

PSYCHOLOGY 37
PSYCHOLOGY OF CODEPENDENCY AND FAMILY SYSTEMS
SYLLABUS

- INSTRUCTOR:** Glenn White, Ph.D.
- TEXTBOOKS:** Mellody, Pia. Facing Codependence. Harper One, 2003.
Beattie, Melody. Codependents' Guide to the Twelve Steps.
Fireside, 1998.
- TIME:** Wednesday 6:45 p.m. -- 10:00 p.m.
- COURSE DESCRIPTION:** The course examines the issues and problems in relationships between the chemically dependent person and his/her family, friends, colleagues in the workplace and love relationships.
- PREREQUISITES:** Psychology 64 and Psychology 65
- REQUIREMENTS:** There will be four tests including a Final Examination/Paper. Each is worth a total of 100 points. No test scores will be dropped. It is mandatory that the Final Examination/Paper be taken. No make-up tests will be given under any circumstances.
- Tests are based on material presented in class lectures which are almost entirely based on material in your textbooks, Facing Codependence and Codependents' Guide to the Twelve Steps. The majority of questions will be covered in class lectures, however, all students are responsible for the material in each chapter listed in the course syllabus regardless if it is presented or not.
- The scoring range for each test and the final grade will be based on the following scales below:

<u>Semester Exams</u>	<u>Final Grade</u>
100-90 A	360-400 A
89-80 B	320-359 B
79-70 C	280-319 C
69-60 D	240-279 D
59-0 F	0-239 F

Course Outcomes Related to College-Wide Student Learning Outcomes (SLO)

To successfully complete this course, students will be able to meet the following institution-wide student learning outcomes:

Critical Thinking

Analyze social issues as presented from your text, using sound theoretical paradigms that are presented and discussed in your textbook and lecture notes.

- * Read and critically evaluate college-level material from a variety of resources.
- * Evaluate the validity and soundness of arguments; recognize and avoid logical fallacies.
- * Distinguish factual statements from judgmental statements and distinguish knowledge from opinion.

Cultural Diversity

Respectfully engage with other cultures in an effort to understand them.

- * Read and participate in class discussion on a variety of viewpoints on culturally relevant issues.

Ethics

Practice and demonstrate standards of personal and professional integrity, honesty and fairness; apply ethical principals in submission of all class work.

- * Participate in in-class exams.
- * Write a research paper documenting your references using the MLA style format.

Course Objectives

Content Knowledge—Upon completion of this course, the student will have an understanding of, or be able to apply, the following principles and concepts:

- * Apply theory of codependency to pattern of addiction.
- * Major theories of addiction, including the basis of each in terms of the major approaches in psychology.
- * Major approaches and applications of the major theories of treatment and recovery.
- * The major sociological and cultural differences of the types of addictive populations and the theories of treatment for each.
- * Physiological/biological effects of different major categories of drugs and resulting differences in treatment modalities.
- * The major effects of an addicted family member on his or her family.
- * Major theoretical approaches of case management and related advantages/disadvantages of each in terms of patient outcomes.

Exit Skills—Upon completion of this course, the student will have the following skills:

- * To describe and differentiate between the different theories of addiction.
- * To differentiate between the special populations within the addictive community.
- * To describe the physiological effects of drug and alcohol dependence.
- * To describe the effects of substance abuse on different populations and gender
- * To identify and differentiate substance related disorders and mental disorders
- * Patterns of Dual Diagnosis: understanding the relationship between substance disorders and mental illness.
- * Draw on research and knowledge of psychoactive drugs and addiction to serve the needs of the counseling position, the client , and the community.

Finally, here are a few items of importance that will affect your grade.

- ❖ The class schedule states the hours of the class. Students are required to be in attendance the duration of those stated hours. Tardiness and/or early departure will affect your grade.
- ❖ Students who are absent 2 times or more have three options:
 1. To drop the class
 2. To take a lower final grade in the class. For example, for a student with a letter grade of "A" who accrues 2 or more absences, their grade will be dropped to a "B".
 3. To complete a twenty page written double-spaced report on a psychology related topic. The topic will be decided between the student and instructor prior to commencement of this project.

