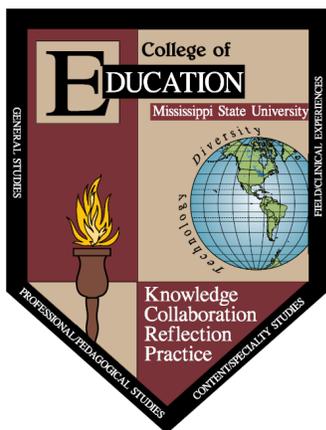


**MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION**

**DEPARTMENT of COUNSELING and EDUCATIONAL PSYCHOLOGY
COURSE SYLLABUS**

Course Prefix & Number:	COE 8783
Course Title:	Counseling the Chemically Dependent Family
Credit Hours:	Three (3) semester hours
Course Type:	Lecture/Lab
Catalog Description:	Three hours lecture (3). Based upon family systems approaches, the content of the course will provide information and experiential techniques for working with chemically dependent families.

College of Education Conceptual Framework:



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

Course Objectives:

Students will:

- Know the disease concept and etiology of addiction and co-occurring disorders as it impacts families. (CMH C.4.; CFPOs #2, 4; InTASC 4, 5)
- Provide appropriate counseling strategies when working with clients and families with addiction and co-occurring disorders. (CMH D.8.; CFPOs #2, 4, 8; InTASC 4, 5)
- Recognize the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders. (CMH A.6.; CFPOs #2, 3 ; InTASC 4, 5)
- Identify standard screening and assessment instruments for substance use disorders and process addictions occurring in families. (CMH G.4.; CFPOs #2, 4, 8; InTASC 4, 5)
- Know the impact of co-occurring substance use disorders on medical and psychological disorders as it occurs in families. (CMH K.3; CFPOs #4, 5, 12; InTASC 4,5)
- Apply the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care. (CMH, H.4; CFPOs #2, 4, 8; InTASC 4, 5)
- Identify the characteristics of the chemically dependent family. (a.1; CFPOs #2, 4, 8; InTASC 4, 5)
- Describe the systems view of the chemically dependent family. (a.2; CFPOs #4, 5, 12; InTASC 4, 5)
- Define the goals of therapy with the chemically dependent family. (a.3; CFPOs #2, 4, 8; InTASC 4, 5)
- Map the common patterns in chemically dependent families. (a.4; CFPOs #2, 4, 8; InTASC 4, 5)
- Discuss the common techniques of treatment of the chemically dependent family. (a.5; CFPOs #2, 4, 8; InTASC 4, 5)
- Trace the process of therapy with the chemically dependent family. (a.6; CFPOs #2, 4, 8; InTASC 4, 5)
- Describe the codependent characteristics of family members in the chemically dependent family. (a.7; CFPOs #4, 5, 12; InTASC 4, 5)
- Identify the treatment issues for codependent family members in the chemically dependent family. (a.8; CFPOs #2, 4, 8; InTASC 4, 5)

Topics covered in course: (45 clock hours)

Family communication
Family rules and regulations
Family sculpting
Family mapping
Family treatment

Required Text:

Edwards, J.T. (1998). *Treating chemically dependent families*. Center City, MN: Hazelden Publishing.

Recommended Text:

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

Methods of Instruction:

Lecture, discussion, small group activities, experiential learning activities, and role playing activities.

Suggested Student Activities:Family Treatment Study:

Students will be expected to develop a treatment study of a client based on a family history provided by the instructor. The treatment study will be particularly focused on treatment as a family process. The student must include all the members of the family in the treatment, but continue to focus on the recovery of the addicted family member. Any issues of other family members should be addressed and accounted for in the treatment plan. The plan will include a psychosocial history, diagnosis, treatment goals, and treatment plan for the client and family. Include a family map in this activity with a verbal and visual explanation. (CMH A. 6, C.4., D.8, G.4, K.3,H.4) & (KMD a.1, 2,3,4,5,6,7,8)

Portfolio:

