

Syllabus

Course Overview

This course applies the lens of systemic thinking to explore how addiction impacts family systems. The role of psychoeducation in treating and preventing addiction with individuals and families is examined as are other complex facets of addiction. Each week contains a variety of perspectives about problems and solutions that surround addiction. Throughout the course, there will be opportunities to discuss both positive and negative reactions to the information learned each week. These discussions will also be a forum to share personal knowledge and experiences with peers while honoring multiple perspectives. You will have an opportunity to demonstrate your understanding of how these important elements work together during the creation of a lesson plan for a multifamily group therapy session designed to educate families about issues relevant to addiction treatment.

Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Analyze the interrelationship of addiction, family therapy, and professional services using a systems perspective.
- 2 Develop addiction-focused psychoeducation resources.
- 3 Communicate in a manner that is consistent with the expectations for an addictions professional.

Course Prerequisites

There are no prerequisites for this course.

Syllabus >> Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Anderson, H., Goolishian, H., & Winderman, L. (1986). Problem determined systems: Towards transformation in family therapy. *Journal of Strategic and Systemic Therapies*, 5(4), 1–13.
- Ashford, R. D., Brown, A. M., & Curtis, B. (2018). Systemic barriers in substance use disorder treatment: A prospective qualitative study of professionals in the field. *Drug and Alcohol Dependence*, 189, 62–69.
- Berg, I. K. (2000). Brief therapy for addictions. 8. solution focused therapy. part 1 [Video]. Boston, MA: Allyn and Bacon.
- Berg, I. K. (2000). Brief therapy for addictions. 9. solution focused therapy. part 2 [Video]. Boston, MA: Allyn and Bacon.
- Blackstock, T., Valentine, P., & Ciraulo, D. (Presenters). (2013). Loving someone with an addiction [Video]. Brewster, MA: Paraclete Press.
- Bortolon, C. B., Signor, L., Moreira, T. C., Figueiró, L. R., Benchaya, M. C., Machado, C. A., . . . Barros, H. M. T. (2016). Family functioning and health issues associated with codependency in families of drug users. *Ciência & Saúde Coletiva*, 21(1), 101–107.
- Bosk, E. A., Paris, R., Hanson, K. E., Ruisard, D., & Suchman, N. E. (2019). Innovations in child welfare interventions for caregivers with substance use disorders and their children. *Children and Youth Services Review*, 101, 99–112.
- Bowen, M. (1974). Alcoholism as viewed through family systems theory and family psychotherapy. *Annals of the New York Academy of Sciences*, 233(1), 115–122.
- Bradshaw, S., Shumway, S. T., Wang, E. W., Harris, K. S., Smith, D. B., & Austin-Robillard, H. (2015). Hope, readiness, and coping in family recovery from addiction. *Journal of Groups in Addiction & Recovery*, 10(4), 313–336.
- Bradshaw, S., Shumway, S. T., Wang, E. W., Harris, K. S., Smith, D. B., & Austin-Robillard, H. (2016). Family functioning and readiness in family recovery from addiction. *Journal of Groups in Addiction & Recovery*, 11(1), 21–41.
- Bramham, D. (2018, July 19). Drug addictions: A timeline of harm reduction measures. *Vancouver Sun* (Online).
- Carr, E. S. (2011). Scripting addiction: The politics of therapeutic talk and American sobriety. Princeton, NJ: Princeton University Press.
- Clark, C. D. (2017). The recovery revolution: The battle over addiction treatment in the United States. New York, NY: Columbia University Press.
- DiClemente, C. C., Norwood, A. E. Q., Gregory, W. H., Travaglini, L., Graydon, M. M., & Corno, C. M. (2016). Consumer-centered, collaborative, and comprehensive care: The core essentials of recovery-oriented system of care. *Journal of Addictions Nursing*, 27(2), 94–100.
- Finley, J. R., & Lenz, B. S. (2014). Addiction treatment homework planner (5th ed.). Hoboken, NJ: John Wiley & Sons.
- Fitzgerald, R. (2018, September 20). Top end move to decriminalise drugs. *Katherine Times*.
- Garrett, J., & Landau, J. (2007). Family motivation to change: A major factor in engaging alcoholics in treatment. *Alcoholism Treatment Quarterly*, 25(1-2), 65–83.
- Irwin, A., Jozaghi, E., Bluthenthal, R. N., & Kral, A. H. (2017). A cost-benefit analysis of a potential supervised injection facility in San Francisco, California, USA. *Journal of Drug Issues*, 47(2), 164–184.
- Kelly, J. F. (2017). Is Alcoholics Anonymous religious, spiritual, neither? Findings from 25 years of mechanisms of behavior change research: How AA works. *Addiction*, 112(6), 929–936.
- Kelly, J. F., Saitz, R., & Wakeman, S. (2016). Language, substance use disorders, and policy: The need to reach consensus on an "addiction-ary." *Alcoholism Treatment Quarterly*, 34(1), 116–123.
- Kemp, R., & Butler, A. (2014). Love, hate and the emergence of self in addiction recovery. *Existential Analysis*, 25(2), 257–268.
- Landau, J. (2007). Enhancing resilience: Families and communities as agents for change. *Family Process*, 46(3), 351–365.
- Landau, J., & Garrett, J. (2008). Invitational Intervention: The ARISE model for engaging reluctant alcohol and other drug abusers in treatment. *Alcoholism Treatment Quarterly*, 26(1-2), 147–168.
- Markoulakis, R., Turner, M., Wicik, K., Weingust, S., Dobbin, K., & Levitt, A. (2018). Exploring peer support needs of caregivers for youth with mental illness or addictions concerns in family navigation services. *Community Mental Health Journal*, 54(5), 555–561.
- McCann, T. V., & Lubman, D. I. (2018). Adaptive coping strategies of affected family members of a relative with substance misuse: A qualitative study. *Journal of Advanced Nursing*, 74(1), 100–109.
- Neukrug, E. (Ed.). (2015). The SAGE encyclopedia of theory in counseling and psychotherapy. Thousand Oaks, CA: Sage.
- O'Sullivan, D., Blum, J. B., Watts, J., & Bates, J. K. (2015). SMART Recovery: Continuing care considerations for rehabilitation counselors. *Rehabilitation Counseling Bulletin*, 58(4), 203–216.
- Padwa, H., Urada, D., Gauthier, P., Rieckmann, T., Hurley, B., Crèvecoeur-MacPhail, D., & Rawson, R. A. (2016). Organizing publicly funded substance use disorder treatment in the United States: Moving toward a service system approach. *Journal of Substance Abuse Treatment*, 69, 9–18.
- Reiter, M. D. (2015). Substance abuse and the family. New York, NY: Routledge.
- Robinson, S. M., & Adinoff, B. (2018). The mixed message behind "medication-assisted treatment" for substance use disorder. *American Journal of Drug and Alcohol Abuse*, 44(2), 147–150.
- Shelby, C. L. (2016). Addiction: A philosophical perspective. New York, NY: Palgrave Macmillan.
- Shumway, S. T., Schonian, S., Bradshaw, S., & Hayes, N. D. (2017). A revised multifamily group curriculum: The need for family member recovery from addiction. *Journal of Groups in Addiction & Recovery*, 12(4), 260–283.
- Smith-Genthôs, K. R., Logue, E. M., Low, B. E., & Hendrick, S. S. (2017). The forgotten ones: Siblings of substance abusers. *Journal of Loss & Trauma*, 22(2), 120–134.

