

**MTM 506**

**Technology, Life Balance and Addiction Syllabus**

**Mission Statement**

To educate and equip others to spread the gospel of Jesus Christ and to meet human needs in His name through technology in both lay and professional ministry contexts.

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**Course Description**

We live in an epidemic of addiction to sex, pornography, online affairs, gaming, online gambling, the Internet and Facebook--all addictions that are exacerbated by technology. This course is intended to equip students with an interdisciplinary approach to minister to those with technology-related addictions combining lessons from the disciplines of counseling/psychology, theology, public health and technology.

**MTM Program Outcomes**

At the conclusion of their MTM program, the student will able to:

1. Develop effective technology initiatives in a way that takes into account the unique cultures they will be serving and how to use technology to serve the poor.
2. Understand the Biblical basis, theology and historical context of technology and how to apply that in professional and ministry settings.
3. Understand the Christian vocation of Science, Technology, Engineering and Math careers and their unique identity and role within their field in a way that maximizes their calling and enables Christian ministry 24/7.
4. Understand complex systems in a way that helps them to effectively lead others and apply technology in ministry and professional environments.
5. Understand some of the limits of technology and how to counter some of the negative implications of technology and its effect on relationships and creation of new addictions.
6. Develop effective technology ministry strategies for developing sustainable initiatives by monitoring and understanding the latest theories, trends, tools and opportunities in technology in ministry

MTM 506 helps students understand technology-related addictions in order to meet program outcome 5 above.

**Course Objectives**

After completing this course, students will be able to:

1. Monitor media usage and set boundaries with technology ensure their own sobriety and a healthy diet of media, technology and relationships and to enable others to do the same.
2. Communicate the various causes of technology related addictions.
3. Communicate how technology-related addictions and media have affected them.
4. Develop a plan for themselves and others with resources, strategies and technology tools to protect individuals, families and communities from technology-related addictions.
5. Understand the resources available to get help if you or others you know face issues of technology-related addictions and to be equipped to make referrals and as appropriate help with peer support groups within your ministry context. (Treatment)

**Required Texts**

Young, Kimberly S., and Cristiano Nabuco de Abreu, eds. [*Internet Addiction: A Handbook and Guide to Evaluation and Treatment*](http://www.amazon.com/Internet-Addiction-Handbook-Evaluation-Treatment/dp/047055116X/ref=sr_1_5?s=books&ie=UTF8&qid=1359644024&sr=1-5&keywords=internet+infidelity). 1st ed. Wiley, 2010. 312 Pages. ISBN: 047055116X.

Hart, D. A. D., & Frejd, D. S. H. (2013). *[The Digital Invasion: How Technology Is Shaping](http://www.amazon.com/gp/product/0801015294/)*

*[You and Your Relationships.](http://www.amazon.com/gp/product/0801015294/)* Baker Books. ISBN: 978-081015298. 240 pages.

**Recommended Texts**

Doan, Andrew P; Strickland, Brooke.[*Hooked on Games: The Lure and Cost of Video Game and Internet Addiction*](http://www.amazon.com/Hooked-Games-Video-Internet-Addiction/dp/193557602X/ref=wl_it_dp_o_pC_nS_nC?ie=UTF8&colid=2WEVXRUAD5HAY&coliid=I219YWHW1VJ8HM)

Carnes, Patrick; Delmonico, David L.; Griffin, Elizabeth.[*In the Shadows of the Net: Breaking Free of Compulsive Online Sexual Behavior*](http://www.amazon.com/In-Shadows-Net-Breaking-Compulsive/dp/1592854788/ref=wl_it_dp_o_pC_nS_nC?ie=UTF8&colid=2WEVXRUAD5HAY&coliid=I2BQCYBCDAQQVO), Hazelden; Center City, Minnesota

Closs, Howard. [*Christian Life Accountability Program*](http://www.amazon.com/Christian-Accountability-Program-Howard-Closs/dp/1462706517). CrossBooks Publishing, 2011. 184 pages. ISBN: 1462706517.

