COURSE SYLLABUS

Addicted Family Intervention

**DAAC 2307**
Number

3 - 0 - 3
Lecture - Lab - Credit

**NONE**
Prerequisite

This syllabus has been reviewed and is current on the date indicated.

Prepared By                  Date
______________________________    ________________
Elizabeth A. Jones            05/30/2015

Reviewed By

______________________________    ________________
Andy Weaver                   08/12/15
Division Director/Designee    Date
I. Instructor Information

Name: Elizabeth A. Jones  Phone: 321-641-5965

Campus Office: BWD Bldg. 2 RM #121  email: eajones@tstc.edu

Office Hours: M,W,F 9-5  Advisement Hours: by appointment

Department Chair: Patty Bundick  Chair email: patty.bundick@tstc.edu

II. Class Times, Location

Brownwood Campus Bldg. 2
8/31/2015 - 12/11/2015  M/W 1:00 pm – 2:30 pm, Rm. #146

III. Program Outcomes

Graduate will be able to provide all aspects of chemical dependency counseling services in a variety of settings

IV. Course Description: Examination of family systems focusing on the effects of addiction and recovery

V. Learning Outcomes

Course Outcomes

CO1: Explain the family as a dynamic system.
CO2: Explain the effects of addiction on the dynamics of a family system.
CO3: Differentiate between various family treatment processes and their applicability to Traditional and non-traditional family systems.
CO4: Identify the impact of addictive behaviors as they relate to diverse family structures.
CO5: Analyze the role of family members in the addictive and recovery process.

VI. Assessment Methods & Grading Policy

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Description</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>Excellent/Superior Performance Level</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
<td>Above Required Performance Level</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
<td>Minimum Required Performance Level</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
<td>Below Required Performance Level</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
<td>Failure to Meet Performance Requirements</td>
<td>0</td>
</tr>
<tr>
<td>IP</td>
<td>--</td>
<td>In Progress</td>
<td>0</td>
</tr>
<tr>
<td>W</td>
<td>--</td>
<td>Withdrawn</td>
<td>0</td>
</tr>
<tr>
<td>CR</td>
<td>--</td>
<td>Credit</td>
<td>0</td>
</tr>
</tbody>
</table>
Course Assessments & Grading Scheme:

Grading: Final grade is determined by the following:

- 10% Project/Family genogram
- 20% Affective grade
- 10% Weekly Classroom Projects/Role Plays/Group Exercises
- 20% Book Report and Presentation
- 40% Exams - You will have a mid-term and a final

Description of Grades Elements of the Course

Genogram: Students will be asked to present a genogram or study of their family tree. A handout will be provided for the students to assist in developing this assignment.

Affective Grade: “Affective learning involves attitude, motivation, and values. It is our goal to build and reinforce these values in each student who completes this course of study. Your overall grade can be impacted on a weekly basis depending on your adherence to the affective guidelines. You have the opportunity to receive a “100” in this area each week. Each area will be graded on an objective “yes or no” criterion. Each area assessed will carry a percentage of that weekly objective grade. The breakdown will be: Punctuality 33%, Preparedness/Participation 33%, and Professionalism 34%.

Punctuality – being on time to class, on time back from breaks, turning assignments in on time.

Preparedness/Participation will be assessed through your involvement in class discussion, bringing your books, writing utensils, and paper to class. Reading any assigned materials prior to class.

Professionalism Appearance (clean clothes, no holes, neat, good hygiene) Demonstrating good personal boundaries and judgment, following class rules, no tobacco products or e-cigarettes, cell phones off or on silence. No use of cell phones during class. No caps worn in class, no excessively low tops or short shorts.

Weekly Classroom Projects/Role Plays/Group Exercises: The class will develop a family role play utilizing skills identified in the text to assist them in the assignment.

Book Report/Presentation: You will choose and read a book on the addicted family process or codependency within the family system. You will complete a 1000 word report on the book and present it to the class. The book report will be presented the last day of class. There will be no late
reports. A book list will be provided on the first day of class.

The “affective grade” will be counted as 20% of your overall grade in the course. The breakdown will be a daily assessment of: Punctuality 33%, Preparedness/Participation 33%, and Professionalism 34%.

Exams: There will be two exams in the course, a mid-term and a final.

VII. Textbook/Reference Materials
Treating Chemically Dependent Families. (A practical systems approach for professionals)
John T. Edwards, PH.D,

VIII. Additional Resources & Supplies
None

IX. Class Participation Policy & Student Conduct
A. Policy of this department:
- Students are expected to attend all classes and classroom activities. If a student misses more than 25% of the class periods, the instructor will assign the student an "F." This policy does not affect the right of the student to drop a course before the mandated deadline or the right of the instructor to assign, with approval of the department chair, an IP under the appropriate extenuating circumstances.
- Responsibility for dropping a course lies solely with the student.
- Refer to the TSTC Student Handbook for appropriate student conduct.

B. Integrity:
You are expected to maintain absolute integrity in all scholastic work. This is true in the workplace as well. Therefore, learn and practice it now. As stated in the Student Code of Conduct, TSTC Catalogue, "Any attempt on your part to receive credit for work other than your own--by cheating, plagiarizing, or collusion, ---will be the basis for disciplinary action. An accessory to the act of cheating shares the guilt with the principal, and is dealt with in the same manner." This means a zero will be received on the exam or assignment and/or a failing grade in the course, and/or removal from the program.

