

**University of Massachusetts Boston, Graduate College of Education
Department of Counseling and School Psychology
Spring 2006**

COU 672: SUBSTANCE ABUSE & THE FAMILY

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Office Hours: Tuesdays, 1:00-2:30 PM & Wednesdays 5 to 6:30 PM and by appointment

Hours: 3 Credits

Online Distance Course Logon at <http://boston.umassonline.net/>

Synchronous Weekly Events:

Section 1: Tuesdays at 8:35-9:25 PM

Section 2: Tuesdays 9:35-10:25 PM

Course Description

The content of this graduate level course brings together substance abuse studies and family systems approaches. It provides a brief overview of models to identify addictive behavior and its etiology. Students are presented with a knowledge base that includes content-information of addiction, methods for assessing and the basic skills for treating addictive systems, and approaches for collaborating with other mental health professionals who treat addictions. The course identifies the addictive and intergenerational patterns within families. Students are encouraged to reflect upon the theoretical frameworks to understand and to create interventions for alcoholic and substance abusing family systems.

Relational clinical models including developmental, systemic, solution-focused, and narrative approaches are reviewed and evaluated. The course examines the history and methods of these treatment models and embraces critically the self-help movement and the systemic approaches that emphasize the resources and strengths of patients and their families rather than the psychopathological aspects. Issues of social justice are emphasized in a review of the effects of socio-cultural and social policy that influence family behaviors and treatment approaches.

Most treatments for substance abuse have focused on abstinence as their final goal and emphasize brief interventions with the addicted individual. Family relationships though change dramatically when the person presenting an addictive behavior stops using drugs and/or alcohol—in fact, stress, turmoil, and uncertainty are the norm. This course reviews how to help families regroup after abstinence, ride out periods of emotional upheaval, and find their way to establishing a more stable, yet flexible, family system. Expanding the therapist's role to include psychoeducational and supportive counseling, the course provides pointers for assessment at key stages of recovery and guides to bring lasting change by collaborating with other professionals and communities.

Students are encouraged to integrate their own experiences of addiction with family systems in a number of different ways: maintaining a daily log, tracking patterns of addiction in their own family of origin, observing a self-help group, reading from the required and recommended texts, by participating in threaded discussions, analyzing how the media portrays addiction in families, clinical simulations (interviews), and evaluating the resources available in the internet for researchers, therapists, and families.

Prerequisite: COU 614

Course Learning Objectives

1. To acquaint yourself with the effects of addictive behavior on family systems and able to assess clinical and research information about substance abuse and the family.
2. As a caring, principled, and respectful perspective professional, to assess the impairment levels of families and family members when an addiction become the central organizing principle for the family.
3. As a knowledgeable and skilled practitioner, to gain knowledge about models and strategies for treating families organized by addictive patterns.
4. As a committed agent of change for social justice, to become aware of the social construction of addiction and the contextual determinants of addictive behavior.
5. As a curious and respectful practitioner, students will identify protective factors and exceptional and unique outcomes, and will develop skills at exploring strengths in families, institutions, and communities that foster recovery and healing
6. As a reflective and critical thinker, to be mindful and thoughtful about issues of addiction and responsive to families faced with the consequences of addictive behavior.

Required Texts¹

- Berg, I. K., Reuss, N. (1998). *Solutions step by step: A substance abuse manual*. New York: Norton.
- Brown, S., & Lewis, V. (1998). *The alcoholic family in recovery: A developmental model*. New York: Guilford Press.
- Center for Substance Abuse Treatment. (2004). *Substance Abuse Treatment and Family Therapy. Treatment Improvement Protocol (TIP) Series, No. 39*. DHHS Publication No. (SMA) 04-3957. Rockville, MD: Substance Abuse and Mental Health Services Administration. <http://www.ncbi.nlm.nih.gov/books/bv.fcgi?rid=hstat5.chapter.70382>
- Diamond, J. (2000). *Narrative means to sober ends*. New York: Guilford Press.
- Krestan, Jo-Ann (Ed.) (2000). *Bridges to recovery: Addiction, family therapy, and multicultural treatment*. New York: Free Press.
- Roberts, L., & McCrady, B.S. (2003). *Alcohol problems in intimate relationships: Identification and intervention. A guide for marriage and family therapists*. NIH Publication # 03-5284 <http://pubs.niaaa.nih.gov/publications/niaaa-guide/>

Recommended Readings²

- Center for Substance Abuse Treatment (1994). *Practical approaches in the treatment of women who abuse alcohol and other drugs*. Rockville, MD: Department of Health and Human Services, Public Health Services. [Free publication from DHHS Publication # (SMA) 94-3006]
- Fazzone, P.A., Holton, J.K., & Reed, B.G. (1997). *Substance Abuse Treatment and Domestic Violence Treatment Improvement Protocol (TIP) Series 25*. DHHS Publication No. (SMA) 97-3163. Rockville, MD: U.S. Department of health and Human Services, Public

¹ For sale at the UMB Bookstore, UMB Campus.

² The following publications can be requested for free at <http://www.health.org/> or 1 800.729.6686 National Clearinghouse for Alcohol and Drug Information; it takes about 4 weeks for delivery.