- Soklaridis, S., McCann, M., Waller-Vintar, J., Johnson, A., & Wiljer, D. (2019). Where is the family voice? Examining the relational dimensions of the family-healthcare professional and its perceived impact on patient care outcomes in mental health and addictions. *PloS One*, 14(4), 1–17.
- Stein, P., & Bever, L. (2017, July 1). The opioid crisis is straining the nation's foster-care systems: Foster children are in need at younger and younger ages, and there aren't enough homes to take them, state officials say. *Washington Post (Online)*.
- Vogel, L. (2014). Decriminalize drugs and use public health. *CMAJ: Canadian Medical Association Journal*, 186(10), E356–E356.
- Werb, D. (2018). Post-war prevention: Emerging frameworks to prevent drug use after the war on drugs. *International Journal of Drug Policy*, 51, 160–164.
- Wermuth, L., & Scheidt, S. (1986). Enlisting family support in drug treatment. *Family Process*, 25(1), 25–33.
- Williams, G. (Filmmaker). The anonymous people [Video]. Kino Lorber.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- American Addiction Centers. (n.d.). Guide for children of addicted parents. Retrieved from <https://americanaddictioncenters.org/guide-for-children>
- Bridges, M. (2019, June 25). Psychoeducation with families [Video]. Retrieved from https://cdnapisec.kaltura.com/index.php/extwidget/preview/partner_id/1378472/uiconf_id/39646611/entry_id/1_omon4r5j/embed/dynamic
- Center for Growth. (n.d.). Family roles: In the addictive system. Retrieved from <https://www.therapyinphiladelphia.com/tips/family-roles-in-the-addictive-system>
- Co-Dependents Anonymous. (n.d.). CoDA.org. Retrieved from <http://coda.org/>
- de Souza Brito Dias, C. M., de Souza Fonseca, C. M. S. M., da Silva, C. F. S., Schuler, E., & Lins, J. E. M. (2016). Anxiety and depression among guardian grandparents: A proposal for a psychoeducational intervention [PDF]. *Psychology*, 7(13), 1486–1502.
- Dorfman, M. (2016). Incarceration or treatment: The myth of addiction. Retrieved from https://www.huffpost.com/entry/incarceration-or-treatment_b_10552096
- InterventionTV. (2011, January 10). Family mapping [Video]. | Transcript Retrieved from <https://www.youtube.com/watch?v=WMoLjfEOzfk>
- McDonald, K. (Director). (2015). Grandparents raising grandkids [Television series episode]. In M. Kamerick (Producer), *Public Square*. Retrieved from <https://www.pbs.org/video/new-mexico-pbs-public-square-public-square-episode-410-grandparents-raising-grandkids/>
- National Alliances for Recovery Residences. (n.d.). Retrieved from <https://narronline.org/>
- Sack, D. (2013). How to talk to a child about a parent's addiction. Retrieved from https://www.huffpost.com/entry/children-parents-addiction_b_2589947
- SMART Recovery. (n.d.). Retrieved from <https://www.smartrecovery.org>
- Substance Abuse and Mental Health Services Administration, Center for Substance Abuse Treatment. (2006). Chapter 6: Family-based services. In *Substance abuse: Clinical issues in intensive outpatient treatment* (Treatment Improvement Protocol [TIP] Series, No. 47). Rockville, MD: Author. Retrieved from <https://www.ncbi.nlm.nih.gov/books/NBK64085/>
- Substance Abuse and Mental Health Services Administration. (n.d.). Medication-assisted treatment (MAT). Retrieved from <https://www.samhsa.gov/medication-assisted-treatment>
- Substance Abuse and Mental Health Services Administration. (n.d.). National helpline. Retrieved from <https://www.samhsa.gov/find-help/national-helpline/>
- TEDx. (2018, March 18). Wasted: Exposing the family effects of addiction [Video]. | Transcript Retrieved from <https://www.youtube.com/watch?v=1qI-Qn7xass>

Suggested

Optional

Unit 1 >> Foundations for Systemic Thinking in Addiction

Introduction

Addiction is a difficult problem that touches the lives of people on multiple levels. Families must constantly adapt to navigate the complex impact addiction has on their lives. Communities must provide resources to meet the changing needs of those who are trying to either prevent or recover from addiction. Having a systemic understanding of the multiple facets of addiction means that you must consider the broader context of addiction in your community.

Gregory Bateson (1971/1982) hypothesized that addiction is a phenomenon that is born out of the many complex systems that organize people's lives. In other words, the relationship that people have to the world around them can create oscillations of addictive symptoms. When counselors have a better understanding of social systems, as well as family systems, they are able to intervene from a more holistic approach.

This week we lay the foundations for systemic thinking. This foundation helps you to see how the sum of each of the smaller parts of a system makes up a much broader context. As you learn to analyze the interrelationship of these systems, you also begin to see how each system plays a role in addiction prevention, pathology, and recovery.

Reference

Bateson, G. (1982). The cybernetics of "self": A theory of alcoholism. In *Steps to an ecology of mind: Collected essays in anthropology, psychiatry, evolution, and epistemology*. San Francisco, CA: Chandler. (Original work published in 1971 in *Psychiatry*, Vol. 34, No. 1, pp. 1–18.)

Learning Activities

u01s1 - Studies

Readings

Read the following to help you understand the fundamentals of a systems approach to addiction:

- Shelby, C. L. (2016). *Addiction: A philosophical perspective*. New York, NY: Palgrave Macmillan.
 - Chapter 4, "The Ecology of Addiction," pages 60–78.
 - This chapter addresses the interrelationship of the multiple systems that impact the symptoms surrounding addiction.
- Reiter, M. D. (2015). *Substance abuse and the family*. New York, NY: Routledge.
 - Chapter 1, "Conceptualizing Addictions," pages 3–22.
- Anderson, H., Goolishian, H., & Winderman, L. (1986). *Problem determined systems: Towards transformation in family therapy*. *Journal of Strategic and Systemic Therapies*, 5(4), 1–13.
 - This seminal article introduces the idea that problems are constructed through the broader contexts of social and family systems.

Note: Many of the readings in this course were published several years ago. However, they represent seminal work in addiction-related topics and are as applicable today as the day they were written.

u01s2 - Assignment Preparation

Identify an Addiction Services Provider to Interview

Do the following before Week 3 of the course!

In your Analyze Local Addiction Service Providers assignment, due in Week 3, you are asked to process information from an interview with a representative of a local addiction care provider. Review that assignment now. Identify an appropriate representative from one of these facilities and schedule a time to interview him or her. The primary purpose of the interview is to gain a better understanding of the local resources available to addiction sufferers. Secondly, you want to gain an appreciation for their perspective on addiction as a whole.

This person should be experienced, knowledgeable, and willing to share information and their perceptions of local addiction treatment services and the people that they serve. Consider this person an important resource to aid you in your analysis of local addiction treatment services. Also, keep in mind that this person could be a valuable contact for you when you start to consider your upcoming internship.

Note: If you live in a small town or rural area, you will likely have to adjust your definition of "local" as appropriate.

Plan to Attend an Addiction Support Group Meeting

Do the following before Week 6 of the course!

In the Perspectives in Addiction assignment, due in Week 6, you are required to compare perspectives on the challenges of addiction. Review the assignment now.