The student will develop a portfolio that includes the following activities:

- **Film Reactions:** Students will be asked to react to several films that depict issues in the chemically dependent family. Film reaction will be due the class period following the showing of the film. A narrative of the student's reaction should be prepared in formal style with an appropriate title page, pagination, and other formal devices. If the student cites a source, use APA 6th and include a reference page.
- **Family Collage:** Students will be asked to develop a family collage that depicts their family unit from early childhood thru adolescence. This can be a very specific construction with pictures and photographs, or it may be developed from found objects and mementos. Use a large poster board to ensure maximum quality.
- **Family addictions genogram:** Students will be asked to develop a family addictions genogram that traces addictions (e.g., chemical addictions, food addictions, work, sexual and gambling addictions, etc.) through the generations of the student's family. You must go back four generations (i.e., to your great grandparents) at a minimum for this to be effective. Presentation may be in whatever format the student finds most helpful (e.g., poster board, multiple pages, computer drawn, etc).
- **Family mobile:** Students are asked to develop a family mobile that depicts the patterns that emerged in their family of origin. *n.* (mō'bēl') a mobile is a type of sculpture consisting of

carefully equilibrated parts that move, especially in response to air currents. (Defined by answers.com) Your mobile should clarify the patterns and the balance in your family of origin. Your mobile must be just that a mobile and able to move freely.

- Family myths and metaphors: Students will be asked to do a write up of at least one myth and family metaphor that illustrates the family of origin. A common family injunction or metaphor in the chemically dependent family is: In this family we keep our business private. This activity is to be word processed, but does not need to be a formal in format.
- The Letter: Students will develop a letter. This letter does not have to be shared with the class and may be sealed so that the instructor can be told whether or not to open it. The student may choose to write this letter to the inner child. This activity is a very personal activity and is used in treatment centers as a way to nurture and connect with the pain of neglect or abuse in childhood. Alternately, the student may choose to write a letter to one of their parents with whom they have unfinished business. The parent may be alive or deceased. This letter is often used as a way to process unresolved anger, grief, or angst that remains for the recovering addict. Perpetrators may also be used as the subject for this letter. Letters must be included, but do not have to be opened.
- Other class activities: There may be other activities that the student will be asked to engage in during the class. Students are expected to participate in these activities. Although encouraged to share personal information, students will not be required to share more information about family issues than they are comfortable divulging. The point of these activities is that most are modeled after activities commonly used in treatment facilities.

12 Step Meeting:

Students will be expected to attend two **open** 12 Step meetings. If the student is accustomed to attending 12-Step meetings he or she should experience these meetings anew from the perspective of a therapist. A narrative guide will be provided for the student prior to the meeting so that he or she may develop a narrative about the experiences. (CMH A.6.,C.4., D.8., D.8. G.4., K.3.)

Examination:

A final examination will be given that includes materials that are taken from lectures, films, and video tapes. The examination will be given as per the University exam schedule. (CMH A.6.,C.4., D.8., D.8. G.4., K.3., H.4)

Academic Integrity/Honor Code Policy:

Mississippi State University has an approved Honor Code that applies to all students. The code is as follows:

"As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do."

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Student Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Student Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules

does not exclude any member of the MSU community from the requirements or the processes of the Student Honor Code. For additional information please visit:

<http://www.honorcode.msstate.edu/>

Cell Phone and Technology Policy:

Cell Phones and Electronic Devices in the Classroom: In order to limit classroom disruptions, as well as to protect against academic misconduct, the use by students of cell phones, messaging devices and other electronic devices is prohibited in the classroom. (*Mississippi State University Academic Operating Procedure 10.08*).

Nondiscrimination Policy:

Mississippi State University does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, or veteran status. Mississippi State University conforms with Title IX of the education amendments of 1972, section 503. The department of counseling and educational psychology encourages the recruitment, acceptance, and enrollment of minority students of the region and beyond. Efforts are made to ensure that programs are diverse in terms of age, gender, ethnicity, race, sexual orientation, religion, socioeconomic status and disability. Members of minority groups are strongly encouraged to seek admission in the department.

