Course Description: This course will address addictions in relation to family systems. Special attention will be given to imbalanced family systems and adult children of alcoholics.


Course Objectives: Upon completion of the course, students will be able to:

1. Describe families as systems;
2. Advocate the need for the entire addict family to seek recovery;
3. Identify dysfunctional styles of communication;
4. Discuss some of the survival roles in the addict family system;
5. Define triangulation and describe its impact on the family system;
6. Describe the special characteristics necessary to be an effective addictions family counselor;
7. Define enabling behavior and give examples for each of the five types of enabling behavior;
8. Define boundary ambiguity;
9. Identify and discuss rigid roles children play in a family with an addicted member;
10. Define shame and explain its role in the addict and family system
Course Outline:
I. Family as systems
   A. Enabling and Disabling Family Systems
   B. Family Structure
   C. Gender and Cultural Considerations
   D. Family Interactive Patterns
   E. Family Narratives and Assumptions
   F. Family Resiliency
   G. The Perspective of Family Therapy

II. Family Development: Continuity and Change
    A. Social Factors and the Life Cycle
    B. Developing a Life Cycle Perspective
    C. A Family Life Cycle Stage Model
    D. Changing Families, Changing Relationships

III. Gender, Culture and Ethnicity Factors
    A. Gender Issues in Families and Family Therapy
    B. Multicultural and Culture Specific Considerations

IV. The Family as a Psychosocial System
    A. Some Characteristics of a Family System
    B. Families and Larger Systems

V. Evolution of Family Therapy

VI. Basic Models of Family Therapy
    A. Psychodynamic Models
    B. Experiential Models
    C. Transgenerational Models
    D. Structural Model
    E. Strategic Models
    F. The Milan Systemic Model
    G. Behavioral Cognitive Models

VII. Evolving Models of Family Therapy
    A. Postmodernism and the Social Constructionist Family Therapies.
    B. Narrative Therapy
    C. Psychoeducational Family Therapy
VIII. Shame
   A. Shame and feelings
   B. Depression from abandonment
   C. Interpersonal relationships

IX. Adult Children of Alcoholics (ACA)
   A. Scope of problem
   B. Characteristics of ACAs
   C. Identify ACAs
   D. Codependency
   E. ACAs in relationships
   F. ACAs in recovery

Course Requirements and Evaluation:
1. Exams: There will be four exams including the final exam. Each exam will be worth 100 points. The exam schedule is listed elsewhere in this document. The lowest exam grade will be dropped prior to calculating the final grade.

2. Quizzes: Unannounced quizzes will be given throughout the semester. If a student is late or absent for the quiz, that quiz cannot be made up.

3. Research Paper: Students will be required to complete a research paper as part of the course requirement. The paper must be typed, free of excessive grammatical errors, and prepared on a topic that relates to the course. Students will be given further instructions regarding the paper and the paper date at the beginning of the semester. A separate instruction sheet will be handed out and posted on WebCT. The research paper will be worth 100 points.

4. Register for WebCT. You will be given 5 bonus points for doing so and WebCT is used for posting slide presentations, articles, etc. that you will need for the class.

5. Points: Points will be converted to the following grading scale:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
<td>Exams</td>
<td>300</td>
</tr>
<tr>
<td>80-89%</td>
<td>B</td>
<td>(the lowest exam grade will be dropped)</td>
<td></td>
</tr>
<tr>
<td>70-79%</td>
<td>C</td>
<td>Research paper</td>
<td>100</td>
</tr>
<tr>
<td>60-69%</td>
<td>D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Below 60%</td>
<td>F</td>
<td></td>
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6. Important Dates:

The Test Dates are approximate and subject to change, the research paper dates WILL NOT CHANGE:

Test One:     Friday, September 22, 2006
Test Two:     Friday, October 13, 2006

RESEARCH PAPER TOPIC APPROVAL: OCTOBER 13, 2006

RESEARCH PAPER DUE: WEDNESDAY, NOVEMBER 1, 2006
(5 points deducted for each business day the paper is late)

Test Three:  Friday, November 10, 2006

Test Four:    Final Exam NOT COMPREHENSIVE

Absences from class: Students are required to attend class regularly and to be punctual in their attendance. Students are responsible for all work missed due to illness or university business. Roll will be called at the beginning of each class. If a student misses roll call because of lateness, it is the student’s responsibility to notify the instructor at the end of the class so that an adjustment of the attendance record can be made. More than four absences will result in a lowering of the course grade (i.e. lowered by one letter grade), at the instructor’s discretion. Chronic absences may result in additional letter grade drops or the student may be dropped from the course for non-attendance. Students should be courteous and discreet in the event of an emergency necessitating the need for the student to leave the classroom.

Excessive tardiness may result in the student not being admitted to class.

Examinations and quizzes: All examinations are to be taken at the time they are scheduled. The lowest exam grade will be dropped, therefore there will be no make up exams.

Unannounced quizzes CANNOT be made up. If the student is late or absent for a quiz, that quiz cannot be made up.
**Cell phones and pagers:** Cell phones and pagers must be turned off before class begins. Abuses of these electronic devices will result in the student being asked to drop the class.

**Research paper:** The research paper will be due on the scheduled due date. For each business day a paper is late 5 points will be deducted.

**Student Handbook:** Students should be familiar with all policies in the student handbook; especially the sexual harassment policy and academic policies.

**Documented disabilities:** Any student with a documented disability (e.g., physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the instructor and the Disability Services at the beginning of the semester. The University of Central Arkansas adheres to the requirements of the Americans with Disabilities Act. If accommodations are needed under this Act due to a disability, contact the Office of Disability Support Services at 501-450-3135.

**Academic dishonesty and plagiarism:** Students involved in or supporting acts of academic dishonesty and/or plagiarism will lose credit for the assignments or exam and may be withdrawn from the class with a WF. Book bags and notebooks will be kept under the desks and may not be opened during exams. Students leaving the class during an exam will not be allowed to continue the exam. Students may also be asked to draw for seat assignments. Students are responsible for bringing two #2 lead pencils and a pen to the exam. The Student Handbook defines academic misconduct as follows:

1. Any academic dishonesty in connection with the taking of, or in contemplation of the taking of any examination. For the purposes of this policy, any student is academically dishonest who (a) knowingly discovers or attempts to discover the contents of an examination before the contents are revealed by the instructor; (b) obtains, uses, attempts to obtain or use any material or device dishonestly; or (c) supplies or attempts to supply to any other person any material or device dishonestly; or (d) during the course of an examination obtains or attempts to obtain unauthorized information from another student or from another student’s test materials.)
2. Any misrepresentation of academic work by a student as the product of their own study and efforts.
3. The unauthorized possession, taking, or copying of solutions manuals or computerized solutions for homework or research problems assigned by a professor and/or instructor