

Eastern Illinois University
Revised Course Proposal
FCS 4860, Addictions and the Family

Please check one: ☐ New course ☒ Revised course

PART I: CATALOG DESCRIPTION

- 1. Course prefix and number, such as ART 1000:** FCS 4860
- 2. Title (may not exceed 30 characters, including spaces):** Addictions and the Family
- 3. Long title, if any (may not exceed 100 characters, including spaces):** Addictions and the Family
- 4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 3-0-3
- 5. Term(s) to be offered:** ☐ Fall ☐ Spring ☐ Summer ☒ On demand
- 6. Initial term of offering:** ☒ Fall ☐ Spring ☐ Summer **Year:** 2011
- 7. Course description (not to exceed four lines):** Study of the interaction affects between the addicted person and the family or significant others. Educational techniques and family intervention strategies for families of addicted persons will be reviewed.
- 8. Registration restrictions:**
 - a. Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).
none
 - b. Prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.
FCS 1800 or FCS 2800 or equivalents.
 - c. Who can waive the prerequisite(s)?**
☐ No one ☐ Chair ☒ Instructor ☐ Advisor ☐ Other (Please specify)
 - d. Co-requisites** (course(s) which MUST be taken concurrently with this one): none
 - e. Repeat status:** ☒ Course may not be repeated.
☐ Course may be repeated to a maximum of _____ hours or _____ times.
 - f. Degree, college, major(s), level, or class** to which registration in the course is restricted: Online section restricted to those enrolled in the Bachelor of Arts in General Studies, Option in Child Care Education (ABC) program.
1. Degree, college, major(s), level, or class to be excluded from the course, if any: Freshman, Sophomores
- 9. Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] none
- 10. Grading methods** (check all that apply): ☒ Standard letter ☐ C/NC ☐ Audit ☐ ABC/NC ("Standard letter"—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

11. Instructional delivery method: X lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research
☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad X other

PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

Upon completion of this course students will be able to:

1. Provide an overview of addiction and its effects on the individual and their family,
2. Increase knowledge and understanding of family addictions treatable through appropriate education, professional assessment, and counseling,
3. Increase self-awareness of the ways that their lives have and can be touched by addictions; and explore how those experiences will affect their professional interactions with addicts and their families,
4. Generate understanding of addictions as a medical and social issue with serious ramifications for individuals, family systems, and public policy, and
5. Review and study contemporary information on types, history, definitions, theory, processes, prevention, and treatment of addiction.

a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:

N/A

- **EIU graduates will write and speak effectively.**
- **EIU graduates will think critically.**
- **EIU graduates will function as responsible citizens.**

b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level: The online section of this 4800-level course will only be open to undergraduate students enrolled in the ABC program – graduate students will not be enrolled.

- **Depth of content knowledge.** Objectives 1-4 address content knowledge.
- **Effective critical thinking and problem solving.** Objectives 3, 4 address critical thinking and problem solving.
- **Effective oral and written communication.** Objective 1 addresses oral and written communication.
- **Advanced scholarship through research or creative activity.** Objectives 4, 5 address advanced scholarship through research and creative activity.

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

Research paper This assignment will emphasize individual research and analysis of a topic related to the course (Objectives 1, 2, 3, 4, 5)

Weekly quizzes (Objectives 1, 2, 3, 4, 5)

Resource folder Each student will prepare a resource folder for professionals working in a specific geographical area (Objectives 1, 2)

Discussions/Reflections (Objectives 1, 2, 3, 4, 5)

Final Exam (Objectives 1, 2, 3, 4, 5)

Journal notes (Objective 4)

Self-reflection exercise (Objective 3)

3. Explain how the instructor will determine students' grades for the course:

Research paper	100 points
Quizzes	140 points
Resource folder	60 points
Discussion/Reflections	50 points
Final Exam	50 points
Journal	70 points
Self-reflection	30 points
TOTAL	500 points

Grading Scale:

A = 90-100% of total points

B = 80-89% of total points

C = 70-79% of total points

D = 60-69% of total points

F = 59% or less

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:

- a. Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:** The course will be divided into 15 modules. Each module will require students to read assigned material, view PowerPoint slides (with audio and video selections) and complete brief written assignments. Each weekly writing assignment will be shared with the remainder of the class in a discussion format. Specific criteria will be provided for each assignment (i.e. APA format, minimal length and timeline for response, quality and depth of reflection on content and analysis of materials). Participation in each discussion will be monitored. Quantitative testing, projects, discussion and reflective sessions will be utilized to engage students in effective interaction.
- b. Describe how the integrity of student work will be assured:** The instructor will correspond with each student on a regular basis. Each posting on the discussion board and the assignment boxes reflect the student's name and will be monitored carefully. A portion of the assignments are not rote memorization and are structured in a manner that will allow for the integration of material on a deeper level than mere memorization. Turnitin plagiarism software will be used to help ensure original and authentic written work. WebCt will allow for a structured open-book testing format.
- c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):** Each student will be interacting directly with one another via WebCT. Discussion boards, email, chat rooms, whiteboards, blog and assignment boxes will be used for direct communication. Students will also have the opportunity to correspond through telephone or in person if they so desire.

