

## Master Course Syllabus

**Course Discipline and Number: CDSC 225**

**Year: 2024-2025**

**Course Title: Counseling Families & Significant Others: Theory & Practice**

**Credit Hours: 3**

**I. Course Description:** This is the final theory course in the Chemical Dependency degree and certificate. The course focuses on the interaction between chemically addicted individuals and significant others or family members. A variety of theoretical perspectives and empirically supported approaches are reviewed. Techniques for assessment, treatment, and care coordination are discussed. Prerequisites: ENGL 101; prior completion of, or concurrent enrollment in, CDSC 101. 3 Cr. (3 Lec.) Spring semester.

### II. Additional Course Information:

1. Students' Tompkins Cortland email accounts are used to send messages to the class. Failure to read email may result in missed assignments or class information.
2. Required readings may be taken from the assigned text, from handouts/assigned articles, or from web resources.
3. This course provides students with a knowledge base that will assist them in preparing for the New York State credentialing CASAC exam.

### III. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Discuss theory/practice relating to assessment and treatment of significant others and family members of addicted clients.
2. Distinguish among various counseling models and perspectives utilized in practice with significant others, and families.
3. Describe evidence based practice models that are used in prevention and treatment with significant others and family members of clients with substance use and other addictive disorders.
4. Articulate awareness of the specific issues/problems encountered by codependent persons, and children of alcoholics or addicts.
5. Explain the conceptual model of Family Systems theory, and recognize family rules, roles, patterns of communication, boundaries, and other relational dynamics.
6. Evaluate personal and cultural biases, values, and perspectives which may impact assessment and treatment with significant others and families of addicted persons. May involve the counselor's own unresolved family-of-origin issues
7. Develop a family genogram and use other assessment tools

### IV. Tompkins Cortland General Education & SUNY Competency Goals

#### ☒ Critical thinking (Tompkins Cortland GE Goal; SUNY Competency)

Utilizing assigned readings, class discussions, practice exercises and written assignments students will develop increased awareness of an application of theory to practice with significant others and family members. Students will be provided with opportunities to learn about varying practice models, and to evaluate their utility for application with significant others and family members of addicted persons. Students will be challenged to develop an understanding of the perspectives and struggles of persons impacted by another's chemical dependency. Students will be able to seek out new meanings and solutions to practice issues from new ways of thinking.

#### ☐ Social/Global Awareness

### ☒ **Information Management**

Students will be asked to locate, evaluate, and synthesize information in completing the Final Project. In doing this assignment, students will be expected to utilize basic level research and documentation skills.

☐ This course does not address either of these Tompkins Cortland or SUNY General Education Goals.

### **V. Essential Topics/Themes**

1. Assessment of significant others and family members
2. Theoretical practice models for working with significant others and family members
3. Co-dependency and Children of Alcoholics related issues
4. Treatment planning with significant others and family members
5. Relapse Prevention with significant others and family members
6. Self Help, Support Groups, and Community Resources for significant others and family members

### **VI. Methods of Assessment/Evaluation**

Method	% Course Grade
1. Discussion/Participation	10%
2. Initial Thoughts Essay	12.5%
3. Self-Help Meeting Report	12.5%
4. Quizzes	25%
5. Final Project	25%

### **VII. Texts – REQUIRED**

1. Juhnke, G.A. & Hagedorn, W.B. <i>Counseling Addicted Families: An Integrated Assessment and Treatment Model</i> . Routledge, 2006. ISBN-10: 0415951062
2. SAMHSA Publication TIP39 (2005) – <i>Substance Abuse Treatment and Family Therapy</i>

### **RECOMMENDED**

1. <i>Addict in the House: A No-Nonsense Family Guide Through Addiction and Recovery</i> , Barnett & Kavinsky, New Harbinger Publications, 2016, Oakland. ISBN 1626252602.
2. <i>Addiction in the Family: What Every Counselor Needs to Know</i> , Kelly, V. A., American Counseling Association, 2015, Alexandria. ISBN-10 1556203349.

*Editions listed are current as of date of syllabus. More recent editions may be used.*

### **VIII. Bibliography of Supplemental Materials**

1. <i>Chemical Dependency: A Family Affair</i> , 2 <sup>nd</sup> ed. Curtis, O., 2019 Brooks/Cole Publishing Co.
2. <i>Children of Alcoholics: A Guidebook for Educators, Therapists, and Parents</i> . Ackerman, R. J., 1983: Learning Publications.

3. <i>Enhancing Motivation for Change in Substance Abuse Treatment</i> . TIP Series, No. 35, 1999, CSAT, US Dept. of Health and Human Services.
4. <i>It Will Never Happen To Me: Growing Up With Addiction As Youngsters, Adolescents, and Adults</i> . Black, C. 2002, Hazelden
5. <i>Substance Abuse Treatment and Family Therapy</i> . TIP Series, No. 39, 2004, CSAT, US Dept. of Health and Human Services.

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## IX. Other Learning Resources

### Audiovisual:

Addiction in the Family  
Family Roles in Addiction  
HBO Addiction Series  
Introduction to Twelve Step Groups  
Medical Aspects of Co-dependency  
Yalom – Understanding Group Psychotherapy

### Electronic:

<http://www.al-anon.alateen.org/>  
<http://pubs.niaaa.nih.gov/publications/FamilyHistory/famhist.htm>

### Other:

None specified

**Attendance Policy:** To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.

**Services for Students with Disabilities:** It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for academic adjustments. All course materials are available in alternate formats upon request.

**Academic Integrity:** Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.

Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.

Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.