1. **COURSE TITLE:** Psychology of Addiction and Family Systems
2. **CATALOG – PREFIX/COURSE NUMBER/COURSE SECTION\*:** HSSR.PSYC 2225
3. **PREREQUISITE(S):** HSSR 1105
4. **CREDIT HOURS:** 3 **LECTURE HOURS:** 3

**LABORATORY HOURS:** 0 **OBSERVATION HOURS:** 0

1. **Course Location and Time:**

**North Campus/Wilmington – Evening Program (specify time)**

**South Campus/Mt. Orab – Day Program (specify time)**

1. **Faculty Contact Information**

**Instructor: YOUR NAME HERE**

**Phone: 937-393-3431 Ext. ????**

**Email: yourname@sscc.edu**

**Office Hours: by appointment**

1. **COURSE DESCRIPTION\*:**

This course will cover a broad range of issues related to addiction including various theories of addiction, how addiction is defined, how it develops, how it is treated, and how it can be prevented. The coursework will include study of biological, developmental, motivational, familial, and cultural aspects of addiction. The course will focus on many types of addiction, including alcohol addiction, drug addiction, tobacco addiction, sex addiction, eating disorders, compulsive gambling, and other emerging forms of addictive behavior. Class activities will include researching and reading journal articles, class discussion, as well as study from the assigned textbooks. This course will also focus on the impact of addiction on the family system and other relationships. Students will be exposed to the alteration of family patterns due to the presence of addiction. This course features a heavy reliance on academic research (scholarly journals) to supplement the material presented in the texts.

*Students who have completed PSYC 2225 may not receive credit for this course.*

1. **LEARNING OUTCOMES\*:**

At the completion of this course the student will be able to:

1. Understand the similarities and differences in different types and theories of addiction.
2. Explain the biological factors in addiction as a brain disease.

3. Explain the Trans-theoretical Stages of Change model.

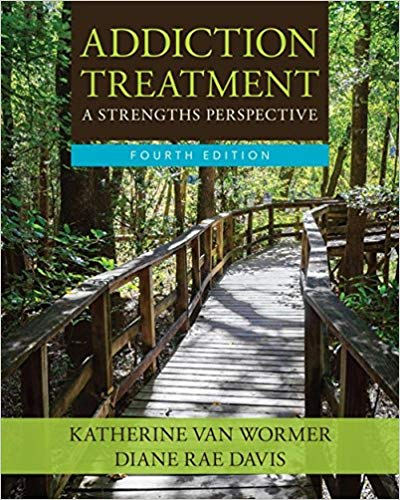
4. Describe the issues of self-regulation and loss of control in regard to addiction.

5. Demonstrate an understanding of biopsychosocial models and pathways to addiction.

6. Discuss the major theories of addiction (inclu ding the disease model and other theories).

7. Understand the addictive process of substance abuse (alcohol, drugs, nicotine, and other chemical substances).

1. Understand the addictive process of compulsive gambling.
2. Understand the addictive process of compulsive sexual behavior (sexual addiction).
3. Understand the addictive process of food (eating disorders).
4. Understand the addictive process of emerging behavioral issues new to our understanding (Internet addiction, work addiction, etc.)
5. Understand theoretical approaches to the study of family and other relationships.
6. Demonstrate a knowledge base in regard to family structure and development.
7. Understand the family systems model in regard to addiction, prevention, and recovery.
8. Discuss the various survival roles members of a chemically dependent family characteristically employ.
9. Develop a process for assessment and treatment of families with addiction.
10. **ADOPTED TEXT(S)\*:**



*Addiction Treatment: A Strengths Perspective*

Katherine Van Wormer and Diane Rae Davis

4th Edition, 2018, Cengage Learning

Looseleaf + MindTap PAC Bundle: ISBN 9781337536998

Students are encouraged to acquire their Cengage textbooks through the [SSCC Bookstores](https://www.sscc.edu/services/bookstore.shtml#textbooks) or directly from [Cengage](https://www.cengage.com/unlimited/) . Cengage Unlimited allows a student to receive access to Cengage's entire textbook catalog, and all digital resources, for a flat fee.

What does this mean to you? Students can get ALL Cengage textbooks for one price.