- Health Service, Substance Abuse and Mental Health Services Administration Center for Substance Abuse Treatment³
- Lawton Barry, Kristen (1999). *Brief interventions and brief therapies for substance abuse. Treatment Improvement Protocol (TIP) Series 34*. DHHS Publication No. (SMA) 99-3353. Rockville, MD: U.S. Department of health and Human Services, Public Health Service, Substance Abuse and Mental Health Services Administration Center for Substance Abuse Treatment.
- Winters, K. C. (1999). *Treatment of adolescents with substance use disorders. Treatment Improvement Protocol (TIP) Series, 32*. Rockville, MD: U.S. Department of Health and Human Services.⁴

WWW Resources

- Addiction Technology Transfer Centers: <http://www.nattc.org>
- Adult Children of Alcoholics (ACA/ACoA): www.adultchildren.org
- Children of Alcoholics Foundation: www.coaf.org
- National Institute on Alcohol Abuse and Alcoholism: <http://www.niaa.nih.gov>
- National Clearinghouse for Alcohol and Drug Information (NCADI): www.health.org
- National Council on Alcoholism and Drug Dependence: www.ncadd.org/index.html
- National Association for Children of Alcoholics: www.health.org/nacoa/org
- National Association for Native American Children of Alcoholics: www.nanacoa.org
- National Academy Press <http://www.nap.edu/>
- MEDSCAPE's Psychiatry MedPulse: <http://psychiatry.medscape.com>

Required Assignments & Methods of Evaluation

Asynchronous (Threaded Discussions), Synchronous (Discussions and Simulations) Participation:

These forms of participation replace the actual presence of students in the classroom and it is a basic component of this course. We may have guests attending some of these discussions and some flexibility will be required to accommodate the schedule of those guests. Your presence in the threaded discussions should occur on a weekly basis. If you do not attend a Synchronous Event or miss a substantial portion of it, you are required to send a summary of that session before the end of the week to me via email.

You are required to generate a minimum of two entries per each threaded discussion. Students are expected to make meaningful and thoughtful contributions to all discussions rather than “I agree” or “I dislike” kind of comments. If you send an email to the class or individuals, identify yourself clearly each time. The course requires going online at least a 3 to 4 times a week besides reading, writing, fieldwork experiences, and opportunities to watch videos in campus or at your location. Expect spending the same or more time than you would spend when taking a traditional course. It is your responsibility to back up and keep track of your participation.

³ [Request this free publication as soon as possible at <http://www.health.org/> or 1800.729.6686 National Clearinghouse for Alcohol and Drug Information; it will take about 4 weeks for delivery].

⁴ [Request this free publication at <http://www.health.org/> or 1800.729.6686 National Clearinghouse for Alcohol and Drug Information; it will take about 4 weeks for delivery]

Lead Threaded Discussion (groups of two or three):

1. Choose one article or chapter from each of the references lists (or one from the suggested readings plus one from the reference list #2).
2. Decide on the theme or question you will facilitate a threaded discussion
3. Give it a creative subject name
4. Let professor know when you would like to schedule the discussion. Keep in mind the syllabus structure so that your theme coincides with some of the subjects cover that week.
5. Write a two to three pages summary (single space) for class distribution. Use subtitles, bolded fonts, etc. Make it into a truly informational piece that the whole class can use to learn about the articles and about your conclusions Format the paper according to the following outline:
 - a. Subject of Discussion
 - b. Students' Names
 - c. References (APA 5th Guidelines)
 - d. Summary should include
 - i. What are the questions addressed by the authors?
 - ii. What is the research about? What setting? What sample? What methods?
 - iii. What are the conclusions?
 - iv. What is your evaluation of the articles?
 - v. What recommendations do you extract from the readings?
 - e. Questions for Discussion
6. Create a couple of engaging and thoughtful questions to lead class into the discussion.
7. **Send summary and questions for professor to review with a minimum of two weeks in advance of your scheduled threaded discussion (exceptions will be made for those choosing to lead the first two discussions).**
8. You will lead the threaded discussion for whole week (Wednesday to Tuesday) and are responsible for responding, adding new information, and keeping it alive through a compelling interaction. Organize the groups and schedule it within the first two weeks. ***Presentations will start by the third session.***

A Personal History of Substance Abuse and/or Addiction in my Family: Include a genogram and excerpts from interview with family members or family “stories.” Provide a title that is suggestive and creative. Your narrative should track central themes and stories rather than an exhaustive history of your family of origin or a chronological account of events. The narrative of this assignment is to be 4-6 pages and should not include information that can be easily included in the genogram (ages, ethnicity, race, dates, death, gender, relationships, etc.) This report is confidential and will not be shared with the class. **Due on March 7 by 7 PM**

Midterm Quiz: March 21st (9 to 10 PM): It includes class notes and readings up to Session 6. It will include brief responses and some multiple answers. It is open book but it will require throughout understanding of the readings.

Fieldwork Report: This is a 5 pages report based on attendance to an AA open meeting. You should attend the meeting on your own and not be in the company of a relative or friend. Attend a meeting where there is a very low probability that you may encounter a friend or relative. This task starts immediately after you know about this assignment and the steps you need to take to accomplish it. Keep a journal about the experience from the moment you start thinking how you will approach the assignment, the journal will help you in writing the paper later on. The report is a thoughtful integration of the course material in light of your field experience. Highlight

important points of your experience and observations and how self-help principles can be integrated with family systems ideas. Plan ahead, no late submissions.

Due by 4 PM on April 18th.

Final Quiz (May 29 to 10 PM): Accumulative test, it will cover mostly material from Session 7 to 14 but it will also require full understanding of the first part of the course.

