NEW BRUNSWICK
THEOLOGICAL SEMINARY
Think Critically • Act Justly • Lead Faithfully

Spirituality of the Twelve Steps

Fall 2020 - Online

PROFESSOR'S CONTACT INFORMATION

Professor:	T. Patrick Milas, Ph.D.
E-mail:	pmilas@nbts.edu
Virtual Office Hours:	Tuesdays 1-3 p.m. and by appointment via Zoom. If you have a concern and send me an email, you can expect a response within 24 hours on weekdays, 48 hours on weekends.

All important announcements and communication for this class will take place through Sakai and the NBTS email system. Make sure that you periodically check the course and your NBTS email inbox to stay informed and communicate with your professor and classmates. Students should always include their first and last name at the end of all e-mail messages. This will enable the professor to quickly identify the student and course, facilitating a timely response.

DESCRIPTION AND PURPOSE OF COURSE

This course explores the problem of addiction and mandate for the Church in the solution: the embrace and elevation of healing ministry using the Twelve Steps. The course begins by reviewing the latest scientific evidence of addiction to delineate the scope of the problem in society today. Students will examine the common concerns of suffering, brokenness, repentance and healing so central to what the Twelve Step Program calls recovery and the Church calls salvation. By discovering the gospel wisdom of the Twelve Steps, they may be applied to any obvious addiction in any person, including the sometimes hidden addiction to sin shared by all. The class will identify strategies for churches to not only assist addicts, but more fully accept and attract them into their church communities. Students will gradually absorb the spirituality of the Twelve Steps experience through increasing immersion in its devotional practices.

PROGRAM LEARNING OUTCOMES FOR THIS COURSE ARE:

For Certificate and M.Div. students

Graduates

- Engage their own and other communities, traditions, structures, and cultures. They put theological studies into practice in diverse vocational applications of ministry, seeking to understand the work of God. They prepare for leadership and service responsive to varied social contexts.

For MA students in Pastoral Care and Counseling

Graduates

- Engage in research and critical reflection proper to the field of Pastoral Care and Counseling/Pastoral Theology.

For MA students in Theological Studies

Graduates

- Explain how cultural and social contexts impacts their understanding of a community

COURSE LEARNING OBJECTIVES AND OUTCOMES

1. Students will be able to identify scientific methods used to study the personal and social dynamics common in addictive behavior.

2. Students will learn best practices for understanding and supporting the recovery process in addiction.

3. Students will be conversant on 12-step recovery, including the cognitive and behavioral changes encouraged through 12-step spirituality.

4. Students will observe recovery groups in action using unobtrusive scientific methods, evaluate perspectives on addictive and compulsive behaviors, and consider the tension between individual morality, personal brokenness, and social sin frameworks to understand addictions.

REQUIRED MATERIALS

We recommend you start building a library for your present and future ministries or vocations. The following are the books required for this course. All students are expected to have the required books by the first day of the class.

Required to purchase:

Anonymous, Alcoholics. *Twelve Steps and Twelve Traditions*. New York: AA World Services, 2002.
ISBN 9780916856014
URL: https://dev1.aa.org/pages/en_US/twelve-steps-and-twelve-traditions

Kuhn et al. *Buzzed: The Straight Facts About the Most Used and Abused Drugs from Alcohol to Ecstasy*. Fully Revised and Updated Fourth Edition. New York: Norton & Co, 2014. ISBN 9780393344516

Mate, Gabor, and Peter A. Levine. *In the Realm of Hungry Ghosts: Close Encounters with Addiction*. Berkeley: North Atlantic Books, 2010. ISBN 9781556438806
DTL: https://thedtl.on.worldcat.org/oclc/461256205

Recommended to purchase:

Anonymous, Alcoholics. *Alcoholics Anonymous: the Story of How Many Thousands of Men and Women Have Recovered from Alcoholism*. 4th edition. New York: AA World Services, 2001. ISBN 978-1-893007-16-1
URL: https://dev1.aa.org/pages/en_US/alcoholics-anonymous

Conyers, Beverly. *Everything Changes: Help for Families of Newly Recovering Addicts* Center City, Minn: Hazelden, 2009. ISBN: 978-1-59285-697-8

You may purchase the course textbooks at a local bookstore and/or utilize a book distributor such as www.amazon.com; www.bn.com; http://www.cokesbury.com; or www.bibliofind.com. Books may be purchased in physical or electronic form. Since online purchases can take a week or longer, make sure to order the textbooks as soon as possible. Most required material may be found in our library and some of it also can be downloaded from various academic websites. Any additional materials (e.g., articles, etc.) may be found on Sakai.

TECHNOLOGY NEEDED

1) Computer: desktop or laptop with these recommended minimum standards:
   - Windows 10 / OS X
   - 8 GB of RAM
   - 240GB of SSD Hard Drive
   - Camera [built in or additional purchase]

This amount of computing power will allow you use the software offered by NBTS. Note: Students will have difficulty accessing and using course materials and communicating with faculty and staff if their equipment does not meet minimum standards. For questions about computer equipment, please contact Jeanette Carrillo jcarrillo@nbts.edu.

2) Ability to access to the Internet and a supported Web browser (Internet Explorer, Firefox, Chrome, or Safari). Note: Most of the components in Sakai work best with Firefox,

Chrome or Safari

3) A headset for plugging into your computer for video conferencing and synchronous classes.
4) Students in hybrid and online courses usually need both a webcam and microphone for communication with students and instructors.

