Please complete every item in the form and submit it to the Office of Undergraduate Studies -Room 634T.

1. Department: Psychology


3. Current course description:
   3A. Number of credits and hours: 3
   3B. Number of lab hours: 0
   3C. Prerequisites: Eng 102; Psy 242 or Psy 255 or Psy 268

4. Nature of revision and brief rationale for the change:
   In this course students learn to apply theoretical knowledge and clinical principles that are taught in Psy266 and Psy268. It has been our experience that even advanced undergraduate Forensic Psychology majors often have difficulty learning how to apply the knowledge and principles unless they have taken these courses. Therefore, we are requesting to add these two courses as prerequisites. Psy 242 will be dropped as a prerequisite.

5. Revised course description and title: Unchanged except for Prerequisites.
   5A. Number of credits and hours: 3
   5B. Number of lab hours: 0
   5C. Prerequisites: Eng 102 or Eng 201; Psy 266 and Psy 268

6. Revised course outline: See attached outline.
   No changes.

7. Opportunities for writing in the revised course:
   No changes.

8. Relationship of revised course to:
   8A. Courses in the department: Part of the Addiction Studies Minor and Certificate.
   8B. Courses in other departments: None.
   8C. Majors: Part of alcohol and substance abuse Concentration for Deviant Behavior and Social Control.

9. Enrollment Patterns:
   9A. Enrollment summaries for courses presently offered by the department:
      2000-1: 1 Section, 15 students
      2002-3: 1 Section, 15 students
      2003-4: 1 Section, 15 students
      2004-5: 1 Section, 14 students
      2005-6: 1 Section, 31 students
      2006-7: 1 Section, 25 students

   9B. Projected enrollment for the revised course and the frequency with which it is to be offered:
      Seat Limit: 25. Twice per year.

   9C. Course(s) to be withdrawn, if any, when revised course is adopted:
      None.

10. Proposed instructors:
    C. V. Indicate if presently on staff:
        Bill Gottdeiner
        Daniel Yalisove
11. **Resources:**
   11A. Proposed texts and supplementary materials:
       No Changes.
   11B. Library resources: Adequate. Key demonstration tapes have been purchased and are available to instructors.
   11C. Other:

12. **Nature of consultation with other departments:**
    As the course is cross-listed with counseling, the changes were reviewed by the Counseling Department.

13. **Syllabus** – Attach a copy of the latest syllabus for this course. It is recommended that all syllabi adhere to the College Guidelines for Model Syllabus or provide the information that the model syllabus requests. This information will allow the subcommittee on new courses to review your course revision promptly. (http://www.jay.cuny.edu/associateprovost/imagesAssociateProvost/ModelSyllabus.pdf).

14. **Signature(s) of chair of Department(s) proposing this revision:**

Date: __________________________

Revised/CCC05/07/2004
Psychology/Counseling 331 Syllabus

Psychology/Counseling 331—Assessment and Clinical Evaluation in Chemical Dependency Counseling

Instructor: William H. Gottdiener, Ph.D.
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Email: wgottdiener@jay.cuny.edu

Office: 2403N
Office Hours: T/Th from 12 to 1pm.
Classroom: 3318N
Class-Time: 7:50pm to 9:05pm
Meeting Days: T/Th

Prerequisites: Eng 102; Psy 266 and Psy 268.

My specialty: clinical psychology, with a focus on addictions

What this Course Promises You

How do we know when someone has a substance use disorder (SUD)? What distinguishes people with an SUD from those who do not have one?

What distinguishes an SUD from common, social substance use?

How is it possible to distinguish one SUD from another SUD?

Is it possible to understand SUDs? Is it possible to treat an SUD or for someone to change?

What motivates someone to change and try to stop using psychoactive substances?

These are the main questions that we will be dealing with in this course. Throughout this course you will have an opportunity to explore the exciting ways that psychologists and others have tried to understand, diagnose, and treat SUDs from case-study and experimental research perspectives. You might not become a clinical psychologist, or even a chemical dependency counselor for that matter, but some day SUDs might strike close to home either for yourself or for some one you know. Even if an SUD does not affect you or your friends and loved ones personally, you might be involved in healthcare policy work, or you might simply be voting for an elected official, in part based on his or her views about SUDs and their treatment. This course will help you understand yourself better, it will help you understand others better, and it will help you make better decisions about what types of SUD treatment policies you think would be useful on a local or national scale.

How Will We Fulfill These Promises?

To realize the promises of this course you must take responsibility for your own learning and participate as an active learner. The best way to learn about assessment and evaluation in chemical dependency is to delve into the topic, and to do the things clinical psychologists do. To that end, I have organized a variety of assignments and activities that will give you practice doing the things that clinical psychologists do. These include
learning how to distinguish abnormal substance use from normal substance use, learning how to make diagnoses, learning about the process of change, and how to motivate someone to change (a technique called Motivational Interviewing). During class lectures and discussions I will give you more specific information on these assignments and on how to do them. During class I will also provide you with lectures on key concepts and information that will help you learn about assessment and evaluation in chemical dependency.

As for my part, I will do my best to help you learn. I am interested in hearing your questions, your opinions, and helping you clarify things that don’t seem clear. I have office hours where I can meet students individually or as a group to discuss anything about the course. I am also available by phone and email.