Self-Evaluation: Write a one page self-evaluation that includes the amount of points you would give yourself for participation and commitment to your learning and that of others in the class. Discuss your participation in threaded discussions and Synchronous events and your overall contribution to the learning of others in the course. **Due on last session.**

Student Knowledge and Performance Objectives:

- Through readings and discussions, students will critically assess clinical and research literature about interventions with families affected by substance abuse.
- Through personal and theoretical inquiry, students will be acquainted with the effects of alcoholism and substance abuse on families and identify interactional and intergenerational patterns, and addiction narratives.
- Through readings, discussions, simulations, and observation of videotapes, students will be able to assess the level of alcoholism related impairment on the drinker and other family members.
- Students will become familiar with the language employed by diverse professionals and the self-help movement; an in-depth interview with a professional will provide a substantial immersion in such a language.
- Students will identify protective factors and exceptional and unique outcomes, and will develop skills at exploring strengths in families, institutions, and communities that foster recovery and healing.
- Students will be knowledgeable of ethical and collaborative interventions with families affected by substance abuse.

This graduate level course requires students to engage in activities that involve advanced skills in writing, reading, and verbal articulation of thoughts. It also requires basic computer knowledge (word processing and internet communication). For a successful experience in this course, students can think of themselves as "learners and teachers" who have a personal commitment to the discipline of learning for themselves and with their student colleagues. The use of evolving technology will also require a high degree of flexibility, collaboration, and time commitment.

The course requires going online at least a 3 to 4 times a week besides reading, writing, fieldwork experiences, and video screenings. Expect spending the same or more time than you would spend when taking a traditional course. It is your responsibility to back up and keep track of your participation. If you are unable to attend a Synchronous Event, listen/watch the event the same week and write a two pages report.

Accommodations: Section 504 of the Rehabilitation Act of 1973 offers guidelines for curriculum modifications and adaptations for students with documented disabilities. If applicable, students may obtain adaptation recommendations from the Ross Center (617-287-7430). Each eligible student must present and discuss these recommendations with each professor within the first two weeks of class, preferably by the end of the Drop/Add period.

If you need special accommodations, please let the professor know your situation within the first two weeks of class.

Code of Conduct: Students are required to adhere to the Code of Student Conduct, including requirements for academic honesty, delineated in the University of Massachusetts Boston Graduate Studies Bulletin and relevant program student handbook(s). Visit www.umb.edu for further information.

Documentation: Students are advised to retain a copy of this syllabus in personal files for use when applying for licensure or transfer of credits.

The syllabus is subject to change: This is a suggested schedule; course activities are subject to modification. Further required readings will be announced pending students' interests and availability of guests.

Scoring/Assessment Criteria for Course Requirements

Assignment	Criteria	Score	
Asynchronous and Synchronous Participation:	1. Weekly participation in asynchronous and synchronous modalities	4	15
	2. Meaningful, informed and creative contributions to discussion	5	
	3. Initiative engagement with course contents and process	4	
	4. Self-evaluation based on contribution to course	2	
Threaded Discussion Facilitation	1. Succinct and accurate analysis of articles	10	15
	2. Planning and facilitation of group discussion	5	
Midterm Quiz	1. Evidence of understanding the content of the reading material 2. Insightful analysis of readings and class discussion 3. Ability to integrate concepts in case situations		15
Personal History with Genogram	1. Clear evidence of how genograms can be used by practitioners	5	15
	2. Insightful reflections about family patterns	5	
	3. Integration of personal experiences with course content	5	
Field Experience Report	1. Awareness of self in relation to field experience	3	20
	2. Discussion of fieldwork observations and group process	5	
	3. Understanding of the history of self-help groups	3	
	4. Content understanding of the goals of self-help groups process	5	
	5. Awareness of diversity and multicultural elements in the fieldwork	4	
Final Exam	1. Evidence of understanding the content of the reading material 2. Insightful analysis of readings and class discussion 3. Ability to integrate concepts in case situations 4. Understanding of systemic approach in comparison to others 5. Ability to translate research findings into clinical interventions		20
Total* *Self-Evaluation should be submitted to obtain grade			100

Grading: Grades in the graduate programs at UMass Boston can be A, A-, B+, B, B-, C+, C, or F. There are no A+ grades, nor grades below C. Students must maintain a grade point average of B to remain in good standing and graduate. Grades of A, as the highest allowable grade, are an indication of significant excellence and are taken seriously by faculty. A's are not universally awarded.

