

**KINGSBOROUGH COMMUNITY COLLEGE**  
**The City University of New York**

**CURRICULUM TRANSMITTAL COVER PAGE**

Department: \_\_\_\_\_ Date: \_\_\_\_\_

Title Of Course/Degree/Concentration/Certificate: \_\_\_\_\_

**Change(s) Initiated: (Please check)**

- |   |   |
|---|---|
| <input type="checkbox"/> Closing of Degree            | <input type="checkbox"/> Change in Degree or Certificate                              |
| <input type="checkbox"/> Closing of Certificate       | <input type="checkbox"/> Change in Degree: Adding Concentration                       |
| <input type="checkbox"/> New Certificate Proposal     | <input type="checkbox"/> Change in Degree: Deleting Concentration                     |
| <input type="checkbox"/> New Degree Proposal          | <input type="checkbox"/> Change in Prerequisite, Corequisite, and/or Pre/Co-requisite |
| <input type="checkbox"/> New Course                   | <input type="checkbox"/> Change in Course Designation                                 |
| <input type="checkbox"/> New 82 Course (Pilot Course) | <input type="checkbox"/> Change in Course Description                                 |
| <input type="checkbox"/> Deletion of Course(s)        | <input type="checkbox"/> Change in Course Title, Number, Credits and/or Hours         |
|   | <input type="checkbox"/> Change in Academic Policy                                    |
|   | <input type="checkbox"/> Pathways Submission:   |
|   | <input type="checkbox"/> Life and Physical Science                                    |
|   | <input type="checkbox"/> Math and Quantitative Reasoning                              |
|   | <input type="checkbox"/> A. World Cultures and Global Issues                          |
|   | <input type="checkbox"/> B. U.S. Experience in its Diversity                          |
|   | <input type="checkbox"/> C. Creative Expression                                       |
|   | <input type="checkbox"/> D. Individual and Society                                    |
|   | <input type="checkbox"/> E. Scientific World  |
- Change in Program Learning Outcomes
- Other (please describe): \_\_\_\_\_

**PLEASE ATTACH MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES**

**DEPARTMENTAL ACTION**

Action by Department and/or Departmental Committee, if required:

Date Approved: \_\_\_\_\_ Signature, Committee Chairperson: \_\_\_\_\_

If submitted Curriculum Action affects another Department, signature of the affected Department(s) is required:

Date Approved: \_\_\_\_\_ Signature, Department Chairperson: \_\_\_\_\_

Date Approved: \_\_\_\_\_ Signature, Department Chairperson: \_\_\_\_\_

I have reviewed the attached material/proposal

Signature, Department Chairperson: \_\_\_\_\_

Kingsborough Community College  
The City University of New York

Modifications in Credits/Hours for an Existing Course Form

1. Course Number and Title:  
**SAC 3200 – Addiction and the Family**

2. This Course is **currently** listed as:

  3   Credits                        3   Lecture Hours (include break-down of lecture, lab, or gym)

3. **Proposed** Change in Credits/Hours (Please check **ONE** appropriate box below based on credits):

It is recommended that you refer to the “College Credits Assigned for Instructional Hours” PDF at  
<http://kingsborough.edu/aa/Pages/forms.aspx>

**Hours are hours per week in a typical 12-week semester**

1-credit:	<input type="checkbox"/> 1 hour lecture <input type="checkbox"/> 2 hours lab/field/gym
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2-credits:	<input type="checkbox"/> 2 hours lecture <input checked="" type="checkbox"/> 1 hour lecture, 2 hours lab/field <input type="checkbox"/> 4 hours lab/field
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3-credits:	<input type="checkbox"/> 3 hours lecture <input type="checkbox"/> 2 hours lecture, 2 hours lab/field <input type="checkbox"/> 1 hour lecture, 4 hours lab/field <input type="checkbox"/> 6 hours lab/field
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4-credits:	<input type="checkbox"/> 4 hours lecture <input type="checkbox"/> 3 hours lecture, 2 hours lab/field <input type="checkbox"/> 2 hours lecture, 4 hours lab/field <input type="checkbox"/> 1 hour lecture, 6 hours lab/field <input type="checkbox"/> 8 hours lab/field
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More than 4-credits:	<input type="checkbox"/> Number of credits: ____ (explain mix lecture/lab below)  ____ Lecture                      ____ Lab  Explanation: _____
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4. Rationale/Justification for the change in credits/hours for this course:

**Review of the course structure and material covered in SAC 3200 prompted a change in credits and hours for the course to allow for skill practice within the course through the use of lab.**

Two weekly hours of laboratory practice needs to be built into the course by reducing the classroom lecture hours from three hours a week to one and supplementing this one hour lecture with two hours of laboratory time. The objective of doing this is to allow the students to apply the theories learned in the one hour lecture weekly component of the course in a supervised, simulated lab setting. All of the course instructors are scholars and working professionals with extensive experience in the chemical dependency treatment field and in providing services to individuals and families. They would supervise and offer guidance to students during the lab hours.