SOFTWARE REQUIREMENTS

You will need to make sure that you have an up-to-date version of your browser as well as an operating system and some additional software on your computer to take this class. Some of the documents in this course will be available to you in PDF form. If you do not have Adobe Acrobat Reader software on your computer, you can download it by going to http://get.adobe.com/reader, Microsoft Office products (or equivalent – Office 365 is included with a student's email account).

Sakai Use

SAKAI is the Learning Management System (LMS) for New Brunswick Theological Seminary. Course materials are available within this system. Please log-in and look over your classes on SAKAI as soon as you can. It is important that you familiarize yourself with how the course has been organized. **Online and hybrid classes begin on the first scheduled day of the class in the first week of the semester.** There may be assignments students need to complete before the first face-to-face meeting of the class.

If you have problems and/or are not able to login, have questions concerning the use of Sakai or NetClassroom, send an email to jcarrillo@nbts.edu. Describe the problem in detail and include your full name, your email address, and telephone number(s). If you have technical problems, send an email to jchoi@nbts.edu. Describe the problem in detail and include your full name, your email address, and telephone number(s).

Internet Service Providers (ISP)

A reliable, preferably high speed, internet connection, which includes direct access to the worldwide web is needed. In situations of emergency (i.e. pandemic, etc.), students may be required to shelter in place and will need to access their courses from home.

COURSE DELIVERY

FULLY ONLINE COURSE

This course is conducted entirely online, which means you do not have to be on campus to complete any portion of it. You will participate in the course using New Brunswick Theological Seminary's Learning Management Systems (LMS) Sakai.

In Sakai, you will access online videos, course materials, and library resources. At designated

times throughout the semester, students will participate in a blend of self-paced and group-paced activities using Sakai and alternative Internet-based technologies. Activities will consist of online class meetings, virtual 12-step recovery meeting research visits, reading-based discussion forums, personal inventory, and academic writing.

COURSE COMMUNICATION

Announcements will be posted in Sakai on a regular basis. They will appear when you log in and/or will be sent to you directly through Sakai messages. Please make certain to check them regularly as they will contain any important information about upcoming projects or class concerns. Note: professors will only communicate information concerning the course using the NBTS mail system. When submitting messages, please do the following:

- Put a subject in the subject box that describes the email content with your name, week and message subject. For example: YOURNAMEWK2ASSIGNMENT.
- Students should always include their first and last name at the end of all e-mail messages. This will enable the professor to quickly identify the student and course, facilitating a timely response.
- Dr. Milas typically responds to email within 24 hours on weekdays and within 48 hours over weekends.
- Send email only to and from your NBTS email account and not your personal email. Also, do not send emails to my personal account, please submit all emails through the messaging (email) feature in Sakai.
- Submit assignments in Sakai using the "assignments tab." *Do not use submit by email.*
- Make certain to check your messages frequently.

LIBRARY RESOURCES FOR ALL CAMPUSES

All NBTS students can access online resources including the Sage Library catalog, journals, databases, and ebooks 24/7, by visiting https://www.nbts.edu/sagelibrary/. Resource guides are on the Sage Library page link in Sakai. To obtain a free library card, stop at the circulation desk or access an online card: visit https://www.nbts.edu/sage-library/digital-library-card-application-form/. Reference services are available virtually by Zoom or telephone. For information contact, the Sage Circulation Desk at 732-247-5241 or sage.library@nbts.edu. Students also have access to Rutgers University Libraries and SEPTLA member institution libraries. Local libraries may also offer guest privileges. For more information contact Laura Giacobbe at 848-237-1773 or lgiacobbe@nbts.edu. For help with writing, contact James Brumm at jbrumm@nbts.edu. Stay up to date on library news on Facebook @sagelibrary or on Instagram @sage.library.

Library Resources at the St. John's Campus

NBTS students studying on the St. John's campus have borrowing privileges at the University's Library. To obtain access, follow the instructions in the email sent out by Dr. Faye Taylor, Director of the NY Campus, at the beginning of the semester. For more information about St. John's Library, contact the Circulation Desk by phone at 719-990-6850, text at 719-652-6936, or by email at http://stjohns.libanswers.com/. NBTS students taking St. John's electives have access to the St. John's databases, at http://campusguides.stjohns.edu/databasesA-Z. To obtain access, contact Laura Giacobbe at 848-237-1773 or lgiacobbe@nbts.edu.

COURSE REQUIREMENTS, GRADING PERCENTAGES, AND DUE DATES

Weekly Requirements

- Attend weekly live Meetings 7-8:20PM Tuesdays.
- Read "Required Reading", watch "Required Video" and listen to "Required Audio" before Meetings on Tuesdays at 7PM to prepare to participate in discussion.
- Read "Supplemental Reading" before you post your Reading Reflections to the Forums.
- Read "Recommended Reading" at your convenience, if you have time (not required).
- Note: "Class Materials" are documents/media that will be featured during class.

Grading Percentages

Reading Reflection Assignments	20%
Scientific Research Assignments	30%
Personal Moral Inventory Assignment	15%
Theological Application Assignment	20%
Participation	15%

Due Dates

Consult the Course Schedule below, and the Assignments Page and Calendar on the Sakai Site.

ASSIGNMENTS

PARTICIPATION (15%)

Course participation

You are expected to attend and prepare for online class meetings by reading all required readings before class. You must also keep up with the schedule of Sakai postings of reading reflections on Kuhn et al.'s *Buzzed*. No separate submission is necessary to receive credit for participation. Dr.