Grade	Score	Grade	Score
A	95-100	B	76-82
A-	89-94	B-	65-75
B+	83-88	C+	56-64

COURSE ONLINE: POLICIES AND PROCEDURES

- **Technical Help:** There is plenty of help in the program itself. Contact WebCT for help with any matters about the program. If you have been able to download this syllabus, you have already seen the course home page with information about how to use WebCT.
- **Registration Questions:** If you are signing up through Continuing Education, please contact Katharine Galaitsis: katharine.galaitsis@umb.edu at the Continuing Education office or Elizabeth Sanchez at the Department of Counseling and School Psychology.
- **Assignment Submissions:** Attach assignments in the designated area and before the deadline. Make notes in the area designed for this purpose. **Please do NOT send assignments via email. Do always clearly identify yourself (first and last name) in the subject of the email and send documents in RTF format or Word format. Please write the assignment title and the course number and SECTION (COU 672) in the subject header of each email you send to prevent confusion and the misplacement of assignments. Do not create a special page to identify the assignment. Identify yourself fully including the session number**
 - **Subject: COU 672-1 (or 2) John Smith Name of Assignment**
- **Sending Messages:** Assignments are due by 7 PM on the scheduled date. When sending an email, please identify yourself fully in the text of the email; use the subject header to indicate in the email if it is a general comment, a question for the entire class, or a question specifically for me. Use the threaded discussion features to ask or make a comment you would make in front of your peers in a regular classroom. We will have a threaded discussion dedicated to questions about the course. I will access the threaded discussion section at least three times a week. When using email be respectful of your audience. For information about Netiquette: <http://www.acs.appstate.edu/~krb/syllabus/netiquet2.txt>
- **Submit your email information in your first contact with me since WebCT does not allow me to have it automatically in case I need to contact you from outside WebCT. Use your UMB address or have your email forwarded to you from there. The University is sending all formal communication to your @umb.edu address**
- **Attachment Compatibility:** Not all word processing programs will produce documents readable by other word processing programs and not all attachment programs in email programs can create attachments readable by other programs. At the beginning of the course, you should “test” which programs you have. Please be prepared to translate documents into RTF or Rich Text Format. I will be using Word for Windows, PowerPoint, Adobe Acrobat,

Windows Media, and Real Player. If you do not have access to these programs, download free viewers available at www.microsoft.com, www.real.com/realone, and www.adobe.com. More up-to-date announcements will provide students with further information.

- **Chat Room Capabilities:** We will meet every week at CENTRAONE (www.centra.com). If CENTRA fail, please go to the chat room in WebCT.
- **Instructor Responsibilities:** I will be available at scheduled times to discuss the class topics with you on a synchronous basis and will also participate in the threaded discussions. The quality of the threaded discussions is a shared responsibility and all members of the class are expected to respond meaningfully to questions or comments from other students. Your initiative is truly welcome! Students can expect instructor to respond to threaded discussions between Monday and Wednesday of each week. If you send email requests, expect a response within 48 hours between Monday and Thursday. Instructor will attempt to respond as soon as possible but at times it may take 48 hours.

Course Outline and Topics

1. January 31st Course Overview and Introduction

- Review of the Syllabus
- Readings
- Learning outcomes and Grading Policies
- Planning for class assignments
- Technology and Participation
- Introducing Ourselves
- Our Families: *What was the alcohol language spoken at home?*
- **Submit your email information in your first contact with me since WebCT does not allow me to have it automatically in case I need to contact you from outside WebCT. Use your UMB address or have your email forwarded to you from there. The University is sending all formal communication to your @umb.edu address**

Readings

Roberts, L., McCrady, B.S. (2003). *Alcohol problems in intimate relationships: Identification and intervention. A guide for marriage and family therapists*. NIH Publication # 03-5284 (Pages 1-46) <http://pubs.niaaa.nih.gov/publications/niaaa-guide/>

2. February 7th The Politics of Substance Abuse

- The Politics of Substance Abuse
- Power and Powerlessness
 - Addiction, Power, and Powerlessness*
- Alcoholism as a Professional Discourse
 - Is alcoholism a disease? Who defines an addiction? Threaded Discussion
 - Features of Addictive and Sober Systems (*Handout*)
 - Activity: Watch the Movie **Traffic** (2000) and be prepared to discuss its contents in this week's session.*

Readings

Krestan, J.A. (2000). Addiction, power, and powerlessness. In: J.A. Krestan (Ed.) *Bridges to recovery: Addiction, family therapy, and multicultural treatment* (pp. 15-44). New York: Free Press.

Diamond, J. (2000). *Narrative means to sober ends*. New York: Guilford Press. Intro & Ch. 6

Cable, L.C. (2000). Kaleidoscopes and epic tales: Diverse narratives of adult children of alcoholics. In: J.A. Krestan (Ed.) *Bridges to recovery: Addiction, family therapy, and multicultural treatment* (pp. 45-76). New York: Free Press.

Suggested Readings

Herwig-Lempp, J. (1996). Drug addiction, the systemic approach, and the concept of "acceptance." *Journal of Systemic Therapies*, 15, 24-35.

Raven, M. (1997) Alcohol: A drug with many dimensions. *Dulwich Centre Newsletter*, 2 & 3, 48-50.

Raven, M. (1997). The politics of drug use. *Dulwich Centre Newsletter*, 2 & 3, 4-6.

3. February 14th Addiction as a Family Affair: The Addiction as an Organizing Principle

Using Systems Theory in Substance Abuse (*Lecture*)

Viewing the Family as a client

Why we should treat alcohol and drug problems (Handout Lecture)

*Activity: Watch the Movie **Affliction** (1997) and be prepared to discuss its contents in this week session.*

Last Date to Sign Up for Brief Discussions

Student Brief Discussions Start

Readings

Brown, S., & Lewis, V. (1998). *The alcoholic family in recovery: A developmental model*. New York: Guilford Press. **Ch. 1**

Center for Substance Abuse Treatment. (2004). Substance Abuse Treatment and Family Therapy. Treatment Improvement Protocol (TIP) Series, No. 39. DHHS Publication No. (SMA) 04-3957. Rockville, MD: Substance Abuse and Mental Health Services Administration., <http://www.ncbi.nlm.nih.gov/books/bv.fcgi?rid=hstat5.chapter.70382> **Ch. 2**

Diamond, J. (2000). *Narrative means to sober ends*. New York: Guilford Press. **Ch. 9**.

Suggested Readings

Bateson, G. (1971). The cybernetics of "self": A theory of alcoholism. *Psychiatry*, 34(1), 1-18.

[In G. Bateson (1972). *Steps to an ecology of mind* (pp. 309-337). New York: Ballantine Books.]