In the original model of the course, with three hours of lecture, the practical information was condensed into verbal and written examples and the use of video clips that served as discussion points. However, this did not allow students to engage sufficiently with the material so that they could build concrete skills in how to intervene with a variety of real-life situations that families face when a member is diagnosed with a substance use disorder.

In the revised version of SAC 32, the lecture would be reduced to one hour a week from three by excerpting the verbal examples, written vignettes, and video clips that would be previously integrated in the lecture classroom. Instead, students would be able to use these in the lab as part of role plays in which they practice a range of skills that could be applied in screening, assessment, treatment intervention, and discharge planning with families. Students would also get the opportunity to make audio/video recordings of their interventions, which could be used as learning tools to provide individualized feedback, and to allow students to engage in reshaping and correcting their techniques, as well as in viewing their own growth.

Talking about practical aspects of treating families with a person diagnosed with a substance use disorder is not ideal because the objective of this course is that every student should be able to learn hands-on strategies for family intervention. The reasons they need to be able to demonstrate this is as follows:

- 1) All students in the A.S. Degree in Chemical Dependency Counseling and in the Certificate in Substance Abuse Counseling Program need to complete, in accordance with recent regulatory guidance from the NYS-Office of Addiction Supports and Services (OASAS) “skills development in a variety of evidence-based practices” with regard to “counseling and communicating with families and significant others” and “patient, family, and community education and prevention.” The inclusion of the lab component will thus facilitate students’ development of these family-related skills.
- 2) Students who graduate from this major who go directly into the substance abuse counseling field after graduation would find themselves in clinical environments that mandate outreach and engagement of significant others/collaterals of persons with substance use disorders. Being able to demonstrate their attainment of solid family-related counseling competencies is thus critical to students being able to support themselves.
- 3) Students who graduate with their degree in Chemical Dependency Counseling and transition into four-year colleges to pursue clinically-oriented degrees such as mental health counseling and social

work will be required to do more in-depth practice. Having laboratory hours in this course will help ensure students are successful as it will allow them more opportunities to master professional family-related clinical skills.

5. Include the **Current** Syllabus/Topical Course Outline and the **Proposed** Syllabus/Topical Course Outline for the course. **Highlight** areas that have been modified and serve as the justification for the proposed change in credits/hours for the course.

# ORIGINAL

**KINGSBOROUGH COMMUNITY COLLEGE**  
**of the City University of New York**  
**Department of Behavioral Sciences and Human Services**

## **COURSE SYLLABUS ~ SAC32**

**Course: SAC 32 – Addiction and the Family**

**Number of Weekly Credits/Class Hours: - 3 credits/ 3 hours**

**Text:** Can be downloaded free or ordered from the website.

*Treatment Improvement Protocol (TIP) Series, No. 39. Substance Abuse Treatment and Family Therapy.* Center for Substance Abuse Treatment. Rockville (MD): Substance Abuse and Mental Health Services Administration (US); 2004.

[http://www.ncbi.nlm.nih.gov/books/NBK64265/TIP 39, Substance Abuse](http://www.ncbi.nlm.nih.gov/books/NBK64265/TIP_39_Substance_Abuse)

**Course Description:** Prerequisites, Corequisites – SAC 20.

This course explores the variety of familial issues that arise in families with a member who is struggling with a substance use disorder. Basic family functions/roles and how these are impacted by addiction are discussed. Theories on the family and how these can be applied to understanding family addiction (including systems, addicted family model, psychodynamic, functionalist, feminist) are included. Stages of family use and how these impact communication patterns and the adaptive family roles and their relationship with development of an ACOA syndrome are covered.

### **Learning Outcomes:**

#### **Students will demonstrate:**

1. Knowledge of theories and principles related to the impact of addiction on families
2. Knowledge of the counseling process and its objectives as they relate to family work
3. Skill in assessing family-related treatment issues and developing family treatment plans
4. Skill in conveying cultural awareness and sensitivity
5. Understanding of case management in family counseling including monitoring, evaluating, referring, discharging, and documenting
6. Knowledge of the ethical parameters for the CASAC in working with families and the limits of knowledge/skills that require referral and consultation

7. Knowledge of special issues of cultural diversity among families in which addiction is prevalent

**Course Requirements:**

- In-class quizzes (at least two) -- 20 points each.
- Research Paper/Assignment or Class Project -- 20 points.
- Final Exam – 40 points.