Milas will track attendance and participation throughout the semester, and post the final participation score after the last week of class. Should you need to miss or arrive late to a class meeting due to a personal or family emergency, contact Dr. Milas in advance to be excused.

***PERSONAL MORAL INVENTORY ASSIGNMENT* (15%)**

4th Step Assignment: DUE 10/12

Requirements:

Print out pages 5-7 of the "Personal Moral Inventory" document under Assignments in Sakai. Then fill out pages 5-7 using a pen, then scan the pages to create a PDF file. Upload the file of the scanned pages to Sakai.

This assignment is one of the foundations of 12-Step recovery work. The objective of this assignment is to give you an experience of what it is like to take a "moral inventory" of your past in terms of your resentments, fears, sex conduct, and harms done to others. Use the provided inventory sheets only. There are three inventories: resentments (page 5), sex/harms (page 6), and fears (page 7).

Note: you should be completely honest and thorough in this assignment. It is primarily for you to experience doing a 4th step. Dr. Milas will check to see that you filled out the forms, but Dr. Milas WILL NOT read your answers. This is to protect your confidentiality and privacy. You will receive full credit for this assignment if you upload the completed pages by the due date. There are no wrong answers. Dr. Milas will post your grade, then delete the file from Sakai so there is no electronic record of your potentially sensitive personal information in the system.

If you are in 12-Step recovery and have already completed a 4th Step with a sponsor, you can benefit from doing it again based on your most recent life experiences.

***SCIENTIFIC RESEARCH ASSIGNMENTS* (30%)**

For each of the 3 Unobtrusive Research Assignments you will attend a live 12-step group meeting either online or by telephone. Note: whatever name is saved as your Zoom account name will be visible to meeting participants. If you wish to have more privacy, change your Zoom display name to a fictitious name or title, such as "Student Visitor".

Requirements (each Unobtrusive Research assignment is worth 10% total):

1. (5%) Post a brief report on Sakai by Monday night at 11:55PM. Include: the name of the meeting, the type of meeting, time, location (Zoom info or phone number), and one paragraph about what you observed. ***Do not include the names or specific comments of any of the anonymous meeting participants.***

2. (5%) Be prepared to speak in general terms about your experience during our next regular class on Tuesday.

Unobtrusive Research I (10%): DUE 9/28

Visit a North New Jersey AA group. A list of groups/dates/times with Zoom meetings and Zoom info is available here: https://drive.google.com/file/d/15dIXnn8Cddzc4nBOntL9d1XMUK5KF9YH/view.

Look for a meeting marked "O-D" (open discussion) or "O-S" (open speaker) to ensure you attend a meeting that is open to the general public. You might be asked to introduce yourself. If so, you can give your first name or a fictitious name and then say "visitor." Then just listen.

*If you think you might have a problem with addiction or dependency, speak with Dr. Milas about options for closed meetings. But, any attendance at closed meetings would be beyond the scope of this NBTS course; you would not receive credit for this assignment.

Unobtrusive Research II (10%): DUE 10/26

Visit an Al-Anon group. A list of groups/dates/times is available here: https://al-anon.org/al-anon-meetings/electronic-meetings/. Use the checkboxes to narrow your list to a group indicating "Families, Friends, and Observers welcome" preferably on the Zoom platform. Again, if asked to introduce yourself, you can give your first name or a fictitious name and then say "observer" or "visitor." Then just listen.

Alternatively, visit a different AA group than you visited for Unobtrusive Research Assignment I. If visiting another AA group, again, look for an open meeting. It can be another open discussion meeting (O-D) for general audience, a "Big Book" (O-BB) study, an open 12-steps discussion (O-ST), or a combination meeting such as open, 12-steps, and discussion (O-S-D).

Unobtrusive Research III (10%): DUE 11/30

Visit a different 12-step group (not AA). Other important fellowships to explore include: CoDA (Co-Dependents Anonymous), OA (Overeaters Anonymous), NA (Narcotics Anonymous), and DA (Debtors Anonymous).

***READING REFLECTION ASSIGNMENTS* (20%)**

Requirements (each Reading Reflection assignment is worth 5% total):

Post a brief narrative (150-200 words MAX) on Sakai by the Monday night due date at 11:55PM. Include: the name of the drug and what you learned about it. Base your comments on the relevant chapter from Kuhn et al's *Buzzed*. Do not include any outside research.

Reading Reflection Assignment 1 (5%): DUE 9/21

Post in Reflection 1 Forum a 150-200 word reflection on your reading of (a) the "Alcohol"

chapter, OR (b) the "Caffeine" chapter in Kuhn et al.'s *Buzzed*.

Reading Reflection Assignment 2 (5%): DUE 10/19

Post in Reflection 2 Forum a 150-200 word reflection on your reading of (a) the "Ecstasy" chapter, OR (b) the "Hallucinogens" chapter, OR (c) the "Inhalants" chapter in Kuhn et al.'s *Buzzed*.

Reading Reflection Assignment 3 (5%): DUE 11/2

Post in Reflection 3 Forum a 150-200 word reflection on your reading of (a) the "Marijuana" chapter, OR (b) the "Nicotine" chapter OR (c) the Opioids chapter in Kuhn et al.'s *Buzzed*.

Reading Reflection Assignment 4 (5%): DUE 12/15

Post in Reflection 4 Forum a 150-200 word reflection on your reading of (a) the "Sedatives" chapter, OR (b) the "Steroids" chapter, OR (c) the "Stimulants" chapter in Kuhn et al.'s *Buzzed*.