Identify a support group for families dealing with addiction (such as Al-Anon, Alcoholics Anonymous, or SMART Recovery) that allows visitors to attend meetings. The purpose of attending this meeting is to gain direct exposure to the perspectives of a variety of people suffering from addiction.

During your attendance, pay attention to and consider interactions that provide insights into a participant's point of view or perspective on addiction. The goal is to gather examples of how different people view the challenges posed by addiction so you can compare them with those of addiction service professionals, your interviewee, and yourself.

Notes:

- You may also want to pay attention to the way the group session is conducted. It may provide insight for your Family Therapy Lesson Plan assignment, due in Week 10, in which you create a group therapy lesson plan.
- If you cannot identify a local group, you have the option to participate in a virtual (online) group. You will need to participate in one of these groups prior to your Perspectives in Addiction assignment, due in Week 6.
- You are required to keep all information regarding the identity of participants confidential.

u01d1 - The Opioid Epidemic From a Systemic Perspective

In this week's studies, you were introduced to the many systems that surround the opioid epidemic in the United States. Consider your readings to discuss:

- What stands out most to you about how our current system functions to perpetuate the problem of addiction?
- Are there other perspectives you feel should be addressed?
- How might thinking systemically about this problem help you to work with individuals and families?

Response Guidelines

Read the posts of your peers and respond to at least two, offering comments that further the discussion or contribute to your peers' ideas. Consider perspectives that are highlighted in others' responses that could help you understand the broader context surrounding this epidemic.

Read the Discussion Participation Scoring Guide to learn how your instructor will evaluate your discussion participation throughout this course.

Course Resources

Graduate Discussion Participation Scoring Guide

u01d2 - Perspectives on the Systemic Approach to Addiction

Understanding a systemic approach invites you to consider multiple variables in the lives of people struggling with addiction. After processing the readings from this week, discuss the following:

- How does this approach differ from your understanding of other approaches to addiction?
- Might there be ways this approach could be controversial?
- How might this approach serve families struggling with addiction in *your* community?

Response Guidelines

Read the posts of your peers and respond to at least two, offering comments that further the discussion or contribute to your peers' ideas. What stands out to you about the potential controversies they proposed? How is their perspective similar to or different from your own?

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 2 >> The Pathology of Addiction From a Strength-Based Perspective

Introduction

One cannot work effectively in the field of addiction counseling without having a basic understanding of the many pathologies that impact both individuals and family systems. It is important to remember that pathologies can be viewed from multiple perspectives and that these perspectives are often shaped by language. You will read about how the language of pathology can help people navigate social systems, gain financial support from insurance companies, and access various levels of care, as well as how that same language can shape the reality of families struggling with the stigma of addiction.

You will also watch a two-part interview with an addiction treatment pioneer, Insoo Kim Berg. Understanding her approach toward addiction treatment will help you understand the pathology of addiction from a strength-based perspective.

Learning Activities

u02s1 - Studies

Readings

Read the following:

- Carr, E. S. (2011). *Scripting addiction: The politics of therapeutic talk and American sobriety*. Princeton, NJ: Princeton University Press.
 - Introduction, "Considering the Politics of Therapeutic Language," pages 11–28.
 - This reading explores the impact that language has on people's attitudes toward addiction.
- Kelly, J. F., Saitz, R., & Wakeman, S. (2016). *Language, substance use disorders, and policy: The need to reach consensus on an "addiction-ary."* *Alcoholism Treatment Quarterly*, 34(1), 116–123.
 - This article discusses the stigma attached to pathology surrounding addiction and suggests alternative language to help reduce that stigma.

Videos

View this two-part interview with Insoo Kim Berg on her strength-based view of addiction:

- Berg, I. K. (2000). *Brief therapy for addictions. 8. solution focused therapy. part 1 [Video]*. Boston, MA: Allyn and Bacon.
 - Running time: 70 minutes.
- Berg, I. K. (2000). *Brief therapy for addictions. 9. solution focused therapy. part 2 [Video]*. Boston, MA: Allyn and Bacon.
 - Running time: 45 minutes.

u02s2 - Assignment Preparation

Review the Analyze Local Addiction Service Providers assignment, due in Week 3. Then complete the following steps this week:

1. Identify 8–10 local resources that support families struggling with addiction (detox facilities, social services, medical clinics, et cetera). Research two of them to understand how they interact to deliver care.
2. Conduct your interview with an addiction care service provider representative in your local area. Ask questions that will help you develop your analysis of your local addiction treatment network. You will also want to pay attention to their perspective on challenges presented by addiction as you will be comparing it to the perspectives of people who suffer from addiction in the Perspectives in Addiction assignment, due in Week 6.

Potential Interview Questions

Consider asking the following questions as well as others of your own:

- What are the most prominent local resources for addiction in your community?
- How do these resources cooperate to provide care for individuals with an addiction and care for their families (housing, employment, treatment, et cetera)?
- How well does the local system serve families with addiction?
- What are typical community resources that collaborate to support the problem of addiction in your area? For example, how is local law enforcement involved with sober living facilities or rehabs? Or how do detox programs collaborate with the department for children and family services?

- What are the opportunities to improve services to better serve clients and their families in your community?
- What are the greatest challenges posed to families struggling with addiction in your community?

Make sure to review the assignment instructions and requirements before planning your interview.

u02d1 - The Importance of Language

Discuss with your colleagues what you learned about the importance of language in the treatment of addiction from your readings in *Scripting Addiction: The Politics of Therapeutic Talk and American Sobriety*. For example, consider distinctions between the language of sober living facilities, transitional housing, and halfway houses. What is the difference between looking at "addicts" as "bad" people trying to get "good" and as "sick" people trying to "get better"?

Response Guidelines

Read the posts of your peers and respond to at least two, offering comments that further the discussion or contribute to your peers' ideas. What examples did they give that you might not have thought of? How could their examples or perspectives help you to see future clients differently?

Course Resources

Graduate Discussion Participation Scoring Guide

u02d2 - Pathology Through the Lens of a Strength-Based Approach

Consider the seminal ideas of Insoo Kim Berg in the following videos and her representation of a strength-based approach to addiction:

- [*Brief Therapy for Addictions. 8. Solution Focused Therapy, Part 1 \[Video\]*](#).
- [*Brief Therapy for Addictions. 9. Solution Focused Therapy, Part 2 \[Video\]*](#).

Then discuss the following:

- Do Insoo Kim Berg's ideas on addiction resonate with you? Why or why not?
- How does this solution-focused approach change the pathology of addiction?
- What elements of this approach to addiction might be counterintuitive?
- How might her perspective on addiction impact your work with individuals and families struggling with addiction?

Response Guidelines

Read the posts of your peers and respond to at least two, offering comments that further the discussion or contribute to your peers' ideas. Consider how their perspectives differ from your own or how their view of this strength-based approach helps you to understand pathology on a deeper level.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 3 >> Addictions and Professional Systems From a Systemic Perspective

Introduction

Multiple professional systems play a role in how addiction is addressed. These systems include medical organizations, law enforcement, sober living facilities, mental health agencies, and more. How these systems function and communicate with one another has implications for individuals and families struggling with addiction.

This week you will explore how recovery-oriented systems of care (ROSC) have been developed in some communities to build a stronger relationship between professional systems and to better serve individuals and families struggling with addiction. You are also introduced to the work of Judith Landau and how she sees communities as agents for change.

