

## Master Course Syllabus

**Course Discipline and Number: CDSC 101**

**Year: 2024-2025**

**Course Title: Introduction to Chemical Dependency Counseling**

**Credit Hours: 4**

**I. Course Description:** This course is designed to provide an introduction to clinical interviewing and substance use disorder counseling. Students explore and practice basic and essential dimensions of interviewing techniques, methodology, and applications. Students gain insight into theoretical, practical, and ethical issues associated with chemical dependency counseling. Guidelines associated with core skills of the helping relationship and confidentiality are explored. Prerequisites: Prior completion of, or concurrent enrollment in, ENGL 100. 4 Cr. (4 Lec.) Fall and spring semesters

### II. Additional Course Information:

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| 1. Tompkins Cortland email accounts are used to send messages to the class. Failure to regularly monitor the college-issued account may result in missed assignments or class information.                                                                                                                            |
| 2. Required readings may be taken from the Open Educational Resource (OER) materials, handouts, assigned articles, and from web resources.                                                                                                                                                                            |
| 3. Students are required to complete the Supporting Recovery with Medications for Addiction Treatment Training that is offered at no cost through the Addiction Technology Transfer Center (ATTC) as well as a NYS Mandated Reporter Training as part of the class. There are no additional fees for these trainings. |
| 4. Documentation of completion of this course with a grade of C or better is required to apply for the Credentialed Alcoholism and Substance Abuse Counselor (CASAC) exam.                                                                                                                                            |

### III. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

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| 1. Discuss the ethics of counseling, interviewing, and related dilemmas with application of the Office of Alcohol and Substance Abuse (OASAS) Canon of Ethical Principles.               |
| 2. Apply the strategies of data collection and screening, and apply diagnostic criteria to make treatment recommendations, determine treatment readiness, and report assessment results. |
| 3. Formulate a treatment plan, including goal setting, identification of measurable objectives, time frames, activities, evaluation, relapse prevention, and discharge planning.         |
| 4. Communicate with, understand, and effectively interact with people across diverse cultures, using culturally competent counseling skills.                                             |

### IV. Tompkins Cortland Institutional Learning Outcomes; Program Learning Outcomes; SUNY General Education Competencies and Knowledge and Skills Areas

### **Tompkins Cortland ILOs**

Complete this section for “service” courses only (e.g., courses that are required of all students; courses that are not program specific but satisfy liberal arts requirements; or commonly used in multiple academic programs to meet non-program-specific requirements). Check only Institutional Learning Outcomes (ILOs) that are meaningfully developed and assessed in this course. For each ILO chosen, include the SLO to which it aligns.

Students will:

- ☐ Communicate effectively, in oral and written forms, taking into consideration audience and purpose.
- ☐ Apply principles and methods of scientific inquiry and quantitative reasoning appropriate to their discipline.
- ☐ Use information, critical thinking, and the creative process to solve problems and reach conclusions.
- ☐ Use technology appropriate to their discipline.
- ☐ Describe the ways in which social, economic, or environmental sustainability depends on their own and the collective contributions of a diversity of ideas and people.

### **Program Learning Outcomes**

Specify the Academic Program: Chemical Dependency Counseling

PLO 3: Describe and apply standards for ethical practice, and illustrate a working knowledge of NYS and Federal Confidentiality regulations.

SLO 1:

PLO 2: Utilize diagnostic criteria/evidence to determine level of care, develop treatment strategies/plans, and effectively manage record keeping from intake through discharge.

SLO 2:

SLO 3:

PLO 4: Access community AOD services for purposes of case management, service coordination, referral, and family/community education.

SLO 4:

### **SUNY General Education Competencies**

If this course assesses a SUNY GEN ED Competency, check all that apply and indicate which course outcome(s) address each checked item:

☐ CRITICAL THINKING & REASONING- Students will:

- a. clearly articulate an issue or problem;
- b. identify, analyze, and evaluate ideas, data, and arguments as they occur in their own or others' work; acknowledge limitations such as perspective and bias; and
- c. develop well-reasoned (logical) arguments to form judgments and/or draw conclusions.

