

Syllabus

ADC-330: Counseling Addicted and Dysfunctional Family Systems

Written By:

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Course Description

ADC-330, Counseling Addicted and Dysfunctional Family Systems, is intended to familiarize the student with a systems view of substance abuse and family life. Students will compare and contrast individual and systemic orientations to assessment, case conceptualization, and intervention. Students will learn the essential characteristics of working from a systemic perspective as well as the advantages and disadvantages of this approach. Students will examine common patterns within substance abusing families, general treatment goals and various clinical techniques aimed at facilitating change. Students will consider the process of family recovery from a developmental perspective. The course will introduce the major family therapy schools.

Credit Hours: 3

Prerequisite Courses: None

Prerequisite Skills and Knowledge: None

- Ability to synthesis reading material
- Ability to self-reflect and engage others for interviews

Course Outcomes

Upon completion of this course, you should be able to:

1. Identify the general goals of family therapy with families suffering with chemical dependency.
2. Analyze common dysfunctional family patterns as exemplified in case examples.
3. Evaluate individual and systemic orientations to the following: assessment, case conceptualization, and intervention.
4. Evaluate the advantages and disadvantages of a systemic approach to therapy.
5. Analyze common behavioral patterns and some techniques designed to facilitate change.
6. Delineate an introductory understanding of marital therapy, including Behavioral Couples Therapy.
7. Analyze the process of family recovery within a developmental perspective.
8. Evaluate strategies which may foster hope within the recovering from chemical dependency.

Course Textbooks

Brown, S., & Lewis, V. (1999). *The alcoholic family in recovery: A developmental model*. New York, NY: Guildford Press.

Edwards, J. T. (1990). *Treating chemically dependent families: Practical systems approach for professionals*. Minneapolis, MN: Johnson Institute.

Grading Scale

Grade	Quality Points Per Credit	Percentage	Score
A	4.0	95% - 100%	950 - 1000
A-	3.7	92% - 94.9%	920 - 949
B+	3.3	89% - 91.9%	890 - 919
B	3.0	85% - 88.9%	850 - 889
B-	2.7	82% - 84.9%	820 - 849
C+	2.3	79% - 81.9%	790 - 819
C	2.0	75% - 78.9%	750 - 789
C-	1.7	72% - 74.9%	720 - 749
D+	1.3	69% - 71.9%	690 - 719
D	1.0	65% - 68.9%	650 - 689
F	0.0	0% - 64.9%	0 - 649

Grading Policies

Your grading policy for your course is dependent on your school and program. Your grading policies can be found in the IWU Catalog.

Letter Grade Equivalencies

Grade	Description of Work
A	Clearly stands out as excellent performance. Has unusually sharp insights into material and initiates thoughtful questions. Sees many sides of an issue. Articulates

	well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines. Anticipates next steps in progression of ideas. Example "A" work should be of such nature that it could be put on reserve for all cohort members to review and emulate. The "A" cohort member is, in fact, an example for others to follow.
B	Demonstrates a solid comprehension of the subject matter and always accomplishes all course requirements. Serves as an active participant and listener. Communicates orally and in writing at an acceptable level for the degree program. Work shows intuition and creativity. Example "B" work indicates good quality of performance and is given in recognition for solid work; a "B" should be considered a good grade and awarded to those who submit assignments of quality less than the exemplary work described above.
C	Quality and quantity of work in and out of class are average. Has marginal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at least minimally.
D	Quality and quantity of work are below average. Has minimal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at below-acceptable levels.
F	Quality and quantity of work are unacceptable and do not qualify the student to progress to a more advanced level of work.

Course Summary

Workshop	Discussion*	Assignment*	Interview*	Group*	Total Points
Workshop One	2/40	1/100	N/A	0/0	180
Workshop Two	2/40	1/100	N/A	0/0	180
Workshop Three	2/40	1/100	N/A	0/0	180
Workshop Four	2/40	N/A	1/200	0/0	280
Workshop Five	2/40	1/100	N/A	0/0	180
Course Totals	10/400	4/400	1/200	0/0	1000

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*Number of Activities/Sum Point Totals

Course Assignments

Workshop One Outline

Title	Due Dates	Time	Points
1.1 Devotional: Biblical Wisdom	Due by the fourth day of the workshop.	30 minutes	0
1.2 Reading	Due by the end of the workshop	4 hours	0
1.3 Discussion: WS1 Pros and Cons	Post your initial response by the end of the fourth day of the workshop and your two responses by the end of the workshop.	4 hours	40
1.4 Discussion: Developmental Model of Recovery	Post your initial response by the end of the fourth day of the workshop and your two responses by the end of the workshop.	4 hours	40
1.5 Assignment: Reflection Paper	Due by the end of the workshop	5 hours	100
Totals		17.5 hours*	180