Denzin, N. (1987). *The alcoholic self*. Newbury Park, CA: Sage.

Lawson, A., & Lawson, G. (1999). *Alcoholism and the family: A guide for treatment and prevention (2nd Edition)*. Gaithersburg, MD: Aspen. Chapters 1, 2, 8.

Miller, W. R., & Brown, S. A. (1997). Why psychologists should treat alcohol and drug problems *American Psychologist*, 52, 1269-1279.

4. February 21st Developmental Perspective of Addiction in the Family

A Developmental and Systems Perspective

*Activity: Watch the Movie: **Boys Don't Cry***

Discussion with Jo-Ann Krestan to be confirmed

Readings

Brown, S., & Lewis, V. (1998). *The alcoholic family in recovery: A developmental model*. New York: Guilford Press. **Chapters 2, 3, & 4**

Suggested Readings

Anderson, D. (1987, July-August). If he keeps this up, he'll die soon. *The Family Therapy Networker*, 38-39.

- Elkin, M. (1984). *Families under the influence: Changing alcoholic patterns*. New York: W.W. Norton.
- Jelinek, E. M. (1952). Phases of alcohol addiction. *Quarterly Journal of Studies on Alcohol*, 13 (4), 673-684.
- Steinglass, P. (1985). Family systems approaches to alcoholism. *Journal of Substance Abuse Treatment*, 2, 161-167.
- Steinglass, P., Bennett, L., Wolin, S., & Reiss, D. (1987). *The alcoholic family*. Scranton, PA: Basic Books, Inc.
- Wynne, L., Shields, C., Sirkin, M, I. (1992). Illness, family theory, and family therapy: I. Conceptual issues. *Family Process*, 31 (3), 3-18.

5. February 28th Substance Abuse Systemic and Developmental Assessment

Assessment Dimensions & Stages of Recovery

What dimensions influence recovery?

Genograms in Substance Abuse Assessment

Using [Genograms](#) to Identify Stories of Substance Abuse.⁵

Readings

- Brown, S., & Lewis, V. (1998). *The alcoholic family in recovery: A developmental model*. New York: Guilford Press. **Chapter 5 & 6**
- Center for Substance Abuse Treatment. (2004). *Substance Abuse Treatment and Family Therapy*. Treatment Improvement Protocol (TIP) Series, No. 39. DHHS Publication No. (SMA) 04 -3957. Rockville, MD: Substance Abuse and Mental Health Services Administration., <http://www.ncbi.nlm.nih.gov/books/bv.fcgi?rid=hstat5.chapter.70382> **Chapter 3**

Suggested Readings

- Fossum, M., & Mason, M. (1986). *Facing shame: Families in recovery*. New York: Norton.
- Gelles, R. J. (1993). Alcohol and other drugs are associated with violence--they are not its cause. In R. J. Gelles & D. R. Loseke (Eds.), *Current controversies on family violence (pp. 182-196)*. Newbury Park, CA: Sage.
- Hartman, B. R., Millea, P. J. (1996). When belief systems collide: The rise and decline of the disease concept of alcoholism. *Journal of Systemic Therapies*, 15, 36-47.
- Jenkins, A. (1997). Alcohol and men's violence. *Dulwich Centre Newsletter*, 2 & 3, 43-47.
- Martin, S. (Ed.). (1993). Alcohol and interpersonal violence: Fostering multidisciplinary perspectives. *National Institute on Alcohol Abuse and Alcoholism, Research Monograph No 24*. Washington, DC: U.S. Department of Health and Human Services.
- McLelland, T., & Dembo, R. (1994). *Screening and assessment of alcohol—and other drug—abusing adolescents*. Rockville, MD: U.S. Department of Health and Human Services.
- O'Farrell, T. J., & Murphy, C. M. (1995). Marital violence before and after alcoholism treatment. *Journal of Consulting & Clinical Psychology*, 63, 256-268.
- Ries, R. (1994). *Assessment and treatment of patients with coexisting mental illness and alcohol and other drug abuse*. Rockville, MD: U.S. Department of Health and Human Services.

6. March 7th Recovery as a Developmental Task: The Therapeutic and Family Challenges

What happens when the drinking stops? A Developmental Framework

Factors that Influence Recovery

The Drinking Stage

Codependence

Watch the movie [Angela's Ashes](#)

⁵ More ideas about genograms: <http://faculty-web.at.nwu.edu/commstud/galvin/genograms/Welcome.htm>

A Personal History of Alcoholism and/or Addiction in my Family Assignment Due
Readings

Brown, S., & Lewis, V. (1998). The alcoholic family in recovery: A developmental model. New York: Guilford Press. **Chapters 7, 8, 9, 10**

Suggested Readings

Jackson, J. K. (1954). The adjustment of the family to the crisis of alcoholism. *Quarterly Journal of Studies on Alcohol*, 13, 673-684.

James, K. & Perry, L. (1997) Living with the past *Dulwich Centre Newsletter*, 2 & 3, 7-14.

Schaefer, A. W. (1986). *Codependence: Misunderstood-mistreated*. San Francisco: Harper and Row.

Travis, C. (1990, January/February). The politics of codependency. *The Family Therapy Networker*, 41.

Treadway, D. T. (1987, July-August). The ties that bind. *The Family Therapy Networker*, 16-23.

Treadway, D. T. (1990, January-February). Co-dependency: Disease, metaphor, or fad? *The Family Therapy Networker*, 38-42.