*Celebrate* Recovery *Revised Edition Leader’s Guide A Recovery Program Based on Eight Principles from the Beatitudes.* (2012). Zondervan. 288 pages. ISBN: 0310689651

Roberts, Kevin. [*Cyber Junkie: Escape the Gaming and Internet Trap*](http://www.amazon.com/Cyber-Junkie-Escape-Gaming-Internet/dp/1592859488/ref=wl_it_dp_o_pC_S_nC?ie=UTF8&colid=2WEVXRUAD5HAY&coliid=I1VVLCBMKGXSX5)

Osuagwu, Nnamdi Gordon.[*Facebook Addiction: The Life & Times of Social Networking Addicts*](http://www.amazon.com/Facebook-Addiction-Social-Networking-Addicts/dp/0979748038/ref=sr_1_1?ie=UTF8&qid=1357843238&sr=8-1&keywords=facebook+addiction)

[Jantz, Gregory L.](http://www.amazon.com/Gregory-L.-Jantz/e/B001ITVQ6E/ref=sr_ntt_srch_lnk_3?qid=1357843354&sr=1-3) . [*Hooked: The pitfalls of media, technology and social networking*](http://www.amazon.com/Hooked-pitfalls-technology-social-networking/dp/1616382570/ref=sr_1_3?s=books&ie=UTF8&qid=1357843354&sr=1-3&keywords=technology+addiction)

[Maheu, Marlene M.;](http://www.amazon.com/Marlene-M.-Maheu/e/B001K8M6VW/ref=sr_ntt_srch_lnk_6?qid=1357843452&sr=1-6) Subotnik, Rona. [*Infidelity on the Internet: Virtual Relationships and Real Betrayal*](http://www.amazon.com/Infidelity-Internet-Virtual-Relationships-Betrayal/dp/1570717222/ref=sr_1_6?s=books&ie=UTF8&qid=1357843452&sr=1-6&keywords=online+affairs) (Nov 1, 2001)

Laaser; Mark.[*Healing the Wounds of Sexual Addiction*;](http://www.amazon.com/Healing-Wounds-Sexual-Addiction-Laaser/dp/0310256577/ref=sr_1_1?s=books&ie=UTF8&qid=1359645015&sr=1-1&keywords=healing+the+wounds+of+sexual+addiction) Grand Rapids, Michigan, Zondervan. 1996; 2004

Laaser, Mark. *A L.I.F.E. Guide: Men Living in Freedom Everyday*, Xulon Press Fairfax, Va.

Carnes, Patrick. *Contrary to Love*, Hazelden Foundation

Stanford, M. S. (2010). *The Biology of Sin: Grace, Hope and Healing for Those Who Feel Trapped*. IVP Books.

Weiss, Douglas. *The Final Freedom,* Discovery Press; Fort Worth, Texas

Weiss, Douglas. *101 Freedom Exercises*, Discovery Press; Fort Worth, Texas

**Course Outline**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Period** | **Assessments** | **Due**  **Date** | **Esthrs** | **Weight** | **Objective #’s** |
| **1**  **Weeks 1-2** | Awareness, Health and Accountability  Read |  | 16 | -- |  |
|  | Listen/View |  | 7 | -- |  |
|  | Forum #1a |  | 3 | 4% |  |
|  | Forum #1b |  | 3 | 4% |  |
|  | Quiz 1 |  | 2 | 5% |  |
| **2**  **Weeks 3-4** | Prevention  Read |  | 16 | -- |  |
|  | Listen/View |  | 3 |  |  |
|  | Forum #2a |  | 3 | 4% |  |
|  | Forum #2b |  | 3 | 4% |  |
|  | Minor Project #1. |  | 10 | 15% |  |
| **3**  **Weeks 5-6** | Treatment Part 1  Read |  | 16 | -- |  |
|  | Listen/View |  | 2 | -- |  |
|  | Forum #3a |  | 3 | 4% |  |
|  | Forum #3b |  | 3 | 4% |  |
|  | Minor Project #2 |  | 10 | 20% |  |
| **4**  **Weeks 7-8** | Treatment Part 2  Read |  | 10 | -- |  |
|  | Listen/View |  | 2 | -- |  |
|  | Forum #4a Due: |  | 3 | 4% |  |
|  | Forum #4b Due: |  | 3 | 4% |  |
|  | Major Project #1 |  | 17 | 28% |  |
| Overall | Total estimated hours based upon 17 hours per week for 8 weeks |  | 135 | 100% |  |