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:

- a. course objectives;** In addition to the course objectives listed above, graduate students will take the research from their paper and present it to the class as a model in-service training for professionals.
- b. projects that require application and analysis of the course content; and** Graduate students will be required to take the information gathered for their research paper and develop a training module for professionals working in the field. The in-service presentation will require students to apply research to a chosen audience and evaluate the presentation after completion. Students can work in

groups on this assignment. Each group of 1-3 people will design their training as if they are working with a specific group in real life. The audience must be identified and information must be relevant to audience. At least 45 minutes will be assigned for each training presentation. Media must be used to enhance presentation. Media can include power point, video clips, tapes, music, audio interviews, picture boards, graphs, demographics, etc. Each presenting group will be required to have an abstract with bibliography to distribute to the class.

- c. **separate methods of evaluation for undergraduate and graduate students.** The in-service presentation will be worth an additional 100 points for graduate students.

Research paper	100 points
In-service Presentation	100 points
Quizzes	140 points
Resource folder	60 points
Discussion/Reflections	50 points
Final Exam	50 points
Journal	70 points
<u>Self-reflection</u>	<u>30 points</u>
TOTAL	600 points

Grading Scale:

A = 90-100% of total points

B = 80-89% of total points

C = 70-79% of total points

D = 60-69% of total points

F = 59% or less

6. **If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.)** N/A

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

The course will be divided into weekly modules with a specific topic of focus for each module.

Module/Week 1: Course orientation and introduction

Module/Week 2: What is addiction?

Module/Week 3: How alcohol affects the body and disease models

Module/Week 4: Stages, symptoms and progression of addictions and consequences for family

Module/Week 5: Stages continued

Module/Week 6: Medical complications of alcohol use

Module/Week 7: The behavior of dependence and contingency management therapy

Module/Week 8: Alcohol and the family, family systems theory

Module/Week 9: Evaluation and treatment

Module/Week 10: Group and family interventions

Module/Week 11: Alternative interventions

Module/Week 12: Adolescents and college students, women, elderly

Module/Week 13: Psychiatric considerations

Module/Week 14: Abuse of other drugs

Module/Week 15: Abuse of other drugs continued

PART IV: PURPOSE AND NEED

1. Explain the department's rationale for developing and proposing the course.

- a. **If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.** N/A
- b. **If the course or some sections of the course may be technology delivered, explain why.** The course is currently taught in a traditional face-to-face format. Offering an online option will enhance the accessibility of the program to students. Online section designed for ABC program students.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

This course reflects upper-level work and requires an understanding of the basic theoretical foundations of the discipline of FCS.

3. If the course is similar to an existing course or courses, justify its development and offering. N/A

- a. **If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.** N/A
- b. **Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.** none

4. Impact on Program(s):

- a. **For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.** This course is an approved elective for FCS majors within the Family Services concentration area. This course is also required for completion of the Bachelor's of Arts in General Studies, option in Childcare Education (ABC program).
- b. **For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.** N/A

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted. N/A

PART V: IMPLEMENTATION

- 1. Faculty member(s) to whom the course may be assigned:** Mikki Meadows, Ph.D. has primary oversight of the ABC program and will teach this course or delegate a qualified FCS faculty member in consultation with FCS administration

If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses. N/A

2. Additional costs to students: none

Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)

3. Text and supplementary materials to be used (Include publication dates): Kinney, J. (2009). *Loosening the grip: A handbook of alcohol information* (9th ed.). McGraw Hill: Boston and Thombs, D. (2006). *Introduction to addictive behaviors* (3rd ed.). The Guilford Press: New York.

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded. A community college course will not be judged equivalent to this course.

PART VII: APPROVALS

Date approved by the department or school: 11/16/2010

Date approved by the college curriculum committee: 2/15/2011

Date approved by the Honors Council (if this is an honors course): N/A

Date approved by CAA: 3/24/2011 **CGS:** The online section of this 4800-level course will only be open to undergraduate students enrolled in the ABC program – graduate students will not be enrolled.

***In writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages,

from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

Student Success Center

<http://www.eiu.edu/~success/>

581-6696



<http://www.eiu.edu/~counsctr/>

581-3413

Career Services

<http://www.eiu.edu/~careers/>

581-2412

Disability Services

<http://www.eiu.edu/~disablty/>

581-6583