

*Houston Graduate School of Theology equips women and men to be ministers and messengers of
God's mission of reconciliation through academic excellence,
personal transformation, and leadership development.*

**DPCB 810 Issues and Trends in Addiction Research and Treatment:
Addiction, Attachment, and Trauma (3 credit hours)
Spring 2020**

Textbooks

Required Textbooks and Readings (all of the following):

- Belcher, W. A. (2009). *Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success*. Thousand Oaks, CA: SAGE Publications. (Students have already purchased this book for the previously completed research course.)
- Flores, Philip J. *Addiction as an Attachment Disorder*. Lanham, MD: Jason Aronson, Inc., 2011. ISBN: 978-0-7657-0905-9
- Gill, R. (2014). *Addictions From an Attachment Perspective: Do Broken Bonds and Early Trauma Lead to Addictive Behaviours?* New York: Routledge.
- Jones, S. (2019). *Trauma and Grace: Theology in a Ruptured World* (2nd ed.). Louisville, KY: Westminster John Knox Press.
- Morgan, O. J. (2019). *Addiction, Attachment, Trauma and Recovery: The Power of Connection*. New York: W. W. Norton & Company.

Required Readings As Assigned (students will choose or be assigned readings after the semester begins):

- Alvarez-Monjaras, M., Mayes, L. C., Potenza, M. N., & Rutherford, H. J. (2019). A developmental model of addictions: Integrating neurobiological and psychodynamic theories through the lens of attachment. *Attachment & Human Development, 21*(6), 616–637. <https://doi.org/10.1080/14616734.2018.1498113>
- Benfield, J. (2018). Secure Attachment: An Antidote to Sex Addiction? A Thematic Analysis of Therapists' Experiences of Utilizing Attachment-Informed Treatment Strategies to Address Sexual Compulsivity. *Sexual Addiction & Compulsivity, 25*(1), 12–27. <https://doi.org/10.1080/10720162.2018.1462746>
- Bray, P. (2016). Mental health therapists consider the relevance of spirituality in their work with addiction and trauma. *New Zealand Journal of Counseling, 36*(1), 21–46.
- Cohn, R. (2016). Toward a Trauma-Informed Approach to Adult Sexuality: A Largely Barren Field Awaits its Plow. *Current Sexual Health Reports, 8*(2), 77–85. <https://doi.org/10.1007/s11930-016-0071-4>
- Costanzo, G., Pellerone, M., Fasciano, S., & Craparo, G. (2019). Alexithymia, Attachment styles and Dissociative experiences in a sample of drug addicts. *Journal of Clinical & Developmental Psychology, 0*(0). <https://doi.org/10.6092/2612-4033/0110-2158>
- Epstein, O. B. (2019, July). "The most tender place in my heart is for strangers": Sexual addiction, the fear system, and dissociation through an attachment lens [Text]. Retrieved October 5, 2019, from <https://www.ingentaconnect.com/content/phoenix/att/2019/00000013/00000001/art00005>