***THEOLOGICAL APPLICATION ASSIGNMENT* (20%)**

Final Paper: Theology of Recovery Reflection Paper: DUE 12/19

Requirements:

Submit your final paper (7-10 pages MAX) on Sakai by the 12/19 at 11:55PM.

Instructions:

This paper is a theological reflection on addiction, recovery and grace. It is not a research paper. Base your narrative on your spiritual autobiography, faith context, personal theology of forgiveness and/or community, observations from your Scientific Research Assignments (1-3), and course readings. You may include outside research, but it is not necessary to succeed with this assignment.

Explore these or related questions:

1. Define addiction: is it an issue of volition, original sin, social sin, disease, etc.? Briefly support that claim.

2. In accordance with this definition, what is your theology of addiction? Use a theologian, scripture reflection, or doctrinal belief, citing theological resources or scripture commentaries from the Digital Theological Library.

3. What is your pastoral theology of addiction? How does your theology relate to the experience of recovery or bring hope to addicts? (or relate to social change, if society is part of your definition of addiction)

INCLUSIVE AND EMANCIPATORY LANGUAGE
NBTS is committed to an inclusive theological agenda. The use of inclusive language is a requirement for all written work and encouraged in all other written or oral communications. Students are urged to develop greater sensitivity in their written work to issues of inclusion in all forms, but especially regarding humankind. Terms such as "mankind" or "sons of God" are not inclusive of women. Instead, students could say humanity and children of God. Students will be urged in classes to consider more inclusive ways of speaking about God as well.

COURSE SCHEDULE

Week 1, 9/1-9/7

From Medical Evidence of Addiction to the 12 Steps

Required Reading:

"Hungry Ghosts: the Realm of Addiction" in Gabor Mate's *In the Realm of Hungry Ghosts*, pp. 1-4.

Appendix IV, "The Twelve Steps" in Gabor Mate's *In the Realm of Hungry Ghosts*.

Kuhn et. al, "Introduction", "Just Say Know", and "Test Your Drug Knowledge" (pp. 17-30)

"The Doctor's Opinion" (pp. xxv-xxxii) and "Bill's Story" (pp. 1-16) in Anonymous, Alcoholics. *Alcoholics Anonymous: the Story of How Many Thousands of Men and Women Have Recovered from Alcoholism* (henceforth referred to as the Big Book and abbreviated "BB" in the syllabus).
URL: https://thedtl.on.worldcat.org/oclc/1024157226

Recommended Reading:

Kuhn et. al, ch 13 ("Brain Basics"), ch 14 ("Drug Basics") and ch 15 ("Addiction")

Class Materials:

"Alcohol Facts and Statistics." National Institute on Alcohol Abuse and Alcoholism, 2020.
https://www.niaaa.nih.gov/sites/default/files/AlcoholFactsAndStats.pdf
*PDF on Sakai. Look under PC 515 B1 FA20 / Resources / Week 1.

Jones, Jeffrey. "U.S. Church Membership Down Sharply in Past Two Decades." Gallup News, 2019.
URL: https://news.gallup.com/poll/248837/church-membership-down-sharply-past-two-decades.aspx

"Estimated Worldwide A.A. Individual and Group Membership." Service Material from the General Service Office of Alcoholics Anonymous. New York, 2019.

*PDF on Sakai. Look under PC 515 B1 FA20 / Resources / Week 1.

Week 2, 9/8-9/14

Into Step 1: Beyond Addiction as Moral Failure

Required Audio:

AA Speaker Joan R. - The African American Experience In Alcoholics Anonymous (17 mins.)
URL: https://www.youtube.com/watch?v=KP3piXBE50M

Required Reading:

Mate, Gabor, *In the Realm of Hungry Ghosts* (chapters 1-2) pp. 5-34.

Chapter 2 BB – "There is a Solution" - (pp. 17-29)
Chapter 3 BB – "More About Alcoholism" - (pp. 30-43)
URL: https://thedtl.on.worldcat.org/oclc/1024157226

"Step One" in *Twelve Steps and Twelve Traditions*.
URL: https://dev1.aa.org/pages/en_US/twelve-steps-and-twelve-traditions

Cook, C. C. H. "Drunkenness as Vice in the New Testament" in *Alcohol, Addiction and Christian Ethics.* Cambridge University Press, 2008.
DTL:
https://thedtl.on.worldcat.org/search?databaseList=638&queryString=Alcohol%2C+Addiction+and+Christian+Ethics#/oclc/70142958
*PDF on Sakai

Supplemental Reading:

Kuhn et. al, "Alcohol"
*PDF on Sakai. Look under PC 515 B1 FA20 / Resources / Week 2.

Week 3, 9/15-9/21

Step 2: What's God Got to Do With It?

Required Video:

How to Maintain Your Sobriety During the COVID 19 Outbreak (6 mins.)
URL: https://www.youtube.com/watch?v=xKluGOzk1HM

Required Reading:

Mate, Gabor, *In the Realm of Hungry Ghosts* (chapters 3-9) pp. 35-122.

BB Chapter 4 "We Agnostics" - (pp. 44-57)

URL: https://thedtl.on.worldcat.org/oclc/1024157226

"Step Two" in *Twelve Steps and Twelve Traditions*.

Shirley M. Timmons. "A Christian faith-based recovery theory: Understanding God as sponsor." *Journal of Religion and Health* 51, no. 4 (2012): 1154.

