

ADS R109: COUNSELING ADDICTED FAMILIES

Originator

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College

Oxnard College

Discipline (CB01A)

ADS - Addictive Disorders Studies

Course Number (CB01B)

R109

Course Title (CB02)

Counseling Addicted Families

Banner/Short Title

Counseling Addicted Families

Credit Type

Credit

Start Term

Fall 2021

Catalog Course Description

This course provides an overview of the family systems approach to addiction counseling including analysis and examination of the relationship patterns that develop in families including multicultural families. The student will develop treatment strategies for assisting families and significant others during the stages of active addiction, addiction treatment, long-term recovery and relapse prevention using family-involved approaches. The student will learn techniques and strategies tailored to meet the various cultural challenges. This course fulfills one 3-unit skills challenge for the California Association for Alcohol/Drug Educators (CAADE) and Domain VC and VI of TAP 21 (Technical Assistance Publication Series: Addiction Counseling Competencies).

Taxonomy of Programs (TOP) Code (CB03)

2104.40 - *Alcohol and Controlled Substances

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

B (Transferable to CSU only)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

C - Clearly Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

May be required

Grading method

Letter Graded

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity

Laboratory

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class

Minimum Outside-of-Class Hours

105

Maximum Outside-of-Class Hours

105

Total Student Learning

Total Student Learning

Total Minimum Student Learning Hours

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Student Learning Outcomes (CSLOs)

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

- | | |
|---|---|
| 1 | Define the difference between content and process in marriage dynamics. |
| 2 | Demonstrate specific communications skills utilized when working with families. |

Course Objectives

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

- | | |
|---|---|
| 1 | Describe how substance use disorder affects families and significant others. |
| 2 | Identify techniques to assist families, couples, and significant others to develop an understanding of the interaction between the family system and substance use behaviors. |
| 3 | Discuss the role that healthy relationships play in maintaining recovery. |
| 4 | Demonstrate an appreciation for diverse cultures and an ability to incorporate the relevant needs of culturally diverse groups when developing a treatment plan. |
| 5 | Describe the characteristics of codependency, adult children of alcoholics, and children of alcoholics. |
| 6 | Compare and contrast commonly used family treatment therapies. |

Course Content

Lecture/Course Content

1. Why work with Families in Substance Abuse Treatment?
 - a. "Like a Zoom Lens..."
2. Understanding the Family in Context: Family Systems Theory and Practice
 - a. Interdependence: The Family and Individual Development
 - b. Systems Theory: The Basis for Understanding Interdependence
 - c. Human Systems in Perspective: Family, Culture, and Society as Context
 - i. Family Diversity
 - ii. Multicultural and Culture-Specific Considerations
 - iii. Gender Issues in Families and Family Therapy
 - d. Major Schools of Family Therapy
 - e. Goals and Techniques: What and How Family Therapists Help People Change

- f. Family Therapy Misunderstood: The Issues of Parent Blame, Biologically Based Disorders, and the Disease Model of Addiction
- g. Family-Centered Treatment in a Variety of Settings
- 3. What Makes a Difference in Treatment?
 - a. Client Contributions
 - b. The Therapeutic Relationship
 - c. Hope and Expectancy
 - d. Therapy Models
- 4. Working with Families: Basic Skills
 - a. Power Dynamics in Family Therapy
 - b. Emotional Intensity in Family Therapy
 - c. Learning to Join with Families
 - d. Moderating Intensity
 - e. The REM Approach to Working with Conflict
 - f. Domestic Violence and Safety
 - g. Using Goals to Frame Counseling
 - h. Attending to Process
- 5. Assessing Motivation
 - a. What is Motivation?
 - b. Visitors
 - c. Complainants
 - d. Customers
 - e. Working with Visitors and Complainants in the Same Family
- 6. Negotiating a Contract for Therapy
 - a. A Vision of the Future
 - b. Making Goals Measurable
 - c. Resolving Conflicting Goals
 - d. Contract Problems
- 7. Problem and Solution Sequences
 - a. Defining Problem Sequences
 - b. Solution Sequences
- 8. The Ups and Downs of Change
 - a. Making Change Bigger
 - b. When Change Gets Derailed
 - c. Troubleshooting Relapse Work
- 9. Ending Treatment
 - a. Structure of the Sessions
 - b. Difference Punctuating Interventions
 - c. Strategies to Maintain Change
 - d. Plan for Post-treatment Challenges
 - e. Termination Interventions
 - f. Booster Sessions