Cengage Unlimited:

• 1-Term Access Student/List Cost $119.99 – ISBN 9780357700006

• 1-Year Access Student/List Cost $179.99 – ISBN 9780357700013

• 2-Year Access Student/List Cost $239.99 - ISBN 9780357700020

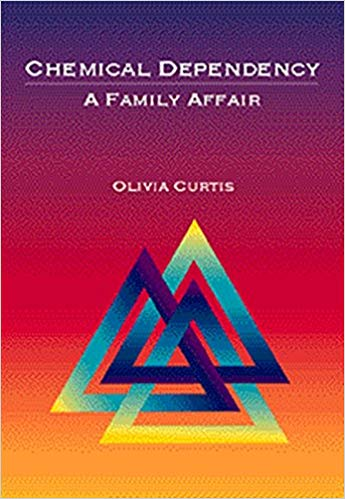
Free print rental is available with any activated Cengage Unlimited digital course for only $7.99 shipping and handling per hardcopy textbook (this price is based on the average MSRP of Cengage hardcopy textbooks)

Also, students are given the option to purchase a loose-leaf copy to keep after they activate their digital course for anywhere between $20-$50 (price dependent on title).

If you purchased Cengage Unlimited last semester with either the 1- or 2-year option, there is no additional cost for this course.

**Important things to know about what you need to buy to pass this course:**

MindTap is required to do your reading, homework, and quizzes; and therefore required to pass this course. MindTap contains an eBook automatically, so you do have a less expensive option to buy.



*Chemical Dependency: A Family Affair*

By: Olivia Curtis

1st edition, 1998, Cengage

ISBN: 978-0-534-35583-8

1. **OTHER REQUIRED MATERIALS\*\*:**

**Southern State Community College offers technology support for students. Please see the following information about technology requirements and how to access assistance. Please note, your instructor does not have access to the systems used that support email, MyELearn/Canvas, and other publisher platforms for online learning. You need to utilize the information below to resolve any technology issues related to your education at SSCC.**

[**Tech Support**](https://www.sscc.edu/tech-support/index.shtml)

**For help with your password, email, MyELearn, or any other technology issues, questions, or requests, contact Tech Support.**

**Tech Support Hours:**

**Monday-Thursday – 8am to 4pm**

**Friday – 8am to 12pm**

**Phone: 800-628-7722 x2800**

**Option 1: Password Assistance**

**Option 2: Student Assistance with MyELearn**

**Option 3: Instructor Assistance with MyELearn**

**Option 4: All other Technical Issues**

**Email:** [**techsupport@sscc.edu**](mailto:techsupport@sscc.edu)

[**MyELearn**](https://sscc.instructure.com/login/ldap)**is Southern State's learning management system. Your online classes will each have a site in MyELearn that will serve as a hub for all the course content, links to the publisher platforms, and activities. Your face-to-face classes will have a site in MyELearn that will serve as a hub for course content, assignment submissions, and other activities. For assistance you can:**

* [**Search the Canvas Guides**](https://community.canvaslms.com/community/answers/guides/)**- Find asnwers to common questions about MyELean**
* **Call Student 24/7 Support: 1-833-204-0683**

**Minimum Supported Browsers**

**MyELearn (Canvas) highly recommends using the newest version of whatever browser you are using. However, MyELearn supports the following browsers and Flash versions (as of 4/10/18):**

* **Chrome 63 and 64**
* **Firefox 57 and 58 (**[**Extended Releases**](https://www.mozilla.org/en-US/firefox/organizations/)**are not supported)**
* **Safari 10 and 11 (Macintosh only)**
* **Flash 27 and 28 (used for recording or viewing audio/video and uploading files)**
* **Respondus Lockdown Browser (supporting the latest**[**system requirements**](https://www.respondus.com/products/lockdown-browser/requirements.shtml)**)**

**Not sure what browser you are using? Visit**[**supportdetails.com/**](https://supportdetails.com/)**and check the 'Browser' box to see which browser you are using.**

**Some supported browsers may still produce a banner stating "Your browser does not meet the minimum requirements for Canvas." If you have upgraded your browser but you are still seeing the warning banner, try logging out of MyELearn (Canvas) and deleting your browser cookies.**

**If you are getting a blank page in MyELearn, your browser may be detecting mixed content. For information on fixing this problem, see the section on "Browser Privacy Settings" in the**[**Canvas guide**](https://community.canvaslms.com/docs/DOC-1284)**.**

**Other Browser Requirements**

[**Flash**](https://helpx.adobe.com/flash-player.html)**is required in several places in MyELearn: media recording/streaming and viewing as well as uploading files to a course or an assignment. Other than these features, Flash is not required to use most areas of MyELearn.**