Walter, S. (1986). Putting the co-dependent in charge: A compression approach to an alcoholic system. *Journal of Strategic and Systemic Therapies*, 5 (3), 1-12.

March 14th Spring Break No Synchronous Event

7. March 21st Brief Therapy Approaches

Brief Interventions and Brief Therapies for Substance Abuse

Across models similarities

Brief Therapy Stages

MID-TERM QUIZ (9 to 10 PM) Submit by 10:05 PM

Readings

Berg, I. K., Reuss, N. (1998). *Solutions step by step: A substance abuse manual*. New York: Norton. **Chapters 1, 2, 3.**

Center for Substance Abuse Treatment. (2004). Substance Abuse Treatment and Family Therapy. Treatment Improvement Protocol (TIP) Series, No. 39. DHHS Publication No. (SMA) 04-3957. Rockville, MD: Substance Abuse and Mental Health Services Administration., <http://www.ncbi.nlm.nih.gov/books/bv.fcgi?rid=hstat5.chapter.70382> **Chapter 4**

Suggested Readings

Lawton Barry, Kristen (1999). *Brief interventions and brief therapies for substance abuse. Treatment Improvement Protocol (TIP) Series 34*. DHHS Publication No. (SMA) 99-3353. Rockville, MD: U.S. Department of health and Human Services, Public Health Service, Substance Abuse and Mental Health Services Administration Center for Substance Abuse Treatment.

Willutzki, U., & Wiesner, M. (1996). Segregation or cooperation? A social constructionist perspective on drug use and drug work. *Journal of Systemic Therapies*, 15, 48-66.

8. March 28th Solution Focus Interventions

Asking For Solutions; Exceptions, Competencies, and Strengths

Client's Workable Solutions; Homework; Families as Resources

Watch the film: **The Divine Secrets of the Ya-Ya Sisterhood**

Role-Play Exercises: Solution-Oriented and Brief Interview Simulations

Readings

Berg, I. K., Reuss, N. (1998). *Solutions step by step: A substance abuse manual*. New York: Norton. **Chapters 4, 5, 6, 7, & 9**

Suggested Reading

- Berg, I. K., & Miller, S. D. (1992). *Working with the problem drinker: A solution-focused approach*. New York: Norton.
- Liddle, H. A., Dakof, G. (1995). Efficacy of family therapy for the drug abuse: Promising but not definitive. *Journal of Marital and Family Therapy*, 21, 511-544.
- Usher, M. L., Jay, J., & Glass, D. R. (1982). Family therapy as a treatment modality for alcoholism. *Journal of Studies on Alcohol*, 43, 927-938.

9. April 4th Relational Interventions and Gender

Gender and Substance Abuse (Discussion)

The responsibility trap

Watch the film: ***Girl Interrupted***

Readings

- Berg, I. K., Reuss, N. (1998). *Solutions step by step: A substance abuse manual*. New York: Norton. **Chapters 9, 13, & 14**
- Center for Substance Abuse Treatment. (2004). Substance Abuse Treatment and Family Therapy. *Treatment Improvement Protocol (TIP) Series, No. 39*. DHHS Publication No. (SMA) 04-3957. Rockville, MD: Substance Abuse and Mental Health Services Administration., <http://www.ncbi.nlm.nih.gov/books/bv.fcgi?rid=hstat5.chapter.70382> **Chapter 5**

Suggested Readings

- Bepko, C. (Ed.). (1991). Feminism and addiction. *Journal of Feminist Family Therapy*, 3 (3/4).
- Bepko, C., & Krestan, J. A. (1985). *The responsibility trap: A blueprint for treating the alcoholic family*. New York: The Free Press.
- Center for Substance Abuse Treatment (1994). *Practical approaches in the treatment of women who abuse alcohol and other drugs*. Rockville, MD: Department of Health and Human Services, Public Health Services.
- Martin, S. (1993). *Alcohol and interpersonal violence: Fostering multidisciplinary perspectives*. Rockville, MD: U.S. Department of Health and Human Services
- Rapping, E. (1996). *The culture of recovery: Making sense of the self-help movement in women's lives*. Boston, MA: Beacon Press.
- Smith, L., & Winslade, J. (1997). Consultations with young men migrating from alcohol's regime. *Dulwich Centre Newsletter*, 2 & 3, 16-34.
- Substance Abuse and Mental Health Services Administration (1997). *Substance abuse treatment and domestic violence*. Washington DC: U.S. Department of Health and Human Services.

10. April 11th Violence and Substance Abuse

Relational Assessment and Interventions: Ensuring Safety and Collaboration

Paradoxical Binds and Addictive Relationships: Research and Clinical Findings (*Lecture*)

Watch the film: ***Once Were Warriors***

Readings

- Berg, I. K., Reuss, N. (1998). *Solutions step by step: A substance abuse manual*. New York: Norton. **Chapters 11 & 14**
- Center for Substance Abuse Treatment. (2004). Substance Abuse Treatment and Family Therapy. *Treatment Improvement Protocol (TIP) Series, No. 39*. DHHS Publication No. (SMA) 04-3957. Rockville, MD: Substance Abuse and Mental Health Services Administration., <http://www.ncbi.nlm.nih.gov/books/bv.fcgi?rid=hstat5.chapter.70382> **Chapter 5**
- Diamond, J. (2000). *Narrative means to sober ends*. New York: Guilford Press. **Chapter 7**