Workshop Two Outline

Title	Due Dates	Time	Points
2.1 Devotional: Biblical Wisdom	Due by the fourth day of the workshop.	30 minutes	0
2.2 Reading	Due by the end of the workshop	4 hours	0
2.3 Discussion: WS2 Pros and Cons	Post your initial response by the end of the fourth day of the workshop and your two responses by the end of the workshop.	4 hours	40
2.4 Discussion: Pacing	Post your initial response by the end of the fourth day of the workshop and your two responses by the end of the workshop.	4 hours	40
2.5 Assignment: Reflection Paper	Due by the end of the workshop	5 hours	100
Totals		17.5 hours*	180

Workshop Three Outline

Title	Due Dates	Time	Points
3.1 Devotional: Biblical Wisdom	Due by the fourth day of the workshop.	30 minutes	0
Totals		17.5 hours*	180

Title	Due Dates	Time	Points
3.2 Reading	Due by the end of the workshop	4 hours	0
3.3 Discussion: Framework for Assessment	Post your initial response by the end of the fourth day of the workshop and your two responses by the end of the workshop.	4 hours	40
3.4 Discussion: Early Recovery	Post your initial response by the end of the fourth day of the workshop and your two responses by the end of the workshop.	4 hours	40
3.5 Assignment: Reflection Paper	Due by the end of the workshop	5 hours	100
Totals		17.5 hours*	180

Workshop Four Outline

Title	Due Dates	Time	Points
4.1 Devotional: Biblical Wisdom	Due by the fourth day of the workshop.	30 minutes	0
4.2 Reading	Due by the end of the workshop	5 hours	0
4.3 Discussion: Family Inclusion	Post your initial response by the end of the fourth day of the workshop and your two responses by the end of the workshop.	4 hours	40
4.4 Discussion: Acceptance	Due by the end of the workshop	4 hours	40
4.5 Assignment: Interview and Summary Report	Due by the end of the workshop	5 hours	200
Totals		18.5 hours*	280

Workshop Five Outline

Title	Due Dates	Time	Points
5.1 Devotional: Biblical Wisdom	Due by the fourth day of the workshop.	30 minutes	0
5.2 Reading	Due by the end of the workshop	2 hours	0
5.3 Discussion: Ongoing Recovery	Post your initial response by the end of the fourth day of the workshop and your two responses by the end of the workshop.	4 hours	40
5.4 Discussion: Final Reflection	Post your initial response by the end of the fourth day of the workshop and your two responses by the end of the workshop.	4 hours	40
5.5 Assignment: Final Reflection Paper	Due by the end of the workshop	5 hours	100
Totals		16 hours*	180

Title	Due Dates	Time	Points
End-of-Course Survey	Due by the end of the workshop	30 minutes	10 Extra Credit
Totals		16 hours*	180

*These times are only estimates. Actual assignment completion times will vary.

Course Development Resources

Al-Anon Family Groups. (2017). Retrieved from <http://www.al-anon.alateen.org>

American Association for Marriage and Family Therapy. (2017). Retrieved from <http://www.aamft.org>

California Association of Marriage and Family Therapists. (2017). Retrieved from <http://www.camft.org>

The Bowen Center for the Study of the Family. (2017). Retrieved from <http://www.thebowncenter.org>

Dunn, S. K. (2011). Addicted. *Girls' Life*, 18(2), 76.

Drugs and your brain. (2012). *Science World*, 69(4), 12.

Help for troubled families. (1989). *Current Health* 1, 13(1), 21.

In Crisis. (1994). *Scholastic Choices*, 10(2), 16.

Kim, H., & Kim, H. (2008). The impact of family violence, family functioning, and parental partner dynamics on Korean juvenile delinquency. *Child Psychiatry and Human Development*, 39(4), 439-453.

Kowalski, K. M. (2011). On a binge. *Odyssey*, 20(7), 36.

Kowalski, K. M. (2010). Addiction is a disease. *Current Health Kids*, 34(2), 16.

Millar, A. (2011). Bad bet with the brain: The neuroscience addiction. *Odyssey*, 20(7), 4.

Millar, A. (2011). Robots in disguise: The psychology of addiction. *Odyssey*, 20(7), 9.

Download and review the [ADC-330 CreditsPage.pdf](#)

Expectations, Policies, and Important Student Information

School/Division	Link

School/Division	Link
DeVoe School of Business Division of Liberal Arts School of Services and Leadership	View School/Division Expectations, Policies, and Student Information
School of Educational Leadership	View School/Division Expectations, Policies, and Student Information
Wesley Seminary @ IWU	View School/Division Expectations, Policies, and Student Information
Nursing - Undergraduate	View School/Division Expectations, Policies, and Student Information
Nursing - Graduate	View School/Division Expectations, Policies, and Student Information