URL: https://www-jstor-org.dtl.idm.oclc.org/stable/23352774?seq=1#metadata_info_tab_contents

*PDF on Sakai

Supplemental Reading:

Kuhn et. al, "Caffeine"

Week 4, 9/22-9/28

Step 3, Faith, and Science NO CLASS – FIELD RESEARCH I: Online AA Meeting

Required Reading:

Mate, Gabor, *In the Realm of Hungry Ghosts* (chapters 10-16) pp. 123-184.

"Step Three" in *Twelve Steps and Twelve Traditions*.

"This is Your Brain on Drugs" (chapter 2), in Sonia Water's *Addiction and Pastoral Care*. Grand Rapids, MI: Eerdmans, 2019.
DTL:
http://web.a.ebscohost.com.dtl.idm.oclc.org/ehost/ebookviewer/ebook/bmxlYmtfXzIwMTg4NTRfX0FO0?sid=7852a063-89ae-445a-b5a8-1ae651062f52@sdc-v-sessmgr03&vid=0&format=EK&lpid=navpoint-18&rid=0

Supplemental Reading:

Kuhn et. al, "Ecstasy"

Recommended Reading:

Annette Mendola, and Richard L. Gibson. "Addiction, 12-Step Programs, and Evidentiary Standards for Ethically and Clinically Sound Treatment Recommendations: What Should Clinicians Do?" *AMA Journal of Ethics 18*(6):646-655.
URL: https://journalofethics.ama-assn.org/article/addiction-12-step-programs-and-evidentiary-standards-ethically-and-clinically-sound-treatment/2016-06
*PDF on Sakai.

Unobtrusive Research Assignment I: DUE 9/28

Week 5, 9/29-10/5 **Step 4: Personal Soul-searching & Societal Fact-facing**

Required Video:

How To Do A 4th Step in AA and A1-ALON
URL: https://www.youtube.com/watch?v=TAJp5129YfA

Required Reading:

Chapter 5 BB "How It Works" - (pp. 58-71)
URL: https://thedtl.on.worldcat.org/oclc/1024157226

"Step Four" in *Twelve Steps and Twelve Traditions*.

Michelle Alexander, " The Color of Justice" in *The New Jim Crow: Mass Incarceration in the Age of Colorblindness.* pp. 97-139.
DTL:
https://thedtl.on.worldcat.org/search?queryString=The+New+Jim+Crow%3A+Mass+Incarceration+in+the+Age#/oclc/680283193
*PDF on Sakai. Look under PC 515 B1 FA20 / Resources / Week 5.

Supplemental Reading:

Kuhn et. al, "Hallucinogens"

Class Materials:

"Personal Moral Inventory," The Twelve Steps of Recovery
URL: https://www.12step.org/docs/Step4_Inventory.pdf
*PDF on Sakai. Look under PC 515 B1 FA20 / Resources / Week 5.

Week 6, 10/6-10/12

Step 5: a Necessity for Addicts, an Opportunity for Pastors

Required Reading:

Chapter 6 BB "Into Action" - (pp. 72-88)
URL: https://thedtl.on.worldcat.org/oclc/1024157226

"Step Five" in *Twelve Steps and Twelve Traditions*.

"Motivational Interviewing and Change" (chapter 6), in Sonia Water's *Addiction and Pastoral Care*. Grand Rapids, MI: Eerdmans, 2019.
DTL:

http://web.a.ebscohost.com.dtl.idm.oclc.org/ehost/ebookviewer/ebook/bmxlYmtfXzIwMTg4NTRfX0FO0?sid=7852a063-89ae-445a-b5a8-1ae651062f52@sdc-v-sessmgr03&vid=0&format=EK&lpid=navpoint-18&rid=0

Recommended Reading:

Yun Mi Shin. *"Smartphone addiction in children and adolescents*." In Young, K. (2017). *Internet Addiction in Children and Adolescents: Risk Factors, Assessment, and Treatment*. Springer: New York, New York.
DTL: https://search-credoreference-com.dtl.idm.oclc.org/content/title/spinternet?tab=entry_view&heading=smartphone_addiction_in_children_and_adolescents&sequence=0.pdf

Personal 4th Step Moral Inventory Assignment: DUE 10/12

Week 7, 10/13-10/19 **Step 6**

Required Audio:

AA Speaker Louis R. - The African American Experience In Alcoholics Anonymous (22 mins.)
URL: https://www.youtube.com/watch?v=xKluGOzk1HM

Required Reading:

"Step Six" in *Twelve Steps and Twelve Traditions*.

Mate, Gabor, *In the Realm of Hungry Ghosts* (chapters 17-19) pp. 185-220.

Deniece Reid, "Addictions, African Americans, and a Christian Recovery Journey" in *Bridges to Recovery: Addiction, Family Therapy, and Multicultural Treatment*.
*PDF on Sakai. Look under PC 515 B1 FA20 / Resources / Week 7.

Supplemental Reading:

Kuhn et. al, "Inhalants"

Reading Reflection Assignment 2: DUE 10/19

Week 8, 10/20-10/26 **Step 7**

NO CLASS – FIELD RESEARCH II: Online Al-Anon Meeting

Required Reading:

"Step Seven" in *Twelve Steps and Twelve Traditions*.