Learning Activities

u03s1 - Studies

Readings

Read the following:

- Soklaridis, S., McCann, M., Waller-Vintar, J., Johnson, A., & Wiljer, D. (2019). Where is the family voice? Examining the relational dimensions of the family-healthcare professional and its perceived impact on patient care outcomes in mental health and addictions. *PloS One*, 14(4), 1–17.
 - This article looks at the influence families have on a more integrated approach to mental health and addiction in professional health care systems.
- Ashford, R. D., Brown, A. M., & Curtis, B. (2018). Systemic barriers in substance use disorder treatment: A prospective qualitative study of professionals in the field. *Drug and Alcohol Dependence*, 189, 62–69.
 - This article addresses the systemic barriers families and communities face surrounding addiction.
- DiClemente, C. C., Norwood, A. E. Q., Gregory, W. H., Travaglini, L., Graydon, M. M., & Corno, C. M. (2016). Consumer-centered, collaborative, and comprehensive care: The core essentials of recovery-oriented system of care. *Journal of Addictions Nursing*, 27(2), 94–100.
 - This article lays out the foundational principals for recovery-oriented systems of care and the multidimensional nature of the recovery process.
- Landau, J. (2007). Enhancing resilience: Families and communities as agents for change. *Family Process*, 46(3), 351–365.
 - This article discusses the connection among individuals struggling with addiction, their families, and their communities.
- Substance Abuse and Mental Health Services Administration. (n.d.). National helpline. Retrieved from <https://www.samhsa.gov/find-help/national-helpline/>
 - This web page references hotlines that you can call to help you identify local treatment facilities for your assignment.
- Padwa, H., Urada, D., Gauthier, P., Rieckmann, T., Hurley, B., Crèvecoeur-MacPhail, D., & Rawson, R. A. (2016). Organizing publicly funded substance use disorder treatment in the United States: Moving toward a service system approach. *Journal of Substance Abuse Treatment*, 69, 9–18.
 - This article discusses how to help families navigate publicly funded treatment services that might, or might not, already have a relationship with one another.

u03d1 - Communities as Agents for Change

The readings for this week address relationships between community-based services, professional health care providers, and families struggling with addiction. You were also introduced to the work of Judith Landau.

Discuss how recovery-oriented systems of care connect professionals so that they can provide a more systemic approach to individuals and families struggling with addiction.

Incorporate in your discussion your understanding of how communities can be agents of change through the recovery process. Make sure to include what you have learned thus far about your own community, while referencing this week's readings to support your ideas.

Response Guidelines

Read the posts of your peers and respond to at least two, offering comments that further the discussion or contribute to your peers' ideas. Consider what you notice about the professional collaborations in their communities that might be missing from your own, or vice versa.

u03a1 - Analyze Local Addiction Service Providers

Overview

Awareness and understanding of local addiction services is fundamental to providing appropriate therapy to support families suffering from addiction. For this assignment, survey local addiction services to paint a picture of what is available to families and analyze the effectiveness of the system that they comprise in serving families suffering from addiction.

Note: You will incorporate some of your findings into a group lesson plan in a later assignment.

Preparation

By now you should have:

- Interviewed an addiction care service provider representative in your local area. Consider and reference their responses when completing this assignment.
- Identified 8–10 local resources that support families struggling with addiction (detox facilities, social services, medical clinics, et cetera).
- Researched two of the resources to understand how they interact to deliver care.

Instructions

Complete the following:

1. Identify 8–10 local resources that support families struggling with addiction (detox facilities, social services, medical clinics, et cetera). You may elect to use this list in your final assignment.
2. Choose two service providers that are likely to have frequent interactions with one another and describe how they work together to deliver addiction services.
3. Analyze how well these two services combine to perform their common mission. Consider the following in your analysis:
 - How are they connected to one another in someone's path of detox, recovery, and relapse?
 - How do they work together to support those struggling with addiction in the community?
 - What is their communication with one another? What communication is not happening between professionals that could impact the recovery process?
 - What aspects of HIPAA might prevent collaboration with one another?
 - What are their strengths from a systemic perspective?
 - What are the ways they could be more connected to other resources in the community?
 - What are the gaps in the system?

Include relevant information about the person you interviewed and include references to what they shared.

Additional Requirements

- **Length:** 3–5 pages.
- **Font:** Times New Roman, 12 point.
- **Formatting:** Use current APA style and formatting, including double-spacing between all lines of text. Refer to [APA Style and Format](#) for more information.

Unit 4 >> The Impact of Addiction on a Family System

Introduction

Although someone struggling with addiction faces many challenges, the impact addiction has on family and loved ones can be profound as well. This week you will watch a TEDx Talk about a young woman who unveils the mental and emotional challenges that emerged as she struggled with her brother's addiction. Her intention is to shine light on the family members' pain that often goes unnoticed by professionals—or even the family members

themselves. In addition, you will explore other important concepts that could help family members relate to their loved one in ways that best support everyone involved, including themselves.

Learning Activities

u04s1 - Studies

Readings

Read the following regarding how addiction affects families:

- Reiter, M. D. (2015). *Substance abuse and the family*. New York, NY: Routledge.
 - Chapter 4, "The Addicted Family," 50–62.
 - This chapter outlines the many ways families are impacted by substance abuse.
- Bradshaw, S., Shumway, S. T., Wang, E. W., Harris, K. S., Smith, D. B., & Austin-Robillard, H. (2016). *Family functioning and readiness in family recovery from addiction*. *Journal of Groups in Addiction & Recovery*, 11(1), 21–41.
 - This article discusses how a family's readiness for change has an impact on the recovery process.
- Kemp, R., & Butler, A. (2014). *Love, hate and the emergence of self in addiction recovery*. *Existential Analysis*, 25(2), 257–268.
 - This article addresses important concepts for families and counselors to consider when relating to someone struggling with addiction.
- Smith-Genthô, K. R., Logue, E. M., Low, B. E., & Hendrick, S. S. (2017). *The forgotten ones: Siblings of substance abusers*. *Journal of Loss & Trauma*, 22(2), 120–134.
 - This study explores how the substance abuse of one sibling impacts their brothers and sisters who do not abuse drugs.

Videos

View the following:

- Blackstock, T., Valentine, P., & Ciraulo, D. (Presenters). (2013). *Loving someone with an addiction [Video]*. Brewster, MA: Paraclete Press.
 - The video offers one couple's perspective on what it means to love someone with an addiction.
 - Running time: 56 minutes.
- TEDx. (2018, March 18). *Wasted: Exposing the family effects of addiction [Video] | Transcript*. Retrieved from <https://www.youtube.com/watch?v=1ql-Qn7xass>
 - The talk shares one person's perspective of how addiction is a "family disease."
 - Running time: 15 minutes.

u04d1 - Exposing the Family Effect of Addiction

The cultural stigma that surrounds addiction can be debilitating. The dominant discourse around this topic often creates shame and, in turn, secrecy. In the TEDx Talk *Wasted: Exposing the Family Effects of Addiction [Video] | Transcript*, Sam Fowler talks about this shame and the impact her brother's addiction has had on her life.

Discuss with your classmates what stands out to you about Sam Fowler's talk? Why was it meaningful to you? How might it impact your focus on family involvement as you move forward into your internship?