For any assignment that involves writing, note that your grammar, punctuation, spelling, and how you present your ideas are considered during grading! For the Final Examination: You will be notified of the date and time of the final examination.

**Civility in the Classroom:**

Kingsborough Community College is committed to the highest standards of academic and ethical integrity, acknowledging that respect for self and others is the foundation of educational excellence. Civility in the classroom and respect for the opinions of others is very important in an academic environment. It is likely you may not agree with everything which is said or discussed in the classroom, yet courteous behavior and responses are expected. Therefore, in this classroom, any acts of harassment and/or discrimination based on matters of race, gender, sexual orientation, religion, and/or ability are not acceptable. Whether we are students, faculty, or staff, we have a right to be in a safe environment, free of disturbance, and civil in all aspects of human relations.

**Accessibility Statement:**

Access-Ability Services (AAS) serves as a liaison and resource to the KCC community regarding disability issues, promotes equal access to all KCC programs and activities, and makes every reasonable effort to provide appropriate accommodations and assistance to students with disabilities. Your instructor will make the accommodations you need once you provide documentation from the Access-Ability office (D-205). Please contact AAS for assistance.

**Course Outline:**

- What is a family/types of families and family boundaries
- Basic family functions/roles and how these are impacted by addiction
- Theories on the family/how these can be applied to understanding family addiction (including systems, addicted family model, psychodynamic, functionalist, feminist)
- Stages of family use/how these impact communication patterns
- Adaptive family roles and their relationship with development of an ACOA syndrome
- How to apply theories/models to assess the family as a unit/subgroups
- What is a genogram/using the genogram as an assessment tool

- Ethical limitations of the CASAC counselor in family intervention
- Identification of available family resources/matching families with resources based on needs
- Putting together an effective family treatment plan
- Anticipating and addressing barriers to treatment for the family including social, psychological, cultural, spiritual, economic, the presence of domestic violence, the presence of mental illness

# UPDATED SYLLABUS

KINGSBOROUGH COMMUNITY COLLEGE  
of the City University of New York  
Department of Behavioral Sciences and Human Services

COURSE SYLLABUS & TITLE: SAC 3200—ADDICTION AND THE FAMILY

SESSION: Fall \_\_\_\_ or Spring \_\_\_\_\_

CREDITS: 2 credits/ 3 hours

**Instructor:**

**Instructor's Contact:**

**Office & Office Hours:**

**Regular Classroom:** Students enrolled in this section meet weekly in the assigned campus classroom. Note that you also have course assignments in Blackboard.

**Hybrid:** Students enrolled in this section meet in either the regular or online classroom **AND** also spend a considerable amount of time on your own working on the course assignments in Blackboard.

**Asynchronous:** Students enrolled in this section complete all your work online. You spend a considerable amount of time on your own working on the course assignments in Blackboard.

*To be successful in the **Hybrid & Asynchronous** classes, you will need to be proficient in the use of Blackboard (by taking a course that used Blackboard before, or participating in a hands-on Orientation on Blackboard); have regular access to a computer and internet access; and know how to use Microsoft Office, particularly Word and Excel.*

If you are not familiar with some of Blackboard's features, please click on the link for some helpful videos on demand: <https://www.youtube.com/playlist?list=PLontYaReEU1seUE3ACG3sEc3zR7Br7URU>

If you have any issues with Blackboard, you can contact the Student Help Desk by phone: 718-368-6679; Or you can email: [HelpDesk@Students.kbcc.cuny.edu](mailto:HelpDesk@Students.kbcc.cuny.edu)

**CLASS PARTICIPATION COUNTS! NO CELL PHONES AND TEXT MESSAGING DURING CLASS.**

**You are expected to be fully prepared to participate!**

**Text: Both the Editor's Note and the Text can be downloaded free or ordered from the website.**

Center for Substance Abuse Treatment (CSAT), 2017. *Editor's Note on TIP 39*, Substance Abuse Treatment and Family Therapy. HHS Publication No. (SMA) 15-4219. Substance Abuse and Mental Health Services Administration.