**The**[**Java plug-in**](https://www.java.com/en/download/installed8.jsp)**is required for screen sharing in Conferences. Please note that some browsers do not support Java. Otherwise, there are no other browser plug-ins used by MyELearn.**

**Mobile Devices**

**The Canvas Student app is the mobile version of MyELearn (Canvas) that helps students stay current with their courses anywhere. Download the Canvas Student app on**[**Android**](https://play.google.com/store/apps/details?id=com.instructure.candroid&hl=en_US)**and [iOS](https://itunes.apple.com/us/app/canvas-student/id480883488?mt=8" \t "_blank)devices. Additional information on the Canvas Student app can be found in the**[**Android Guide**](https://guides.instructure.com/m/18555)**or**[**iOS Guide**](https://guides.instructure.com/m/18561)**.**

**Do I have the minimum computer requirements?**

**Check the Canvas (MyELearn)**[**Technical Information**](https://community.canvaslms.com/docs/DOC-10720)**to make sure you have the required platform technologies. You will also need the following minimum software requirements:**

* **Reliable internet service provider (dial-up connection will work but DSL or cable is preferred)**
* **Reputable anti-virus program (be sure to regularly update your anti-virus program and visit**[**Microsoft Windows Update**](https://support.microsoft.com/en-us/help/4027667/windows-update-windows-10)**to be sure you have the latest protection against viruses)**

**Some MyELearn courses use browser plugins. To view portions of these sites, you may need one or more of the following plugins (browsers will generally automatically download any plugin required by a particular page):**

* [**Adobe Reader**](http://get.adobe.com/reader) **– view, navigate and print Adobe PDF files across all major computing platforms**
* [**Flash**](https://helpx.adobe.com/flash-player.html)**– view interactive quizzes, animations and activities**
* [**Java plug-in**](https://www.java.com/en/download/installed8.jsp?bucket_value=desktop-chrome64-windows7-64bit&in_query=no)**– run applications and applets that use Java technology**
* [**QuickTime**](http://www.apple.com/quicktime/download) **– view videos**
* [**Real Player**](http://www.real.com/) **– play video and audio files**
* [**Shockwave**](http://get.adobe.com/shockwave) **– view interactive quizzes, animations and activities**
* [**Windows Media Player**](http://windows.microsoft.com/en-US/windows/downloads/windows-media-player) **– play video and audio files**

[**https://www.sscc.edu/academics/student-technology-resources.shtml**](https://www.sscc.edu/academics/student-technology-resources.shtml)

**Please be advised, you should have antivirus software and malware on your computers when downloading any items.**

**11. GRADING\*\*\*:**

**The grading scale will follow the policy in the college catalog:**

**A 100 – 90**

**B 89 – 80**

**C 79 – 70**

**D 69 – 60**

**F 59 – 0**

**12. GRADING PROCEDURES OR ASSESSMENTS: (*Course Syllabus – Individual Instructor Specific)***

At the discretion of the instructor, evaluation may be based on any or all of the following: final exam, mid-term exam, chapter tests, quizzes, term papers and themes, class projects, attendance, class participation, and other assignments.

**13. CLASSROOM METHODOLOGY:**

This course will utilize lectures, case studies, class discussion, small group projects, and group discussions. This course will also utilize power points to supplement the material in the textbook. Videos (i.e. movies, Tedtalks, music, or otherwise) may be used in addition to the textbook and power points for the class to supplement the primary textbook. Interactive class discussion is encouraged and staying current on reading assignments necessary to be able to adequately participate in class discussions. These may be viewed in class or assigned throughout the semester to view and be prepared to discuss in class. The instructor may post links to videos in the learning management system, MyELearn/Canvas. In addition, the instructor may require the students to write a reflective paper on any video, music or otherwise, shown in class or required to be viewed outside of class hours.

The course is sensitive in nature. The topic of trauma is personal and relevant to all individuals. The instructor will advise students on self-care during the class. Confidentiality is expected and if it is not respected students may be dropped from the course.