Response Guidelines

Read the posts of your peers and respond to at least two, offering comments that further the discussion or contribute to your peers' ideas. What aspects of the video stood out for them that you might have missed? How might their perspective contribute to your own?

Course Resources

Graduate Discussion Participation Scoring Guide

u04d2 - Loving Someone With Addiction

Watch [Loving Someone With an Addiction \[Video\]](#), in which Terri and Ken Blackstock discuss their own journey of dealing with their daughter's relationship to addiction.

Discuss the following:

- What aspects of their experiences do you think are common among family members?
- How do their comments resonate with you?
- How are aspects of their challenges or solutions unique?
- How might their beliefs be found in traditional approaches to recovery?
- They have a spiritual perspective that has helped them through their process. How does this view challenge your own beliefs, or how might it challenge the beliefs of your future clients?

Response Guidelines

Read the posts of your peers and respond to at least two, offering comments that further the discussion or contribute to your peers' ideas. What aspects of the talk stood out for them that you might have missed? How might their perspectives contribute to your own?

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 5 >> Mapping Addiction in a Family System

Introduction

The impact of addiction on families can be complex and oftentimes requires a reorganization of many aspects of family life.

In order to help families transition through this reorganization, you must understand the different roles individuals might take on as they try to maintain homeostasis in the family system. You will also learn how to construct a genogram—a tool that can provide families with insight on multigenerational family patterns and genetic dispositions related to addiction.

To solidify your understanding of how the genogram relates to systemic thinking, you will be asked to discuss how addiction is mapped in your *own* family system. This exercise will help you learn how this tool can be folded into the work you do with families in your community.

Learning Activities

u05s1 - Studies

Readings

Read the following:

- Bowen, M. (1974). [Alcoholism as viewed through family systems theory and family psychotherapy](#). *Annals of the New York Academy of Sciences*, 233(1), 115–122.
 - This seminal article will help you understand one way alcoholism can be viewed from a family systems perspective.
- Reiter, M. D. (2015). [Substance abuse and the family](#). New York, NY: Routledge.
 - Chapter 3, "The Genetics of Addiction," pages 36–49.
 - This chapter discusses how genetics impact individuals and families struggling with addiction.
 - Chapter 6, "Roles in the Addictive Family," pages 81–96.
 - This chapter discusses the different roles family members take on to maintain homeostasis.
- Center for Growth. (n.d.). [Family roles: In the addictive system](#). Retrieved from <https://www.therapyinphiladelphia.com/tips/family-roles-in-the-addictive-system>

- This article describes the common roles family members in an addictive system tend to take on.
- Substance Abuse and Mental Health Services Administration, Center for Substance Abuse Treatment. (2006). [Chapter 6: Family-based services](#). In *Substance abuse: Clinical issues in intensive outpatient treatment* (Treatment Improvement Protocol [TIP] Series, No. 47). Rockville, MD: Author. Retrieved from <https://www.ncbi.nlm.nih.gov/books/NBK64085/>
 - This article provides various approaches to help get family members involved in recovery treatment.

Video

View the following:

- InterventionTV. (2011, January 10). [Family mapping \[Video\] | Transcript](#). Retrieved from <https://www.youtube.com/watch?v=WMoLjfeOzfk>
 - This brief video describes how to construct a genogram (or family map) and what symbols can be used to depict addiction in the family.
 - You will be creating a genogram of your own family for a discussion this week.

u05d1 - Constructing a Genogram

Use the resources offered this week to create your own genogram around addiction in your own family. Refer to pages 18–20 in [Substance Abuse and the Family](#) as well as to [Family Mapping \[Video\] | Transcript](#) to help you decipher the various symbols that can be used to depict addiction in a family system. This exercise will not only help you gain insight about how these diagrams can be useful, but it will give you an opportunity to understand family patterns that show up across generations.

For your post, reflect on this exercise and share what you learned about addiction in your own family. Discuss the following:

- To what degree do you believe genetics impacted the presence or absence of addiction in your family?
- Are there any differences you noticed across gender lines?
- To what degree do you think the type of addiction makes a difference in generational patterns?
- How do you see the genogram being helpful in your work with future clients?

Note: You do *not* need to share your actual genogram.

Response Guidelines

Read the posts of your peers and respond to at least two, offering comments that further the discussion or contribute to your peers' ideas. What perspectives did they offer that you might not have thought about? Are there ways you can relate to what they learned from this experience?

Course Resources

Graduate Discussion Participation Scoring Guide

u05d2 - Family Roles in the Addictive System

Review the article "[Family Roles: In the Addictive System](#)" as well as this week's readings from [Substance Abuse and the Family](#).

As you consider working with families in a psychoeducation group setting, discuss which of these family presentations you are drawn to and why. For example, which of these family presentations might be most challenging for you to work with? Which of the presentations might be easiest for you to work with? Why do you think this might be? If you were to create a psychoeducation group geared toward one of these family presentations, which might it be?

Response Guidelines

Read the posts of your peers and respond to at least two, offering comments that further the discussion or contribute to your peers' ideas. What did you learn about yourself as you read through their reflections?

Course Resources

Unit 6 >> Fundamentals of Psychoeducation

Introduction

Psychoeducation is one of many mediums to serve families struggling with addiction. This week you will learn about the role psychoeducation plays in both the prevention and recovery process for families and how it can be incorporated into your work as a counselor.

How and when information is disseminated to families might depend on where they are at in their own process of recovery. Who might be involved in these psychoeducation groups—or who might be open to learning—also depends on the bonds of the family system. For example, people struggling with addiction have often burned bridges in their life, and once they have decided to get treatment, family members might be less willing to participate in their recovery. This can be a challenging aspect to offering groups for families.

When families are willing to participate in psychoeducation groups, it is important that they are engaged in the process so that they get the most out of what is being taught. This week you will discover how to best run a psychoeducation group for families.

Learning Activities

u06s1 - Studies

Readings

Read the following:

- Neukrug, E. (Ed.). (2015). *The SAGE encyclopedia of theory in counseling and psychotherapy*. Thousand Oaks, CA: Sage.
 - Read pages 826–830 that cover the history and foundational principals of psychoeducation.
- Finley, J. R., & Lenz, B. S. (2014). *Addiction treatment homework planner (5th ed.)*. Hoboken, NJ: John Wiley & Sons.
 - Use this book as a resource to help you construct lesson plans and activities for individuals and families struggling with addiction. There is no specific required reading.
- Shumway, S. T., Schonian, S., Bradshaw, S., & Hayes, N. D. (2017). *A revised multifamily group curriculum: The need for family member recovery from addiction*. *Journal of Groups in Addiction & Recovery*, 12(4), 260–283.
 - This article contains vital information about family participation in psychoeducation groups and offers ideas for constructing curriculum for your final assignment.
- Wermuth, L., & Scheidt, S. (1986). *Enlisting family support in drug treatment*. *Family Process*, 25(1), 25–33.
 - This article discusses strategies to enlist families in the recovery process.
- Garrett, J., & Landau, J. (2007). *Family motivation to change: A major factor in engaging alcoholics in treatment*. *Alcoholism Treatment Quarterly*, 25(1-2), 65–83.
 - This article discusses ways to help a family initiate change while struggling with addiction.
- Landau, J., & Garrett, J. (2008). *Invitational Intervention: The ARISE model for engaging reluctant alcohol and other drug abusers in treatment*. *Alcoholism Treatment Quarterly*, 26(1-2), 147–168.
 - This article addresses how to intervene with addiction in a family from a strength-based, systemic perspective.

