I. INTRODUCTION

A. This course is an introduction to the family as a dynamic system focusing on the effects of addiction pertaining to family roles, rules, and behavior patterns. Discuss the impact of mood altering substances and behaviors and therapeutic alternatives as they relate to the family from a multicultural and trans generational perspective.

B. This course is required to meet the curriculum requirements for the Central Texas College Basic and Advanced Certificate and the Associate in Applied Science Degree in Mental Health Services with a Chemical Dependency Counseling Specialization.

C. This course is occupationally related and serves as preparation for jobs in the Mental Health Services field. This course is considered specific by the Texas Commission on Alcohol and Drug Abuse (TCADA).

D. Alphanumeric coding used through the syllabus, learning outcomes and learning activities denotes the integration of SCANS occupational competencies (C) and Foundation skills (F).

II. LEARNING OUTCOMES

Upon successful completion of this course, Addicted Family Intervention, the student will be able to:

A. Discuss and explain the family as a dynamic system. (F1-2,5-17; C1,3-7,9-14)
B. Explain the effects of addiction on the dynamics of a family system. (F1-2,5-17; C1,3-7,9-14)
C. Describe and differentiate between various family treatment processes and their applicability to traditional and nontraditional family systems. (F1-2,5-17; C1,3-7,9-17)
D. Discuss the impact of mood altering substances and behaviors as they relate to the family from a multicultural and trans generational perspective. (F1-2, 5-17;
E. Discuss the role of the family in the addictive and recovery process. (F1-2, 5-17; C1,3-7,9-17)

Program Threads and SCANS Competencies

The curriculum content in all Mental Health Services courses are organized around five general content areas known as program threads.

*Program Threads:*
- Communication
- Legal and Ethical Practices
- Effective Helping
- Diversity
- Critical Thinking

These threads are used to formulate content, connect one course of study to another, and provide a structure for evaluation of basic professional skills.

The Secretary’s Commission of Achieving Necessary Skills (SCANS), U.S. Department of Labor, was formed “to encourage a high-performance economy characterized by high-skills, high-wage employment.” Representatives from education, business, labor, and government identified the five competencies that are necessary in the work place.

Programs in the Mental Health Services Department are organized around these competencies and the three part foundational skills that the competencies are based on. Learning Activities and outcomes which relate to the SCANS Competencies are identified either in the Learning Guide, or in the syllabus with C1-20 and/or F1-17.

The competencies C1-20 include:

- **Resources:** identifies, organizes, plans, and allocates resources (C1-C4).
- **Information:** acquires and uses information (C5-C8).
- **Interpersonal:** works with others (C9-C14).
- **Systems:** understands complex interrelationships (C15-C17).
- **Technology:** works with a variety of technologies (C18-C20).

The foundation competencies F1-F17 include:

- **Basic Skills:** reads, writes, performs arithmetic and mathematical operations, listens and speaks (F1-F6).
- **Thinking Skills:** thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons (F7-F12).
- **Personal Qualities:** displays responsibility, self-esteem, sociability, self-management, integrity, and honesty (F13-F17).
III. INSTRUCTIONAL MATERIALS

A. The instructional materials identified for this course are viewable through www.ctcd.edu/books

IV. COURSE REQUIREMENTS

A. Reading Assignment: It is suggested that the student first read the learning outcomes in the syllabus and then the assigned required readings which are detailed in the Daily Plan.

B. Projects, Oral Reports, Case Studies, Book Reports, Research Papers: Assigned written work is detailed in the Course Outline and on the Daily Plan. All assigned work must be submitted on time. No late papers will be accepted. The due dates are noted on the daily plan, or as stated by the instructor.

C. Class Performance: Students are required to: attend class regularly; be on time and to stay the whole class period; or an absence will be recorded. Students may be administratively withdrawn from class when their absences exceed a total of four (4) class meetings for a 16 week semester, three (3) class meetings for an 11, 8 or a 6 week semester, or if absences prevent the meeting of course objectives. See the current Central Texas College Catalog for details.

D. Class Participation: Students are required to be prepared for classroom discussions, unannounced quizzes, and exams. The student should be prepared to participate in all classroom group activities and assigned community, library and Internet activities as they relate to meeting the course objectives.

V. EXAMINATIONS

A. There will be a minimum of two major examinations. Examinations will be essay, multiple choice, true/false, or short answer.

B. A student must be present for all examinations. No make-up examinations will be scheduled; alternative arrangements must be made with the instructor individually PRIOR to the exam date. Unexpected absences due to illness or extenuating circumstances will require the students to see the instructor individually as a soon as possible.
VI. SEMESTER GRADE COMPUTATIONS

<table>
<thead>
<tr>
<th>Item</th>
<th>Possible Points</th>
<th>% of Final Grade</th>
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</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Exam 2</td>
<td>20</td>
<td>20</td>
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<tr>
<td>Discussion</td>
<td>30</td>
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</tr>
<tr>
<td>Module Assignments</td>
<td>30</td>
<td>30</td>
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<tr>
<td><strong>Total</strong></td>
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<td><strong>100</strong></td>
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A student must take the final examination to receive a grade for the course.

