



# Family, Consumer, and Human Development

2905 Old Main Hill, Logan UT 84322-2905  
<http://www.usu.edu/fchd>

## FCHD 5250: Addictions and the Family Fall 2016

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**Office Hours:** By appointment

**Prerequisite:** For undergraduate students, 12 hours of family or social science courses.

**Texts:** Fields, R. (2013). *Drugs in perspective: A personalized look at substance use and abuse* (8<sup>th</sup> Ed.). McGraw-Hill: New York.  
  
Moyers, W. C. (2006). *Broken: My story of addiction and redemption*. (2006). Viking: New York.

**Additional readings:** Additional articles or readings will be posted on Canvas at least one week prior to the week it is needed to be read. It is the students' responsibility to check Canvas for any additional readings for the week.

### **Course Description:**

To provide students with an introduction to addictions across the life span from a family systems perspective; emphasizing theories, behavioral patterns, physiological, psychological and social impacts on individuals and the family and implications for interventions and treatment.

### **Prerequisites:**

For undergraduate students, 12 hours of family or social science courses.

### **Course Outcomes:**

This course prepares students to use theory, research and knowledge of intervention approaches to make informed, knowledgeable decisions when working with individuals, couples and families dealing with a variety of addictions.

## Course Objectives:

- To understand the nature of addiction and its broad impact on today's society. As well as to examine your personal attitudes and values related to these topics.
- Identify and apply protective and risk factors related to addictions across the life cycle and with diverse cultural groups.
- Differentiate the interplay between addictions, family systems and the mutual influence they have on each other (e.g., impact they have on couples, families and other systems at work).
- Illustrate knowledge of theories related to addiction, as well as effective treatment approaches.
- Understand the effects of addiction on child and adult development and family relationships.
- Develop an awareness of the stereotypes and prejudices associated with addiction and those who seek treatment.
- Learn about programs and services available for individuals and families affected by addiction.

## Learning Methods and Course Expectations:

- The course will be organized around readings, videos/documentaries, community engagement, and small group activities.
- Students are expected to read course materials to assist them in completing required assignments, quizzes, and activities.
- The class will focus on a free exchange of ideas and viewpoints. The instructor is committed to offering a course that maintains an atmosphere of ethical behavior, individual integrity, and equitable treatment of each person.
- Because the topic of addiction is emotional and politically charged topic; it is expected that students demonstrate courteous and respectful behavior at all times. Topics in this class can be sensitive and difficult for some students. Disruptive or rude behavior will not be tolerated. If a particular topic or issue triggers a personal or emotional reaction, the student is encouraged to discuss this with the instructor.
- Student Responsibilities
- Engage in respectful interactions with all members of class.
- Identify and integrate real life experiences to course content.
- Students are responsible for reading assignments and course modules so they can participate in discussion or engage in writing and practice activities related to your readings.
- Turn in assignments and other paperwork by due dates.
- Engage in respectful interactions with all members of class.
- Be responsible and aware of all course activities, assignments, and additional learning opportunities on Canvas.

## Course Requirements:

### Abstinence Contract (20 points): Due September 11<sup>th</sup>

Students will select a habit, behavior or addiction that may be detracting from your life satisfaction in some way and which plays some role in emotional regulation. The behavior will be suspended for **8 weeks** during the course, beginning at the start of the second week.

The chosen behavior should be challenging but realistic to suspend. For example, over the eight weeks you will give up:

- watching television,
- shopping
- checking peer networking sites (e.g., Facebook/MySpace/Twitter)
- talking negatively about others

- using nicotine
- eating certain types of comfort food (e.g., junk food)
- texting
- texting while driving
- ingesting caffeine
- drinking soda
- excessive worrying
- playing video games
- alcohol

You will work with a classmate on developing a plan that will help you maintain your abstinence. Students having difficulty choosing a behavior to change should speak with the instructor for possible ideas. You will turn in a **one to two page paper** (Abstinence Contract) describing what habit, behavior or addiction you will abstain from, what plan of action you have chosen, and what concerns, if any, you may have (See Canvas). Weekly you will schedule an opportunity to interact with your classmate about your and their progress. The contract is due September 11<sup>th</sup>. **You will start your abstinence experiences September 12th at 9:00 am. Your experience will end November 7th at 9:00 am. Remember to choose something that will make you stretch and experience abstinence.**

### **Classmate Abstinence Support Connections Log (40 points): Due November 13th**

You will be required to be in contact with your assigned classmate partner AT LEAST two times a week. Each time you "meet" you will need to record the date, time, duration, and what support you provided and what support you received from your partner. Your support sessions log will be due **November 13th** when you turn in your abstinence paper. (5 points for each week you log two encounters per week, 2 points for one encounter).