- Finlay, H. A. (2018). Recognizing the Territory: The Interaction of Trauma, Attachment Injury, and Dissociation in Treating Eating Disorders. In A. Seubert & P. Virdi (Eds.), *Trauma-Informed Approaches to Eating Disorders*. New York: Springer.
- Firestone, S. K. (2017). Addiction Treatment: Using the Empty Chair. *The Journal of Psychodrama, Sociometry, and Group Psychotherapy*, *65*(1), 127–135.
<https://doi.org/10.12926/16-00001.1>
- Fletcher, K., Nutton, J., & Brend, D. (2015). Attachment, A Matter of Substance: The Potential of Attachment Theory in the Treatment of Addictions. *Clinical Social Work Journal*, *43*(1), 109–117. <https://doi.org/10.1007/s10615-014-0502-5>
- Fuchshuber, J., Hiebler-Ragger, M., Kresse, A., Kapfhammer, H.-P., & Unterrainer, H. F. (2019). The Influence of Attachment Styles and Personality Organization on Emotional Functioning After Childhood Trauma. *Frontiers in Psychiatry*, *10*.
<https://doi.org/10.3389/fpsy.2019.00643>
- Giordano, A. L., Cashwell, C. S., Lankford, C., King, K., & Henson, R. K. (2017). Collegiate Sexual Addiction: Exploring Religious Coping and Attachment. *Journal of Counseling & Development*, *95*(2), 135–144. <https://doi.org/10.1002/jcad.12126>
- Hiebler-Ragger, M., & Unterrainer, H.-F. (2019). The Role of Attachment in Poly-Drug Use Disorder: An Overview of the Literature, Recent Findings and Clinical Implications. *Frontiers in Psychiatry*, *10*. <https://doi.org/10.3389/fpsy.2019.00579>
- Jore, J., Green, B., Adams, K., & Carnes, P. (2016). Attachment Dysfunction and Relationship Preoccupation. *Sexual Addiction & Compulsivity*, *23*(1), 56–90.
<https://doi.org/10.1080/10720162.2015.1047917>
- Kreis, M. K. F., Gillings, K., Svanberg, J., & Schwannauer, M. (2016). Relational Pathways to Substance Misuse and Drug-Related Offending in Women: The Role of Trauma, Insecure Attachment, and Shame. *International Journal of Forensic Mental Health*, *15*(1), 35–47.
<https://doi.org/10.1080/14999013.2015.1134725>
- Love, H. A., Moore, R. M., & Stanish, N. A. (2016). Emotionally focused therapy for couples recovering from sexual addiction. *Sexual and Relationship Therapy*, *31*(2), 176–189.
<https://doi.org/10.1080/14681994.2016.1142522>
- Luke, C., Redekop, F., & Jones, L. K. (2018). Addiction, Stress, and Relational Disorder: A Neuro-Informed Approach to Intervention. *Journal of Mental Health Counseling*, *40*(2), 172–186. <https://doi.org/10.17744/mehc.40.2.06>
- Padykula, N. L., & Conklin, P. (2010). The Self Regulation Model of Attachment Trauma and Addiction. *Clinical Social Work Journal*, *38*(4), 351–360.
<https://doi.org/10.1007/s10615-009-0204-6>
- Parnell, L. (2018). *Rewiring the Addicted Brain: An EMDR-Based Treatment Model for Overcoming Addictive Disorders*. San Rafael, CA: Green Tara Books.
- Parnell, L., Felder, E., Prichard, H., Milstein, P., & Ewing, N. (2013). *Attachment-Focused EMDR: Healing Relational Trauma*. New York ; London: W. W. Norton & Company.
- Schimmenti, A., Passanisi, A., Caretti, V., La Marca, L., Granieri, A., Iacolino, C., ... Billieux, J. (2017). Traumatic experiences, alexithymia, and Internet addiction symptoms among late adolescents: A moderated mediation analysis. *Addictive Behaviors*, *64*, 314–320.
<https://doi.org/10.1016/j.addbeh.2015.11.002>
- Timberlake, D., Meyer, D., Hitchings, S., Oakley, A., Stoltzfus, L., Aguirre, S., & Plumb, A. (2016). Sexually Compulsive Behaviors: Implications for Attachment, Early Life

- Stressors, and Religiosity. *Sexual Addiction & Compulsivity*, 23(4), 361–373. <https://doi.org/10.1080/10720162.2016.1189862>
- Tronnier, C. D. (2015). Harnessing Attachment in Addiction Treatment: Regulation Theory and the Self-Medication Hypothesis. *Journal of Social Work Practice in the Addictions*, 15(3), 233–251. <https://doi.org/10.1080/1533256X.2015.1056529>
- Valizadeh, M., Motazedian, S., Kuchi, M. R., & Alipoor, R. (2017). Investigating the relationship between attachment styles and addiction severity. *Bali Medical Journal*, 6(2), 304. <https://doi.org/10.15562/bmj.v6i2.546>
- Waters, S. E. (2019). *Addiction and Pastoral Care*. Grand Rapids: Eerdmans.

