

## Master Course Syllabus

**Course Discipline and Number: CDSC 201**

**Year: 2024-2025**

**Course Title: Counseling Individuals: Theory & Practice**

**Credit Hours: 3**

**I. Course Description:** This is the second theory course in the Chemical Dependency Counseling degree and certificate programs. An in-depth analysis of the basis and application of chemical dependency counseling theory with an emphasis on individual counseling is provided. A specific focus is placed upon alcohol and drug abuse, and dependency and methodologies of intervention, prevention, and relapse. Students gain insight into practical and ethical issues associated with diverse theories as they apply theories to practical cases and engage in exercises which simulate the therapeutic environment. Prerequisites Prior completion of CDSC 101 with a grade of C or better or concurrent enrollment in CDSC 101; ENGL 101. 3 Cr. (3 Lec.) Fall semester.

### II. Additional Course Information:

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| 1. Course utilizes lecture, interactive discussions, written assignments and video presentations. The Blackboard course shell is the resource/repository for course handouts, calendar of due dates, etc. |
| 2. Readings may be taken from the assigned text, from handouts/assigned articles, or from web resources.  |
| 3. This course helps students prepare for the New York State Office of Alcoholism and Substance Abuse Services (OASAS) credentialing exam.  |
| 4. While primarily intended for Chemical Dependency Counseling majors, qualified students in related disciplines may enroll.  |

### III. Student Learning Outcomes

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

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| 1. Discuss various theories of human development with an emphasis on substance use disorders.  |
| 2. Apply various theoretical constructs during assessment, and in practice situations.   |
| 3. Describe current evidence-based treatment strategies that are used in contemporary substance use assessment and treatment.  |
| 4. Distinguish among varying schools of thought, and determine which models would be best suited to practice with specific clients, or client systems.                                 |
| 5. Explain integrated care, with awareness of the importance of collaboration among primary care, mental health, and addiction services.   |
| 6. Demonstrate culturally competent practice skills, examine attitudes, biases, and beliefs, and consider alternate worldviews.  |
| 7. Describe medication-assisted treatment and medication-supported recovery  |
| 8. Evaluate non-substance specific issues (i.e., HIV/AIDS, domestic violence, gambling, suicidality, mental health concerns, etc.) that can potentially impact treatment and recovery. |
| 9. Assess a client's degree of treatment readiness, and utilize motivational enhancement strategies to impact change.  |
| 10. Discuss non-traditional models of treatment that may be useful in treating Substance Abuse Disorder (SUD) clients.   |

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

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

Utilizing assigned readings, class discussions, practice exercises and written assignments students will develop increased awareness of an application of theory to practice. Students will be provided with opportunities to learn about varying practice models, and to evaluate their utility for application with chemical dependency clients. Students will be asked to consider which models are consistent or inconsistent with their own values, attitudes, and beliefs. Students will be able to seek out new meanings and solutions to practice issues from new ways of thinking.

☒ **Social/Global Awareness**

Through assigned readings, class discussions, and written assignments, students will be introduced to alternative perspectives, including historical, political, social, and cultural views. Students will be challenged to acquire understandings of clients across contexts, and to develop interpersonal skills for working with diverse individuals. Through collaborative relationships with others, students acquire a better understanding of self and others.

☒ **Information Management**

Students will be asked to locate, evaluate, and synthesize information in completing the 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

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| 1. Human Development                             |
| 2. Evidence Based Treatment                      |
| 3. Application of theoretical models to practice |
| 4. Cultural Competency                           |
| 5. Medication Assisted Treatment                 |
| 6. Individual counseling skill development       |

#### VI. Methods of Assessment/Evaluation

| Method                          | % Course Grade |
|---------------------------------|----------------|
| Discussion Topics Participation | 25%            |
| Quizzes                         | 25%            |
| Helper Self-Reflection Paper    | 12.5%          |
| Cultural Competency Paper       | 12.5%          |
| Final Paper/Treatment Plan      | 25%            |

#### VII. Text(s)

**REQUIRED**

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| 1. Corey, G. <i>Theory and Practice of Counseling and Psychotherapy</i> . 10th ed., Brooks/Cole Cengage Learning, 2017, Independence, KY. ISBN10: 1305664477 |
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*Editions listed are current as of date of syllabus. More recent editions may be used.*

## VIII. Bibliography of Supplemental Materials

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| 1. <i>Addiction and Change: How addictions develop and addicted people recover</i> . DiClemente, C.C. 2006. Guilford Press.                       |
| 2. <i>Counseling and Psychotherapy: Theories and Interventions</i> , Capuzzi, D. and Gross, D.R., 5th ed., 2010. American Counseling Association. |
| 3. <i>Introduction to the Counseling Profession</i> . Capuzzi, D. and Gross, D, R. 6th ed., 2012. Routledge                                       |
| 4. <i>Brief Interventions and Brief Therapies for Substance Abuse</i> . TIP Series, No. 34, 1999, CSAT, US Dept. of Health and Human Services     |
| 5. <i>Counseling the Culturally Diverse: Theory and Practice</i> . Sue & Sue, 7 <sup>th</sup> ed., 2015, Wiley                                    |
| 6. <i>Enhancing Motivation for Change in Substance Abuse Treatment</i> . TIP Series, No. 35, 1999, CSAT, US Dept. of Health and Human Services.   |

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## IX. Other Learning Resources

### Audiovisual:

Adolescent Treatment Approaches  
Assessment  
Albert Ellis, Carl Rogers, B.F. Skinner on Tape  
Introductory Counseling Skills  
Vignettes of clients with co-occurring disorders  
Vignettes of culturally diverse client-counselor interactions

### Electronic:

YouTube and Google Scholar video clips and articles

### Other:

No resources specified

**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.*