Numerical Grade   Letter Grade
90-100            A
80-89.9           B
70-79.9           C
60-69.9           D
Below 60          F

NOTE: The faculty reserves the right to adjust a student's grade for instances of disruptive/uncivil classroom behavior.

VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM COURSE INSTRUCTOR

A. Course Withdrawal: It is the student’s responsibility to officially withdraw from a course if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file a Central Texas College Application for Withdrawal (CTC Form 59). The withdrawal form must be signed by the student.

CTC Form 59 will be accepted at any time prior to Friday of the 12th week of classes during the 16-week fall and spring semesters. The deadline for sessions of other lengths is:

- Friday of 3rd week for 5-week courses
- Friday of 4th week for 6-week courses
- Friday of 6th week for 8-week courses
- Friday of 7th week for 10-week courses
- Friday of 9th week for 12-week courses
- Friday of 12th week for 16-week courses

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.
A student who officially withdraws will be awarded the grade of “W” provided the student’s attendance and academic performance are satisfactory at the time of official withdrawal.

Students must file a withdrawal application with the College before they may be considered for withdrawal.

A student may not withdraw from a class for which the instructor has previously issued the student a grade of “F” or “FN” for nonattendance.

B. Administrative Withdrawal: An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on CTC Form 59 for submission to the registrar.

C. Incomplete Grade: The College catalog states, “An incomplete grade may be given in those cases where the student has completed the majority of the course work but, because of personal illness, death in the immediate family, or military orders, the student is unable to complete the requirements for a course . . .” Prior approval from the instructor is required before the grade of “I” for Incomplete is recorded. A student who merely fails to show for the final examination will receive a zero for the final and an “F” for the course.

D. Cellular Phones and Beepers: Cellular phones, computers and beepers will be turned off while the student is in the classroom or laboratory unless the instructor indicates otherwise.

E. Americans With Disabilities Act (ADA): Disability Support Services provide services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at www.ctcd.edu/disability-support for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.

F. Instructor Discretion: The instructor reserves the right of final decision in course requirements.

G. Civility: Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.

H. Discrimination Policy: Central Texas College District does not discriminate in admissions or access to, or treatment or employment in, its programs and activities on the basis of race, color, religion, national origin, gender, disability,
age or veterans' status.
VIII. COURSE OUTLINE

A. Module I Lesson 1: Understanding Addiction

1. **Learning Outcomes:** Upon successful completion of this module the student will be able to: (F 1-2, 7-12; C1,5-14)
   - Explain the difference between substance abuse and substance dependence.
   - Describe the etiology of alcoholism.
   - Discuss the physiological, psychological, and sociological theories of addiction.

2. **Learning Activities** (F1, 2, 5-13,16)
   a. **Read:**
      - Chapter 1 in your textbook
      - Handout: Understanding Addiction
   b. **Assignments** for this lesson are included in the Module 1 assignment at the end of Lesson 3.

B. Module I Lesson 2: The Family as a Dynamic System

1. **Learning Outcomes:** Upon successful completion of this module the student will be able to: (F 1,2,5-13; C1,5-14,19)
   - List and discuss the four principles of systems, describing how they apply to families.
   - Discuss key concepts in viewing the family as a client.
   - Describe the nuclear family and family of origins.
   - List and discuss the roots of Family Therapy.
   - Discuss the stages of development and the effects of psychosocial crisis on the individual and the family.
   - Discuss Piaget's cognitive stages of development.
   - Discuss cybernetics and the feedback loop.

2. **Learning Activities** (F1, 2, 5-13; C1,5-14,18-20)
   a. **Read:**
      - Chapter 3 in your textbook.
      - Handout: The Development of Family Therapy
      - Handout: Theoretical Approaches to Family Treatment
      - Handout: Family Therapeutic Theories
      - Handout: The Family as a System
   b. **Assignments** for this lesson are included in the Module 1 assignment at the end of Lesson 3.
C. Module I Lesson 3: Dynamics of Addiction in Families

1. **Learning Outcomes:** Upon successful completion of this module the student will be able to: (F 1,2,5-12;C1,5-14,18-20)
   - Discuss the common rules in dysfunctional substance abusing families.
   - Describe common characteristics of addicted family.
   - Describe each of the six family roles in addicted families, including the motivating feelings, identifying symptoms, the individual and family payoffs and the long term possible price for the family member in that role.
   - Recognize common defense mechanisms utilized by the addicted family.
   - Identify and discuss characteristics of Children of Alcoholic/Addicts and Adult Children of Alcoholic/Addicts.
   - List and discuss the five styles of managing anxiety in addicted families.
   - Discuss the four styles of enabling behaviors employed by addicted families.
   - List the five stages of grief and loss and discuss how they are manifested in addicted families.
   - Discuss patterns of codependency and how they enable the addictive process.