Recommended Reading on Addiction Treatment:

- Carnes, Patrick, and Kenneth M. Adams, eds. *Clinical Management of Sex Addiction*. 1 edition. New York: Routledge, 2002. ISBN: 978-1583913611
- Davis, Paul, Robert Patton, and Sue Jackson, eds. *Addiction: Psychology and Treatment*. BPS Textbooks in Psychology. Hoboken, NJ: John Wiley & Sons, 2017. ISBN: 978-1-118-48975-8
- International Services Organization of SAA. *Sex Addicts Anonymous*. 3rd ed. Sex Addicts Anonymous, 2017. ISBN: 978-0989228640
- Katehakis, Alexandra. *Sex Addiction as Affect Dysregulation: A Neurobiologically Informed Holistic Treatment*. The Norton Series on Interpersonal Neurobiology. New York: W.W. Norton & Company, 2016. ISBN: 978-0-393-70902-5
- Mate, Gabor. *In the Realm of Hungry Ghosts: Close Encounters with Addiction*. Berkeley, CA: North Atlantic Books, 2010. ISBN: 978-1-55643-880-6
- Mellody, Pia, Andrea Wells Miller, and Keith Miller. *Facing Love Addiction: Giving Yourself the Power to Change the Way You Love*. San Francisco: HarperOne, 2003. ISBN: 978-0-06-250604-7
- Perkinson, Robert R., Arthur E. Jongsma Jr, and Timothy J. Bruce. *The Addiction Treatment Planner*. 5th edition. Hoboken, New Jersey: Wiley, 2014. ISBN: 978-1118414750
- Struthers, William M. *Wired for Intimacy: How Pornography Hijacks the Male Brain*. Downers Grove: IVP Books, 2009. ISBN: 978-0-8308-3700-7
- Sun, An-Pyng, Larry Ashley, and Lesley Dickson. *Behavioral Addiction: Screening, Assessment, and Treatment*. 1 edition. Las Vegas, NV: Central Recovery Press, 2013. ISBN: 978-1936290970
- Weiss, Robert. *Sex Addiction 101: A Basic Guide to Healing from Sex, Porn, and Love Addiction*. Deerfield Beach, FL: Health Communications, Inc, 2015. ISBN: 978-0-7573-1843-6

Course Description

This course will review and evaluate current developments, research, and trends within the field of addiction. Emphasis will be given to those substantive topics that are currently being discussed by researchers and clinicians in the field of addictions and compulsive behaviors. This current offering will focus on the relationship between attachment theory, trauma, and the etiology and treatment of addictive and compulsive behaviors. Three hours.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- A. Apply and integrate spiritual concepts and practices related to the experience of psychological trauma discovered from the reading of assigned texts to professional counseling as demonstrated through writing a reflective paper on the spirituality of trauma (DPC-1, -5).
- B. Understand and integrate emerging findings from research in the fields of addiction theory, trauma treatment, and attachment theory as demonstrated through reflective writing assignments based on readings (DPC-2, -7, -8).
- C. Apply current research on the relationship between trauma, developmental neuroscience, interpersonal neurobiology, and addiction treatment to clinical mental health counseling as demonstrated through a case conceptualization and participation in consultation groups (DPC-2, -3, -7, -8).
- D. Articulate the student's own conceptual model of the relationship between attachment theory, trauma, and addiction as demonstrated through the composition of an advanced research paper (DPC-2, -7, -8).

Course Assignments and Reading Schedule

A. Pre-seminar Assignment 1: Reflection Paper – Due Monday, December 16, 2019 (20% of final grade)

Each student will read the Jones text and write a 6-page reflection paper on the theology and spirituality of trauma. As a reflection paper, the student is free to use first person language; however, the paper should maintain doctoral-level quality of research, writing, and reflection.

B. Pre-seminar Assignment 2: Consultation Group and Case Conceptualization – Due Saturday, January 4, 2020 (20% of final grade)

Students will participate in consultation groups with other members of their specializations and their specialization directors. Some specializations may be combined for this consultation time to create an optimal number of participants for an enriching experience. In preparation for the consultation groups, students will write a case conceptualization using the outline included below in Appendix B. The student will also read the conceptualizations of other students prior to the consultation time. During the consultation group, each student will present a case conceptualization of one case he or she is currently treating or has treated recently with relevance to the specialization area; students are strongly encouraged to choose a case with which they are struggling rather than one they believe is going very well. Students should focus primarily on the process of the therapy rather than the content of the session(s). The case presentation will de-identify the client(s) as much as possible, and it should be approximately 10 pages in length, not including cover sheet and references. Students must submit this assignment via the online learning environment by Saturday, January 4, 2020. The professor will then redistribute these to other students for reading ahead of the consultation groups. Students are expected to have read other students' work in order to come prepared for full participation in the consultation groups.