Suggested Readings

- Alaniz, M. L., Cartmill, R.S., & Parker, R.N. (1998). Immigrants and violence: the importance of the neighborhood context. *Hispanic Behavioral Sciences*, 20, 155-174.
- De La Rosa, M., Lambert, E.Y., & Gropper, B. (1990). Introduction: Exploring the substance abuse-violence connection in drugs and violence: Causes, correlates and consequences (National Institute on Drug Abuse Research Monograph Series No. 103). Washington, DC: Department of Health and Human Services.
- Denzin, N. (1987). *The recovering alcoholic*. Newbury Park, CA: Sage.
- Fazzone, P.A., Holton, J.K., & Reed, B.G. (1997). Substance Abuse Treatment and Domestic Violence *Treatment Improvement Protocol (TIP) Series 25*. DHHS Publication No. (SMA) 97-3163.
- Flanzer, J. P. (1993). Alcohol and other drugs are key causal agents of violence. In R. J. Gelles & D. R. Loseke (Eds.), *Current controversies on family violence* (pp. 171-181). Newbury Park, CA: Sage.
- Kropenske, V., & Howard, J. (1994). *Protecting children in substance-abusing families*. Washington DC: National Center on Child Abuse and Neglect, U.S. Department of Health and Human Services.
- O'Farrell, T. J., & Choquette, K. Marital violence in the year before and after spouse-involved alcoholism treatment. *Family Dynamics of Addiction Quarterly*, 1 (1), 32-40.
- Wolin, S. J., Bennett, L. A., Jacobs, J. S. (1988). Assessing family rituals in alcoholic families. In E. Imber-Black, J. Roberts, & R. Whiting (Eds.), *Rituals in families and family therapy* (pp. 230-256). New York: W. W. Norton.

11. April 18th The Narrative Approach: Challenging the Substance Abuse Stories and Discourses

Expert and Non-Expert Discourses about Substance Abuse: Practical Implications
Narrative and Literary Interventions
Watch the film: Prozac Nation Synchronous event
&/or Discussion with Book Author: Jonathan Diamond

Field Report is Due by 7 PM

Readings

- Diamond, J. (2000). *Narrative means to sober ends*. New York: Guilford Press. **Chapters 1, 2, 3, & 4**
- Suggested Readings*
- White, M. (1997) Challenging the culture of consumption: Rites of passage and communities of acknowledgement. *Dulwich Centre Newsletter*, 2 & 3, 4, 38-42.

12. April 25th Appreciating Diversity and the Challenge of Social Justice

From Diversity and Multiculturalism to Social Justice
Incorporating the Larger Context of Race, Class, and Culture
Chat Room Discussion and Threaded Discussion

Readings

- Diamond, J. (2000). *Narrative means to sober ends*. New York: Guilford Press. Chapter 10
- Coyphis, D. (2000). Culturally specific addiction recovery for Native Americans. In: J.A. Krestan (Ed.) *Bridges to recovery: Addiction, family therapy, and multicultural treatment* (pp. 77-114). New York: Free Press.

- Ellias-Frankel, J., Oberman, A., & Ward, K. (2000). Addiction treatment for Jewish Americans and their families. In J. A. Krestan (Ed.), *Bridges to recovery: Addiction, family therapy, and multicultural treatment* (pp. 115-144). New York: Free Press.
- Hudak, J. (2000). Addiction and groups of European origin. In J. A. Krestan (Ed.), *Bridges to recovery: Addiction, family therapy, and multicultural treatment* (pp. 284-316). New York: Free Press.

Suggested Readings

- Murphy, S. (1991). Treating chemically dependent Black clients and their families. *Journal of Chemical Dependency Treatment*, 4 (1), 157-165.
- O'Hara, J. (1997). Exploring the cultural meaning of gambling. *Dulwich Centre Newsletter*, 2 & 3, 51-53.
- Shernof, M., & Finnegan, D. (1991). Family treatment with chemically dependent gay men and lesbians. *Journal of Chemical Dependency Treatment*, 4 (1), 121-135.

**13. May 2nd What is a Collaborative and Relational Approach to Substance Abuse?
Creating a Therapeutic Palette**

Integrative Substance Abuse Therapy (*Lecture*)

Students' Brief Discussion

FINAL QUIZ 9 to 10 PM

Self-Evaluation is Due

Readings

- Baron, M. (2000). Addiction treatment for Mexican American families. In J.-A. Krestan (Ed.), *Bridges to recovery: Addiction, family therapy, and multicultural treatment* (pp. 219-252). New York: Fress Press.
- Bibb, A., & Casimir, G. J. (2000). Addiction recovery among West Indians. In J. A. Krestan (Ed.), *Bridges to recovery: Addiction, family therapy, and multicultural treatment* (pp. 173-191). New York: Free Press.
- Chang, P. (2000). Treating Asian/Pacific American addicts and their families. In J. A. Krestan (Ed.), *Bridges to recovery: Addiction, family therapy, and multicultural treatment* (pp. 192-218). New York: Free Press.
- Hernandez, M. (2000). Puerto Rican families and substance abuse. In J.-A. Krestan (Ed.), *Bridges to recovery: Addiction, family therapy, and multicultural treatment* (pp. 253-283). New York: Fress Press.
- Reid, D. J. (2000). Addiction, African Americans, and a Christian recovery journey. In J. A. Krestan (Ed.), *Bridges to recovery: Addiction, family therapy, and multicultural treatment* (pp. 145-172). New York: Free Press.