Kuhn et. al, "Marijuana"

Cassandra E. Collins, David L. Whiters, Ronald Braithwaite, "The Saved Sista Project: A Faith Based HIV Prevention Program For Black Women in Addiction Recovery." *American Journal of Health Studies*: 22(2) 2007
DTL https://go-gale-com.dtl.idm.oclc.org/ps/retrieve.do?tabID=T002&resultListType=RESULT_LIST&searchResultsType=SingleTab&hitCount=9&searchType=AdvancedSearchForm&currentPosition=3&docId=GALE%7CA308130613&docType=Article&sort=Relevance&contentSegment=ZONE-MOD1&prodId=AONE&pageNum=1&contentSet=GALE%7CA308130613&searchId=R1&userGroupName=upl1179&inPS=true
*PDF on Sakai. **Audio option on the website.

Recommended Reading:

Mate, Gabor, *In the Realm of Hungry Ghosts* (chapters 20-22) pp. 221-260.

Unobtrusive Research Assignment II: DUE 10/26

Week 9, 10/27-11/2 **Motivating Step 8**

Required Audio:

Financial Amends Workshop
URL: https://www.recoveryaudio.org/aa-speaker-tapes/pat-and-vince-y-from-pasadena-ca-mid-winter-conference-finanial-amends-workshop-in-hilton-head-sc-on-01-27-2007
***Begin at 16 minutes into the recording to listen to the most relevant portion.

Required Reading:

"Step Eight" in *Twelve Steps and Twelve Traditions*.

Mate, Gabor, *In the Realm of Hungry Ghosts* (chapters 23-25) pp. 261-300.

Supplemental Reading:

Kuhn et. al, "Nicotine"

Recommended Reading:

"From Contemplation to Preparation: Increasing Commitment" (chapter 5) in *Enhancing Motivation For Change in Substance Abuse Treatment*, pp. 83-96.
URL: https://www.ncbi.nlm.nih.gov/books/NBK64964/

*PDF on Sakai. Look under PC 515 B1 FA20 / Resources / Week 9.

Chapter 8 BB - "To Wives" - (pp. 104-121)
URL: https://thedtl.on.worldcat.org/oclc/1024157226

Reading Reflection Assignment 3: DUE 11/2

Week 10, 11/3-11/9 **Step 9: Making Amends**

Required Reading:

"Step Nine" in *Twelve Steps and Twelve Traditions*.

Mate, Gabor, *In the Realm of Hungry Ghosts* (chapters 26-28), pp. 301-346.

"Addiction as an Attachment Disorder," (pp. 1-11) in Philip Flores. *Addiction as an Attachment Disorder.* Aronson, 2004.
URL:
https://thedtl.on.worldcat.org/search?databaseList=638&queryString=ti%3AAddiction+as+an+Attachment+Disorder#/oclc/743761416
*PDF on Sakai. Look under PC 515 B1 FA20 / Resources / Week 10.

Supplemental Reading:

Kuhn et. al, "Opioids"

Recommended Reading:

Savage et al. (2003). "Definitions related to the medical use of opioids: Evolution towards universal agreement." *Journal of Pain and Symptom Management 26*(1): 655-667.
https://www.jpsmjournal.com/article/S0885-3924(03)00219-7/fulltext

Chapter 9 BB - "The Family Afterward" (pp. 122-135)
URL: https://thedtl.on.worldcat.org/oclc/1024157226

Week 11, 11/10-11/16 **The Journey Continues with Step 10**

Required Video:

Cultivating Unconditional Self-Worth | Adia Gooden | TEDxDePaulUniversity (15 mins.)
URL: https://www.youtube.com/watch?v=EirlZ7fy3bE

Required Reading:

"Step Ten" in *Twelve Steps and Twelve Traditions*.

Mate, Gabor, *In the Realm of Hungry Ghosts* (chapters 29-33) pp. 347-410.

Cristiano Nabuco de Abreu. (2017).“Understanding the cognitive impact of internet addiction on adolescents” in Young, K. *Internet Addiction in Children and Adolescents: Risk Factors, Assessment, and Treatment*. Springer: New York, New York.
DTL: https://search-credoreference-com.dtl.idm.oclc.org/content/title/spinternet?tab=entry_view&entry_id=25652058

Supplemental Reading:

Kuhn et. al, “Sedatives”

Recommended Reading:

Chapter 10 BB – “To Employers” (pp. 136-150)
URL: https://thedtl.on.worldcat.org/oclc/1024157226

“Moving into Change” (chapter 7), in Sonia Water’s *Addiction and Pastoral Care*. Grand Rapids, MI: Eerdmans, 2019.
DTL: http://web.a.ebscohost.com.dtl.idm.oclc.org/ehost/ebookviewer/ebook/bmxlYmtfXzIwMTg4NTRfX0FO0?sid=7852a063-89ae-445a-b5a8-1ae651062f52@sdc-v-sessmgr03&vid=0&format=EK&lpid=navpoint-18&rid=0

Week 12, 11/17-11/23 **Step 11**

Required Reading:

Chapter 11 BB – “A Vision for You” (pp. 151-164)
URL: https://thedtl.on.worldcat.org/oclc/1024157226

“Step Eleven” in *Twelve Steps and Twelve Traditions*.

“Finding Place and Purpose” (chapter 3), in Beverly Conyers’ *Everything Changes: Help for Families of Newly Recovering Addicts* Center City, Minn: Hazelden, 2009.
DTL: https://thedtl.on.worldcat.org/oclc/719388803

Supplemental Reading:

Kuhn et. al, “Steroids”

Recommended Reading:

Walitzer et al. (2009). “Facilitating involvement in Alcoholics Anonymous during out-patient treatment: a randomized clinical trial.” *Addiction 104*(3): 331-506.
DTL: https://search-proquest-

com.dtl.idm.oclc.org/publication/37458?decadeSelected=2020%20-%202029&yearSelected=2009&monthSelected=03&issueNameSelected=02009Y03Y01%23Mar%202009%3B%20%20Vol.%20104%20(3)
*PDF on Sakai. Look under PC 515 B1 FA20 / Resources / Week 12.

