish, possessing equal opportunity for success. We acknowledge and honor the uniqueness of each person regardless of evangelical background, race, ethnicity, nationality, sexual orientation, socioeconomic status, ability or gender.

For more information: [Multnomah University Diversity Mission Statement](#)

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CONFIDENTIALITY

While staff and faculty in the MAC program desire to support students in their ongoing development, they cannot ensure confidentiality of student material or conversations-- whether via class sessions, class assignments or conversations outside of the classroom. Material that is deemed as related to professional development may need to be shared with the MAC Director or others in consideration of the student's ongoing process of development. In addition, material that is related to discrimination, sexual assault, child abuse, elder abuse, disabled person abuse or mental health abuse (present or past, if the victim is still a minor or other children may be at risk) may be reported to appropriate institutional or community authorities. Please see Multnomah University's Title IX information in the Student Handbook and Oregon's Revised Statute 419B.005 Reporting of Child Abuse for more information.

For more information: [Title IX Notebook of Policies and Procedures](#)

COURSE TEXTBOOK AND MATERIALS

*Miller, G. (2021). *Learning the language of addiction counseling* (5th ed.). ISBN: 978-1119433033

McCauley, Kevin, *Pleasure Unwoven* (2009). (This DVD will be watched in class)

COURSE OBJECTIVES, STANDARDS AND OUTCOMES

	COURSE OBJECTIVES: It is intended that as a result of this course the student will be able to:	LEARNING ACTIVITY	CODE
1	Articulate and apply various theories and models of addiction related to substance use as well as behavioral and process addictions.	<u>Read/Watch:</u> <ul style="list-style-type: none"> • Miller (2021) Chapter 1 "Introduction" • Miller (2021) Chapter 2 "Theories of Counseling Applied to Treatment" <u>Learning Activities:</u> <ul style="list-style-type: none"> • Case Study Application Assignment • In class lecture, discussion, and activities 	MAC E1; CACREP 2.F.3.d.
2	Grasp etiology of addictions and addictive behaviors from a variety of angles, including neurobiological and medical.	<u>Read/Watch:</u> <ul style="list-style-type: none"> • Miller (2021) Chapter 1 "Introduction" • Watch "Pleasure Unwoven" • Watch "The Wisdom of Trauma" by Dr. Gabor Mate' 	CACREP 5.C.1.d.

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		<u>Learning Activities:</u> <ul style="list-style-type: none"> • Case Study Application Assignment • In class lecture, discussion, and activities 	
3	Articulate the potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders.	<u>Read/Watch:</u> <ul style="list-style-type: none"> • Chapter 4 “Co-Occurring Disorders and Behavioral Addictions” <u>Learning Activities:</u> <ul style="list-style-type: none"> • Case Application Assignment • In class lecture and activities 	CACREP 5.C.2.e.
4	Engage clinical practice around addictions in ethical, professional, and culturally competent ways.	<u>Read/Watch:</u> <ul style="list-style-type: none"> • Miller (2021) Chapter 6 “Treatment Related Issues and Counseling Approaches” • Miller (2021) Chapter 9 “Elaboration on Specific Therapies and Techniques Relevant to Addiction Counseling” <u>Learning Activities:</u> <ul style="list-style-type: none"> • Case Application Assignment • In class lecture, discussion, and activities 	MAC A1, P3; CACREP 2.F.1.i., 2.F.2.c.
5	Demonstrate basic assessment, theories, and models of addiction related to substance use as well as behavioral and process addictions such as Motivational Interviewing and harm reduction models.	<u>Read/Watch:</u> <ul style="list-style-type: none"> • Chapter 3 “Assessment and Diagnosis of Addiction” • Chapter 9 “ 	CACREP 5.A.2.f., MAC H1, H2, E3

		<u>Learning Activities:</u> <ul style="list-style-type: none"> • Case Study Application Assignment • In class lecture, discussion, activities 	
6	Understand the role of wellness and spirituality in the addiction recover process including engaging in spiritual integration related to addiction in ethical, professional, and therapeutic ways.	<u>Read/Watch:</u> <ul style="list-style-type: none"> • Miller (2021) Chapter 12 “Incorporating Spirituality and Addiction Counseling” • Collins (2007) sections on “The Bible and Addictions” and “The Bible and Alcohol Related Problems” <u>Learning Activities:</u> <ul style="list-style-type: none"> • Addiction Recovery Meeting Observation and Reflection • Spirituality Fishbowl Reflection Activity • In class lecture, discussion, and activities 	CACREP 5.A.1.b., MAC S1, MAC S2
7	Understand and utilize multicultural counseling competencies, such as providing culturally inclusive services with people from diverse backgrounds.	<u>Read/Watch:</u> <ul style="list-style-type: none"> • Chapter 10 “Culturally Sensitive Addiction Counseling” <u>Learning Activities:</u> <ul style="list-style-type: none"> • Case Application Activity • Addiction Recovery Meeting Observation and Reflections 	MAC A1; CACREP 2.F.2.C.