Suggested Readings

- Diamond, J. (2000). *Narrative means to sober ends*. New York: Guilford Press. Chapter 10
- Epstein, E. K. (1996). Socially constructing substance use and abuse: Towards a greater diversity and humanity in the theories and practices of drug treatment. *Journal of Systemic Therapies*, 15, 77-81.
- Fraenkel, P., & Pinsof, W. M. (2001). Teaching family therapy-centered integration: Assimilation and beyond. *Journal of Psychotherapy Integration*, 11(1), 59-85.
- Gergen, M. M., & Gergen, K. (1996). Addiction in a polyvocal world. *Journal of Systemic Therapies*, 15, 77-81.
- Walsh, F. (1996). The concept of family resilience: Crisis and challenge. *Family Process*, 35, 261-282.

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- Allen, J. P., & Columbus, M. (Eds.). (1995). *Assessing alcohol problems: A guide for clinicians and researchers*. Rockville, MD: U.S. Department of Health and Human Services.
- Amaro, H., Fried, L. E., Cabral, H., & Zuckerman, B. (1990). Violence during pregnancy and substance use. *American Journal of Public Health*, 80(5), 575-579.
- Anderson, D. (1987, July-August). If he keeps this up, he'll die soon. *The Family Therapy Networker*, 38-39.
- Anderson, H. (1991). Opening the door for change through continuing conversations. In T. Todd & M. Selekman (Eds.), *Family therapy approaches with adolescent substance abusers* (pp. 179-189). Needham, MA: Allyn & Bacon.
- Anton, R. F. (1999). What is craving? Models and implications for treatment. *Alcohol Research & Health*, 23(3), 165-173.
- Barry, K. L. (1999). *Brief Interventions and brief therapies for substance abuse*. Rockville, MD: U.S. Department of Health and Human Services.
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- Belgrave, F. Z. (2002). Relational theory and cultural enhancement interventions for African American adolescent girls. *Public Health Rep*, 117 Suppl 1, S76-81.
- Bepko, C. (Ed.). (1991). Feminism and addiction. *Journal of Feminist Family Therapy*, 3 (3/4).
- Bepko, C., & Krestan, J. A. (1985). *The responsibility trap: A blueprint for treating the alcoholic family*. New York: The Free Press.
- Berg, I. K., & Miller, S. D. (1992). *Working with the problem drinker: A solution-focused approach*. New York: Norton.
- Berg, I. K., & Reuss, N. H. (1998). *Solutions step by step: A substance abuse treatment manual*. New York: W. W. Norton.
- Bhattacharya, G. (2002). Drug abuse risks for acculturating immigrant adolescents: case study of Asian Indians in the United States. *Health Soc Work*, 27(3), 175-183.
- Bickman, L. (1996). A continuum of care. More is not always better. *American Psychologist*, 51(7), 689-701.
- Brown, S., & Lewis, V. (1999). *The alcoholic family in recovery: a developmental model*. New York NY: The Guilford Press.
- Brown, T. G., Werk, A., Caplan, T., Shields, N., & Seraganian, P. (1998). The incidence and characteristics of violent men in substance abuse treatment. *Addictive Behavior*, 23(5), 573-586.
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- Center for Substance Abuse Treatment (U.S.). (2003). *Lessons learned: residential substance abuse treatment for women and their children*. Rockville, MD: The Center.
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- Center for Substance Abuse Treatment. (1999). *Cultural issues in substance abuse treatment*. Rockville, MD: The Center for Substance Abuse Treatment.
- Collet, L. (1990, January/February). After the anger, What then? *The Family Therapy Networker*, 22-31.

- Conner, K. R., Shea, R. R., McDermott, M. P., Grolling, R., Tocco, R. V., & Baciewicz, G. (1998). The role of multifamily therapy in prompting retention in treatment of alcohol and cocaine dependence. *The American Journal on Addictions*, 7(1), 61-73.
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- De La Rosa, M., Lambert, E.Y., & Gropper, B. (1990). *Exploring the substance abuse-violence connection in drugs and violence: Causes, correlates and consequences* (National Institute on Drug Abuse Research Monograph Series No. 103). Washington, DC: Department of Health and Human Services.
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- Diamond, J. (2000). *Narrative means to sober ends: Treating addiction and its aftermath*. New York: The Guilford Press.
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- Epstein, E. K. (Ed.). (1996). Socially constructing substance use and abuse. *Journal of Systemic Therapies*, 15 (2).
- Fazzone, P. A., Holton, J. K., Reed, B. G., Fazzone, P. A., & Center for Substance Abuse Treatment (U.S.). (2003). *Linking substance abuse treatment and domestic violence services: a guide for treatment providers*. Rockville, MD: U.S. Dept. of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center for Substance Abuse Treatment.
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- Flanzer, J. P. (1993). Alcohol and other drugs are key causal agents of violence. In R. J. Gelles & D. R. Loseke (Eds.), *Current controversies on family violence* (pp. 171-181). Newbury Park, CA: Sage.
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- Hernandez, M. (2000). Puerto Rican families and substance abuse. In J.A. Krestan (Ed.), *Bridges to recovery: addiction, family therapy, and multicultural treatment* (pp. 253-283). New York: The Fress Press.
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- Kuehl, B. P., Newfield, N. A., Joanning, H. P., & Quinn, W. H. (1991). We can tell you about "psychos" and "shrinks": An ethnography of the family therapy of adolescent drug abuse. In T. C. Todd & M. D. Selekman (Eds.), *Family therapy approaches with adolescent substance abusers* (pp. 277-310). MA: Allyn & Bacon.
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