Laboratory or Activity Content

None

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

- Essay exams
- Essays
- Group projects
- Individual projects
- Objective exams
- Oral presentations
- Quizzes
- Role playing

Reports/papers
 Research papers
 Treatment plans

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
 Class activities
 Class discussions
 Case studies
 Distance Education
 Group discussions
 Guest speakers
 Lecture
 Role-playing
 Small group activities

Describe specific examples of the methods the instructor will use:

1. Instructor will discuss specific counseling skills utilized with family counseling.
2. Instructor will give examples and model those skills for the class.
3. Students will break into small groups to practice skills while instructor observes and gives feedback.

Representative Course Assignments

Writing Assignments

1. Written research paper comparing and contrasting commonly used family treatment therapy approaches.

Critical Thinking Assignments

1. Participate in class and small group discussions debating the strengths and weaknesses of different family therapy theories.

Reading Assignments

1. Students will need to read sequential chapters in preparation for each class.
2. Students will read additional journal articles to supplement textbook readings and to support a research paper.

Outside Assignments

Representative Outside Assignments

1. Library inquiry activities and assignments
2. Research for term paper

Articulation

C-ID Descriptor Number

ADS 180X

Status

Aligned

Additional C-ID Descriptor(s)

C-ID Descriptor(s)	Status
Family and Addiction	Aligned

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type

Textbook

Description

Miller, W. & Rollnick, S., *Motivational Interviewing: Helping People Change* (2013 or latest edition). The Guilford Press.

Resource Type

Textbook

Description

Eric E. McCollum & Terry S. Trepper, *Family Solutions for Substance Abuse* (2013 or latest edition)

Resource Type

Textbook

Description

Miller, Forcehimes, Zweben, *Treating Addiction, A Guide for Professionals* (2019 or latest edition)

Distance Education Addendum

Definitions

Distance Education Modalities

- Hybrid (51%–99% online)
- Hybrid (1%–50% online)
- 100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Synchronous Dialog (e.g., online chat)	Instructor will have live on-line chat with students
Asynchronous Dialog (e.g., discussion board)	Students will respond to prompts about the skills covered in the chapter then respond to other students' postings as well
Other DE (e.g., recorded lectures)	Instructor will use recorded lectures and videos demonstrating counseling skills

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Synchronous Dialog (e.g., online chat)	Instructor will have live on-line chat with students
Asynchronous Dialog (e.g., discussion board)	Students will respond to prompts about the skills covered in the chapter then respond to other students' postings as well
Other DE (e.g., recorded lectures)	Instructor will use recorded lectures and videos demonstrating counseling skills
Video Conferencing	Instructor will have live video lectures/presentations of the material with role modeling skills and having students practice the skills.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Synchronous Dialog (e.g., online chat)	Instructor will have live on-line chat with students
Asynchronous Dialog (e.g., discussion board)	Students will respond to prompts about the skills covered in the chapter then respond to other students' postings as well
Other DE (e.g., recorded lectures)	Instructor will use recorded lectures and videos demonstrating counseling skills

Video Conferencing

Instructor will have live video lectures/presentations of the material with role modeling skills and having students practice the skills.

Examinations

Hybrid (1%–50% online) Modality

Online
On campus

Hybrid (51%–99% online) Modality

Online
On campus

Primary Minimum Qualification

ADDICTION PARAPROFESSIONAL TRG

Review and Approval Dates

Department Chair

08/31/2020

Dean

08/31/2020

Technical Review

09/09/2020

Curriculum Committee

09/09/2020

Curriculum Committee

12/09/2020

CCCCO

MM/DD/YYYY

Control Number

CCC000030620

DOE/accreditation approval date

MM/DD/YYYY