Course: REHB 566
Alcoholism, Substance Abuse and the Family
Rehn Hall 0018
Tuesday, 6- 9:00 pm

Instructor: _______________________
Office: _______________________
E mail: _______________________
Phone: _______________________
Office Hours: _______________________

Co-Instructor: _______________________
Office: _______________________
E mail: _______________________
Office Hours: _______________________

I. REQUIRED TEXTS


   Treatment improvement protocol 39. SAMSHA Publication SMA08-4219,
   http://store.samhsa.gov/product/TIP-39-Substance-Abuse-Treatment-and-Family-
   Therapy/SMA08-4219

Recommended Reading:


II. COURSE DESCRIPTION AND OBJECTIVES:

This course emphasizes the perspective and role of family in treating substance abuse, as well as the impact of substance use disorders on family and significant others. Students will explore family systems theory and its application to substance abuse. Students will explore historical, traditional and current research based methods of working with families with substance abusers; and related issues of crisis intervention, relapse prevention and ethics.

Prerequisite: 461 or consent of instructor.

Learning Objectives:

1. To recognize and explain the challenges that face individuals, significant others, and families related to substance abuse and dependency (SUD).
2. To demonstrate an understanding of the counseling and case management processes related to family systems.
3. To acquire a basic understanding of the application of family systems theory and alternate counseling processes as they relates to SUD.
4. To demonstrate knowledge of family treatment theories and their applicability in rehabilitation settings.
5. To utilize appropriate diagnostic procedures and terminology in course assignments and discussions.
6. To identify community and other resources for kinship group and individual.
7. To actively and cooperatively work with cohort groups, demonstrating the necessary communication skills for success in interdisciplinary settings.

III. COURSE REQUIREMENTS

Participation

Students are expected to contribute to class discussions. Students should be prepared to respond to questions from the instructor(s) based on the reading for that session. There will be one 20 minute break per session. Notification regarding absences require contact by phone or in person with the instructor(s).

Examinations

Two examinations covering reading assignments, lectures, and class discussion will be given. Examinations will be in essay format consisting of 6 questions. Students may choose 4 of the six to respond to. The midterm and final will be open book. Students requiring reasonable accommodation during the exams should notify the instructor(s) at the beginning of the course. Students MUST have some form of official documentation citing to support absence from an exam.

Minute Papers

Minute papers will be completed at the end of class. Students will be given 5 minutes to answer a question posed from the instructor based on the week’s readings and the class session. Students are also encouraged to include insights, criticisms, and suggestions from that session. These papers will not be returned. If you are not present for the class, you will not receive the points for the paper. If you are ill, see the instructor(s) for an alternative assignment.

Team Activities:

1. Chapter Presentations:

Teams will be presenting on one of the 6 chapters in the TIP 39 text. These will be informal presentations and will begin the third week of class. Plan on 15 minutes for the summary with discussion to follow. No power points or references are required.
2. Inquiry Project:
Teams will identify a problem, question or new development associated with substance abuse and families. A written outline will be required prior to making the presentation. Instructors will assist in developing the topic of inquiry. Presentations will be scheduled after the Midterm, and should be moderate in length.
You are asked to create a convincing argument to promote, expand upon, or critique a topic of interest to you in presentation format. The presentation may employ a number of formats, and should reflect scholarship, creativity and team work. The teams’ work should reflect your ability to integrate information from the course into a project that is meaningful, analytic and utilizes common technologies. References which support your research/analysis/conclusions will be in APA format and presented to the instructor on the date of your presentation.

IV. GRADING
Grades for the course will be on a point system. Grades will be determined by student performance in the following areas:

- Participation 50
- 2 Examinations 100
- Minute papers (10) 50
- Chapter activity 50
- Inquiry Project * 150

Total: 400

Grading scale
A 375 +
B 350-374
C 324 -349
D 275-300
F 275 and below

* Grading for this project will include three factors:
  1. Instructors point score 70%.
2. Class feedback point score 20%.
3. Team members point score 10%.

No names identifying the evaluator will be included on any of the results provided to the instructor or to you. You will know the instructors points, the class points and your team members points based upon your participation. These three sources of points will be combined toward your total project grade.

IV. PROFESSIONAL BEHAVIOR AND PROCEDURES

Reasonable Accommodation

This document is available in alternative format on request. Any student with a documented disability that may interfere with learning in this course should see the instructors privately, after class or during office hours. Students needing accommodations should register with Disability Support Services (DSS) in Woody Hall–B-150, (618) 453-5738 or www.siu.edu/dss. The instructors are committed to equal opportunity in education for all students, including those with a documented disability. However, it is the responsibility of students with a documented disability to contact the instructor during the first week of class to discuss appropriate accommodations to ensure equity in grading, classroom experiences, and outside assignments.

Technology

There will be no cell phone use or texting during class. Laptops/tablets may be used during class but not during exams.

Confidentiality Policy

Self disclosure is encouraged as it deepens and personalizes the learning process. At the graduate level each of you should have a common respect for each other’s privacy and dignity. Confidentiality is an ethical responsibility for counseling professionals and is required for this course.

Diversity Policy

Active discussion will be encouraged. Please respect each other’s point of view. Offensive language or remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders or any other ascribed status will not be tolerated.
**Plagiarism / Academic Dishonesty**

In this class, there will be “zero-tolerance” for plagiarism. Plagiarism, here, is defined as representing another’s work as one’s own, including any instance of singly or combining any of the following without acknowledging the original source: paraphrasing or directly quoting another’s work (either word-for-word, or paraphrase by word substitution or order modification); or using another’s written or spoken theories, hypotheses, ideas, opinion or statistics when they are not “common knowledge”; or using another’s tables or graphics.

In all instances of using another’s work, acknowledgment must be in a manner consistent with APA-6th edition. Violations will result in consequences consistent with the extent of the plagiarism and whether the instance was the “first or latest” offense, including loss of credit on the assignment, loss of letter grade in class, and failure of class. They will always result in a notation in the student’s file. Moreover, students are responsible for making themselves aware of the policies and procedures in the Student Conduct Code that pertain to Acts of Academic Dishonesty. These policies cover such acts as preparing work for another student, cheating by any method or means, falsifying or manufacturing data, furnishing false information to a university official relative to academic matters, and soliciting, aiding, concealing, or attempting conduct in violation of this code (p. 18).

**Emergency Procedures**

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT's website at www.bert.siu.edu, Department of Public Safety's website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.