TEACHING METHODS

Lecture, case vignettes, reading, class discussion, role plays, educational videos, personal reflection, etc.

CLASS POLICIES

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Professionalism- Student Professional Disposition is assessed after each course and in the mid-program evaluation. All students receive feedback after the mid-program evaluation (i.e., end of the third semester). They will also receive feedback earlier or later if there are significant issues that need to be addressed outside of this window.

- Factors considered in **Professional Disposition** include but are not limited to student ability and demonstration of being positive, responsible, open and approachable, flexible, emotionally grounded, spiritually minded, self aware, integrous, oriented towards the profession, non-defensive, articulate and loving.
For more information: [MAC Handbook](#)
- Students may lose class participation points if they are not showing expected professionalism during class.

Attendance- Students are expected to attend all 5 weeks of instruction as in accordance with the MAC attendance policy. Students are expected to be in class on time. Excessive absence and tardiness are unprofessional. Please contact the instructor via email if there are conflicts with arriving on time or attendance. Points will be deducted. Students cannot miss more than 15% of class. Any time beyond 15%, including tardiness, may result in automatic failure of the course.

- If a student is absent, they are responsible for knowing the material and for turning in any assignments for that day. MAC recommends that students exchange phone numbers and emails with several classmates so they can move forward successfully. They are also encouraged to reach out to professors before absences (or as soon as possible after if they are unexpected), with questions and any class-related needs.

Class Credit	Hours of Class Time (approximately)	15% of class (approximately)
1	9 hours	1 hours
2	15 hours	2 hours
3	24 hours	3 hours

Class Participation- Active participation is critical to student learning. Each student is expected to share reactions and thoughts. Active participation can include the following:

- Attempts to answer questions asked of the class (answers need not be correct; genuine and serious attempts to answer questions is encouraged);
 - Asks thoughtful questions about the material being discussed;
 - Shares with the class/small group and instructor relevant information found outside of class;
 - Contributes positively to the class discussion and small group activity.
- **The Personal Challenge-** MAC courses do not solely require the use of the “intellect.” Student are challenged to learn in both the “cognitive” (thinking) and “affective” (feeling) domains – each being central to how humans make meaning in the world. Students may struggle to let go of the need to impose their views, to tell their “truths,” to direct others, and to attempt to quickly solve problems. Students are also encouraged to seek a balance between listening and speaking in class, which may necessitate some to practice being more vocal and explicitly engaged, while others may need to practice pausing before speaking. Skills all students will be developing are patience, intensive listening, and the

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ability to respond to ongoing demands of experiences in graduate school and outside life in a manner that is professional and leads towards flexibility and self-regulation. Mature and professional conduct is expected at all times. The hope is for all students to have a greater empathic interest in others' experiences while honoring the clinical relationship and Christ's love, grace and hope.

Assignment Expectations- All readings/ media are expected to be completed prior to class meetings, unless otherwise stated by your instructor. Initial discussion posts are typically due 72 hours after class (i.e., Friday night for Tuesday cohorts and Sunday night for Thursday cohorts); additional posts and other assignments are typically due by 5pm before specified class times. All assignments should be submitted to MU Learn, unless your professor outlines alternative arrangements in the Course Assignments section due to the nature of the assignment (e.g., creative assignment, confidential content).

- **Late Assignments-** The completion of assignments in a timely manner is a professional skill; therefore it is in student's best interest to stay up to date with their work. Discussion forums and quizzes must be submitted on-time, unless worked out in advance with the professor. Papers, creative projects, and other assignments will be accepted up to **48 hours late, with a 10% grade deduction per day** for the first two days. After two days, the assignment will not be accepted for grading unless arranged in advanced with the professor.
- **Extensions** are only given in extenuating circumstances and in advance of the due date (e.g., extended illness, accident, or family emergency).