C. Pre-seminar Assignment 3: Research Integration Paper – Due Saturday, January 11, 2020 (20% of final grade)

Each student will carefully read Flores, Gill, and Morgan's works on addiction,

attachment theory, and trauma, as well as at least three of the works cited as *Required Readings as Assigned* above. The student will then write a paper presenting a coherent summary and integration of the material in these readings. This paper should be between 8 and 10 pages in length, not including the cover sheet and bibliography. The paper must demonstrate that the student has comprehended the readings, and it should include some evaluation of the material, as well. The paper must conform to APA style and be submitted via the online learning environment by Saturday, January 11, 2020. This paper is designed to prepare the student for classroom discussion during seminar week.

D. Post-seminar Assignment 1: Thesis Statement – Due Monday, February 17, 2020 (graded as a portion of the Final Paper)

Each student must post his or her thesis statement for the final paper on the discussion board in the online learning environment by February 17, 2020. Thesis statements must be clear, concise, and make an argument appropriate to doctoral-level research and relevant to the content of the course. Once posted, the instructor will provide feedback and help the student to hone the thesis statement until it is appropriately focused for doctoral-level research.

E. Post-seminar Assignment 2: Consultation Reflection Paper – Due Monday, February 17, 2020 (10% of final grade)

Students will compose a paper 5 pages in length in which they will present mature, thoughtful reflection on their experiences in the specialization consultation groups. Students should focus on their own growth as professional counselors rather than the content of the case conceptualizations. For example, a student might reflect on her familiarity with a particular counseling model and experience in utilizing this model rather than on what her clients are dealing with and the content of their sessions. Students should incorporate academic research and references encountered in the DPC program coursework and the experience of participation in their consultation groups as they compose their reflections for this paper. This paper can include first-person language, but should be written in APA format and with a quality appropriate to doctoral-level work.

F. Post-seminar Assignment 2: Final Paper – Due Wednesday, April 15, 2020 (40% of final grade)

Students will continue writing their final course papers after they receive approval of their thesis statements via the discussion board. The paper should make an argument for the student's own understanding of the relationship between attachment, trauma, and addiction theory and treatment. In the presentation of the model, students should engage other relevant, competing theories, providing scholarly research in support of the working model for which the student is arguing.

The student should include in the paper a case study from an actual client the student is treating for addiction. While changing all identifying information, this case study should serve to illustrate the student's model of addiction treatment in action. Students should be realistic and honest, not biasing reports but clearly presenting challenges and problems with the model.

The paper should be at least 11 pages in length, not including cover sheet and bibliography, but should not exceed 15 pages. The professor strongly advises students to follow the process outlined by Belcher (see required texts) in the writing of their final paper; students are further encouraged to write their papers as journal articles and submit them for publication. The completed final paper should be turned in via the submission link provided in the online learning environment by April 15, 2020. See Appendix A for a rubric for this assignment.

Course Assignments, Readings, and Due Dates

	Dates	Reading	Assignments	Due Dates	% Grade
Pre-Seminar	Nov 15, 2019 – Jan 11, 2020	Jones	Read the entire work. Write a 6–page reflection paper on the spirituality of trauma.	Dec 16, 2019	10%
		Resources as Needed	Utilize selected text on case conceptualization. Write a 10–page case conceptualization for presentation during the consultation groups.	Jan 4, 2020	20%
		Flores, Gill, Morgan, and at least 3 Additional Articles	Write an 8-10 page research integration paper , summarizing, evaluating, and reflecting on the assigned reading.	Jan 11, 2020	20%
Seminar Week (January 12–17, 2020)					
Post-Seminar	Jan 18 – Feb 17, 2020	Research for Final Paper	Post thesis statement for final paper to discussion board in the online learning environment.	Feb 17, 2020	Graded as part of the Final Paper
	Jan 18 – Feb 17, 2020	Consultation Reflection Paper	Turn in the 5–page reflection paper based on your experience in your specialization consultation groups.	Feb 17, 2020	10%
	Feb 18 – April 15, 2020	Research for Final Paper	Turn in completed final paper via the online learning environment.	April 15, 2020	40%