**Estimated Activities and Times**

* Reading is measured at reading 25 textbook pages per hour and reading 20 journal pages per hour Total reading for this course is 60 hours.
* Listening to recorded audio/video elements or live sessions (in-class equivalent) - 12.00 hours
* Discussion (in-class equivalent) - 24 hours
* Quizzes (in-class equivalent) - 2.00 hours
* Written projects - 37.00 hours

**Forum Expectations**

We expect that students will spend at least one hour to post one initial message, one hour to read posts from 5+ students (presumes that a student doesn't read every post), and 60 minutes to post two reply messages. Forum grading will be based on the following items:

* Forum posts should be 150-250 words
* Students must demonstrate comprehension of the material and achievement of the related learning objectives related to that forum.
* Students should demonstrate critical thinking and use outside material researched beyond the assigned readings.
* The goal of course forums is to have scholarly dialog among peers combining both the strengths of in-person class discussion and providing concise, professional quality writing (similar to a well thought-out academic or scholarly blog) and responding in a way that adds value to others writings
* For further reading on quality forum posts, see STM dialogue guidelines online.

The following is a sample grading rubric (from: <http://www.ion.uillinois.edu/resources/otai/Examples/DiscussionQuestionExample.asp>)

|  |  |  |  |
| --- | --- | --- | --- |
| Evaluation Criteria | Advanced | Proficient | Poor |
| Development of Ideas | Well-developed ideas; introduces new  ideas; stimulates discussion (5-6 pts) | Developing ideas; sometimes stimulates discussion (3-4 pts) | Poorly developed ideas which do not add to discussion (1 pt) |
| Evidence of Critical Thinking | Clear evidence of critical thinking application, analysis, synthesis and evaluation. Postings are characterized by clarity of argument, depth of insight into theoretical issues, originality of treatment, and relevance. Sometimes include unusual insights. Arguments are well supported. (5-6 pts) | Beginnings of critical thinking; postings tend to address peripheral issues. Generally accurate, but could be improved with more analysis and creative thought. Tendency to recite facts rather than address issues. (3-4 pts) | Poorly developed critical thinking (1 pt) |
| Response to Other Students and Instructor | Interacts at least twice with other students and/or instructor (4 pts) | Interacts at least once with other students and/or instructor (2 pts) |  |
| Timeliness and Mechanics | Individual message and at least two responses posted before deadline. Standard English mechanics and grammar were used in the initial post. (4 pts) | Noticeable problems with mechanics or late postings. (2 pts) |  |

**Written Work**

Except for Class Forum posts, all written assignments should be double-spaced using 11-point font and 1-inch margins, and include a relevant heading (name, date, assignment title), and subheadings where appropriate, which can be viewed in a Navigation Pane. Multi-page assignments should also include page numbers. Please correct spelling and grammatical errors before submitting all assignments. Spelling, grammar, and writing style will be taken into consideration in evaluating written work. Assignments should be submitted to the Course Dropbox within Moodle. Every assignment should carry a filename that MUST include your name (Student Name) and the assignment number, e.g. Jan\_Smith\_Minor1.doc

Written work must be reflective, balanced, scholarly analysis and be well-supported by references. Deep familiarity with the biblical text will be appreciated as will the ability to showcase extensive theological reading and reflection and to critically examine an issue from many points of view.

Very informal or highly opinionated writing styles will be severely penalized. *Do not preach*.

**Late Policy**

Coursework is scheduled over a seven-day week to provide structure for students residing on six continents. The weekly schedule begins on Monday at 12:01AM US ET (USA Eastern Time), and ends on Sunday at 11:59PM US ET.

* Assignments submitted more than 1 week late (after the following Sunday) will lose 1 letter grade (i.e. "A" becomes a "B")
* Assignments submitted more than 2 weeks late will lose 2 letter grades (i.e. "A" becomes a "C")
* All assignments and quizzes must be submitted by the week after the term ends or they will receive a failing grade
* Extensions: professors may grant an extension if the student has a prolonged sickness or major family crisis. The length of the extension is up to the professor’s discretion.
* Applications for extension must be submitted via the online extension request form at least 2 or more days before the due actual date. If an extension is granted, no other courses may be taken until that course is completed.

Week Eight is the last class session with assignments posted. All course work must be completed by the student and submitted to the instructor by Friday of the tenth week of the course. No credit will be given for work submitted after this date.

This syllabus is subject to change without notice up until the first day of the semester. For more academic policies, please visit: <http://www.cityvision.edu/cms/cv/academic-policies>