Technology- Any device that whistles, rings, trembles or dings should be silenced. If a student is expecting a call that will cause them to leave class, they are responsible for informing the instructor at the beginning of class. The use of technology is permitted as long as it pertains to the discussion at hand (i.e., social media can wait). Points will be deducted for the use of technology that does not pertain to the course, including texting.

The **use of technologies for audio and video recording of lectures and other classroom activities** is allowed only with the express permission of the instructor. In cases where recordings are allowed, such content is restricted to personal use only unless permission is expressly granted in writing by the instructor and by other classroom participants, including other students. Personal use is defined as use by an individual student for the purpose of studying or completing course assignments.

APA Standards: Students are expected to meet APA requirements. Students may ask the instructor if there are specific requirements or questions for assignment formatting. Writing help and academic support is available through the Academic Support Center on the second-floor of the JCA.

- APA Format Online Assistance:
 - [APA formatting \(General\)](#) and [APA formatting \(Video\)](#)

Plagiarism- Plagiarism is the use of someone else's work, words, or ideas as if they were your own. Students will not claim the words and ideas of another as their own (APA Ethics Code Standard 8.11, Plagiarism). Any form of plagiarism will result in an automatic F.

For more information: [APA Ethical Principles of Psychologists and Code of Conduct](#)

OTHER RESOURCES

Disabilities Services- Any student who has a disability that may reduce her/ his ability to be successful in the classroom is encouraged to speak with the office of Disabilities Services. Review of their website will provide more information and offer instruction about how to initiate resources.

For more information and details: [Disability Services](#) or call 503.251.5311

Mitchell Library- Via Primo, current students, faculty and staff can search the 95,000-volume MU collection, 500,000+ additional volumes through partner libraries, and digital content available via numerous research databases.

For more information and details: [Library](#), [Primo](#) or call 503.251.5322

Academic Advisors- Each MAC student is assigned a Faculty advisor. Students are encouraged to schedule a meeting with their advisor regarding program questions, support, prayer and any life circumstance that may impact academic or clinical performance.

For more information and details: [MAC Faculty and Staff](#) and [MAC Handbook](#)

COURSE ASSIGNMENTS

1. Attendance & Participation

200 points

Directions: Students are asked to come to class on-time and be fully present and engaged, offering reflective, insightful, and/or thought-provoking comments/questions that contribute to the richness of the discussions. Students will often be asked to participate in several in-class activities and are expected to demonstrate professionalism and engagement. Because participation might look different for each student, to support students in providing a fair assessment of participation, students will complete a “Attendance and Participation” self-assessment at the end of the term. This will involve students providing an assessment of their participation in class long with the level to which they completed the required reading for the term. Information provided in this assessment will be considered when the instructor provides the attendance/participation grade.

(100 points) Attendance: 20 a class

(100) Participation: 100: Actively engaged in activities as expected at master’s level and complete all reading for the course; 85-90: some participation but additional would have been encouraged, 95% or more of the reading completed; 75-80: moderate participation and/or only 90% or more of reading done; 70-0: limited participation and insufficient reading for the course (Participation is assessed by instructor observation and student self-assessment report providing an assessment of their participation in reading/the course).

Submission Guidelines: Students will submit an **Attendance/Participation Self-Assessment** into MU Learn by **Sunday, August 21st** by 11:59 p.m.

2. Case Study Application Assignment

300 points (150 per case study)

Directions: In a group of 2, students will conduct case study application assignments throughout the term (and complete a total of 2 case study application analyses). These activities will be done with their partner during class (and outside of class as needed) and involve taking their learning to a deeper level.

Formatting: Students will be given 2 case studies in class that they will have to provide an analysis on. For each, students will be given a prompt to read and questions that will need to be answered in their case study analysis (for respective prompts, see the Week 3 and Week 4 module). The analysis can either be done in (a) written form, (b) recorded video analysis, or (c) a PowerPoint presentation that is given by video. Students will collaborate with their peer on the case study and individually submit their analysis (in whatever form they choose). If a student chooses to submit their analysis in a written format, the assignment does not need to be in formal APA formatting. Regardless of the format chosen, the analyses are required to comprehensively answer the questions posed. Students are encouraged to use the textbook and other resources to substantiate/support their answers.

Submission Guidelines: Case study analyses will be conducted in class during Week 3 and 4. The analyses will then be due in MU Learn by the following class time (or by the class session in Weeks 4 and 5; for more specific deadlines, see the “Summary of Assignments” and “Course Schedule” charts).