2. **Learning Activities** (F1, 2, 5-13; C1,5-14,18-20)
   a. **Read:**
      - Chapters 4, 5, 9 in your textbook.
      - Handout: Addiction a Family Disease
   b. **Written Assignment:**
      1. In your own words discuss the effects of addiction on family structure and boundaries.
      2. Discuss how you would help a client uncover how codependency may be affecting their lives directly or indirectly.
      3. In your own words explain the difference between substance abuse and dependency.
      4. List and describe the five family therapy theories including founder/developer; focus of work; significant theories or interventions that grew out of each theory. This needs to be only 3-4 sentences for each theory.
      5. Choose one of the theories of addiction from Chapter 1 in your textbook and state why you would use that theory as your framework for understanding addiction.
      6. Short essay: Choose one of the four family roles often taken by children. Research and write up a short essay about that role. Be sure and include motivating feelings, identifying symptoms, individual and family pay offs, and long term possible price for the family.
   c. **Discussion Assignment**
      In order to effectively work with clients (regardless of the type of client) it is imperative to understand addiction and its effects on the family. This
unit introduced you to the basics of family and provided you with a brief overview to addiction. Based on what you have learned so far why do you think you cannot treat the addict without treating the family? Also respond to at least 2 others comments.

D. Module II Lesson 4: Assessing/Diagnosing the Alcoholic Family

1. **Learning Outcomes:** Upon successful completion of this module the student will be able to: (F 1,2,5-12;C1,5-14,18-20)
   - Provide an overview of the skills necessary for a substance abuse counselor.
   - Describe and discuss several models of substance abuse treatment.
   - Use observation by the counselor as a part of the evaluation of the family for substance abuse.
   - Use reports from the family as a part of the evaluation of the family for substance abuse.
   - Use various tools to assess family structure to aid in the evaluation of the family for substance abuse.
   - Create a genogram and identify intergenerational patterns.

2. **Learning Activities:** (F1, 2, 5-12, 13, 16; C 1,5-14,17-20)
   a. **Read:**
      - Chapters 2 & 6 in your textbook.
      - Handout: Family Genograms
      - Handout: The Genogram
   b. **Assignment:** Review the PowerPoint slides: Family Genogram then Create a genogram on your own family. You are to go back 2 generations (your parents and grandparents) and include your children and grandchildren, if applicable. Also note any substance abuse, mental illness, chronic medical conditions. Remember to indicate deaths, divorces, miscarriages, etc. Submit a short reflection with the genogram expressing your thoughts, feelings, discoveries about doing this project.

E. Module III Lesson 5: Treatment

1. **Learning Outcomes:** Upon successful completion of this module the student will be able to: (F1,2,5-12,13,16; C 1,5-14,17-20):
   - Discuss treatment strategies used with 4 types of alcoholic families (Chapter 6).
   - Describe treatment for adolescent substance abuser.
   - Describe a brief overview of treatment approaches used by the 5 major theories of family therapy.
   - Explain the importance of family-of-origin work in substance abuse counseling.
   - Discuss the impact of addiction on special populations-women, elderly, LGBT, individuals with disabilities.
• Summarize the related problems that impact the addicted family and their effects on treatment.
• Describe the different role behaviors of the Children of Alcoholics and addicted families.
• List treatment approaches for children and spouses of addict.
• Apply the Twelve Core Functions of the Alcohol and Drug Abuse Counselor to working with the chemically dependent family.
• Summarize the use of art therapy with addicted individuals and families.

2. Learning Activities: (F1,2,5-12,13,16-17; C 1,5-14, 17-20)
a. Read:
   • Chapters 7, 8, 10, 11 in your textbook.
   • Handout: Addicted Family Intervention
   • Handout: Family Assessment
   • Handout: Working with Chemically Dependent Families

b. Assignments for this lesson are at the end of Lesson 6.

F. Module III Lesson 6: Recovery and Prevention

1. Learning Outcomes: Upon successful completion of this Module, the student will: (F1, 2, 5-12, 13, 16; C 1,5-14,17-20)
   • Identify the elements of recovery as a process for the chemically dependent and their family.
   • Discuss the developmental stages of the family recovery process.
   • Identify therapeutic alternatives as they relate to the family from a multicultural and trans-generational perspective.
   • Apply the following to the recovery process for the chemically dependent family: continuum of care, after-care, AA, Al-Anon, Alateen, ACOA, co-dependency.
   • Discuss how family therapy becomes a prevention for children in addictive families.
   • Conceptualize primary, secondary, and tertiary prevention as it relates to the family.

2. Learning Activity:
a. Read:
   • Chapters 13 & 14 in your textbook
   • Handout: Treatment and Recover Processes
   • Handout: Components of the Healing Process
   • Handout: Case Study: The Carter Family

b. Written Assignment:
   • Use the Carter Family Case Study and write a 2-3 page paper describing how you would assess this family, including family roles, functioning, structure.
• Use what you learned in this course- create a genogram with what information you have from the case study; use the terms defining addictive families to describe this family.
• Then include what interventions/treatments you would use and/or recommend. This part of the assignment would include which theory or method of treatment you would use in working with this family.
• Write the case study using APA style format.

c. **Discussion Assignment:** What impact will the aging of the "baby boomer" population have on addiction treatment? Read and respond to at least one other student’s postings. Keep in mind that everyone has and is entitled to their own opinions and as workers in the human services field it is essential that we respect one another.