Center for Substance Abuse Treatment (CSAT), 2004. *Substance Abuse Treatment and Family Therapy*. Treatment Improvement Protocol (TIP) Series, No. 39. HHS Publication No. (SMA) 15-4219. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2004. [http://www.ncbi.nlm.nih.gov/books/NBK64265/TIP\\_39\\_Substance\\_Abuse](http://www.ncbi.nlm.nih.gov/books/NBK64265/TIP_39_Substance_Abuse)

**Course Description:**

This is the seventh course in the CASAC credentialing sequence. It provides students with instruction in the interpersonal and behavioral dynamics of addiction in the family **and hands-on strategies for intervention**. Students are introduced to a variety of family theories and models that can be used in assessment and treatment. The bio-psycho-social-environmental effects of addiction on the family are

examined. Critical elements in screening, assessment, treatment/discharge and relapse prevention planning, crisis intervention and case management are reviewed and students practice each skill area that is needed to work with families as individuals and in family groups. Students are introduced to prevalent evidence-based approaches, and how these are applied with various constituencies. Emphasis is placed on cultural factors and on special issues including that related to military families, co-occurring disorders, domestic violence and others. Practice in delivering addiction materials as psycho-educational interventions to families is also addressed.

### **Learning Outcomes:**

**Upon completion of this course, Students will be expected to demonstrate:**

1. The ability to compare and contrast theories and principles related to the impact of addiction on families and significant others
2. Assessment of family dynamics and family-related treatment issues using a range of theoretical models
3. Skill in developing objectives and goals that are specific to work with families and significant others and family treatment plans
4. Skill in using the genogram to gather and interpret data and to guide family intervention
5. Skill in applying evidence-based interventions to address addiction issues with families and significant others
6. Skill in conveying cultural awareness and sensitivity
7. Skill in applying case management in family counseling including monitoring, evaluating, referring, discharging, and documenting
8. Knowledge of the ethical parameters for the CASAC in working with families and the limits of knowledge/skills that require referral and consultation
9. Knowledge of special issues of cultural diversity, co-occurring disorders, domestic violence, and special populations among families in which addiction is prevalent including military families
10. Skill in implementing age and situation-appropriate prevention education for families and community groups

### **Course Requirements:**

Class attendance/participation in weekly labs is a requirement and may affect your grade. It is cumulative out of 100:

- Weekly lab assignments -- 50 points.
- Quiz/Integrative Paper/Assignment or Class Project -- 20 points.
- Final Examination -- 30 points.
- Grade Ranges --- 100-90=A; 89-80=B; 79-70=C; 69-60=D

For any assignment that involves writing, your grammar, punctuation, spelling, and how you present your ideas are considered during grading! You will be notified of the date and time of the final examination.

### **Attendance/Lateness Policy:**

Weekly attendance is taken. While the college's policy will not penalize you for up to two absences, you will be at a disadvantage if you do not participate in class and lab as scheduled. Lateness in arriving or in submitting your assignments may impact your grade. **YOU HAVE ASSIGNMENTS ONLINE WEEKLY.** Please adhere to the due dates as the system may lock you out after that and late assignments may be downgraded. This means that if your work should have earned an A, you may receive a letter downgrade to a B instead.

### **Civility in the Classroom:**

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<http://www.kbcc.cuny.edu/access-ability/Pages/welcome.aspx>

## **WEEKLY TOPICS**

### **WEEK 1**

#### **Definitions and Scope**

- Introductions, review of syllabus and lab requirements
- Developing a working definition of the family (sociological, census-based terms: subfamilies, reference persons, householders), role of significant others
- Types of families (nuclear, extended, and sub-types)
- Defining family addiction and its scope
  - Current data sets on addiction-NSDUH and others; Limitations of using these as proxies
- Subgroups at risk within families – how do we assess risk and protective factors
- Practice in assessing family risk and protective factors per subgroups

### **WEEK 2**

#### **Nature of the Family**

- Basic characteristics; Functions of the family – Maslow and others
- Defining healthy vs. unhealthy, functional vs. dysfunctional families
- What is the genogram
- Practice in building a genogram and in using it as a tool to begin to gather and organize data related to the family, including with regard to dysfunction

### **WEEK 3**

#### **Theories on the Family**

- Overview of major theories on the family
  - Basic concepts for each
  - How can be applied to understanding families with persons with substance use disorders
- Functionalist; Social Exchange and Choice; Symbolic Interaction
- Family Life Course Development
  - Psychosexual Stages, Psychosocial Stages, Cognitive Stages, Moral Stages, Seasonal Stages
  - Family Life Cycle: 6-stage & 8-stage models