### **Abstinence Paper (50 points): Due November 20th**

This will be an experiential paper that describes your abstinence experience. You will be required to address the following four issues in your paper:

1. What were your experiences and reactions in working with your classmate in remaining abstinent? How did his/her abstinence experience help or hinder your recovery? (a page or less)
2. Explore your own history and beliefs about addiction. Were there addictions within your family? How did this affect you? (The instructor should be able to see what your personal beliefs are regarding addiction and how they are affected by your personal, family, and relationship history).
3. Be able to articulate and integrate course material that is relevant with your personal abstinence experience. This may include "aha moments" where you were able to see how concepts in class lecture, related to your own personal abstinence experience. (You **must** integrate course content in your description of your experience, and reference where applicable). (You **must** integrate **several** concepts from class in your description of your experience, and use references where applicable).
4. What you ultimately learned from doing this experiential activity. How did this activity help you understand the addiction process? Have your beliefs changed? Were there any personal, familial, relational, professional discoveries?

The paper should be 2-3 pages in length (not including title and reference page) and follow APA guidelines (double spaced, 1 inch margins, Times and New Roman, 12 pt. font). Start your paper with the experience of working with your classmate (no more than one page). Please **create subheadings** when addressing the four required topics. **This assignment is due November 13<sup>th</sup>.**

## **Discussion Board (15 posts @ 15 points = 225 points): Due Weekly**

Introductions the first week are worth 10 points. Most weeks you will have the opportunity to post on the discussion board. Some weeks we will have a specific topic that you will need to address. The other weeks anything that was covered in the modules or readings are fair game. Your post should be approximately 1/2 - 3/4 of a page. Each post should end with either a question or a statement encouraging a discussion. Thoughtful and insightful posts that encourage a discussion will receive 10 points. You will also be required to respond to at least one other post. Responses that are thought provoking and well thought out are worth the other 5 points.

## **Support Group (3 visits @ 25 points = 75 points): Due September 25<sup>th</sup>, October 16<sup>th</sup>, November 6<sup>th</sup>**

The purpose of this assignment is to provide you with an experience in understanding the resources that support the recovery process for individuals, families and couples experiencing addiction. You will be required to attend three 12-Step-help groups related to addictions. The first meeting you attend must be to Alcohol Anonymous. The second and third self-help group can be any type of support group. For example, Narcotics Anonymous (NA), Adult Children Of Alcoholics (ACOA), Alanon, Alateen, Over-eating Anonymous (OA), Gambling Anonymous (GA), Women for Sobriety, (SA) Sexual Addiction Anonymous, etc. You may NOT use an on-line support group as any of these experiences.

Part of this assignment includes you finding support groups in your community. It is usually recommended that you call before you go to make sure that the group is open to visitors. **You cannot attend the University AA meetings, as this will not give you the true AA experience.** Students are encouraged to attend the field experience alone or with one other classmate. **Do not** go to these meetings in groups larger than two people from your class. After attending the meeting, you will complete the "Support Group Visit Sheet" (See Canvas). You must answer these questions clearly and thoroughly. Please type them out as a word document. **Assignments hand written will not be accepted.** The first support group visit sheet **is due September 25<sup>th</sup>.** The second support group visit sheet **is due October 16<sup>th</sup>.** The third support group visit sheet **is due November 6<sup>th</sup>.**

## **Support Group Experience Paper (50 points): Due November 13<sup>th</sup>**

Students will complete a 3 page reflection paper based on their three experiences of attending the 12 step meetings. The papers must follow APA format and cover the following issues:

1. What was your personal reaction to attending the 12 step meetings (i.e., what were your initial assumptions, thoughts, fears, interests, and overall reactions to being in the meeting)?
2. Compare and contrast the differences between the meetings you attended. How did going to different meetings help you? What did you like, what didn't you like (e.g., the format of meetings, friendliness, topics discussed etc.)?
3. Describe how the things you learned from the 12 step meetings relate to things we are learning in class (e.g., addiction as a brain disease, process of change, impact on family...etc.). You must integrate **several** things from concepts from class in your description of your experience, and use references where applicable.
4. The impact of the field experience on your personal and academic beliefs/attitudes (e.g., How did this experience affect how you understand addiction? etc.)