3. Addiction Recovery Meeting Observation Reflection Paper

300 points

Directions: For this assignment, students are asked to attend an addiction 12-step meeting (Alcoholics Anonymous, Narcotic Anonymous, Marijuana Anonymous, Al-Anon, Sexaholics Anonymous, Codependent Anonymous, Gamblers Anonymous, Workaholics Anonymous, etc.; for more options on various 12-step meetings see: <https://oregontrailrecovery.com/blog/types-of-12-step-meetings/> or see Chapter 12 in Miller (2021)), or Celebrate Recovery (for more information on Celebrate Recover meetings see <https://christiansdrugrehab.com/articles/happens-celebrate-recovery-meeting/#:~:text=Not%20only%20are%20CR%20meetings,CR%20can%20be%20more%20so.>). Attendance to a meeting can be in person or virtually, albeit you are asked to attend for the entire meeting. If a student already attends their own addiction recovery meeting, for the purpose of this assignment, they are asked to attend a different meeting. After attending one of these groups, students will write a paper reflecting upon their experiences and then present their experiences to the class. *Prior to attending a group, students are asked to contact the facilitator and verify that guests are welcome to attend. This is crucial to ensure that the groups and their members are respected and their privacy honored.

Formatting: After attending one of the addictions recovery meetings, students will be asked to write a 2-3 page paper reflecting on their experience. This paper should include the following: a) Reflections surrounding the benefits that addiction recovery/support groups might provide to individuals struggling with addiction, b) in what ways addiction recovery/support groups may align with Biblical principles and/or not align with Biblical principles, c) discuss how the type of group you attended might be beneficial/inclusive for diverse populations, or not inclusive for specific populations (if applicable), and d) your general takeaways from the experience and how this will inform your clinical practice. Students will need to present their ideas in a clear and coherent manner. Students are asked to utilize 1 or 2 scholarly resources to support them in the writing of this paper and their discussion on addiction recovery support groups. The paper will need to have a logical sequence. Minimal grammatical errors and graduate level writing is expected.

For additional details on this assignment, please see the rubric in MU Learn.

Submission Guidelines: Students will submit their paper to MU Learn by Thursday, August 18th at 6:00 p.m.

4. Addiction Recovery Meeting Observation Presentation

100 points

Directions: In addition to writing a paper on their addiction recovery meeting experience, students will also present their experiences to the class.

Formatting: Students present their experiences in attending an addiction recovery meeting to the class on Thursday, August 18th. This will be an informal roundtable presentation, but students will be required to share their responses to all components of the paper to receive full credit for the presentation. This includes: a) Reflections surrounding the benefits that addiction recovery/support groups might provide to individuals struggling with addiction, b) in what ways addiction recovery/support groups may align with Biblical principles and/or not align with Biblical principles, c) discuss how the type of group you attended might be beneficial/inclusive for diverse populations, or not inclusive for specific populations (if applicable), and d) your general takeaways from the experience and how this will inform your clinical practice. Students will need to present their ideas in a clear and coherent manner. Students will also be asked to include their 1-2 scholarly references when sharing with the class.

Submission Guidelines: Students will present their experiences in class on Thursday, August 18th at 6:00 p.m.

4. Spirituality Fishbowl Reflection

100 points

Directions: In class, students will engage in a Spirituality Fishbowl Activity. After this activity, students will submit a reflection surrounding this activity and their learning.

Formatting: For this assignment, students will either (a) submit a 3-5 minute recorded video providing their reflections on the activity, (b) complete a 1-2 page APA 7th formatted paper with their reflections, or (c) provide a reflection in some other creative way (e.g., poetry, song lyrics, art, etc.—any creative format will be accepted as long as students are able to include all required components). Regardless of the format chosen, students are required provide answers/reflections to the following questions:

- What was this activity like for you? What reflections do you have on engaging in this activity?
- How did this activity inform your understanding of engaging in spiritual integration related to addiction in ethical, professional, and therapeutic ways?
- How did this activity inform your understanding of the role of spirituality (and diverse perspectives to spirituality) in addiction recovery?