Student Workload Expectations – Total 149.5 hours

Class time – 9 hours

Required Reading (Flores = 319pgs. @ 20/hr; Gill = 145pgs. @ 15/hr; Jones = 190pgs. @ 15/hr; Morgan = 241pgs @ 15/hr) – 55 hours

Reflection Paper (6 pages @ 2/hr – research, reflection, and writing) – 12 hours

Research Integration Paper (8pgs. @ 2/hr – research, reflection, and writing) – 16 hours
 Final Paper (11 pages @ 2/hr – research, reflection, and writing) – 22 hours
 Consultation Group Preparation Reading (~80pgs. @ 15/h) – 5.5 hours
 Case Conceptualization (10 pages @ 2/hr – research, reflection, and writing) – 20 hours
 Consultation Reflection Paper (5 pages @ 2/hr – research, reflection, and writing) – 10 hours

Course Grading

Grading criteria include following the assignment, compiling a paper or project with graduate-level content, using proper grammar and writing techniques and adhering to correct formatting. “A” represents excellent work in all categories (fulfillment of assignment, writing and formatting, and doctoral level content); “B” represents good work in all categories; anything below a “B-” is considered below doctoral level.

A	98-100	C+	84-85
A-	94-97	C	80-83
B+	92-93	C-	78-79
B	89-91	D	70-77
B-	86-88	F	0-69

Classroom Values

In light of HGST’s mission to *equip women and men to be ministers and messengers of God’s mission of reconciliation*, and the institution’s confession of faith in Jesus Christ as Lord and Redeemer, students are expected to conduct themselves in accordance with values that reflect this mission and confession.

Course Protocols

- A. Communication:** Students can communicate with the professor through a variety of mediums. Virtual office hours via Zoom can be arranged by request. Emails will be answered within 72 hours, though every attempt will be made to respond within 24 hours. Please provide a subject that clearly lets the professor know you are an HGST student in every email. Voicemail is also checked daily.
- B. Technology:** Students are responsible for their own technology by backing up assignments, charging batteries, and making sure an internet connection will be available when needed. These are not valid excuses for failure to complete assignments on time.
- C. Due Dates:** Work is expected on the due date. Late assignments will not be accepted in most every case. If an emergency situation arises, contact the professor as soon as possible. Any late assignments that are accepted will receive no less than a 10% grade reduction for every day late. *Note: The calendar date will be taken quite literally as the due date, meaning that assignments should be turned in by 11:59 p.m. on the numerical date indicated within this syllabus.*

Classroom-Related Academic Policies

- A. Regular submission of assignments on due dates in the syllabus are expected.
- B. Electronic Equipment Usage in Classrooms
 It is expected that students will use technology (cell phones, laptop computers, iPads, etc.) during classes only for the purposes of class work. Therefore, students should turn off cell phones and refrain from texting and using laptop computers during classes except

for the purposes of taking notes or doing research specifically authorized by the course instructor. Students who have emergency needs not covered by this policy must ask for an exception from the course instructor.

- C. *Please review the Academic Catalog for requirements regarding Incompletes and Plagiarism issues. For more information on Library Services, please download the Library Handbook from the HGST website.*

Notes for Writing Assignments

For DPC students: APA formatting is accepted as prescribed in the *Publication Manual of the American Psychological Association, 6th edition*. All students shall utilize 12-point Times New Roman font throughout. All written assignments should be turned in through whatever medium is indicated by the instructor, as a PDF or Word document.

Critical, or formal, writing differs from colloquial writing or spoken English at several points. The student should note the following guidelines for critical writing. The instructor expects students to follow these guidelines strictly for academic-style assignments. Failure to do so will be penalized.

- Avoid second-person references, and use the first person sparingly. Keep the written projects objective and professional. The student must remember that imperative forms are second person.
- Never use contractions.
- Avoid passive voice construction (i.e., The student should write “God chose Joshua” rather than “Joshua was chosen by God.”). Some exceptions are necessary, but limiting the use of passive voice is a good policy.
- Be sure that number and tense always agree (i.e., Do not write in one place that “Brueggemann argues . . .” and at another place “Brueggemann argued . . .”). Subject-verb agreement is imperative.
- Spellcheck! Spellcheck! Spellcheck!
- Grammar check works as well!
- All pronouns should have clear antecedents. Avoiding “it is” and “there is” in the paper removes much of the ambiguity of pronoun usage.
- Sentence fragments are unacceptable. Every sentence must have a subject and a predicate.

