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

1. Department: Psychology

2. Current title of course: Celi/Psy 350. Advanced Topics in Chemical Dependency Counseling

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 331.

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 and builds on concepts developed in Psy331. 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 three 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, Psy 268, and Psy 331.

6. Revised course outline: See attached outline.

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

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:
       2001-2, 1 section, 8 students.
       2002-3, 1 section, 11 students.
       2003-4, 1 section, 19 students.
       2004-5, 1 section, 27 students.
       2005-6, 1 section, 28 students.
       2006-7, 1 section, 19 students.
   9B. Projected enrollment for the revised course and the frequency with which it is to be offered:
       Seat Limit: 25.
       The course will be offered every semester with an expected enrollment of 20.
   9C. Course(s) to be withdrawn, if any, when revised course is adopted:
       None.

10. Proposed instructors:
    C.V. Indicate if presently on staff:
        Daniel Yalisove

11. Resources:
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.jjay.cuny.edu/associateprovost/imagesAssociateProvost/ModelSyllabus.pdf)

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

Date: ____________________________

Revised:CCC/05/07/2004
M, W, 7:50- 9:05
Professor Yalisove
Texts:
2. I will give you my most recent draft of a manuscript, "Substance Abuse Counseling Basic Principles and Skills." This will give you a good idea of my approach to counseling technique and what I am trying to teach in the course. It will also serve as a workbook for the role play paper.
5. You will also be receiving a series of hand-outs which will help develop your clinical skills.

Be sure to bring all of them to class.
Office 2429N; Phone 237-8794; email Daniel.yalisove@ijjay.cuny.edu
Office Hours: Mon. 5-6, Wed. 3-4

Course objectives:
Advanced alcoholism and substance abuse counseling issues will be discussed including developing and maintaining professional relationships and use of diagnostic criteria to develop treatment options and placement criteria. Clinical writing including progress notes and treatment plans will be covered. Basic substance abuse counseling principles and skills will be taught.
Prerequisites: Eng 102; Psy 266, Psy 268, and Psy 331.

Course requirements:
1. Students will keep a log of exercises and role plays from the workbook manuscript and class. The format of the log is detailed below. Logs must be complete, legible, and include your own observations. They will be reviewed on 10/4 and 11/8 and graded each time (10%). Each student must turn in at least two summaries of team role plays (See below) (5%) at the end of the class they are performed.

2. Students will perform a number of role plays to learn to apply treatment principles based on the role-play workbook. Students will work in teams.
At first, the role plays will be done simultaneously by the whole class in teams. Eventually, students will do one play as a class presentation, based on a scenario of an addicted client in a treatment setting. Inform Instructor of preference (type of setting, kind of addiction, stage of treatment). Students will keep a log of all of their role plays and write an essay regarding their experiences performing and watching the role plays, as well as complete all of the exercises in the role play workbook. (35% of grade). More details about the workbook paper are in the manuscript (#2 above) and will be discussed in class.

**Instructions for keeping the log:**
Students must keep a log of all assigned exercises and role plays. These logs must be legible and kept up to date. Be sure to identify each exercise and role play clearly.

**For all role plays,**
*Part I. Set up for the Role Play.*

Date of Role Play

Names of participants

Name of case study

Description of Scenario (So I can easily identify the role play).

Statement of Problem
(What is the client concerned about. What are other concerns that should be addressed?)

Goals of session

Techniques to be used

In addition, for role plays that you observe that are done in front of the class:

*Part II. Summary of the Role Play*
While it is going on, write down your reactions to the role play. After the role play is concluded, write a summary of what occurred. Then note any
additional reactions you may have. Keep track of the elements listed in part III as well. For example, how often the techniques chosen were used.

Part III. Discussion of Role Play.
Then make an evaluation of the role play:
Were goals achieved?

Why or why not?

Were techniques used?

How often?

Were they used skillfully? How so?

Were they therapeutic? Why?

What did you learn from watching the role play and analyzing the transcript you created? You can draw upon the reactions of the client, the counselor, and your own personal reactions. You can go beyond the goals, techniques, and the structure of this form for these comments.

What question did this role play raise in your mind about substance abuse counseling?

In addition, for role plays you do in teams:
Indicate:
Members of Team Present and their assignments

Part II. Summary of the Role Play.
In narrative form, put down how the role play went. The observer will have the major responsibility for recording the narrative of the role play. The role players can add details to the description. Keep track of the elements listed in part III as well. For example, how often the techniques chosen were used. The designated observer/recorder must write legibly and turn in the summary at the end of the class. These summaries will be graded. Each student must do at least two different summaries of team role plays.
Immediately after the role play, the team should discuss their experiences in the role play. How did the student role playing the counselor feel? What did she observe? Similarly what did the student role playing the client feel and
observe? A summary of this discussion should be included as part of the
turned in summary.
For team role plays, there will be 4 students. There will be two observers;
one will focus on the client and the other the counselor. Both observers will
summarize the discussion. When there are only three team members present,
there will be one observer. If there are times when only two members are
present, each student will write observations at the end of the role play, have
a discussion, summarize the discussion and turn it in to the instructor.

Part III. Discussion of Role Play. You may submit this part as a team or
separately. Just indicate which you are doing.