- ❖ **Talking to other students during lecture or while another student is speaking is rude and not acceptable.** If a lecture has to be halted because a student is talking, this student may be asked to leave the lecture. And, if this behavior continues throughout other lectures, this student will be asked to leave the class permanently and drop the class.
- ❖ **Cell Phones and pagers have absolutely no place in the classroom. If yours goes off, you will be asked to leave.**
- ❖ Consistent attendance is required. If a student's absences exceed one class, the student may be dropped from the class roster. If a student is absent, it is their responsibility to follow the material in the course syllabus.
- ❖ If you decide to stop attending class, it is your responsibility to drop yourself at the Admissions Office. Students who do not follow this procedure as found in the class schedule run the possibility of receiving the letter grade of "F".
- ❖ It is requested that students read the *Code of Conduct* in the **Class Schedule** regarding appropriate behavior in the classroom setting. **Under no circumstances will verbal intimidation towards other students or the instructor be tolerated--the student will be asked to immediately leave the classroom and disciplinary actions will be taken through the Dean of Student Services.**

Discussions are fully welcome in class, however, there is a difference between discussion and arguing with other students and/or the professor in class. This is uncalled for and disciplinary action will be taken by this professor.

It is requested that students read the *Code of Conduct* in the **Class Schedule** regarding appropriate behavior in the classroom setting. **Under no circumstances will verbal intimidation towards other students or the instructor be tolerated--the student will be asked to immediately leave the classroom and disciplinary actions will be taken through the Dean of Students.**

Disabled Student Programs and Services assist with accommodations due to a disability in the classroom. Students requesting accommodations must register with the Director. Contact Dr. Shalomon Duke, Dean of DSPS at (310) 287-4450 for information and assistance.

Students are encouraged to participate in class lectures. Your thoughts and ideas are important and can assist you and other students in comprehending course material. **Scantrons are required for each test. Office hours are to be arranged by appointment.**

COURSE SCHEDULE

<u>DATES</u>	<u>TOPICS</u>
<u>WEEK 1</u> Aug. 28	Introduction: Overview of class
<u>WEEK 2</u> Sept. 4	Family Therapy In Substance Abuse Treatment
<u>WEEK 3</u> Sept. 11	Family Therapy In Substance Abuse Treatment (Continued)
<u>WEEK 4</u> Sept. 18	<i>Facing Codependency</i> Chapter 1: Facing Codependence Chapter 2: The Five Core Symptoms of Codependence
<u>WEEK 5</u> Sept. 25	TEST 1: Family Therapy in Substance Abuse Treatment, Chapters 1 & 2 Chapter 3: How the Symptoms Sabotage Our Lives Chapter 4: A Precious Child in a Functional Family
<u>WEEK 6</u> Oct. 2	Chapter 5: A Precious Child in a Dysfunctional Family Chapter 6: The Emotional Damage of Abuse CODA Report Due (2 pg report on attendance at Co-Dependents Meeting)
<u>WEEK 7</u> Oct. 9	Chapter 7: From Generation to Generation Chapter 8: Facing Abuse Chapter 9: Defenses Against Recognizing Abuse
<u>WEEK 8</u> Oct. 16	TEST 2: Chapters 3, 4, 5, 6, 7, 8 and 9 Chapter 10: Physical Abuse Chapter 11: Sexual Abuse Chapter 12: Emotional Abuse
<u>WEEK 9</u> Oct. 23	Chapter 13: Intellectual Abuse Chapter 14: Spiritual Abuse
<u>WEEK 10</u> Oct. 30	Chapter 15: Personal Recovery
<u>WEEK 11</u> Nov. 6	TEST 3: Chapters 10, 11, 12, 13, 14, and 15 <i>Codependents' Guide to the Twelve Steps</i> Steps One, Two and Three
<u>WEEK 12</u> Nov. 13	Steps Four, Five and Six

WEEK 13
Nov. 20

Steps Seven, Eight, and Nine

WEEK 14
Nov. 27

Steps Ten, Eleven and Twelve

WEEK 15
Dec. 4

Working a Program pgs 199-214

WEEK 16
Dec. 11

Summary and Review
FINAL EXAMINATION

***** Occasionally, there may be slight adjustments in the syllabus, including chapter substitutions, depending on the needs of the class.*****