Attendance:

One of the greater expectations of this course is fulfilling your obligation of attendance. While your readings cover a substantial proportion of the course content, classroom participation is the most integral part of this course. As attendance will be taken every day and its part of your overall grade, you must minimize the number of absences you may have. You will start with a 100-point attendance pool. For each absence, you will lose points from the attendance pool. With 7 absences, the student would need to withdraw from the course. If you do not withdraw from the course, you will receive an “F” as your final grade. It is your responsibility to sign the attendance sheet as it is passed. If you request the instructor add your name to the attendance sheet after class because you missed it as when passed around, you will be counted as tardy. See more information below on tardiness. If you are absent a day, it is important that you ask the instructor the next class day if you missed a handout as these may contain information that can be included on quizzes and exams.

Tardiness:

Tardiness is a significant issue as well. Not only does it deprive you of needed classroom participation time, it is extremely disruptive to the overall classroom flow and dynamic. Occasional lateness is understandable; consistent tardiness is not. For every 3 occurrences of tardiness, you will be given an absence. Simply said, treat this course as a serious learning endeavor and come to class on time. Tardiness will be defined being late for the scheduled start of the class. For example, if the class is scheduled to begin at 3:00 pm and you arrive at 3:01pm then you will be considered tardy. If the instructor is late due to unforeseen events and you arrive later than the scheduled class, but before the instructor, you will not be counted as tardy.

Cell Phones:

There is no reason for cell phones in class. Therefore, there is a simple rule: NO CELL PHONES ARE ALLOWED IN CLASS. Put them away from your visibility. The only exception that is allowed is if you have an occupation that requires you to be on call. If that is the case, you must inform me for consent to have a cell phone.

Despite the attempted subterfuge, it is quite easy to spot when someone texting. Don’t have your cellphone out. If you have a cell phone out, an absence may be recorded.

Children in Class: Please do not bring children into Human Services classes, regardless of the reason. Many of the discussions held in Human Services classes feature mature topics and may not be suitable for children. Additionally, some students may feel uncomfortable engaging in class discussions on mature topics when children are in the room. So, please do not bring children to class.

Sleeping:

Sleep at home, not here. If you sleep, you are not really present. If you are caught sleeping, you will be marked as being absent.

Disruptive Behavior:

Any behavior that distracts other students from learning and participating is disruptive. This most commonly occurs in the form of holding loud conversations during class (but not limited to such). If you are disruptive, you may be asked to leave the class and an absence recorded.

Academic Honesty:

Academic honesty is a must in an institution of higher learning. Academic dishonesty includes (but not limited to) cheating, plagiarism, or helping another student in engage in academic dishonesty. If a student engages in academic dishonesty, at the discretion of the instructor, the student may receive an automatic failing grade for the assignment and/or course.

Reading:

To know the background of the class lecture, students are expected to complete the assigned reading before class. Likewise, your writing assignments and exams will cover a significant portion of the assigned readings. In the tentative outline, you will see when readings are due. If you look at the chart, you will see a corresponding day with each chapter for the textbook. If there are additional readings, the instructor may include these within the syllabus, post an announcement in MyELearn/Canvas, or have the reading title available on a specific assignment in the learning management system. If a reading is posted in MyELearn/Canvas, you will need to locate the electronic version of the article (typically a journal article) if a PDF is not posted. The necessary information about the article – author, name of journal, date page numbers, etc. will be noted in the MyElearn/Canvas system. It is your responsibility to read all assigned items beyond the required textbook for the course.

**14. COURSE OUTLINE: Suggested course outline**

WEEK

1. The Nature of Addiction
2. Historical Perspectives and various theories of addiction

Ethnicity, culture, and socioeconomic determinants of addiction

1. The biology of addiction and addiction as a brain disease
2. Substance misuse with co-occurring mental disorder or disability
3. The Psychology of addiction
4. Screening and assessment

Gender, sexual, and sexual orientation differences

Mutual help groups and spiritual resources

1. Strengths and Evidence-based helping strategies

Stages of addiction and Stages of Change / Transtheoretical Model

1. Various Substance as well as Process addictions – gambling, eating disorders, shopping and other behavioral addictions
2. The social aspect of addiction

The addictive cycle and the addictive family

1. The family and addiction’s negative impact on the system

Learn the principles of family therapy

1. Compare the etiology of the disease, behavior, and family systems models
2. Define and utilize the family systems model
3. Relate the dynamics of shame and its emotional family impact

Explain symbiosis, and the basic rules of a dysfunctional family

1. Compare and contrast detachment and disengagement
2. Illustrate multi-generational transmissions / Personal genogram

Relate the communication patterns within the dysfunctional family

1. Final Exam

**15.** **SPECIFIC MANAGEMENT REQUIREMENTS\*\*\*:**

Assignments will be evaluated according to instructor directives.

