

## Tompkins Cortland Community College

# Master Course Syllabus

**Course Discipline and Number: CDSC 232**

**Year: 2025-2026**

**Course Title: Chemical Dependency Counseling Field Work**

**Credit Hours: 4**

**I. Course Description:** This course is the field work component of the Chemical Dependency Counseling degree and certificate programs. Students enter the field placement as interns and are subject to all legal, ethical, and professional standards required of the designated agency staff. A minimum of 120 hours of work experience and 12.5 hours of lecture must be completed per semester. Students review fundamental principles of theory in practicum and have an opportunity to discuss varying topics related to the field work experiences. Prerequisites: Program Chair permission is required; CDSC 101 with a C or better grade; ENGL 101; HLTH 207 or HLTH 208. Students must meet in person or consult via phone, or email with the Program Chair, and obtain written permission by May 15th for fall semester field placements, or November 15th for spring semester field placements. Students must receive a C or better to successfully complete this course. 4 Cr. (1 Lec., 9 Lab.) Fall and spring semesters.

## II. Additional Course Information:

1. CDSC 232 is an Internship Applied Learning Experience.
2. For this course, the student is evaluated by both the course instructor and the field instructor. Evaluation is based on a variety of factors, including but not limited to individual and professional flexibility, maturity, ethical conduct, attendance, and ability to apply theory to practical situations.
3. Students are expected to complete 8 – 10 hours per week at the internship site engaged in a relevant training experience under the supervision of a qualified health professional/designee.
4. Messages may be sent to the class via your Tompkins Cortland email account. Failure to check your email regularly may result in missed assignments or class information.
5. 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.
6. Most external agency internships require a background check and fingerprinting as a condition of placement. Some agencies may require that the student pay the fees for these processes.

## III. Student Learning Outcomes

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

1. Articulate an understanding of the unique relationship between counselor and client, integrating basic counseling skills, critical thinking, ethical standards, and professional responsibilities to the client.
2. Explain federal and state confidentiality laws (including 42 CFR & HIPAA), and related legal issues as they apply to substance abusing clients.
3. Establish a therapeutic relationship with a client through rapport building and the use of effective engagement and facilitative skills.
4. Demonstrate understanding of the essentials of substance abuse counseling with individuals and groups.
5. Understand, communicate with, and effectively interact with people across diverse cultures using culturally competent counseling skills.
6. Employ skills necessary for case management, referral, and service coordination.
7. Work collaboratively with a client on the formulation of a treatment plan, including goal setting, identification of measurable objectives, time frames, activities, evaluation, relapse prevention, and discharge planning.

8. Use strategies of data collection and screening, apply diagnostic criteria to make treatment recommendations, determine treatment readiness, and effectively report results.
9. Recognize the importance of self-evaluation/self-care, professional development, consultation, and clinical supervision.
10. Describe education and training strategies for informing clients, families, and community groups.

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

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

Utilizing assigned readings, class discussions, and written assignments students will develop increased awareness of counselor-client relationships, professional ethics, assessment, treatment planning, education/training and self care/wellness. 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 develop practical skills in a professional setting, and evaluate this experience. Students will be able to seek out new meanings and solutions generated from new ways of thinking.

##### ☒ **Social/Global Awareness**

Through assigned readings, class discussions, and written assignments, students will have an opportunity to explore alternate perspectives and institutional processes in preparation for employment. Students are placed in community alcohol/drug programs as interns, and participate in a variety of skill building tasks/activities. Students are exposed to working with diverse populations, and encouraged to develop cultural competencies through assignments, agency trainings, and clinical supervision. Students are challenged to explore the own biases, attitudes, and beliefs in situations outside of the classroom.

##### ☐ **Information Management**

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

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#### V. Essential Topics/Themes

1. Counselor-Client Relationships
2. Ethics and Legal Issues
3. Assessment
4. Treatment Planning
5. Case Management, Referral, Service Coordination
6. Cultural Competency
7. Education and Training
8. Self Care & Wellness

## VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Attendance & Participation	12.5%
2. Goals & Objectives	12.5%
3. Agency Overview Assignment	12.5%
4. Log Entries	25%
5. Discussion Topics	25%
6. Goals Review	12.5%

## VII. Texts

No text is required for this course. The 2018-2019 Field Work Manual and handouts will be used. **Electronic copies of the Field Work manual will be sent to all students enrolled in this course. Hard copies will not be provided.** Additionally, a copy of the Field Manual and handouts are posted on Blackboard. A copy of these materials are to be provided to the Field Instructor by the student.

## VIII. Bibliography of Supplemental Materials

1. Baird, Brian N. <i>Internship, Practicum, and Field Placement Handbook: A Guide for Helping Professionals</i> . 7 <sup>th</sup> ed., Routledge, 2013, New York, NY.
2. Kiser, Pamela M. <i>The Human Services Internship: Getting the Most from Your Experience</i> , 4 <sup>th</sup> ed., Cengage Learning, 2015, Independence, KY.
3. Sweitzer, H. Frederick. <i>The Successful Internship</i> . 4 <sup>th</sup> ed., Brooks Cole (Cengage Learning), 2011.

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

## IX. Other Learning Resources

**Audiovisual:** None specified

**Electronic:** None specified

**Other:** None 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.*