Were goals achieved?

Why or why not?

Were techniques used?

How often?

Were they used skillfully? How so?

Were they therapeutic? Why?

What did you learn from watching the role play and analyzing the transcript
you created? You can draw upon the reactions of the client, the counselor,
and your own personal reactions. You can go beyond the goals, techniques,
and the structure of this form for these comments.
What question did this role play raise in your mind about substance abuse
counseling?

The purpose of the log is to help students develop self-reflective skills. In
role playing the counselor, you can observe the areas where you feel
comfortable and competent and areas where you feel uncomfortable,
hesitant, or unskilled. The instructor will help you develop skills in these
areas. You will learn about the client’s perspective when role playing a
client. This can help develop empathy. Think of the log as an opportunity
to write down your impressions, your strengths, your weaknesses, your
insights. The summary of the role play is the actual unfolding of the
scenario. It should include not only what you and your partner said but
emotional reactions, thoughts, etc. I place greater value on your ability to talk about your genuine reactions than indicating that the role play was great. The path to good counseling typically requires even the best to make many mistakes. It's our willingness to acknowledge them that is the first step to overcome them.

Role-play scenarios and additional guidance on documenting your role plays are in the “Substance Abuse Counseling Basic Principles” manuscript.

Instructions for role-playing:
The most important element is the atmosphere of the class for the role-players. If the class is respectful and empathic to them, the class will be richly rewarded with interesting material to discuss.
First and foremost, speak loudly and to the class! Rehearse in a loud enough voice.
Secondly, you need only make an honest, genuine effort. You will not be expected to be "perfect" or an "expert." This is not a field of perfection! If you are playing a patient, try to imagine the person and how he/she would react in the treatment setting. Please do add colorful touches. I have noticed that role-playing patients have a tendency to play a lot of "denial". This makes it very difficult for the person role-playing counselor. So don't overdo the denial.
Your partner may be chosen as friend or not be known to you. Review the role-play with them so that you have a basic scene, which one of you can summarize for the class, before you begin. The role-play may last for just a few minutes to 10. I may offer some guidance during the role-play. I will end it when I feel the class has a number of interesting points to discuss. I will ask the role players to remain seated in front so students can ask you directly various questions about the scene. You may stop the role-play for any reason at any time if necessary. You can discuss any aspect of the role-play with me if needed.

2. You will be expected to make assessments, diagnosis, devise a treatment plan for some of the case studies. We will work on the first ones in class and then you will be expected to submit 1 typewritten summary of a case study scenario with an example of an initial and revised treatment plan.
(20% grade). MORE DETAILED INSTRUCTIONS OF THE REQUIREMENTS WILL MADE IN CLASS.

3. Midterm and Final (20% each).
Extra Credit: Review and report on one case study, researching relevant issues that are raised by the case study. Due no later than 11/20.

Note: **Points will be subtracted for late submissions of all written assignments, one point per calendar day.**

Note: **Class attendance is essential because of extensive in-class exercises. More than 4 absences will result in a lowered grade. Each absence in excess of 4 will result in a 5 point deduction from the overall grade. For example, a student with 6 absences who would otherwise have a 90, will be graded an 80.**

**Calendar**

8/30. Introduction to substance abuse counseling. Reading: downloaded case studies (See #3 above). Review of substance use disorders.

9/4: Labor Day. No Class.

9/6. Introduction to substance abuse counseling. Reading: downloaded case studies (See #3 above). Review of substance use disorders.


9/18, 9/20: Kelly and Junke, Case study 14. From my manuscript: Theoretical principles.

9/25, 9/27. Reading: Kelly and Junke, Case study 10. Reading: From my manuscript: Theoretical principles, II.

Oct. 2. No Class.

Oct. 3 (TUES.), Oct. 4. Reading: Kelly and Junke, Case study #5. From my manuscript: Some general considerations.

Oct. 9. Columbus Day. No Class.

Oct. 11. Reading: Kelly and Junke, Case studies: #7. From my manuscript: Applying principles of B.S.

10/16, 10/18. Reading: Kelly and Junke, Case study #4; from my manuscript: Applying principles of B.S., II.

10/23, 10/25. Reading: Kelly and Junke, Case study #8.

10/30, 11/1. Reading: Kelly and Junke, Case study #12. Review and Midterm (11/1).

11/6, 11/8. Treatment planning, placement criteria and referral. Reading: Kelly and Junke, Case study #17.

11/13, 11/15. Treatment planning, placement criteria and referral. Reading: Kelly and Junke, Case studies, # 2 & 18.
11/20, (11/22. NO CLASS). Reading: Kelly and Junke, Case study #11. WORKBOOK PAPER DUE (12/6).
11/27, 11/29. CRAFT family counseling to facilitate treatment acceptance of substance abusers. Reading: Kelly and Junke, Case Study #1.
12/4, 12/6. Issues in treating Adolescent substance abuse. Reading: Kelly and Junke, Case studies # 15, 16.
TREATMENT PLANS DUE. (12/13).

Final examination.

College Policy on Plagiarism

Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source.

Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrasing, summarizing, and direct quotation are acceptable forms of restatement, as long as the source is cited.

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation.