CONTACT INFORMATION
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COURSE DESCRIPTION
This course will provide the clinical knowledge that is necessary to facilitate an initial intake and diagnostic orientation for the client in the counseling process. Students will learn the diagnostic skills necessary to administer a comprehensive and thorough evaluation for the purpose of determining effective treatment plans for clients who are suffering from diverse addictive and compulsive disorders. An emphasis will be placed on integrating and analyzing current research in the field of addictions counseling assessment for a Christian worldview.

COURSE OUTCOMES
To cognitively and intuitively understand the current theories and science of the addiction process.

To gain insight into the art of clinical diagnosis of addiction to best initiate the counseling process for those who are suffering from addiction.

To acquire objective and subjective knowledge about the specific skills associated with the diagnosis of addictions, including the use of assessment tools.

To gain an understanding of human suffering and how the addiction process may initially be an effort to reduce and/or avoid suffering by altering one’s state of consciousness.
REQUIRED BOOKS


Dodes, L. (2003). *The heart of addiction*. New York, NY: Quill. *(Please be sure that you have this book by the correct author.)*


RECOMMENDED READING


I recommend this book because the twelve-step program was written mostly for and by men. This can be a helpful resource for women who are seeking recovery.


I use the acceptance and commitment therapy in my clinical work. While it is a secular model, I incorporate Christian thought and use contemplative prayer practices that fit in well with this model.

ONLINE EDUCATIONAL ASSUMPTIONS

The on-line courses available through Grand Rapids Theological Seminary were designed according to the learning paradigm. This paradigm shifts the focus from teaching to learning and places greater authority and responsibility upon the learner. The role of a course instructor is not primarily to impart their knowledge, but to create valuable learning experiences utilizing diverse resources and educational methods. Success within this paradigm and in on-line learning requires significant student initiative, discipline, and commitment. On-line learning is not for everyone, since it assumes greater levels of student ownership and engagement in the teaching and learning process.

INTERACTIVITY REQUIREMENT

Threaded discussions are a required aspect of all GRTS graduate level on-line courses. Each course will differ in the frequency and nature of interaction. There are two types of on-line interaction: synchronous and asynchronous. Synchronous interaction consists of on-line discussions that occur in
real time and at the same time. Asynchronous interactions consist of on-line interaction over an extended, and sometimes defined, period of time.

There are two types of on-line posts: original posts and response posts. Original posts should include the student’s reflections on the theoretical content, meaning, relationships of ideas, and implications of course material. Original posts should be insightful, substantive, inquisitive, and reflective in nature. Typically, original posts will be crafted as responses to a set of discussion questions posed by the course instructor, questions designed to foster reflection and dialogue. Response posts are offered in reply to the original posts of peers and should seek clarification for deeper understanding and/or extend the level of critical reflection on the topic of discussion. There will be 2 discussion questions posed by the Professor each week except for the first week and the week that your final papers are due. You will be expected to write and submit an original post for each of the 2 discussion questions each week and a response post to 2 of your fellow students for each discussion question. Therefore, each week you are required to submit 2 original posts to the discussion questions and a total of 4 response posts to fellow students. The weekly schedule consists of a deadline of Thursday by 11:59pm for your original posts to the 2 discussion questions and Saturday by 11:59pm to respond to 2 of your fellow students’ posts for each of the discussion questions. If the posts are submitted past these deadlines then no credit can be given for those late posts. The key to online learning is to be organized, disciplined and prompt with weekly deadlines.

All on-line interactions should be substantive, succinct, and grammatically accurate. By substantive, we do not mean extended descriptions of personal opinion and personal experience. Nor do we mean comments that lack coherence and critical reflection. By substantive, we mean comments that are reflective and insightful, coherent, theoretically informed, and link theory to practice. All posts must adhere to APA (American Psychological Association) format guidelines as defined in the required APA 6th Edition (2nd printing) format guide. By succinct, we mean that original posts should be between 250-300 words and response posts need to be between 150-200 words per post, unless otherwise defined within the given course. Finally, all posts should be grammatically clean, which requires editing before the post is submitted. The interactivity grade for the course will be determined based on the number of posts as well as the character of the post (i.e., substantive, succinct, and grammatically accurate).
EVALUATION

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<th>Grade</th>
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<tr>
<td>A</td>
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<td>C</td>
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<td>A-</td>
<td>91-95</td>
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<td>B+</td>
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<td>B</td>
<td>84-86</td>
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<td>64-66</td>
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<td>B-</td>
<td>80-83</td>
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<td>60-63</td>
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<td>C+</td>
<td>77-79</td>
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<td>59 or below</td>
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ASSIGNMENTS:

- Online Discussions: 40%
- 3 Book Reviews: 30% (10% each)
- 3 case study reports: 15%
- 2 assessment instruments to be used with results & diagnosis reported: 15%

Total 100%

Assignment Descriptions: (Deadlines for the Book Reviews and Reports are listed in the course schedule. Please submit all Book Reviews and the Reports in the designated drop boxes under the Lessons tab in Odyssey by the deadline. Please refer to the Grading Rubric under the Lessons Tab for how the grade is calculated for the assignments).

- **Course Participation**: 2 Original Posts to Discussion Questions per week beginning in week 2 is required. 4 Response Posts per week when discussion questions are posed are required to receive credit for course participation.
- **Book Reviews (3)**: A narrative review of the books entitled, *The Heart of Addiction* (by L. Dodes) *Hidden Addictions*, and *Grace and Addiction*, must include a 5 page summary. The content must include a summary of the themes of each book and a contemplative critique of the book from a Christian worldview perspective as the content relates to addictions assessment. Please reference scripture within your critique and insights from the required weekly readings from the main textbooks.
- **Case Studies**: (3) Each of the three case studies will include your diagnosis regarding addiction and describe your reasoning for the diagnosis. A substantive response to each statement/question presented with the case study will be necessary. The case studies will be 2 - 3 pages long. The assignments can be found under the Lessons tab on Odyssey.
- **Assessment Tool Reports**: (2) Each assessment tool report will describe how you chose your client, the process of engaging the client, a report of your assessment and diagnosis as well as how
you presented your conclusions to the client. The reports will be 2 - 3 pages long. The assignments can be found under the Lessons tab on Odyssey.

♦ All writing must be in APA format according the 6th Edition (2nd printing) of the APA Publication Manual. Please use gender inclusive language and refrain from any tendency to stereotype various people in diverse cultures. You are encouraged to point out potential trends in diverse cultures but discouraged from ever generalizing anything about particular cultures that could perpetuate stereotypes. No late papers will be accepted unless there is a valid emergency which can be verified from a Physician or medical professional. For additional information about APA format the following website is available to you at: eaglesnest.cornerstone.edu

Select GRTS
The GRTS APA Style Guide is found in the Quick Links menu under "Academic Writing Resources" Choose: APA Style from the Purdue OWL or the Purdue Online Writing Lab (APA Style)

Course Participation:

You are required to participate in the Online interaction threaded discussion forum. You can find the 2 Discussion Questions for each week under the Lessons tab in the online courseroom. Respond to those 2 questions with your 2 original posts after completing the assigned reading for that week. You then write your 2 Response Posts for each Discussion Question to fellow students two days later.

There is also an online video that accompanies each chapter of the main textbook. This brings to life the chapter assigned and is helpful in understanding the material. This video is assigned material as well.

In order to watch the 15-20 minute online videos for each chapter, you will need to do the following:

Use the access code that you will find in a coupon in the 8th edition of Uppers, Downers, all Arounders.

**Week 1  September 8, 2015  (Initial posts due September 11, response posts due September 13)**

Discussion Question # 1

Discussion Questions # 2

Response Post to 2 of your fellow students per question

Additional Assignments: Please send an email to Dr. Kuiper, by Friday, September 11, 2015, confirming that you have received all the needed materials for the course and that you understand the syllabus and course requirements. Please include any questions you may have about the course and the expectations. Also, please introduce yourself to your fellow students by telling everyone something about yourself including your program and what you hope to learn from this course in the general forum section of the online courseroom.
Week 2  September 14, 2015  (Initial posts due September 17, response posts due September 19)

Discussion Question # 1

Discussion Questions # 2

Response Post to 2 of your fellow students per question

Week 3  September 21, 2015  (Initial posts due September 24, response posts due September 26)

Discussion Question # 1

Discussion Questions # 2

Response Post to 2 of your fellow students per question

1st Book Review of *The Heart of Addiction* Due by Saturday by 11:59 pm  (September 26)

Week 4  September 28, 2015  (Initial posts due October 1, response posts due October 3)

Discussion Question # 1

Discussion Questions # 2

Response Post to 2 of your fellow students per question

2nd Book Review of *Hidden Addictions* due by Saturday by 11:59 pm (October 3)

Week 5  October 5, 2015  (Initial posts due October 8, response posts due October 10)

Discussion Question # 1

Discussion Questions # 2

Response Post to 2 of your fellow students per question

First case study report due Saturday, 12:59 pm, October 10
Week 6  October 12, 2015  (Initial posts due October 15, response posts due October 17)

Discussion Question # 1

Discussion Questions # 2

Response Post to 2 of your fellow students per question

First assessment tool report due Saturday, 12:59 pm, October 17

Second case study report due Saturday, 12:59 pm, October 17

Week 7  October 19, 2015  (Initial posts due October 22, response posts due October 24)

Discussion Question # 1

Discussion Questions # 2

Response Post to 2 of your fellow students per question

3rd Book Review of *Addiction and Grace* Due by Saturday by 11:59 pm October 24

Week 8  October 26, 2015  (Initial posts due October 29, response posts due October 31)

Discussion Question # 1

Discussion Question #2

Response Post to 2 of your fellow students per question

Final Reports Due: Third case study due and second assessment instrument report. Due by Saturday by 11:59 pm October 31.

1 Reflective response post (2 paragraphs) Saturday, October 31
## COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Readings</th>
<th>Course Participation</th>
<th>Website for video</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>Ch. 1 of the required textbook by Inaba and Cohen (2014).</td>
<td>2 Original Posts and 4 response Posts</td>
<td><a href="http://www.cnsproductions.com">www.cnsproductions.com</a></td>
<td>Please send an email to Dr. Kuiper by Saturday confirming that you have received all the needed materials for the course and that you understand the syllabus and course requirements. Please include any questions you may have about the course and the expectations. Also, please introduce yourself to your fellow students by telling everyone something about yourself including your program and what you hope to learn from this course in the <strong>general forum section</strong> of the online courseroom.</td>
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<tr>
<td>2</td>
<td>Ch. 2 &amp; 3 of the required textbook by Inaba and Cohen (2014).</td>
<td>2 Original Posts and 4 response Posts</td>
<td><a href="http://www.cnsproductions.com">www.cnsproductions.com</a></td>
<td>Then watch the videos of the Chapters assigned for this week.</td>
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<tr>
<td>3</td>
<td>Ch. 4 &amp; 5 of the required textbook</td>
<td>2 Original Posts and 4 response Posts</td>
<td><a href="http://www.cnsproductions.com">www.cnsproductions.com</a></td>
<td>Then watch the videos of the Chapters assigned for this week.</td>
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<td></td>
<td><strong>1st Book Review of <em>The Heart of Addiction</em></strong> Due by Saturday by 11:59pm***</td>
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<td>4</td>
<td>Ch. 6 of the required textbook</td>
<td>2 Original Posts and 4 response Posts</td>
<td><a href="http://www.cnsproductions.com">www.cnsproductions.com</a></td>
<td>Then watch the video of the Chapter assigned for this week.</td>
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<td><strong>2nd Book Review of <em>Hidden Addictions</em></strong> Due by Saturday by 11:59 pm***</td>
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<td>Week 5</td>
<td><strong>Readings:</strong> Ch. 7 of the required textbook</td>
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<td><strong>First case study report due by Saturday by 11:59 pm.</strong></td>
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<td><strong>Website for video:</strong> <a href="http://www.cnsproductions.com">www.cnsproductions.com</a></td>
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<td>Then watch the video of the Chapter assigned for this week.</td>
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<tr>
<th>Week 6</th>
<th><strong>Readings:</strong> Ch. 8 of the required textbook</th>
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<tr>
<td></td>
<td><strong>Course Participation:</strong> 2 Original Posts and 4 response Posts</td>
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<td><strong>First assessment tool report due by Saturday by 11:59 pm.</strong></td>
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<td><strong>Second Case Study Assignment due by Saturday by 11:59 pm</strong></td>
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<td><strong>Website for video:</strong> <a href="http://www.cnsproductions.com">www.cnsproductions.com</a></td>
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<td>Then watch the video of the Chapter assigned for this week.</td>
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<tr>
<th>Week 7</th>
<th><strong>Readings:</strong> Ch. 9 of the required textbook</th>
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<td><strong>Course Participation:</strong> 2 Original Posts and 4 response Posts</td>
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<td><strong>Website for video:</strong> <a href="http://www.cnsproductions.com">www.cnsproductions.com</a></td>
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<td>Then watch the video of the Chapter assigned for this week.</td>
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<td><em><strong>3rd Book Review of <em>Addiction and Grace</em> due by Saturday by 11:59 pm</strong></em></td>
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<tr>
<th>Week 8</th>
<th><strong>Readings:</strong> Ch. 10 of the required textbook</th>
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<td><strong>Course Participation:</strong> 2 Original Posts and 4 response Posts</td>
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<td><strong>Website for video:</strong> <a href="http://www.cnsproductions.com">www.cnsproductions.com</a></td>
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<td>Then watch the video of the Chapter assigned for this week.</td>
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<td><em><strong>Third case study due and second assessment instrument report. Due by Saturday by 11:59 pm</strong></em> *****</td>
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OTHER INFORMATION

Technology Support

Students experiencing technological difficulty in accessing a course and/or negotiating technological aspects of the course are encouraged to contact the Cornerstone University Informational Technology Center. IT staff can be reached at 616-949-5300 (ext. 1510), http://www.cornerstone.edu/departments/information_systems, or e-mail to technologysupport@cornerstone.edu

Papers and Projects

Papers in Ministry and Counseling courses should be formatted and sources documented according to APA Style.

To access these style guides in EaglesNest

Go to eaglesnest.cornerstone.edu
Select GRTS

The GRTS APA Style Guide are in the Quick Links menu under "Academic Writing Resources"

Choose: APA Style from the Purdue OWL or the Purdue Online Writing Lab (Be sure to choose APA style.)

Email Communication-Email is the official means for communication with every enrolled student. Students are expected to receive and read those communications in a timely fashion. Since the seminary will send official communications to enrolled students by email using their Cornerstone University email addresses (i.e., first.last@cornerstone.edu), students are expected to check their official email addresses on a frequent and consistent basis to remain informed of seminary communications.

Students can access their Cornerstone University email account as follows:
   o Go to gmail.cornerstone.edu
   o Enter CU username (e.g., n0236522) and password
Students can forward or IMAP their “@cornerstone.edu” email to a preferred address as follows:
   o Log into CU email
   o Select “Settings” in the upper right hand corner
   o Select “Forwarding and POP/IMAP”
   o Follow the on-screen instructions

Students are responsible for any consequences resulting from their failure to check their email on a regular basis for official seminary communications.

1. Statement concerning Student Course Evaluation
**Student Course Evaluation** - In the last two weeks of each resident course, all students are expected to complete a course evaluation (IDEA Form). This paper-based assessment form will be distributed and completed in class. In Ministry Residency, Counseling Practicum and Counseling Internships, and for all online courses, student evaluations will be completed within Odyssey (see Lessons tab). These assessments provide an opportunity for students to offer feedback to professors on the quality of the learning experience, feedback that informs future offerings of the course. More information about these evaluation processes will be provided late in the given semester.

2. Statement concerning Inclusive Language

**Inclusive Language** - As noted in the GRTS academic catalog, writing and discussion should reflect the GRTS policy on inclusive language when referring to other people, regardless of their gender, nationality, culture, social class or religion.

3. Statement concerning Copyright and Academic Integrity-

**Copyright Violation and Plagiarism** - Copyright violation and plagiarism have serious ramifications for Cornerstone/GRTS students, both legally and ethically. Unauthorized copying or use of copyrighted materials, including downloaded files of various kinds, can result in criminal charges and fines. Plagiarizing another’s words or ideas (passing them off as your own) can result in loss of grade or failure. For a fuller explanation of these issues or of CU’s copyright policy, see Miller Library’s website (under Library Services menu)—“Copyright, Fair Use, & Plagiarism”:
http://library.cornerstone.edu/content.php?pid=125720&sid=1079827

4. Statement concerning Disability Accommodation-

**Disability accommodation** - The University will make reasonable accommodations for students with disabilities, in compliance with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990. The purpose of accommodation is to provide equal access to educational opportunities to students affected by disabilities, and the university does not intend that the standards be altered, nor that the essential elements of programs or courses be changed. Students having documented disabilities may apply for accommodations through Student Disability Services (SDS), which is part of the Cornerstone University Learning Center located in Miller Hall on the main campus.
In the event that students have questions regarding whether they are eligible for accommodations, how they might provide appropriate documentation of disabilities, or how they might handle a disagreement with a professor over questions of accommodation, the Director of Academic Support should be contacted immediately at (616) 222-1596 or via email at learningcenter@cornerstone.edu. Further information about applying for and utilizing accommodations is provided in the Student Handbook and on the university’s website.

1. Statement concerning Confidentiality and Disclosure

Confidentiality and Disclosure- Information shared by a student with a faculty or staff member in individual settings will remain confidential, except under the following conditions:

- There has been serious harm or threat of harm to self or others.
- There is reasonable suspicion of abuse of a child, elder or vulnerable person.
- There is a court order mandating disclosure of information.
- There is a dispute between a student and faculty/staff member and disclosure is necessary for resolution.
- The faculty or staff member requests supervisory consultation with CU Administration.