Degree Applicable

Glendale Community College
October 1989
rev. December 2009

COURSE OUTLINE

Alcohol/Drug Studies 115
Adult Children of Dysfunctional Families

I. Catalog Statement

Alcohol/Drug Studies 115 explores the effects of alcoholism and drug dependence and other severe psychological disorders within the dynamics of the family system. The effects of emotional and physical deprivation, violence, and child abuse are examined. Issues central to family dynamics and the development of dysfunctional affective behavioral patterns that commonly are carried into adulthood are discussed along with treatment options.

Units – 3.0
Lecture Hours – 3.0

Prerequisite: Alcohol/Drug Studies 101 and 103.
Recommended Preparation: Psychology 110.

II. Course Entry Expectations

Skills Level Ranges: Reading 5; Writing 5; Listening/Speaking 5; Math 1.

Prior to enrolling in the course, the student should be able to:
1. diagram and explain the bio-psycho-social perspective of the progression of alcohol and other drug dependencies;
2. compare and contrast various psychological, sociological, learning, and behavioral theories on the development of alcohol dependency;
3. identify the effects of alcohol dependence on various aspects of society and the family system;
4. explain the intervention process and various techniques used to move the chemically dependent person into treatment and through recovery;
5. discuss rudimentary skills in crisis intervention techniques, interpersonal communications, and problem solving with specific application to the chemically dependent family.

III. Course Exit Standards

Upon successful completion of the required coursework, the student will be able to:
1. identify dynamics of the healthy, well-functioning family
2. discuss common dynamics which occur within the dysfunctional family and the effects they have on individual members;
3. describe characteristics commonly shared by children from chemically dependent families and those from families with other obsessive compulsive disorders;
4. identify relationships between common psychological disorders and chemical dependency;
5. identify the various coping styles which are developed by children within dysfunctional families;
6. explain core issues requiring resolution during the recovery process;

7. describe therapeutic techniques which can be used to uncover and resolve core issues when working with adult children of chemically dependent families.

IV. Course Content

A. Introduction — 6 hours
   1. Family systems theory
   2. Parenting rules
   3. Prise de conscience
   4. Deep democracy

B. Family as a Social System — 6 hours
   1. Family as a system
   2. Relationships
   3. Family rules
   4. Birth-order characteristics

C. Profile of a Functioning Family System — 6 hours
   1. Basic human needs
   2. Basic human powers
   3. Healthy functional parents
   4. Effective communication
   5. Rules in a functional family

D. The Family and Society's Crisis — 6 hours
   1. The sickness of the soul: shame
   2. The family rules
   3. Poisonous pedagogy
   4. Development of the false self

E. Profile of a Dysfunctional Family System — 6 hours
   1. The need for completion
   2. Ego boundaries
   3. The disabled will
   4. Family roles
   5. Codependency/paradependency

F. Obsessive/Compulsive Families — 9 hours
   1. Adult children of dysfunctional families
   2. The persecuted
   3. The "bad" child
   4. Codependency

G. Roadmap to Recovery — 9 hours
   1. Recovering the disabled self
   2. Uncovering the lost self
   3. Discovering the true self

V. Methods of Presentation

The following instructional methodologies may be used in the course:
1. lecture;
2. classroom discussion;
3. audiovisual materials.

VI. Assignments and Methods of Evaluation

1. Class presentation
2. Class participation
3. Quizzes, midterm(s), and final examination.

VII. Textbook

Bradshaw, J. Bradshaw on the Family. Current Edition.
Deerfield Beach, FL: Health Communications, Inc., 1996.
15th Grade Textbook Reading Level. ISBN: 1-5587-427-4.

VIII. Student Learning Outcomes

1. A student will be able to differentiate between and healthy functioning family and a dysfunctional family and define a family system.

2. The student will be able to compare and contrast the effects of emotional and physical deprivation, violence and child abuse.

3. A student will be able to discover issues on family dynamics and how the developments of dysfunctional affective behaviors are carried into adulthood.

4. The student will be able to match and identify different treatment models.