**Student Responsibilities:** To meet the objectives of this course, students are expected to attend all scheduled meetings with the instructor, study the text, complete assignments, contribute to Canvas discussions, and act as responsible adults.

**Instructor Responsibilities**: The instructor will enhance and expand the meaning and application of the subject matter covered throughout the course. At the beginning of the semester, the instructor will distribute syllabi listing all course requirements. At the beginning of each meeting, the instructor will summarize the material which the student reviewed in preparation for the meeting. The instructor will facilitate discussion and be available for individual student as needed for individual conference times.

**ACADEMIC MISCONDUCT (Student Handbook, Page 38)** [**http://www.sscc.edu/students/assets/student-handbook.pdf**](http://www.sscc.edu/students/assets/student-handbook.pdf)

Southern State is committed to providing educational opportunities that promote academic, professional and personal growth in students.  To these ends, all members of the College are expected to uphold the highest academic and ethical standards.

Types of Misconduct are …

1. Any unauthorized use of material (books, notes of any kind and so forth) during an

examination, test or quiz.

2. Copying from another student’s work or permitting one’s work to be copied during

an examination, test or quiz.

3. Unauthorized use of equipment (computers, calculators or any type of educational or

laboratory equipment).

4. Permitting a person to pose in one’s place during an examination, test, or quiz or

posing as another person during an examination, test or quiz.

5. Altering an examination, test, or quiz, or any other type of evaluated work in an effort to have the work re‐evaluated for a higher grade.

6. Plagiarizing or permitting one’s work to be plagiarized.

7. Using unauthorized or improper methods to determine in advance the contents of an

examination, test or quiz.

8. Unauthorized use of computer software during an examination, test or quiz.

9. Submitting as one’s own work a work of art, speech or oral report, a musical composition, a computer program, a laboratory project or any other creation

done by another person.

For further definition, student responsibilities, charges, sanctions and the appeal process, visit: <http://www.sscc.edu/academics/regulations.shtml#academic‐misconduct>

**Further clarification on plagiarism**

Understanding plagiarism can be confusing. Violations of these standards include cheating; plagiarizing; submitting, without permission, a paper or assignment completed for one class to fulfill a requirement for another class; fabricating materials; using materials in an unauthorized manner; misrepresenting academic records; and/or facilitating academic dishonesty.

To clarify, copying word for word from any source without enclosing the material in quotation

marks, and citing the source and page number of the quote is considered plagiarism. Re-writing original ideas into your own words without citing the source of the ideas is also considered plagiarism.

**Communication Policy**

Bb announcement and SSCC E-mail are major communication tools in this course. Students are expected to check the course site for weekly announcements and monitor their SSCC E-mail regularly. Emails to the instructor must be sent from the student’s SSCC email address.

***Failure to read course announcements, instructor emails, and/or the course assignment schedule does not justify late assignments or failure to comprehend due dates.***

All assignments are submitted via Bb. Written assignments must be submitted using the Bb

course assignment links. The assignment will include information about how to submit your

answers, such as using a survey or test instrument. Other written assignments may be submitted in any of the following formats: Microsoft Word (.doc) preferred; Rich text format (.rtf); Plain text (.txt); Adobe Acrobat PDF (.pdf).

Google docs are difficult to attach in Canvas and do not always open properly. Do not submit anything via google docs. It will not be accepted.

**16. FERPA:\***

Students need to understand that your work may be seen by others. Others may see your work when being distributed, during group project work, or if it is chosen for demonstration purposes. Students also need to know that there is a strong possibility that your work may be submitted to other entities for the purpose of plagiarism checks.

**17. DISABILITIES:\***

Students with disabilities may contact the Disability Services Office, Central Campus, at 800-628-7722 or 937-393-3431.

**18. OTHER INFORMATION\*\*\*:**

***The instructor reserves the right to modify this syllabus as needed to enhance the learning of all students. The modifications can include additional assignments to include unannounced quizzes.***

**SYLLABUS TEMPLATE KEY**

**\*** Item cannot be altered from that which is included in the master syllabus approved by the Curriculum Committee.

**\*\*** Any alteration or addition must be approved by the Curriculum Committee

**\*\*\*** Item should begin with language as approved in the master syllabus but may be added to at the discretion of the faculty member.