Video

Watch [Psychoeducation With Families \[Video\]](#) to discover how to best run a psychoeducation group for families.

u06d1 - Psychoeducation Lesson Plan Ideas

This week you read about the important components of a psychoeducation group. Hopefully these readings have helped you generate ideas about your group lesson plan for your Unit 10 assignment. You should review that assignment now if you have not already.

Share with your classmates what type of multifamily group you are thinking about creating a lesson plan for and what elements you are considering using in it. This is a starting point, so feel free to openly share your ideas, knowing that you can refine them through the feedback you will receive from your peers.

Remember that you will have an opportunity to share your finished lesson plans with one another at the end of the course, so make sure to connect with your peers about their ideas as well.

Response Guidelines

Read the posts of your peers and respond to at least two, offering comments that further the discussion or contribute to your peers' ideas. What strengths do you see in their ideas? What experiences have you had that might help them shape additional ideas about their lesson plans?

Course Resources

Graduate Discussion Participation Scoring Guide

u06a1 - Perspectives in Addiction

Overview

An appreciation and understanding of differing perspectives is an important part of working with professional and family systems. For this assignment:

- Compare the perspectives of addiction stakeholders and consider possible reasons for their similarities and differences.
- Describe a group activity that integrates a systemic approach to addiction.

Preparation

- Review and consider your earlier studies of systems thinking.
- Reflect on the interview you conducted with the addiction services representative.
- Reflect on your group meeting, personal experience, and the videos in this course.
- Identify individuals whose perspectives you want to examine for this assignment. (The individual and family member can be from different families.)

Instructions

Complete the following:

1. Compare the perspectives of each of the following individuals with respect to the greatest challenges faced by individuals, family members, and communities struggling with addiction. What are the commonalities and differences in their outlooks? Why might they differ?
 - A person suffering from addiction (from your group meeting, personal experience, or one of the videos).
 - A family member of an addiction sufferer (from your meeting, personal experience, or one of the videos).
 - Your interviewee from the previous assignment.
 - Yourself.
2. Describe how a systemic approach to addiction promotes the inclusion of these differing perspectives.
3. Describe how you would integrate psychoeducation principles with a systems approach to create a group activity that considers multiple perspectives.
 - The approach can be a philosophical one or a practical one in which you outline and explain an actual activity.
 - Make sure to reference professional or academic resources that support your approach.

Additional Requirements

- **Length:** 3–4 pages.
- **Font:** Times New Roman, 12 point.
- **Formatting:** Use current APA style and formatting, including double-spacing between all lines of text. Refer to [APA Style and Format](#) for more information.

Unit 7 >> Children and the Dynamics of Addiction in the Family

Introduction

A growing number of children in the United States are raised by relatives or enter into the foster care system due to addiction. In 2016, 34 percent of children in the foster care system had one or both parents suffering from addiction (U.S. Department of Health and Human Services, Administration for Children and Families, Administration on Children, Youth and Families, Children's Bureau, 2017). As these numbers continue to rise in the United States, it is important for counselors to understand what support these families need and how the use of psychoeducation can make a difference in their lives. This week you will explore challenges to and solutions for children suffering from a family addiction and for the people who are assuming responsibility for their well-being.

Reference

U.S. Department of Health and Human Services, Administration for Children and Families, Administration on Children, Youth and Families, Children's Bureau. (2017). *The AFCARS report* (No. 24). Washington, DC: Author.

Learning Activities

u07s1 - Studies

Readings

Read the following:

- Bosk, E. A., Paris, R., Hanson, K. E., Ruisard, D., & Suchman, N. E. (2019). Innovations in child welfare interventions for caregivers with substance use disorders and their children. *Children and Youth Services Review*, 101, 99–112.
 - This article offers various approaches to working with families involved in the child welfare system due to addiction.
- de Souza Brito Dias, C. M., de Souza Fonseca, C. M. S. M., da Silva, C. F. S., Schuler, E., & Lins, J. E. M. (2016). Anxiety and depression among guardian grandparents: A proposal for a psychoeducational intervention [PDF]. *Psychology*, 7(13), 1486–1502.
 - This study discusses the growing number of guardian grandparents with anxiety and depression and how psychoeducation could be a helpful intervention.
- Reiter, M. D. (2015). *Substance abuse and the family*. New York, NY: Routledge.
 - Chapter 9, "Working With Partial Systems," pages 133–147.
 - This chapter discusses how to work with family systems when there are members that are not invested in getting help.
- American Addiction Centers. (n.d.). Guide for children of addicted parents. Retrieved from <https://americanaddictioncenters.org/guide-for-children>
 - This resource gives tips for working with children who are struggling to navigate the addiction of their parents.
- Sack, D. (2013). How to talk to a child about a parent's addiction. Retrieved from https://www.huffpost.com/entry/children-parents-addiction_b_2589947
 - This blog post addresses ways to talk to children about addiction.
- Stein, P., & Bever, L. (2017, July 1). The opioid crisis is straining the nation's foster-care systems: Foster children are in need at younger and younger ages, and there aren't enough homes to take them, state officials say. *Washington Post (Online)*.
 - This article talks about the changes in the U.S. foster care system caused by the current opioid epidemic.

Videos

View the following:

- McDonald, K. (Director). (2015). Grandparents raising grandkids [Television series episode] | Transcript. In M. Kamerick (Producer), *Public Square*. Retrieved from <https://www.pbs.org/video/new-mexico-pbs-public-square-public-square-episode-410-grandparents-raising-grandkids/>
 - This video highlights the challenges grandparents and grandchildren face when custody is taken away from parents due to drug use.
 - Running time: 56 minutes.

u07d1 - Grandparents Raising Grandkids

Watch the *Public Square* episode "[Grandparents Raising Grandkids](#)" [\[Video\]](#) | [Transcript](#) from New Mexico PBS.

Discuss what stands out to you about the struggles of these guardians:

- From your perspective, what is the biggest challenge they are facing?
- From a systemic perspective, what resources might be offered to these guardians to help them navigate these challenges?
- What psychoeducation components could be helpful to children with a parent who is struggling with addiction?
- What psychoeducation components could be helpful to grandparents or other family members who have to step in to make sure children are cared for?

Response Guidelines

Read the posts of your peers and respond to at least two, offering comments that further the discussion or contribute to your peers' ideas. Make sure to include what you learned from this week's readings into your discussion.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 8 >> Self-Care for Families Struggling With Addiction

Introduction

Offering resources on self-care to families struggling with addiction is a vital part of working with multifamily groups. As you have discovered, there are likely multiple treatment facilities that support addiction in your community. This week you will explore the various ways that families can take care of themselves as they try to navigate the many challenges that surround addiction. You will also explore how a family's readiness for change might impact their willingness to access and utilize coping strategies, and you will discuss how peer support can be an important part of maintaining health on the path of recovery.

