

Alcohol, Drugs and the Family  
Rehab 566: 001  
Wednesday 5-8pm  
Comm 2018

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Office Hours: Tuesday 1-4; Wednesday 3-6

**Required Texts:**

No required texts for the course. Please see D2L for .pdfs of required course readings for each week. They are contained in the weekly lesson modules.

**Course Focus:**

Rehabilitation 566 focuses on the impact of Substance Use Disorders (SUDS) on family systems as well as evidence based strategies for providing treatment for consumers and their families. Emphasis is placed on utilizing the rehabilitation model of treatment and applying core rehabilitation principles in the exploration of treatment methods and approaches. This course emphasizes seminar style research reviews and interaction and as such demands that students be critical consumers peer reviewed research. Expectations are that students will be able to review, analyze, and evaluate research publications on the topic and then synthesize their own points of view (in written format) congruent with evidence based practices.

**Course Objectives**

Proficiency in the following course objectives will be determined by the instructor based on the students ability to demonstrate: a) professional interactions in discussions and peer review activities; b) knowledge retention as evidenced by successful participation in discussions and completion of exams/quizzes; c) knowledge integration as demonstrated by ability to utilize peer reviewed research to support discussion points and in written assignments; d) demonstrating engagement through active participation in student and instructor forums.

- I. Become familiar with peer reviewed research on each of 14 topics covered during the course.
- II. Be able to demonstrate mastery of key concepts related to evidence based practices for each of the course topics in both the instructor and the student discussion forums

- III. Be able to synthesize accurate, individualized summaries of key concepts and constructs related to the impact of SUDS on family systems.
- IV. Demonstrate critical thinking skills necessary for application of key concepts from the research in professional practice.

### **Course Activities**

Apart from Mid Terms and Finals Weeks, the course will follow the same format for all assignments and required products each week. The protocol for the course will be:

- I. **Readings/Course Content:** Each week the students are responsible for all materials in the course module. Typically the modules will include 5-7 research articles on the topic as well as other supporting materials.
- II. **Quizzes:** Each week we will do a 15 minute quiz at the start of the class. It will be short answer and essay focused on the readings for the week. (Each Quiz will be worth 30 points:  $14 \times 30 = 420$  points)
- III. **In Class Discussion Forum** Each week we will engage in a discussion of the week's readings and students will be responsible for being prepared to discuss the readings in small groups and in with the class as a whole. (Each forum will be worth 20 points;  $14 \text{ forums} \times 20 \text{ points} = 280$  points)
- IV. **Mid Term and Final:** Each exam will cover half of the course and will be in essay and short answer format. Exams will be provided to students in week 7 and week 15 and will be due in the course dropbox at the beginning of the next regularly scheduled class period. (150 points for each exam;  $2 \text{ exams} = 300$  points)

### **1000 TOTAL POINTS**

**Final grades will be awarded based on total accumulated points: A = 90% and above; B = 80% and above; C = 70% and above; D = 60% and above. Total points possible will be: 1,280 points.**

# Course Topics:

- I. BPSS
- II. BPSS
- III. Recovery Oriented Systems of Care /Recovery Constructs
- IV. Reality in Family Systems: Who's Reality? What Reality?
- V. Codependency and other Recovery Community Constructs
- VI. ACOA
- VII. MET and MI
- VIII. Mid Term
- IX. Strengths Model
- X. Adolescent Treatment
- XI. Adolescent Treatment (2)
- XII. Emerging Models of Care
- XIII. Women's Issues in Addictions Treatment
- XIV. Intimate Violence/Partner Violence/Non Traditional Family Systems
- XV. Rx Use and Families
- XVI. Final Exam

## Reasonable Accommodation

Any student with a documented disability that may interfere with learning in this course should contact faculty during the first week of class to ensure that needed accommodations are available. Please be forthright in requesting needed accommodations. Additionally, the Office of Disability Support Services (DSS) should be consulted regarding reasonable accommodations and further assistance as needed during the class.

## Academic Dishonesty

Each student is responsible for making himself/herself aware of the policies and procedures in the Student Conduct Code that pertain to Acts of Academic Dishonesty. These policies cover such acts as plagiarism, 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.

With regard to plagiarism, there will be *zero-tolerance* in this class. 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, graphics or previously submitted work. In all instances of using another's work, acknowledgment must be in a manner consistent with APA-6<sup>th</sup> 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.

## **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.

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. Know how to respond to each type of emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.