\*Please **create headings** when covering each of the four issues in your paper.

Points will be given for answering the four questions in a succinct and professional way. For example, quality of writing, grammatically correct, spelling, thoughtfulness in your response and APA formatting (12 point font, Times and Roman, 1 inch margins). **This assignment is due November 13<sup>th</sup>.**

## **Modules (15 modules @ 20 points each = 300)**

Throughout the class there will be weekly class modules or quizzes that will occur throughout the semester. The quizzes or class assignments will be given on the assigned readings and class lectures and discussions. Quizzes and modules **cannot** be made up.

## **Quizzes (50 points each = 150 points)**

There will be two tests this semester, a mid-term and a final. The exams will be based on readings, lectures, videos, class discussion and class activities. Both exams will be taken in class, and will consist of multiple choice, true false and short response and or essay questions. The tests will be worth 100 points each. The final exam is not cumulative.

## **Final Project (100 points): Due December 14<sup>th</sup>**

The final project you will partner with a group of students and identify a topic related to addictions and the family. You will develop a YouTube video educating a specific group on your chosen topic (e.g., Education of college students about the problems with unprescribed Adderall). Your group will need to "market" your video to that group and each of you will have to present the YouTube video and a small presentation to the specific group (minimum of 5 people). A project proposal will need to be completed by **November 14<sup>th</sup>**. You will need to develop student evaluations, have your group fill them out, scan the evaluations, and submit them to canvas. You will also send in an evaluation of you and of each member of your group so it is clear that everyone participated in the project. **Due December 14<sup>th</sup>**.

<b>Course Requirements</b>	<b>Possible Points</b>
Discussion Board	225 points
Abstinence Contract	20 points
Abstinence Connections Log	40 points
Abstinence final paper	50 points
Support Group (3 @ 25 pts)	75 points
Support Group Experience Paper	50 points
Modules	300 points
Quizzes (3 quizzes @ 50 pts)	150 points
Final Project	100 points
<b>Total points 1010</b>	

## **Grading Rubric**

The following rubric will be used to evaluate each of the skills you will be demonstrating as part of your assignments:

Major Skill Deficit	Emerging Skills – Minor Skill Deficit	Skill Competence – Meets Expectations	Skill Competence – Exceeds Expectations	Skill Competence – Exceptional Skills
< 60%	60% - 79%	80% - 85%	85% - 90%	90% - 100%

**GRADING POLICY/SCALE:**

The final grade will be based on your level of competency in meeting objectives of the course. Your in-class work and completed assignments will be used in assessing your competency.

The following scale will be used at the end of the semester to determine the final grade.

A+.....97% or higher	C+.....77% or higher
A.....94% or higher	C.....74% or higher
A-.....90% or higher	C-.....70% or higher
B+.....87% or higher	D+.....67% or higher
B.....84% or higher	D.....64% or higher
B-.....80% or higher	D.....60% or higher
F.....below 60%	

**General Criteria for Written Assignments:**

All written material will be submitted in class the day it is due. Assignments will not be accepted via email, unless prior arrangements have been made with the instructor.

Written assignments should also follow APA format (12-point font, 1 inch margined pages, double spaced, title page, references, Times and New Roman etc.). Failure to do so will lead to an immediate 10% deduction in the final grade of the paper.

If you have questions about APA formatting please refer to <http://owl.english.purdue.edu/owl/resource/560/01/>. It is a great resource and will provide examples of how to do title pages, references, headings, font sizes...etc. Please format all papers to fit APA guidelines.

**Copies of Work**

It is recommended that students make a copy of any submitted assignments turned into the instructor as a record and back-up their work.

**Late Paper**

For each day a paper or assignment is late, it will result in a 10% reduction in your grade. Therefore, it is in your best interest to submit your papers on time.

