

**Tompkins Cortland Community College**

**Master Course Syllabus**

**Course Discipline and Number: CDSC 101**

**Year: 2023-2024**

**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 abuse 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: PSYC 103; prior completion of, or concurrent enrollment in, ENGL 101. 4 Cr. (4 Lec.) Fall and spring semesters.

**II. Additional Course Information:**

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 Resource Materials, from handouts/assigned articles, or 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). No fee.
4. Documentation of completion of this course with a C or better grade is required to apply for your Credentialed Alcoholism and Substance Abuse Counselor (CASAC) exam.

**III. Student Learning Outcomes**

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

1. Outline strategies to establish a therapeutic relationship with a client through rapport building and the use of effective engagement and facilitative skills.
2. Discuss the ethics of counseling, interviewing, and related dilemmas with application of the Office of Alcohol and Substance Abuse (OASAS) Canon of Ethical Principles.
3. 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.
4. Complete and provide documentation of NYS Child Abuse and Maltreatment Mandated Reporter Training by the end of the course.
5. Articulate a preliminary understanding of the essentials of substance abuse counseling with individuals and groups.
6. Practice the strategies of data collection, screening, and application of diagnostic criteria to make treatment recommendations, determine treatment readiness, and report assessment results.
7. Describe the formulation of a treatment plan, including goal setting, identification of measurable objectives, time frames, activities, evaluation, relapse prevention, and discharge planning.
8. Exhibit skills necessary for case management, referral, and service coordination.
9. Demonstrate the ability to understand, communicate with, and effectively interact with people across diverse cultures, and to develop culturally competent counseling skills.

10. Employ the skills necessary for presentation and training of Alcohol, Tobacco and Other Drugs (ATOD) material in prevention and treatment settings.
11. Maintain client records and documentation, including the use of new technologies in the production of client records.
12. Explain the issues associated with counselor wellness and impairment and recognize strategies that one might use for personal health/development.

#### IV. Tompkins Cortland General Education & SUNY Competency Goals

☒ Critical thinking (Tompkins Cortland GE Goal; SUNY Competency)

Utilizing assigned readings, class discussions, and competency building exercises and written assignments students will develop increased awareness of counselor-client relationships, professional ethics, assessment, treatment planning, and relapse prevention. Students will be provided with opportunities to question existing biases, attitudes, and beliefs regarding diverse populations, and develop skills for culturally responsive practice. Students will examine social, political, and institutional influences that impact service delivery. Students will be able to seek out new meanings and solutions generated from new ways of thinking.

☒ Social/Global Awareness

Through assigned readings, case histories, and written assignments, students will be introduced to alternative perspectives, including historical, political, social, and economic views. Students will be encouraged to acquire and interpret information from a variety of sources. Students will explore their own cultural context and learn about others in order to develop cultural competency in addictions practice.

☒ Information Management

Students will be asked to locate, evaluate, and synthesize information in completing the Ethical Dilemma assignment, Cultural Competency assignment, and Final Project. In doing these assignments, students will be expected to utilize basic level research and documentation skills.

☐ This course does not address either of these Tompkins Cortland or SUNY General Education Goals.

#### V. Essential Topics/Themes

1. Counselor-Client Relationships
2. Professional Ethics
3. Screening & Assessment
4. Treatment Planning
5. Relapse Prevention
6. Cultural Competency
7. Self-Care & Wellness

## VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Attendance & participation	12.5%
2. Ethical dilemma assignment	12.5%
3. Mandated Reporter training	6.25%
4. Medication-Assisted Treatment (MAT) training	6.25%
5. Treatment plan assignment	25%
6. Cultural competency assignment	12.5%
8. Final project	25%

## VII. Texts – No textbook required.

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| 1. Open Educational Resource (OER) course: All course materials and readings are available on BlackBoard. |
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## Recommended Resources

Lawson, et al. Essentials of Chemical Dependency Counseling. 4th edition, Aspen Publishing Co., 2015.

SAMSHA TAP 21 – Addiction Counseling Competencies: The Knowledge, Skills, and Attitudes of Professional Practice (2006). US Department of Health and Human Services

## VIII. Bibliography of Supplemental Materials

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

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

## IX. Other Learning Resources

<b>Audiovisual:</b> HBO Addiction Project: Vignettes of culturally different counseling [video recording (DVD)]: working with clients different than you.
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<b>Electronic:</b> <a href="http://www.oasas.ny.gov/sqa/credentialing/CASACreq.cfm#evaluations">http://www.oasas.ny.gov/sqa/credentialing/CASACreq.cfm#evaluations</a>
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<b>Other:</b> <a href="http://nysmandatedreporter.org">http://nysmandatedreporter.org</a> <a href="http://www.oasas.ny.gov/sqa/credentialing/index.cfm">http://www.oasas.ny.gov/sqa/credentialing/index.cfm</a>
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**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 his or her 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 his or her own. If the student uses the words or ideas of someone else, he or she 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.