C. Behavior:
Students are expected to behave in a manner that is respectful of others in the class. Disruptive behaviors will not be tolerated. You will be asked to leave and will not be allowed to make up any work missed. Continual disruption will result in permanent removal from class.

X. Safety
- Campus building occupants are required to evacuate buildings when a fire alarm activates. Alarm activation or announcement requires exiting and assembling outside.
• Familiarize yourself with all exit doors of each classroom and building you may occupy while receiving instructions. The nearest exit door may not be the door you used when entering the building.

• Students requiring evacuation assistance should inform the instructor during the first week of class.

• In the event of evacuation, follow the faculty’s or class instructor’s instructions.

• Do Not re-enter a building unless given instructions by the Fire Department, Campus/Local Police, or Fire Prevention Services.

XI. Special Needs

If you have a documented disability that will impact your work in this class, please contact the ADA Coordinator, so that appropriate arrangements for your accommodations can be made. The counselor on your campus can assist you in this process. In accordance with the federal law, a student requesting accommodations must provide documentation of his/her disability to the ADA Coordinator. For more information call 325-236-8292 or email amy.freeman@tstc.edu.

XII. Course Schedule

Course Schedule : (Recommended Timeline)
The following activities/assignments are subject to change, with reasonable notice given to students.

Week One: Chapter 1: A Systems View of Chemically Dependent Families.
  • Assign Book Report

Week Two: Chapter 2: Goals for Therapy
  • Genogram Handout/assignment

Week Three: Chapter 3: Mapping Common Patterns in Chemically Dependent Families
  • Assign Groups Family Role Plays to demonstrate next week
  • Have Students Map their observations

Week Four: Chapter 4: Four Basic Techniques/Individual & Group Projects & Role plays of chapter 4 techniques
  • Assign Groups to Role Play the 4 Basic Techniques
Week Five: Chapter 4: Four Basic Techniques/Individual & Group Projects & Role plays of chapter 4 techniques continued
- More Group Role Plays of the 4 Basic Techniques
- Students list observations of the 4 Basic Techniques

Week Six: Chapter 5: Additional Techniques
- Assign Group Project Role Plays on Additional Techniques
- Students list observations of the Additional Techniques

Week 7: Review for midterm Chapters 1-5/Midterm

Week 8: Chapter 6: Traps and Tips
- Students will role play scenarios practicing recognition of traps and utilizing tips

Week 9: Chapter 7: Getting Families in for Therapy
- Students will give a 5 minute presentation to families and clients on the importance of attending the family sessions at their treatment facility or aftercare program.

Week 10: Chapter 8: Session One---The Initial Interview
- Students will conduct a brief initial family role play interview

Week 11: Chapter 9: Beyond the Initial Interview
- Students will role play a final family session preparing family for expectations of early recovery & how each member needs to develop and continue their own recovery strategies

Week 12: Genogram Presentations

Week 13: Genogram Presentations/Book Reports

Week 14: Book Reports

Week 15: Review for Final Exam over chapters 6-9/ Final Exam
XIII. Instructor CV; Elizabeth A. Jones

### Education

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>Degree Earned</th>
<th>Date Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tarleton State University</td>
<td>Bachelor of Science in Sociology</td>
<td>May 2005</td>
</tr>
<tr>
<td>Texas State Technical College</td>
<td>Associate of Applied Science in Chemical Dependency Counseling</td>
<td>May 2007</td>
</tr>
<tr>
<td>Central Texas College Corrections Officer Academy</td>
<td>State Certification Program</td>
<td>August 1994</td>
</tr>
</tbody>
</table>

### Certifications

<table>
<thead>
<tr>
<th>Name of Certification</th>
<th>Date Expires</th>
<th>Date Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Licensed Chemical Dependency Counselor, State of Texas</td>
<td>April 2014</td>
<td>April 2010</td>
</tr>
<tr>
<td>Certified Department of Criminal Justice Corrections Officer, State of Texas</td>
<td>August 1994</td>
<td></td>
</tr>
</tbody>
</table>

### Industry, Teaching or Training, and Other Experience Relevant To Course

<table>
<thead>
<tr>
<th>Description of Experience Related To Course</th>
<th>Date Ended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texas State Technical College West Texas teaching Chemical Dependency Counseling</td>
<td>Current Position January 2010</td>
</tr>
<tr>
<td>Gateway Foundation Substance Abuse Counselor at TDCJ, T. R. Havens Unit</td>
<td>January 2010  December 2007</td>
</tr>
<tr>
<td>Trainer statewide for all Gateway Foundation employees</td>
<td>January 2009  January 2008</td>
</tr>
<tr>
<td>Membership with Phi Theta Kappa International Honors Association in Education</td>
<td>Expires 12/2014 May 2005</td>
</tr>
<tr>
<td>Faculty Advisor for TSTC Real Education on Addiction Can Help (REACH) club</td>
<td>Present      January 2010</td>
</tr>
<tr>
<td>Ethical Boundaries presenter at Texas Association of Addiction Professionals Conference</td>
<td>June 2012</td>
</tr>
</tbody>
</table>
Student Acknowledgement

This is to acknowledge that I have received a copy of the syllabus for the course DAAC 2307, Addicted Family Interventions. I understand that it is my responsibility to read and understand the syllabus and to abide by the guidelines presented therein.

__________________________________________  ________________________________
Student Printer Name                      Student Signature

_____________________
Date