Learning Activities

u08s1 - Studies

Readings

Read the following:

- Bortolon, C. B., Signor, L., Moreira, T. C., Figueiró, L. R., Benchaya, M. C., Machado, C. A., . . . Barros, H. M. T. (2016). [Family functioning and health issues associated with codependency in families of drug users](#). *Ciência & Saúde Coletiva*, 21(1), 101–107.
 - This article discusses how the pathology of codependency impacts family members of individuals struggling with addiction.
- Bradshaw, S., Shumway, S. T., Wang, E. W., Harris, K. S., Smith, D. B., & Austin-Robillard, H. (2015). [Hope, readiness, and coping in family recovery from addiction](#). *Journal of Groups in Addiction & Recovery*, 10(4), 313–336.
 - This article discusses the importance of hope, coping, and readiness for change as a family recovers from addiction.
- McCann, T. V., & Lubman, D. I. (2018). [Adaptive coping strategies of affected family members of a relative with substance misuse: A qualitative study](#). *Journal of Advanced Nursing*, 74(1), 100–109.
 - This study explores various coping strategies for family members affected by substance use.
- Markoulakis, R., Turner, M., Wicik, K., Weingust, S., Dobbin, K., & Levitt, A. (2018). [Exploring peer support needs of caregivers for youth with mental illness or addictions concerns in family navigation services](#). *Community Mental Health Journal*, 54(5), 555–561.
 - This study explores the benefits of peer support for family members as they navigate the challenges of caring for someone struggling with addiction.
- Co-Dependents Anonymous. (n.d.). [CoDA.org](#). Retrieved from <http://coda.org/>
 - This website offers information about Co-Dependents Anonymous (CoDA) and provides resources that can be accessed nationally.

u08s2 - Assignment Preparation

In the Family Therapy Lesson Plan assignment, due in Week 10, you will create a lesson plan for an addiction group therapy session and write a letter to a director (does not need to be sent) at one of the facilities you identified in the first assignment.

You will create a presentation that outlines topics and activities to be covered in a psychoeducation group for families struggling with addiction. The presentation can be used as a visual aid for the group, or it can be used as an outline for you as the facilitator. In either case, the presentation should:

- Inform family members of appropriate community addiction resources.
- Devise a group activity that honors multiple perspectives in the group.

You will need to make sure to organize your group around the systemic principals you have learned and to employ the psychoeducation skills you have been studying. See the Family Therapy Lesson Plan assignment for full details.

The following are items that you might consider as you begin constructing your lesson plan:

- Consider your role as a leader. How might you introduce yourself? How do you set the intentions for what you want to teach group members? What ground rules might you need to set?
- These groups are typically very structured. How might you structure your own group? To whom is material being presented? How long is the group? How does the group begin? What activities might you incorporate? How does the group end?

u08d1 - The Importance of Peer Support

Discuss your perspective about how receiving or offering peer support could be helpful in the recovery process. How might accessing this support be considered a coping strategy?

Describe how you might incorporate peer support strategies into group lesson planning.

Response Guidelines

Read the posts of your peers and respond to at least two, offering comments that further the discussion or contribute to your peers' ideas. Are there aspects of your peers' perspectives or experiences that help deepen your understanding of the importance of peer support in the recovery process?

Course Resources

Graduate Discussion Participation Scoring Guide

u08d2 - Perspectives on Self-Care

Discuss two ways families struggling with addiction can take care of themselves during the recovery process. What are some alternative approaches to coping that families might, or might not, be aware of? How can a family's readiness for change impact the effectiveness of these approaches?

Response Guidelines

Read the posts of your peers and respond to at least two, offering comments that further the discussion or contribute to your peers' ideas.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 9 >> Approaches to Recovery

Introduction

There are countless approaches to addiction recovery that are actively practiced in the United States. This week you will explore the basic principles of three of the most common ones: Alcoholics Anonymous (AA), SMART Recovery, and medication-assisted treatment (MAT). Each of these approaches emphasizes different perspectives about recovery. For example, Alcoholics Anonymous invites people to give over the control of addiction to a higher power, whereas SMART Recovery teaches people that they have the power to control their addiction through mindfulness. These approaches have contradictory views of the recovery process. Medication-assisted treatment utilizes a pharmaceutical approach and can be used in conjunction with either of the other two approaches. The degree to which people resonate with each of these approaches depends on their own experiences, beliefs, and values, as well as the requirements of the system that is supporting their recovery.

Learning Activities

u09s1 - Studies

Readings

Read the following:

- Clark, C. D. (2017). *The recovery revolution: The battle over addiction treatment in the United States*. New York, NY: Columbia University Press.
 - Preface, pages xi–xv.
 - Introduction, "The Roots of Revolution," pages 1–14.
 - This provides an introduction to the evolution of addiction treatment in the United States.
- Kelly, J. F. (2017). *Is Alcoholics Anonymous religious, spiritual, neither? Findings from 25 years of mechanisms of behavior change research: How AA works*. *Addiction*, 112(6), 929–936.
 - This article examines the basic principles of AA and its spiritual and religious underpinnings.
- O'Sullivan, D., Blum, J. B., Watts, J., & Bates, J. K. (2015). *SMART Recovery: Continuing care considerations for rehabilitation counselors*. *Rehabilitation Counseling Bulletin*, 58(4), 203–216.
 - This study surveys both members and facilitators of the SMART Recovery program.
- Robinson, S. M., & Adinoff, B. (2018). *The mixed message behind "medication-assisted treatment" for substance use disorder*. *American Journal of Drug and Alcohol Abuse*, 44(2), 147–150.
 - This article discusses the how the stigma associated with addiction might impact the utilization of medication-assisted treatment.

Reference Resources

- *SMART Recovery*. (n.d.). Retrieved from <https://www.smartrecovery.org>
 - This website explores a recovery program based on mindfulness principals.
- Substance Abuse and Mental Health Services Administration. (n.d.). *Medication-assisted treatment (MAT)*. Retrieved from <https://www.samhsa.gov/medication-assisted-treatment>
 - SAMHSA provides substantial information and multiple resources to learn about medication-assisted treatment (MAT).

u09d1 - Approaches to Recovery in the United States

Discuss your perspective on the various approaches to recovery you read about in this week's readings:

- Which approach (AA, SMART, MAT) resonates with your own ideas about addiction?
- Do any of these approaches conflict with your own belief system?
- Do you know anyone in your personal life who has had either a positive or negative experience with AA, SMART, or MAT?
- Do you have any awareness or experience with other approaches to recovery that were not discussed in this week's readings?

Response Guidelines

Read the posts of your peers and respond to at least two, offering comments about how your perspectives might be both similar and different.

Course Resources

Graduate Discussion Participation Scoring Guide

u09d2 - The Recovery Revolution

After reading the preface and introduction to the [*The Recovery Revolution: The Battle Over Addiction Treatment in the United States*](#), discuss with your colleagues what stands out to you about these two chapters.

- Was there anything disturbing or enlightening about what you read?
- How do you think understanding the history and evolution of recovery in this country could help you contextualize the work you plan to do in this field?
- How does understanding a broader context around recovery approaches shape your perspective about the 12-step model or other forms of treatment for addiction in this country?
- What is your perspective about how policies impact the lives of individuals and families struggling with addiction?

Response Guidelines

Read the posts of your peers and respond to at least two, offering comments that further the discussion or contribute to your peers' ideas.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 10 >> Attempted Solutions to Addiction

Introduction

As you learned last week, there are many different approaches to the challenges surrounding addiction in our culture. Many cultures around the world struggle with similar hurdles as they attempt to solve the negative ripples of addiction. This week you will learn attempted solutions that are both practical and philosophical. For example, you will learn about attempts to decriminalize drugs in other countries, the emergence of supervised consumption facilities, and the implications of anonymity in recovery. Some of these solutions have been successful, while others are still trying to gain recognition, momentum, and acceptance from larger systems. As you learn about these potential solutions, keep in mind what you learned in Week 1—that solving a problem in one part of a system can have an impact on other parts of that system.