Week 13, 11/24-11/30 **THANKSGIVING WEEK**

NO CLASS – FIELD RESEARCH III: Online 12-step Meeting

Recommended Reading:

"Tradition One" through "Tradition Twelve" in *Twelve Steps and Twelve Traditions*.

Unobtrusive Research III*: *DUE 11/30

Week 14, 12/1-12/7 **Step 11 (continued)**

Required Reading:

Mate, Gabor, "There is Nothing Lost: Addiction and the Spiritual Quest" (chapter 34), pp. 411-421.

Appendix ii BB – "Spiritual Experience" - (pp. 567-568)
Appendix v BB – "The Religious View on A.A." - (pp. 572)
URL: https://thedtl.on.worldcat.org/oclc/1024157226

"Special Challenges in Early Recovery" (chapter 4) in Beverly Conyers' *Everything Changes: Help for Families of Newly Recovering Addicts* Center City, Minn: Hazelden, 2009.
DTL: https://thedtl.on.worldcat.org/oclc/719388803

Week 15, 12/8-12/14 **Step 12: Carrying the Message**

Required Reading:

BB - Working With Others - (pp. 89-103)
URL: https://thedtl.on.worldcat.org/oclc/1024157226

"Step Twelve" in *Twelve Steps and Twelve Traditions*.
URL: https://dev1.aa.org/pages/en_US/twelve-steps-and-twelve-traditions

"Slips, Relapses, and Other Bumps in the Road" (chapter 5) and "A Time for Healing" (chapter 6), in Beverly Conyers' *Everything Changes: Help for Families of Newly Recovering Addicts* Center City, Minn: Hazelden, 2009.
DTL: https://thedtl.on.worldcat.org/oclc/719388803

Supplemental Reading:

"Relapse Prevention with Hispanic and Other Racial/Ethnic Populations: Can Cultural Resilience Promote Relapse Prevention?" AND "Specific Populations and Treatment Settings" in Witkiewitiz and Marlatt, eds *Therapist's Guide to Evidence-Based Relapse Prevention* 259-269
DTL:
https://thedtl.on.worldcat.org/search?databaseList=638&queryString=Therapist%27s+Guide+to+Evidence-Based+Relapse+Prevention&clusterResults=true#/oclc/476040671
*Two PDFs on Sakai.

Week 16, 12/15-12/19 NO CLASS

Reading Reflection Assignment 4*: *DUE 12/15

Required Video:

Transcending addiction and redefining recovery: Jacki Hillios at TEDxBoulder (15 mins.)
URL: https://www.youtube.com/watch?v=gzpTWaXshfM

Supplemental Reading:

Kuhn et. al, "Stimulants" (chapter 12)

Recommended Reading:

Kuhn et. al, "Legal Issues" (chapter 16)

Final Paper DUE Saturday, 12/19

NEW BRUNSWICK SEMINARY COURSE POLICIES

NETIQUETTE

When posting on the discussion boards and chat rooms it is important to understand how to interact with one another online, netiquette. You can read more about the rules of netiquette. You may also review the video on netiquette https://www.youtube.com/watch?v=7-HopTAFUm0

COURSE PARTICIPATION POLICY

Participation is essential to your success in this class. In online and hybrid courses you are required to participate just as if you were in a face-to-face classroom. To get full credit for participation, you will have to complete your discussion assignments, lesson assignments, quizzes, etc. on a timely basis. Consistent failure to participate in class will result in being dropped from the course.

ATTENDANCE POLICY

An absence is defined as missing class for any reason including sickness, work related travel, church meetings, services, or other church related events. Though class absences are sometimes necessary, each student's participation is beneficial for the whole class. It is critical for students to participate in all Sakai discussions and submit all assignments to accomplish the learning outcomes.

Four (4) unexcused absences in a full course may result in dismissal from the course. In extraordinary circumstances, and at the sole discretion of the professor, a student with four (4) unexcused absences may be allowed to continue (and obtain a passing grade) in the course, on condition of no further absences in the course (whether excused or unexcused), the completion of all missed course assignments, and the performance of additional work (if any) assigned by the professor.

An Online Absence is equivalent to a missed week's assignment(s). A student who exceeds the allowable number of absences may petition to withdraw and receive a "W" instead of failing the course (Refer to Student Handbook). Contact the professor before the absence (or after the absence if the reason for the absence prevented communication with the professor). The professor is not responsible to contact a student to inform him/her of a missed assignment.

GRADING SYSTEM

95-100%	A	74-76%	C
90-94%	A-	70-73%	C-
87-89%	B+	67-69%	D+
84-86%	B	64-66%	D
80-83%	B-	60-63%	D-
77-79%	C+	59 and below	F

General Grade Definitions:

A: Conspicuous excellence, showing a thorough mastery of the material, critical use of sources, exceptional creativity, constructive imagination, outstanding oral and written expression and organization.

A-: Exceptional graduate-level attainment, with conspicuous excellence in most respects, but not uniformly so.

B+: Superior level of attainment, marked by consistently good work, advanced understanding of the material, clear logic, circumspect judgment, originality and clear communication.

B: Good work, with general indication of constructive ability in application.