Course SLO(s):

☐ INFORMATION LITERACY - Students will:

- a. locate information effectively using tools appropriate to their need and discipline; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination.

Course SLO(s):

☐ SUNY GENERAL EDUCATION KNOWLEDGE AND SKILLS AREA(s):

For courses that are approved to meet one (or more) of the ten SUNY General Education Knowledge and Skills Areas, indicate which area the course fulfills, and which outcome(s) are aligned with the SUNY outcomes for that area:

Course SLO(s):

☐ This course does not address any of the above Tompkins Cortland ILOs, PLOs, or SUNY General Education Competencies or Knowledge and Skills Areas.

## V. Essential Topics:

1. Outline strategies to establish a therapeutic relationship with a client through rapport building and the use of effective engagement and facilitative skills.
2. Explain federal and state confidentiality laws (including 42 CFR & HIPAA), and other legal considerations as they apply to substance abusing clients, and those living with HIV/AIDS.
3. Complete and provide documentation of NYS Child Abuse and Maltreatment Mandated Reporter Training by the end of the course.
4. Complete and provide documentation of NYS OASAS approved Medication Assisted Treatment training by the end of the course.
5. Articulate a preliminary understanding of the essentials of substance abuse counseling with individuals and groups.
6. Exhibit skills necessary for case management, referral, and service coordination.
7. Employ the skills necessary for presentation and training of Alcohol, Tobacco and Other Drugs (ATOD) material in prevention and treatment settings.
8. Maintain client records and documentation, including the use of new technologies.
9. Explain the issues associated with counselor wellness and impairment and recognize strategies that one might use for personal health and development.

## Essential Themes:

1. Counselor-Client Relationships
2. Professional Ethics
3. Screening & Assessment
4. Confidentiality
5. Record Keeping
6. Treatment Planning
7. Relapse Prevention
8. Cultural Competency and Cultural Humility

## 9. Self-Care and Wellness

### VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Attendance and Participation	10-20%
2. Ethical Dilemma Assignment	10-20%
3. OASAS Required Trainings	5-10%
4. Treatment Plan Assignment	10-20%
5. Cultural Competency Assignment	10-20%
6. Final Project	20-30%

### VII. Texts – ☒ No Text Required      ☐ Recommended      ☐ Used for more than one course (list courses)

High school instructors may consult with staff in the CollegeNow office for additional information and guidance.

	OER
1. Open Educational Resource (OER) course: All course materials are available on Brightspace.	<input checked="" type="checkbox"/>

Editions listed are current as of date of syllabus. More recent editions may be used.

### VIII. Bibliography of Supplemental Materials

1. Sue & Sue. Counseling The Culturally Diverse: Theory & Practice. 7th ed., John Wiley & Sons, 2015
2. Maisto, S, Galizio, M and G. Connors. Drug Use and Abuse. 8th edition, Cengage, 2018
3. Myers & Salt. Becoming an addictions counselor: A comprehensive text. 3rd ed., Jones & Bartlett. 2012
4. Metzger. From Denial to Recovery. 1988, Jossey-Bass.
5. Kinney, J. and G. Leaton. Loosening The Grip: A Handbook of Alcohol Information. 11th edition, Times Mirror/Mosby College Publishing, 2014.
6. Miller, W. and S. Rollnick. Motivational Interviewing: Preparing People to Change Addictive Behavior. 3rd ed., Guilford Press, 2013.
7. Benjamin, A. The Helping Interview with Case Illustration. Houghton Mifflin Co., 2011.

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### IX. Other Learning Resources

**Audiovisual:** HBO Addiction Project: Vignettes of culturally different counseling [video recording (DVD)]: working with clients different than you.

**Electronic:**

Other:

**Attendance Policy:** *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

**Services for Students with Disabilities:** *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for academic adjustments. All course materials are available in alternate formats upon request.*

**Academic Integrity:** *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of their academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.*

*Any written work submitted by a student must be their own. If the student uses the words or ideas of someone else, they must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.*

*Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.*