Learning Activities

u10s1 - Studies

Readings

Read the following:

- Vogel, L. (2014). [Decriminalize drugs and use public health](#). *CMAJ: Canadian Medical Association Journal*, 186(10), E356.
 - This one-page article touches on the decision of some countries to decriminalize drugs to address the many issues surrounding addiction.
- Bramham, D. (2018, July 19). [Drug addictions: A timeline of harm reduction measures](#). *Vancouver Sun (Online)*.
 - This is a detailed timeline of attempted solutions to the drug problem in Canada from 1964–2018.

- Dorfman, M. (2016). Incarceration or treatment: The myth of addiction. Retrieved from https://www.huffpost.com/entry/incarceration-or-treatment_b_10552096
 - This article discusses the distinction between treating people who suffer from addiction and incarcerating people who suffer from addiction.
- Irwin, A., Jozaghi, E., Bluthenthal, R. N., & Kral, A. H. (2017). A cost-benefit analysis of a potential supervised injection facility in San Francisco, California, USA. *Journal of Drug Issues*, 47(2), 164–184.
 - This article summarizes the lessons learned in San Francisco regarding supervised consumption services.
- Werb, D. (2018). Post-war prevention: Emerging frameworks to prevent drug use after the war on drugs. *International Journal of Drug Policy*, 51, 160–164.
 - This article discusses how the war on drugs campaign has impacted both the prevention and perpetuation of drug use in various countries, including the United States.
- Fitzgerald, R. (2018, September 20). Top end move to decriminalise drugs. *Katherine Times*.
 - This article questions the criminalization of drugs in Australia.

Video

View the following:

- Williams, G. (Filmmaker). *The anonymous people* [Video]. Kino Lorber.
 - This documentary explores the social stigma around addiction and the ripples of anonymity in recovery. Being anonymous is something many families face in their struggle with addiction, both in their participation in support groups and in their relationship to the community. The ideas discussed in this video will be important for you to keep in mind as you construct your lesson plan and run your groups. Also remember that these resources can be incorporated into your presentation to share with families directly.
 - Running time: 89 minutes.

Reference Resources

- National Alliances for Recovery Residences. (n.d.). Retrieved from <https://narronline.org/>
 - This website provides a resource for families who want to be educated about safe housing, which has recently been addressed through national legislation.

u10d1 - Perspectives on Attempted Solutions

Share your perspectives and what you have learned regarding the various solutions that have been attempted to address addiction. Sometimes a solution helps to solve problems, and sometimes the solution creates additional problems. Make sure to consider both the positive and negative ripples that might emerge from these attempted solutions.

Response Guidelines

Read the posts of your peers and respond to at least two, offering comments that further the discussion or contribute to your peers' ideas. Remember to be respectful of your peers' responses as you honor multiple perspectives around these sometimes controversial topics.

Course Resources

Graduate Discussion Participation Scoring Guide

u10a1 - Family Therapy Lesson Plan

Overview

Multifamily psychoeducation groups are valuable opportunities to treat addiction from a systemic perspective, and a well-prepared lesson plan is a fundamental part of making these groups successful. For this assignment, create a lesson plan for a group therapy session as well as an introductory letter that explains your approach to offering groups in your community.

Preparation

Please review the Assignment Preparation study in Unit 8 for details on how to prepare for this assignment. Also, refer to your readings and what you learned in Unit 6 to help you construct the content for your lesson plan.

Instructions

Complete the following two parts to this assignment.

Part 1: Group Therapy Lesson Plan Presentation

Create a family group lesson plan using a 10–12 slide presentation designed to inform and engage families about an addiction topic of your choice. The goal of the plan is to:

1. Educate the group on local community addiction supports services appropriate for their circumstances.
2. Provide an activity that helps families process the challenges of the topic you are educating them about.

Your lesson plan should:

- Detail an appropriate agenda (or outline) for a multifamily group session on an addiction topic of your choice.
- Inform the families about appropriate addiction resources based upon your findings in the first course assignment.
- Include principles of psychoeducation and systems approaches to family therapy.
- Include a group therapy activity that fosters understanding and empathy among participants.
- Include supporting materials intended to be shared with the group, such as handouts and audio or visual materials designed to enhance this group therapy session.
- Include detailed speakers notes that explain each professionally rendered slide in detail. These are notes typically used by the presenter to guide the session, but they are not usually seen by the group. In fact, the display of the presentation may or may not be appropriate or useful for display to your group.

Part 2: Letter to Addiction Facility Director

Write a formal one-page letter to a director (or other appropriate individual) at one of the local addiction support facilities that you identified in the first assignment. (Note: You do not need to actually send the letter.) The letter should do the following:

- Introduce you and your interest in presenting or conducting your lesson plan at their facility.
- Summarize the lesson plan, including its target audience and major highlights.
- Explain your approach to creating the lesson plan and why it would be effective for their facility and the population to which they dedicate themselves.
- Sell yourself as a person knowledgeable and capable of delivering an effective multifamily session.

Your assignment will be graded against the following rubric criteria:

- Competency 1: Analyze the interrelationship of addiction, family therapy, and professional services using a systems perspective.
 - Effectively inform family members of appropriate community addiction resources.
 - Devise a group therapy activity that fosters an understanding of different perspectives.
 - Write a letter that persuasively explains one's approach to creating a lesson plan.
- Competency 2: Develop addiction-focused psychoeducation resources.
 - Create lesson plan elements that are effectively designed to inform and treat families.
 - Create supporting materials that employ principles of psychoeducation and systems thinking.
- Competency 3: Communicate in a manner that is consistent with the expectations for an addictions professional.
 - Communicate in a manner that is consistent with the expectations for an addictions professional.

Submission Requirements

Submit your presentation and letter in the courseroom.

- **Part 1 length:** 10–12 slides.
- **Part 2 length:** 1 page.

By now, you should have all created a group lesson plan that can be offered at an addiction treatment facility. Each of you chose different topics to emphasize and potentially different family members to construct your group for. For example, some of you might have created a group for relatives who are raising children due to addiction in the family. Some of you might have created a psychoeducation group specifically for children or for parents who are trying to help their child seek treatment. Some of you might be offering a group for families who have lost someone due to addiction to educate them about grief as it relates to this topic.

Regardless of the focus of your group, this discussion gives you an opportunity to share your lesson plan with your peers. The intention for this is to give you all access to multiple group lesson plans that you could run in your communities. This can be a great way to sell yourself to your future internship site or for a job after you graduate.

Instructions

1. Attach your lesson plan and write a short introduction for it.
2. Read through all the posts from this discussion.
3. Respond to at least two of your colleagues, offering comments that punctuate important aspects of their work or contribute to their ideas.
4. Download the attached lesson plans so you can access them well after this course is over.

Note: By attaching your lesson plan here, you are giving permission to your peers to use your work to help families in their own community. It is not required that you share your lesson plan; however, know that it can help not only your colleagues but also potentially many families who need to be educated about how to navigate the challenges that surround addiction.

Course Resources

Graduate Discussion Participation Scoring Guide