B-: Satisfactory achievement, with assignments completed accurately and on time, but without significant evidence of excellence or distinction.

C+: Satisfactory understanding of course contents, with significant limitations in analysis, communication, integration, or class participation.

C: Minimal understanding of course content, with significant limitations in several of the following: analysis, communication, integration, and class participation.

C-: Minimum understanding of course content, with significant limitations in all of the following: analysis, communications, integration, and class participation. (NOTE: A grade of C- or higher must be received in order for a required course to be considered successfully completed.)

D: Faithful participation and effort, but inability to grasp the most important essentials of the course

F: Failure to meet student learning outcomes or cases of Plagiarism.

Any student who receives an "F" for a required course in the curriculum will be required to repeat the course to graduate. When a student has repeated such a course, both the original grade of "F" and the subsequent grade will be recorded on the transcript and will be factored into the overall student GPA. Students repeating a course must pay full tuition.

I: An "Incomplete" may be given when a student is unable to complete all assigned work within the semester (see below for policy).

P: Pass; automatically given for a small number of courses that are so designated in the curriculum. Students may so designate additional elective courses, with permission of the Professor. A "P" has no effect on a student's GPA.

VIEWING YOUR GRADES

You can view your grades using the GRADEBOOK button in the course navigation links. Please check your grades regularly to make certain that I have received all your assignments. If you have a question about a grade, email the professor. ***Please do not post your personal concerns in a discussion forum or discuss them in front of the class.***

INCOMPLETE WORK

Faculty do not have to accept incomplete work, but those who do not will post this policy clearly in the syllabus. Faculty may also accept incomplete work on some of the class assignments and not others if the policies are clear in the syllabus.

A student who has not completed course requirements and wishes to apply for an extension of time must submit an incomplete contract to the instructor before the last day of the term or earlier if the faculty member permits incomplete work to be accepted (see the course syllabus). STUDENTS MUST HAVE COMPLETED AT LEAST 70% OF THE ASSIGNMENTS IN A COURSE TO BE GRANTED AN INCOMPLETE CONTRACT. If the extension is granted by the instructor, the contract is to be submitted to the Office of the Registrar with the term grade

report sheet by the instructor. All incomplete work is due 30 days from the last day of the term for which the incomplete contract was approved. Forms are available from the Registrar's Office and on the NBTS web page (www.nbts.edu). Please also refer to the policy on submission of coursework.

Students are expected to complete academic work on time. The purpose of the extension beyond the end of a term is to offer additional time for completion of course requirements when an emergency, such as personal or family sickness or injury, interrupts course work. Poor planning, failure to use time wisely, over-commitment, beginning assignments late, and other related factors within the control of the individual student do not constitute appropriate grounds for an extension.

By appeal to the Academic Affairs Committee within 30 days from the last day of the term for which the incomplete was granted, the contract may be approved to extend the time for up to an additional 60 days. The student must submit a letter to the Registrar who will present it to the Academic Affairs Committee. The letter must contain the reasons why the additional extension should be granted and any supporting documentation (e.g., a physician's letter, letter of military service, etc.). The Academic Affairs Committee will consult the instructor and decide to allow or disallow the request. The chairperson of the Academic Affairs Committee will notify the student in writing of the committee's decision within 15 days. Under extreme hardship and with supporting documentation, a student may obtain an extension for a full term. Under no circumstances can an incomplete be granted for longer than the end of the next term. Students may have no more than two incomplete courses which are awarded extensions by Academic Affairs.

COURSE EVALUATIONS

Students should complete a course evaluation for each course he or she has enrolled in for the semester. Course evaluations are sent to students electronically two weeks before the end of the term and remain open for two weeks after the end of the course. Individual student responses are not given to the faculty member teaching the course. Once all the evaluations for a class have been turned in and the professor has turned in the grades for the semester, the evaluations are given to the professor with the numerical breakdown and the average score for each question. Written comments are provided to the professor without student names or demographic information.

DISABILITY SERVICES

New Brunswick Theological Seminary welcomes students with disabilities into all educational programs. To receive consideration for reasonable accommodations, a student with a disability must contact accommodation@nbts.edu and provide documentation. The Letter of Accommodations should be shared and discussed with the professor as early as possible so that accommodations can be made.

NBTS ACADEMIC HONESTY POLICY (Plagiarism)

One of the primary learning objectives of the Seminary is to help students acquire the gift of discernment—the ability to think critically and ethically. Essential to this task is the requirement that students learn how to investigate the thoughts of others, to organize these thoughts in a fresh

way, and, in combination with one's own thoughts and experiences, to communicate one's findings.
It is with this conviction that the Seminary does NOT permit the presentation of someone else's thoughts as one's own. Books, articles and other materials used in the presentation of assignments must be credited properly in the footnotes/endnotes and the bibliography. Sentences and a paragraph cannot be copied without proper attribution, copying more than one paragraph is strongly discouraged, and entire pages is not allowed. A student may not turn in a paper written in part or entirely by another, claiming it to be solely his or her own work. It is the Faculty's view that plagiarism is not only personally dishonest, but also a violation of the integrity of the practice of ministry.
Plagiarism, in those instances where the original source cannot be located, may be determined by three members of the Faculty, who report their judgment of plagiarism to the full Faculty, and have their judgment of plagiarism confirmed by the majority vote of the full Faculty. Plagiarism may result in automatic course failure and/or dismissal from the Seminary.

The full Seminary policy on plagiarism may be found in the Student Handbook in our school website, www.nbts.edu.