**Honor Pledge:**

To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity."

**Diversity Statement:**

Diversity and issues of social inequality are core values of the Utah State University. We are committed to helping provide a pluralistic campus community through Affirmative Action, Equal Opportunity, and non-discrimination on the basis of "race, age, ethnicity, socioeconomic status, disability, gender, health status, religion, national origin, sexual origin, gender identity or relationship status" (AAMFT Code of Ethics, 2012). For additional information regarding diversity, you are encouraged to contact the USU Access and Diversity Center (435-797-1728) and the Affirmative Action/Equal Opportunity office (435-797-1266).

**Physical Impairments:** It is the policy of the Utah State University to provide flexible and individualized accommodation to students with documented disabilities that may affect their ability to fully participate in course

activities or to meet course requirements. Students with disabilities are encouraged to contact me as soon as possible for a confidential discussion of their individual needs for academic accommodation. Students with ADA-documented physical, sensory, emotional, or medical impairments may be eligible for accommodations to aid the learning process. Veterans may also be eligible for services. Alternate format materials (Braille, large print, or digital) are available with advance notice. All accommodations are coordinated through the Disability Resource Center (DRC; [www.usu.edu/drc](http://www.usu.edu/drc)) in Room 101 of the University Inn (voice: 435-797-2444; TTY: 435-797-0740). There is also a toll free number (1-800-259-2966).

## Course Schedule

This schedule is subject to change

<b>Week/Dates</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignments</b>
Week 1/Aug 29	Course Intro: What is addiction?	None	Discussion Board 1 Module 1
Week 2/Sep 5	Putting Drugs Into Perspective	Fields Ch. 1	Abstinence Plan Due Discussion Board 2 Module 2
Week 3/Sep 12	Biology of Addiction: A Brain Disease	Addiction is a Brain Disease (on Canvas) Fields Ch. 2	Discussion Board 3 Module 3 Abstinence Experience Begins
Week 4/ Sep 19	Addictions and the Family System/Family Systems and Addiction	Fields Ch. 5-6 Broken (pg. 1-67)	Support Group #1 Due Discussion Board 4 Module 4
Week 5/Sep 26	Addiction and the Family	Fields Ch. 7 Broken (pg. 67-122) Video: Shattered Spirits (on Canvas)	Discussion Board 5 Module 5 Quiz 1 on Canvas
Week 6/Oct 3	Assessment of Substance Abuse, Dependence	Fields Ch. 4	Discussion Board 6 Module 6
Week 7/Oct 10	Drug Specific Information	Fields Ch. 3 Broken (pg. 123-204)	Support Group #2 Due Discussion Board 7 Module 7
Week 8/Oct 17	Midterm	Drug Presentation Video	Module 8 - Midterm Reflection Paper
Week 9/Oct 24	Co-Occurring Disorders Change Motivation and Interventions/Treatment	Fields Ch. 11 & 12 Broken (pg. 205-258)	Discussion Board 9 Module 9
Week 10/Oct 31	Behavioral Addictions, Eating Disorders		Support Group # 3 Due Discussion Board 10 Module 10 Quiz 2 on Canvas
Week 11/Nov 7	Sexual Addictions and Pornography Eating Disorders	Broken (pg. 259-302)	Support Group Experience Paper Due Discussion Board 11 Module 11 Abstinence Experience Ends Connections Log Due
Week 12/Nov 14	Gambling Addictions	Types of Gambling (On Canvas)	Discussion Board 12 M12 - Abstinence Paper Due Final Project Proposal Due Nov 14
Week 13/Nov 21	Drug War and Racial Divides Racial and Ethnic Groups	Fields Ch. 8 Broken (pg. 303-348)	Discussion Board 13 Module 13
Week 14/Nov 28	Addictions and Violence	Broken (pg. 349-372)	Discussion Board 14 Module 14
Week 15/Dec 5	Treatment and Interventions: Drug Courts	Fields Ch. 9-10 HBO Video: Drug Courts (On Canvas)	Discussion Board 15 Module 15 Quiz 3 on Canvas
Finals Week/Dec 12	Finals Week	None	Final Project ( <b>Due Dec 14</b> )