Appendix A

Doctoral Level Research Paper Rubric

Criteria	Beginning (0–25%)	Developing (26–50%)	Accomplished (51–75%)	Exemplary (76–100%)
<p>Content Focus: Clear thesis statement and purpose/focus (20% total points)</p>	Lacks clear thesis statement and/or focus throughout.	Thesis is stated but too broad or undeveloped. Argumentation through paper not consistent.	Thesis is clear and provides some interest. Focus is consistent throughout most of the paper.	Thesis is clear, relevant, and engaging. Focus is consistent through the paper.
<p>Content Analysis: Clear Understanding of the subject matter (30% total points)</p>	Lacks adequate research or understanding of the topic. Analysis is superficial/personal rather than critical/academic.	Demonstrates general understanding of subject matter. Summarizes positions and arguments without much critical analysis.	Demonstrates more advanced understanding of the subject matter. Provides some critical analysis but lacks broader connections and implications.	Demonstrates high level of understanding of the subject matter. In addition to providing critical analysis, also articulates original conclusions or implications.
<p>Content Sources: Appropriate base of evidence for the argument (15% total points)</p>	Lacks sufficient sources to support the thesis and/or sources are too weak for doctoral level research.	Some evidence is provided, but only a few appropriate sources are used.	Thesis is supported adequately with appropriate sources.	Thesis is given compelling, thorough support through the use of diverse, strong academic sources.
<p>Organization: Well-written and structured (25% total points)</p>	Lacks the organization necessary for the reader to follow the argument.	Some organization is evident, but at times the argument or focus is lost on the reader.	Adequate organization allows the reader to follow the progression of the argument.	Clear organization provides the reader ease of following the argument and retain focus.
<p>Writing Style: Quality of writing and required formatting (20% total points)</p>	Poor quality of writing, use of English, and/or adherence to APA guidelines. Frequent errors in grammar, spelling, etc.	Average writing with some errors in grammar, spelling, etc. Utilizes APA guidelines.	Average writing with minor errors in grammar, spelling, etc. Utilizes APA guidelines.	Clear, quality writing with almost no errors in grammar, spelling, etc. Utilizes APA guidelines.

Appendix B Consultation Groups

Case Conceptualization Outline:

Please use the following guideline to present the case conceptualization. Clinicians may present the material in narrative form or list the information after each prompt.

Client information:	<ul style="list-style-type: none"> ▪ Client presentation: what brought the client(s) to therapy ▪ Demographics: of the client(s) including gender, age, ethnicity, employment/education, etc. **Deidentify as much as possible. ▪ Client History: Summary of client history, family of origin or other pertinent history
Clinical Information	<ul style="list-style-type: none"> ▪ What has been done so far in therapy? ▪ What are the client's goals/treatment goals, number and types of sessions, interventions utilized, etc.? ▪ What does the collaborative treatment plan include?
Transcribed dialogue	<p>Write at least 4 pages, single lined, of transcribed dialogue of a session. Number each line on the left side of the page.</p> <p><i>Ideally, transcriptions are from raw data and recorded session material. Recording sessions require authorization from your clients. Inform the clients you are in a doctoral program and would like to consult on their case. Let them know specific PHI will be altered and any recording deleted upon completion of the conceptualization. Please communicate with the instructor for special circumstances. (not recommended: If the client you would like to present will not agree to video or audio you may attempt to reconstruct dialogue.)</i></p>
Case Conceptualization:	<p>Share how your treatment to date and in this section of dialogue aligns or misaligns with your theoretical approach. The conceptualization will answer the following:</p> <ul style="list-style-type: none"> ▪ What do you see happening with the client? ▪ Describe your construction of the client's difficulty and process in the case and the dialogue. ▪ Show how your treatment plan is illustrated or not illustrated in the dialogue. ▪ How has listening/watching and transcribing impacted your view of your work with the client? Are there any shifts you think would be helpful post-write-up?
Consultation	<p>Share what you would hope to get from consulting about this case.</p> <ul style="list-style-type: none"> • What would you hope to gain from consultation? • Where do you see yourself or the therapeutic relationship struggling? What do you see working well? • Are there any personal, differentiation, or countertransference issues at work in this case?