- Life Course Analysis including Transitions Theory
- Systems; Conflict; Feminist; Ecological; Others
- Practice in comparing and contrasting theoretical approaches to understanding the family as a unit

#### WEEK 4

##### **Understanding Family Dynamics and Roles from a Systems & Psychodynamic perspective**

- What are boundaries? Types—physical, personal, emotional/psychological, environmental
- How they might emerge between and within family groups and subgroups (subfamilies)
- Boundaries and role/s maintenance
  - How can the counselor support appropriate boundary development and maintenance
- What is Psychodynamic Theory? How do you apply psychodynamic principles to assist in family assessment?
- Practice in family dynamics and roles/boundaries assessment

#### WEEK 5

##### **Effects of Addiction**

- Differential effects of addiction (short and long term) on individuals and various types of families—
  - Nuclear – one vs. both spouses, Same sex vs. heterosexual
  - Extended – primary vs. one or more subfamilies
  - Single-parents (female-headed, male-headed), blended, etc.
- Biological, Psychological/Emotional, Social
- Environmental/Community, Cultural impacts
- Practice in comparing and contrasting the differential effect on individuals, subgroups and the family as a whole

#### WEEK 6

##### **Special Issues with Children**

- Adult Children of Alcoholics (ACOA) Syndrome (Woitz, 1983)
- Children of Substance Abusers (COSA)
- The Original Laundry List (NACoA)
- Co-dependency
  - Defining, Perspectives on, Addressing
  - Practice with adapting age-appropriate strategies to work with ACOAs and COSAs

#### WEEK 7

##### **Family Communication & Roles**

- Patterns of Interaction (6) in affected families & role of culture
- Satir's 4 incongruent communication patterns
- Cruse-Weigscheider's Adaptive Roles
- Black's Survival Roles
- Practice in applying these concepts to understand family communication patterns and role dysfunction

**WEEK 8****Screening & Assessment of Families**

- What is family therapy (Tip 32, Ch. 6)
- Goals as a CASAC Counselor vs. that of a Family Therapist
- Family initial contact points & screening approaches
- Focusing in on the family (TIP 39, 40-41)
- Standardized screening & assessment tools including the Cultural Formulation Interview (APA, 2013)
- Practice in skills for screening and assessing families, identification of family issues and relevant documentation

**WEEK 9****Treatment Planning with Families**

- Approaches to treatment planning
- Addressing cultural and other barriers
- How do you engage client/family consistent with ethical, confidentiality and privacy guidelines
- Practice in intervention goals/objectives development, treatment planning and relevant documentation for various family constellations
- Integrating case management models
- Practice in appropriate family referral and assessment, service coordination, resource development

**WEEK 10****Client/Family Engagement**

- Classic approaches based on
  - Types of Alcoholic (Addicted) Families (Kaufman, 1985)
  - Stages in the Addicted Family System (Washousky, Levy-Stern, & Muchowski, 1993)
  - Addicted Family Model
- Understanding and applying Evidence-Based Family Interventions including Brief Family Therapy Models (TIP 34, Ch. 8)
  - Practice in applying basic counseling skills as well as MI, MET, CBT, psychoeducation, boundary setting and maintenance
  - Intervening with crises
  - Intervening with special issues: co-occurring disorders, domestic violence, others
  - Practice in documenting sessions

**WEEK 11****Education as Intervention & Prevention**

- Conducting needs assessments to determine extent of need for Patient, Family & Community Education
  - SUDs and their effects; Available treatments
  - Prevention strategies; Healthy family living
- Elements of a presentation & presentation techniques for various family groups
  - Practice in developing and presenting family and community-based prevention education that targets groups based on various characteristics: pre-teens, teenagers, young adults, the elderly, military families, persons with criminal justice situations

**WEEK 12****Discharge and Relapse Prevention Planning**

- Steps and key elements in developing a family discharge/relapse prevention plan

- Integrating a Recovery Oriented Systems of Care (ROSC) approach
- Practice in engaging the family in discharge/relapse prevention planning around:
  - Client's stage of recovery
  - Clarifying concerns re: symptom management, long term medication-supported recovery for addiction and/or co-occurring disorders
  - Awareness of cultural preferences
  - Addressing relapse/recurrence of symptoms
  - Maintaining commitment to recovery
  - Utilizing available resources including faith-based and peer support networks

## **FINAL WEEK**

### **Wrap-up and Review**

- Review of concepts; Potential barriers to family work and implementation strategies
- Focusing on the family from a strengths perspective
- Learners' Evaluation

**HAVE A PRODUCTIVE SEMESTER!**