Accommodations for Persons with Disabilities:

In accordance with University policy, Students with disabilities requiring accommodations to meet the expectations of this course are encouraged to bring this to the attention of the instructor and should register with the Office of Student Support Services as soon as possible. The Office of Student Support Services and Disability Support Services is located in 01 Montgomery Hall. The phone number is (662-325-3335) and their web address is <http://www.sss.msstate.edu/>

Field Experience:

This coursed does not have a field component.

Evaluation of Student Progress:

<u>Assignments</u>	<u>Points</u>
Family Treatment	300 points
Portfolio	300 points
12 Step Meeting	200 points
Final Examination	200 points
Total	1000 points

Incomplete Grades:

A grade of “T” (Incomplete) may be submitted in lieu of a final grade when the student, because of illness, death in his or her immediate family, or similar circumstances beyond his or her control, is unable to complete the course requirements or to take final examinations). Graduate students who receive a grade of “T” must complete all work no later than the last day of class of the next semester (excluding summer) whether the student is enrolled or not. Failure of graduate students to remove an “T” grade during the specified time will result in an automatic grade of “F”. Once a grade of “T” has been converted to an “F” because of a student’s failure to complete the necessary course work or a lapse of the allowable time, no additional grade change will be allowed except under extreme circumstance(s) as recommended by the relevant deans and approved by the Provost and Executive Vice President.”

Department Retention Policy:

The Department of Counseling and Educational Psychology faculty endorse the American Counseling Association (ACA) and the American Psychological Association (APA) Code of Ethics that state that faculty members have a responsibility to dismiss students who are unable to render competent service due to academic or personal limitations. The faculty also recognizes their obligation: to assist students in obtaining remedial assistance as needed; to consult with colleagues and document their decision to refer students for assistance or to request that students be dismissed from the program; and also to assure that students have adequate recourse to address decisions made. For more information visit:

http://www.cep.msstate.edu/handbooks/pdf/2010_Graduate_Student_Handbook.pdf

Academic Programs Standards Policy:

The Department of Counseling and Educational Psychology defines unsatisfactory performance in graduate level course work as a grade of U, D, or F in any course and/or more than two grades below a B. Failure of the master’s comprehensive examination twice, failure of the written doctoral preliminary/comprehensive examination twice, oral doctoral preliminary/comprehensive examination twice, or failure of the doctoral dissertation defense twice also constitute unsatisfactory performance. Any of these or combination of these will result in termination of the student’s graduate program in the department. For more information visit:

http://www.cep.msstate.edu/handbooks/pdf/2010_Graduate_Student_Handbook.pdf

Course Instructor Policies:

Absences

Members of the faculty evaluate student fitness and performance on an ongoing-basis. The faculty makes judgments as to students’ fitness and performance based on observations of course performance, evaluations of students’ performances in simulated practice situations, supervisors’ evaluations of students’ performances in clinical situations, and their adherence to their discipline’s codes of ethics. A series of formal evaluations are conducted at key stages of the student’s education such as at the end of each fall and spring semester and prior to enrollment in practicum and/or internship. In addition to reviewing students’ academic performance, students’ personal characteristics related to professionalism are evaluated using the Personal Characteristics

Review Form (PCRF). Students with multiple absences are also evaluated to determine their continued success in the program.

Written Assignment Policy

Students are expected to adhere to the APA style guidelines (6th ed.) for written assignments submitted. Papers are expected to be of professional quality including clear and concise language, free of grammar and punctuation errors, and organized to flow smoothly for the reader. In addition, all work submitted should be the result of the student's original efforts.

Email Policy

Students at MSU may access an individual E-mail account through the university e-mail system. Students are expected to activate this e-mail account and to check messages on a regular basis. Announcements and attachments may be sent periodically to class members through MyCourses. Students will be held responsible for accessing any e-mail or materials posted for this course.