Submission Guidelines: Students will submit their reflection assignment to MU Learn by **Thursday, August 4th at 6:00 p.m.**

SUMMARY OF ASSIGNMENTS

Assignment	Due Date	Point Value
Case Study Application Assignment	Case Study #1 Write Up due Thursday, August 11 th by 6:00 p.m. Case Study #2 Write Up due Thursday, August 18 th by 6:00 p.m.	300 Points
Spirituality Fishbowl Reflection	Thursday, August 4 th by 6:00 p.m.	100 Points
Addiction Recovery Meeting Observation Reflection Paper	Thursday, August 18 th by 6pm	300 Points
Addiction Recovery Meeting Observation Presentation	Thursday, August 18 th by 6pm	100 Points
Attendance and Participation	Attendance and Participation Self-Assessment due Sunday, August 21 st by 11:59 p.m.	200 points
Total		1,000 points

GRADING**GRADING PROCEDURES**

Grades for written work are typically based on completeness and accuracy of assigned work, scholarship, grammar, spelling, appearance, adherence to the use of APA formatting, and promptness. Grades are typically posted through MUEarn. Students are encouraged to check their grades regularly and contact the professor promptly with questions.

GRADING SCALE AND RUBRIC

Letter Grade	Percentage	Points	Rubric
A	93% to 100%	930 - 1000	Student work, professionalism and competency exceeds most or all expectations. Shows creative thought, synthesis of concepts, reflection, deep understanding of the concepts and/or process. Student articulates concepts and communicates ideas thoughtfully and clearly.
A-	90% to 92%	900 - 929	
B+	87% to 89%	870 - 899	Student work, professionalism and competency meets expectations. The work completed shows evidence of some creative thought and reflection. Student adequately addresses every component of the task(s), and provides sufficient depth and reflection.
B	83% to 86%	830 - 869	
B-	80% to 82%	800 - 829	Student work, professionalism and competency occasionally meet expectations. Student work does not address all components of the task(s) and/or provides insufficient depth and reflection. Student will have a required meeting with course instructor and/or Academic Advisor.
C+	77% to 79%	770 - 799	Student work, professionalism and competency are below expectations. Remediation plan is assigned. Student will have a required meeting with course instructor and/or Academic Advisor as well as an individualized remediation plan to ensure competency in the course material.
C	73% to 76%	730 - 769	
C-	70% to 72%	700 - 729	

*A grade in the D or F range will result in a meeting with the student's advisor as well as the student retaking the class at his or her own expense.

COURSE SCHEDULE

Thursday	Reading	Assignments	Accomplished Course Objectives
Session 1 Thursday, July 21st Introduction to Addiction	<ul style="list-style-type: none"> Miller (2021) Chapter 1 "Introduction" 		MAC E1; CACREP 2.F.3.d. CACREP 5.C.1.d.

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<p>Etiology of Addiction</p> <p>Models of Addiction</p>			
<p>Session 2 Thursday, July 28th Theories of Counseling Applied to Treatment</p> <p>Spirituality and Addiction Counseling</p>	<ul style="list-style-type: none"> • Miller (2021) Chapter 2 “Theories of Counseling Applied to Treatment” • Miller (2021) Chapter 12 “Incorporating Spirituality and Addiction Counseling” • Collins (2007) “The Bible and Addictions” and “The Bible and Alcohol Related Problems” 	<ul style="list-style-type: none"> • Fishbowl Reflection due Thursday, August 4th by 6:00 p.m. 	<p>MAC E1, S1, S2; CACREP 2.F.3.d.; CACREP 5.A.1.b.;</p>
<p>Session 3 Thursday, August 4th Assessment and Diagnosis of Addiction</p> <p>Co-Occurring Disorders and Behavioral Addictions</p>	<ul style="list-style-type: none"> • Miller (2021) Chapter 3 “Assessment and Diagnosis of Addiction” • Miller (2021) Chapter 4 “Co-Occurring Disorders and Behavioral Addictions” 	<ul style="list-style-type: none"> • Case Study #1 done in class—Case Study #1 Write Up due by Thursday, August 11th at 6:00 p.m. 	<p>MAC E1, A1, P3, H1, H3, E3; CACREP 2.F.3.d.; CACREP 5.C.1.d.; CACREP 5.C.2.e.; CACREP 2.F.1.i., 2.F.2.c.; CACREP 5.A.2.f.</p>
<p>Session 4 Thursday, August 11th Addiction Treatment</p> <p>Therapies and Techniques in Addiction Counseling</p> <p>Trauma and Addiction</p>	<ul style="list-style-type: none"> • Miller (2021) Chapter 6 “Treatment Related Issues and Counseling Approaches” • Miller (2021) Chapter 9 “Elaboration on Specific Therapies and Techniques Relevant to Addiction Counseling” 	<ul style="list-style-type: none"> • Case Study #2 done in class—Case Study #2 Write Up due by Thursday, August 18th at 6:00 p.m. 	<p>MAC E1, A1, P3, H1, H2, E3; CACREP 2.F.3.d.; CACREP 5.C.1.d.; CACREP 2.F.1.i., 2.F.2.c.; CACREP 5.A.2.f.</p>