**Reading, Writing, and Thinking in the Course**

To take charge of your own education, you must be willing to read and you must be willing to write. Most of all, you must be willing to think. The primary reading material for this course is your textbook, *Motivational Interviewing* by William R. Miller and Stephen Rollnick. You will be required to read the material, analyze it, and think about it between classes. You will also be required to think about class discussions and lectures between classes. Finally, you will be given a number of writing assignments throughout the semester. I cannot predict how much time you will need to study for this course, but an old rule of thumb is that you should expect to study double the number of class hours. If you have class three hours per week, then expect to study about six hours per week.

*What You Will Learn by the End of this Course*

By the end of the course you should be able to (1) assess an individual for an SUD, (2) evaluate an individual’s need for treatment, (3) and be able to understand and apply the basic techniques of Motivational Interviewing.

**Written Assignments**

The writing assignments for this class will help you refine your thinking and understanding of the field of assessment and evaluation in chemical dependency. If you do not learn to communicate in words (both written and verbal), you cannot formulate fully developed thoughts and will, instead, live by vague impressions and emotions that often substitute for clear ideas. Hence, when you make a point in a paper or in a class discussion, your point must be backed up by reasons that justify that point. Stating that you believe something, “simply because I do” does not qualify as a reason.

**Assignments:**

There will be a number of assignments for this course, most of which will require you to conduct actual interviews. We do not have access to a clinical population where you could practice your interviewing skills.
Assignments 1-5: Interviews

You interview any one that will volunteer. The interview will not be a clinical interview per se, but will require you to ask the individual a question. The interviews must be tape recorded (except the first one) with the interviewees permission and you must transcribe the interview verbatim. You must give me the transcript of the interview, on which I will write comments. You must also be prepared to play your tapes in class for your classmates to hear. In this way, we will employ a group supervisory format to help all of your classmates to become more proficient interviewers. The interviews should last between 5 and 10 minutes and you will be required to conduct 5 of them. The first one will be due in one week. For the first interview you will take notes after the interview, writing down everything that you can recall.

You will ask five people the following questions:

"I would like you to tell me something about yourself or your life that you have successfully changed. I would also like you to tell me how you made the change; what challenges were there to making the change, and how you overcame those challenges. Finally, do you still do things to maintain that change? If so, what do you do?"

* Make sure to tell the interviewee that he or she does not have to complete the interview and that he or she should discuss aspects of him or herself that they would be willing to tell most people.

Assignment 6: Journal

In addition to asking these questions of individuals, you must answer these questions for yourself too. Answering the questions will help you prepare for the interviews and will help you develop an empathy for your interviewees if the questions are difficult. I want you to write your responses in a journal that you will keep throughout the course. I will review them for completion and thoughtfulness.

Ways for the Student and Teacher to Know Whether the Student is Achieving the Course Promises (also known in most courses as a “Grading Policy”),

In this course, I want to help you think about and understand your own learning abilities and thinking abilities so you can better take charge of your learning. Throughout the semester, we will develop an understanding of your own learning and thinking abilities, as well as your knowledge of the course material. Therefore, at the end of the semester, you should be able to assess the quality of your own work. You will be able to describe to me what you know well, what you don’t know so well, what you don’t know at all, and the evidence for your conclusions. Hence, you will be required to write a self-assessment of what you have learned, and what you have not learned. I take your assessment of yourself very seriously when I am making final evaluations for the course. Therefore, do
not take this lightly or do a sloppy job on it. **The self-assessment is due at the time of the final exam.**

Here are some guidelines for the self-assessment that will help you make that argument, justifying your assessment of the quality of your work. You should attach the following to the front page of your argument:

**Purpose:** I understand that the purpose of this activity is to assess my own performance across the term. If successful, this report will make it possible for those who read it to grasp explicitly what I have and have not learned this term in the way of thinking abilities and in my understanding of the field of assessment and evaluation in chemical dependency. It will itself display critical thinking about my thinking. I will begin by stating the overall quality of my learning which I believe that I have evidence to support. I will build a case for demonstrating the quality of what I have learned using the criteria below and excerpts from my own work as support. (The most impressive self-assessment will be an accurate assessment of your strengths and weaknesses leading to the well-substantiated conclusion that you have learned what you claim that you have learned).

**Overall Course Goals and Objectives:** The goal of the course is to develop an ability to think critically about the questions and issues in the field of assessment and evaluation in chemical dependency. In order to accomplish those goals and objectives, you will inevitably have come to learn and comprehend the major ideas and facts in the field of assessment and evaluation in chemical dependency.

My areas of strength in this course are listed below. In each case, I will attach evidence from my work along with accompanying analysis and commentary. (You can include more than four areas of strength).

1)

2)

3)

4)
My areas of weakness in this course are listed below. In each case, I will attach evidence from my work along with accompanying analysis and commentary. (You can include more than four areas of strength).

1)  
2)  
3)  
4)  

If my overall knowledge of assessment and evaluation in chemical dependency is based on how well I understood the material, and how well I developed my ability to think about the material (showed improvement and growth on my exams, my papers, and in discussion of the material), then I believe that I can be said to have (Please circle the number that best applies to you).

1. an outstanding grasp of the topic  
2. an excellent grasp of the topic  
3. a very good grasp of the topic  
4. a good grasp of the topic  
5. somewhat good grasp of the topic  
6. a slightly above average grasp of the topic  
7. an average grasp of the topic  
8. a slightly below average grasp of the topic  
9. a slightly better than poor grasp of the topic  
10. a poor grasp of the topic  
11. a very poor grasp of the topic  
12. no real knowledge or understanding of the topic at all