Course Outline of Record Report

10/07/2021

ADSTC107X : Family Dynamics of Addiction

General Information

Author:	• Melissa Bowen • Wanta, Matthew • Stephens, Lisa
Course Code (CB01) :	ADSTC107X
Course Title (CB02) :	Family Dynamics of Addiction
Department:	Allied Health
Proposal Start:	Fall 2021
TOP Code (CB03) :	(2104.40) Alcohol and Controlled Substances
SAM Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	No value
Curriculum Committee Approval Date:	04/03/2020
Board of Trustees Approval Date:	05/07/2020
External Review Approval Date:	05/07/2020
Course Description:	This course is designed to explore methods of assisting significant others (family, employer, etc.) to understand and cope in dealing with the alcohol and drug abuse of individuals with substance use disorders. It explores the multigenerational nature of substance use disorders in family systems with an emphasis on the risk factors for addictive behaviors; the dynamics of dysfunctional families; and the impacts of child abuse and neglect for adult children. Typical values, norms, roles, and beliefs of the family system are covered as well as the common patterns of adaptation. The dynamics of these relationships are examined as students develop treatment strategies to assist families and significant others throughout various stages of active addiction, treatment, long-term recovery and relapse prevention. Family involved approaches include adolescent drug use issues, codependency, enabling, and support for adult children of individuals with substance use disorders using an interdisciplinary perspective. The approach is experiential in format and students participate in exercises that lead to the development of specific skills.
Submission Type:	Creation of new class. The Human Services Advisory Committee and labor market data reflect the need for an addiction studies certificate and associate degree. No value
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	• Counseling
Alternate Master Discipline Preferred:	• Psychology • Sociology • Social Work
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

Course Development Options

Basic Skills Status (CB08)

Course is not a basic skills course.

☐ Allow Students to Gain Credit by Exam/Challenge

Rationale For Credit By Exam/Challenge

No value

Course Support Course Status (CB26)

No value

Course Special Class Status (CB13)

Course is not a special class.

Allowed Number of Retakes

0

Retake Policy Description

No value

Grade Options

- Letter Grade Methods

Course Prior To College Level (CB21)

Not applicable.

☑ Allow Students To Audit Course

Associated Programs

☑ Course is part of a program (CB24)

Associated Program	Award Type	Active
Addiction Counseling Studies (In Development)	Certificate of Achievement	Fall 2022

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

No value

Transferability

Not transferable

Transferability Status

Not transferable

C-ID	Categories	Status	Approval Date	Comparable Course
Addiction Studies	C-ID discipline	Approved	No value	ADS 180X

Units and Hours

Summary

Minimum Credit Units (CB07)	3
Maximum Credit Units (CB06)	3
Total Course In-Class (Contact) Hours	54

Total Course Out-of-Class Hours	108
Total Student Learning Hours	162
Faculty Load	0

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Non-Credit Characteristic

No Value

Course Classification Status (CB11)

Credit Course.

☐ Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	**Out of Classs**
Lecture Hours	3	6
Laboratory Hours	0	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	0
Activity	0
Total	54
Course Out-of-Class Hours	
Lecture	108
Laboratory	0
Activity	0
Total	108

Time Commitment Notes for Students

No value

Faculty Load

Extra Duties: 0

Faculty Load: 0

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Advisory

ENGLC101 - Freshman Composition

Students are expected to read and comprehend college-level texts explaining complex research. In addition, they must critically analyze advanced scholarly articles for written assignments. Students are also expected to write papers as well as respond to essay questions on exams. This requires that they write in a clear and organized manner free from errors. ENGL C101 level ensures students have the skills necessary for success in these requirements.

AND

Prerequisite

ADSTC101 - Introduction to Addiction Studies

ADST C107X requires knowledge and understanding of basic addiction and rehabilitation counseling techniques that are taught in ADST C101. These concepts and principles form a foundation to view and understand addictive behaviors and methods of intervention.

AND

Advisory

ADSTC102X - Physiological Effects of Addiction

This course reviews treatment strategies for assisting families and significant others during the stages of active addiction, addiction treatment, long-term recovery and relapse prevention that builds upon information covered in ADST 102X.

AND

Advisory

ADSTC106X - Law and Ethics in Addiction Counseling

ADST 106X provides legal and ethical information important to understand when working with families and significant others.

Entrance Skills

Entrance Skills	Description
No value	No value

Limitations on Enrollment

Limitations on Enrollment	Description
No value	No value

Specifications

Methods of Instruction

Methods of Instruction	Written work
Rationale	Writing assignments will be assigned to facilitate student comprehension.

Methods of Instruction	Presentations (by students)
Rationale	Individual and group presentations will be assigned to facilitate student comprehension.

Methods of Instruction	Outside reading
Rationale	Assigned textbook readings.

Methods of Instruction	Lecture
Rationale	PowerPoint presentations.

Methods of Instruction	Instruction through examination or quizzing
Rationale	Students will demonstrate understanding through quizzes, midterm, and/or final examinations.

Methods of Instruction	Guest Lecturers
Rationale	Industry partners will discuss work experience.

Methods of Instruction	Group Work
Rationale	Soft skills practice done in groups during class time.

Methods of Instruction	Case Study
Rationale	Analysis of case studies provides opportunities to apply skills.

Methods of Instruction	Audiovisual
Rationale	Audiovisual skills demonstration.

Assignments

- A. Assigned reading of texts and/or professional journals to inform paper and/or class presentation. B. Field research and interviews for class discussion, paper(s), and/or presentation(s). C. Library research in preparation for paper(s) and/or presentation(s). D. Film analysis of scenarios, assessments, crisis invention, and/or mandated reporting.