Session 5 Thursday, August 18th Culturally Sensitive Addiction Counseling	<ul style="list-style-type: none"> Miller (2021) Chapter 10 “Culturally Sensitive Addiction Counseling” 	<ul style="list-style-type: none"> Addiction Recovery Meeting Observation and Reflection paper due August, 18th by 6:00 p.m. Addiction Meeting Observation Presentation given in class on August, 18th Attendance and Participation Self- Assessment due by August 21st at 11:59 p.m. 	MAC A2, S1, S2; CACREP 5.A.1.b.; CACREP 2.F.2.C.

The Instructor reserves the right to make changes to the course schedule or content. If changes are to take place, students will be alerted.

Recommended Resources for Further Reading

Giordano, A. L. (2022). *A clinical guide to treating behavioral addictions*. Springer.

Carnes, Patrick J, *Addiction or Compulsion: Politics or Illness?*
https://cdn.ymaws.com/iitap.com/resource/resmgr/arie_files/m1_addictionorcompulsion-pol.pdf

-Carnes, Patrick J, *Task-Centered, Competency Based Approach to Treatment*.
https://cdn.ymaws.com/iitap.com/resource/resmgr/arie_files/m1_article_task-centered-com.pdf

-Siegel, Daniel J, *Neurobiology: Unlocking the Mind to Promote Well-being*.
https://cdn.ymaws.com/iitap.com/resource/resmgr/arie_files/m3_neurobiology_unlocking_th.pdf

-Erickson, J Millard., *Christian Theology; 3rd Edition (1998)*. Baker Academic; Baker Publishing Group, Grand Rapids, MI. (Article – Massey's Addiction and Spirituality).

-Carnes, Patrick, *Facing the Shadow [3rd Edition]: Starting Sexual and Relationship Recovery*. 2015

-Carnes, Patrick, *Out of the Shadows: Understanding Sexual Addiction*. 2001

-Carnes, Stephanie, *Mending a Shattered Heart: A Guide for Partners of Sex Addicts*. 2011

-Dye, Michael, *The Genesis Process 4th Edition(2012)*.

-Gola, Mateuz, *Can Pornography be Addictive? An FMRI Study of Men Seeking Treatment for Pornography Use*. 2017

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https://www.dropbox.com/s/ajobqgwpowr85o3/17_Can%20Pornography%20be%20Addictive%20-%20An%20fMRI%20Study%20of%20Men%20Seeking%20Treatment%20for%20Problematic%20Pornography%20Use.pdf?dl=0

-Ina, Darryl S., Pharm. D. & Cohen, William E. (2014) *Uppers, Downers, All Arounders: Physical and Mental Effects of Psychoactive Drugs, 8th edition*. CNS Productions, Inc., Medford, OR. The 8th edition will have the most current information, however for the purposes of this class, both the 8th and 7th editions will be acceptable.

-Hari, Johann, *Chasing the Scream: The First and Last Days of the War on Drugs*. 2016

-Katakakis, Alexandra, *Erotic Intelligence: Igniting Hot, Healthy Sex While in Recovery from Sex Addiction*. 2010

-Lambert, Heath, *Finally Free: Fighting for Purity with the Power of Grace(2013)*. Zondervan, Grand Rapids, MI.

-Mate, Gabor: *In the Realm of Hungry Ghosts; Close Encounters with Addiction 2nd edition*, 2018, chapters 1-22.(Audiobook is acceptable means of reading).

-Roberts, Ted, *Pure Desire: How One Man's Triumph Can Help Others Break Free From Sexual Temptation(1999)*. Bethany House Publishers.

-Welch, Ed, *Addictions: New Ways of Seeing, New Ways of Walking Free*.

<https://www.ccef.org/wp/wp-content/uploads/archive/sites/default/files/pdf/welch-addictions.pdf>

W., Bill. (1976). *Alcoholics Anonymous : the story of how many thousands of men and women have recovered from alcoholism*. New York :Alcoholics Anonymous World Services,

-Table Talk, August 2016, 4 articles on Addictions. Articles to be provided by instructor.

Addictions and Idolatry, Ed Welch

The Consequences of Addiction, Heath Lambert

What the Bible Says About Addictions, L. Michael Morales.

The Mortification of Addiction, Jeremy Pierre