Methods of Evaluation	Rationale
Homework	Oral and written case studies and scenario analyses. Example: Create a genogram for use in developing a family systems treatment plan in working with a 15-year-old boy whose parents are concerned about his recreational drug use.
Research Paper	Essays of written synthesis of considerations for problem solving in the addiction counseling workplace. Example: Analyze a case study involving addiction and substance use disorders and create a treatment plan using the Diagnostic and Statistical Manual of Mental Disorders 5 criteria.
Tests	Quizzes and Tests on identification and description of basic concepts of the addiction counseling profession. Example: Which of the following skills are important for work in the field? a. assertiveness in general b. basic understanding of human services ethical principles c. skill in finding information d. comfort in asking for supervision when you don't know what to do. e. all of the above.
Distance Education Description: how outcomes are evaluated	The assignments and evaluations will be the same no matter what delivery method is used. The outcomes for this course, both for on-ground and online classes, will be evaluated and assessed using a project, scored with a rubric, towards the end of the semester.

Equipment

None.

Textbooks

Author	Title	Publisher	Date	ISBN
Juhnke, G., Hogedorn, W.	Counseling Addicted Families (2nd Ed.)	Routledge	2019	978-1138779754

Other Instructional Materials

Description	Open educational resources, as appropriate.
Author	No value
Citation	No value

Materials Fee

None.

Learning Outcomes and Objectives

Course Objectives

Describe how substance use disorder affects families and concerned others.

Assist families, couples, and significant others to develop an understanding of the interaction between the family system and substance use behaviors.

Discuss the role that healthy relationships play in maintaining recovery.

Demonstrate an appreciation for diverse cultures and an ability to incorporate the relevant needs of culturally diverse groups when developing a treatment plan.

Describe the characteristics of codependency, adult children of alcoholics, and children of alcoholics.

Compare and contrast commonly used family treatment therapies.

CSLOs

Distinguish the nature, characteristics, and dynamics of families, couples, and significant others affected by substance abuse.

Expected SLO Performance: 75.0

Analyze family addiction dynamics using family systems theory and chemically dependent family systems theory.

Expected SLO Performance: 75.0

Identify appropriate psychoeducational resources on various topics including family dysfunction, trauma, and intergenerational addiction patterns.

Expected SLO Performance: 75.0

Evaluate strengths, weaknesses, and appropriate use of common family treatment therapies.

Expected SLO Performance: 75.0

Outline

Course Outline

Outline

A. Introduction
1. Terminology
2. Family systems theory
3. Theories and models of family counseling

4. Resources
a. Agency resources
b. Gaps and unmet needs
5. Boundaries and limitations
8. Individual identity within a family

B. Cultural competency
1. Terminology
2. Needs of different groups
a. Racial identify
b. Ethnic minorities
c. Religion and belief systems
d. Disabilities
e. Biological sex and gender
f. Sexual orientation
3. Culturally appropriate interventions
4. Culturally competent treatment planning
4. Age and developmental considerations

C. Family dynamics
1. Terminology
2. Evidence-based practices
a. Tailoring intervention treatment
b. Culturally relevant treatment
3. Appropriate scope of practice
a. Limitations
4. Family dynamics
a. Couples
b. Children and parents
c. Rules and policies
d. Individual and family expectations
e. Family dynamics and substance use behaviors
f. Intergenerational patterns
5. Theories of family counseling
a. Systems theory
b. Chemically dependent family systems theory
6. Family treatment therapies
7. Termination
a. Closing each session
b. Termination of services
8. Documentation
a. Individuals within the family
b. Family as a whole
9. Referral

D. Helper disposition
1. Terminology
2. Self-Awareness
a. Identifying bias
b. Cultural norms
c. Personal
d. Professional
3. Self-evaluation
a. Techniques
b. Timelines
4. Professional evaluations
a. Enhance performance
b. Utilizing feedback
5. Skills and competencies
a. Psychoeducational techniques
b. Knowledge of dysfunctional family dynamics
c. Cognitive-behavioral treatment techniques
6. Self-care
a. Identifying burnout
b. Addressing stress

E. Ethical guidelines

1. Terminology
2. Cultural competence
3. Supervision
a. Effective use of supervision
b. Personal feelings
4. Ethical standards of care
a. Identifying the client
a. Addictions Treatment Specialists code of ethics
5. Legal requirements
6. Continuing education

Delivery Methods

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

- Face to face
- Online (purely online no face-to-face contact)
- Online with some required face-to-face meetings ("Hybrid")
- iTV – Interactive video = Face to face course with significant required activities in a distance modality

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section? Describe the ways in which instructor-student contact and student-student contact will be facilitated in the distance ed environments.

The assignments and evaluations will be the same no matter what delivery method is used. The outcomes for this course will be evaluated and assessed using projects, essays, and/or examinations scored with a rubric. Student-Instructor contact will include the following: discussion forums, learning management system messages, announcements, and feedback for each student's work.
Student-Instructor contact MAY include the following: chat/Zoom, newsgroup/discussion board, phone, and iTV.
Student-Student contact will include the following: discussion forums. Student-Student contact MAY include the following: chat/Zoom, learning management system messages, group work, and peer reviewed projects.

Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other

- Discussion Forums
- Message
- Chat/Instant Messaging
- E-mail
- Face-to-face meeting(s)
- Newsgroup/Discussion Board
- Telephone
- iTV - Interactive Video

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

Learning management system.

Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology.

Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

- Learning management system

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

Class size limited to 30.