

KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

CURRICULUM TRANSMITTAL COVER PAGE

Department: _____ Date: _____

Title Of Course/Degree/Concentration/Certificate: _____

Change(s) Initiated: (Please check)

- | | |
|---|---|
| <input type="checkbox"/> Closing of Degree | <input type="checkbox"/> Change in Degree or Certificate |
| <input type="checkbox"/> Closing of Certificate | <input type="checkbox"/> Change in Degree: Adding Concentration |
| <input type="checkbox"/> New Certificate Proposal | <input type="checkbox"/> Change in Degree: Deleting Concentration |
| <input type="checkbox"/> New Degree Proposal | <input type="checkbox"/> Change in Prerequisite, Corequisite, and/or Pre/Co-requisite |
| <input type="checkbox"/> New Course | <input type="checkbox"/> Change in Course Designation |
| <input type="checkbox"/> New 82 Course (Pilot Course) | <input type="checkbox"/> Change in Course Description |
| <input type="checkbox"/> Deletion of Course(s) | <input type="checkbox"/> Change in Course Title, Number, Credits and/or Hours |
| | <input type="checkbox"/> Change in Academic Policy |
| | <input type="checkbox"/> Pathways Submission: |
| | <input type="checkbox"/> Life and Physical Science |
| | <input type="checkbox"/> Math and Quantitative Reasoning |
| | <input type="checkbox"/> A. World Cultures and Global Issues |
| | <input type="checkbox"/> B. U.S. Experience in its Diversity |
| | <input type="checkbox"/> C. Creative Expression |
| | <input type="checkbox"/> D. Individual and Society |
| | <input type="checkbox"/> E. Scientific World |
- Change in Program Learning Outcomes
- Other (please describe): _____

PLEASE ATTACH MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

DEPARTMENTAL ACTION

Action by Department and/or Departmental Committee, if required:

Date Approved: _____ Signature, Committee Chairperson: _____

If submitted Curriculum Action affects another Department, signature of the affected Department(s) is required:

Date Approved: _____ Signature, Department Chairperson: _____

Date Approved: _____ Signature, Department Chairperson: _____

I have reviewed the attached material/proposal

Signature, Department Chairperson: _____

Kingsborough Community College
The City University of New York

Modifications in Credits/Hours for an Existing Course Form

1. Course Number and Title:
SAC 091A – Substance Abuse Counseling – Field Internship I

2. This Course is **currently** listed as:

 4 Credits **2 hr. Lecture, 4 hrs. Lab** Hours (include break-down of lecture, lab, or gym)

3. **Proposed** Change in Credits/Hours (Please check **ONE** appropriate box below based on credits):

It is recommended that you refer to the “College Credits Assigned for Instructional Hours” PDF at
<http://kingsborough.edu/aa/Pages/forms.aspx>

Hours are hours per week in a typical 12-week semester

1-credit:	<input type="checkbox"/> 1 hour lecture <input type="checkbox"/> 2 hours lab/field/gym
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2-credits:	<input type="checkbox"/> 2 hours lecture <input type="checkbox"/> 1 hour lecture, 2 hours lab/field <input type="checkbox"/> 4 hours lab/field
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3-credits:	<input type="checkbox"/> 3 hours lecture <input checked="" type="checkbox"/> 2 hours lecture, 2 hours lab/field <input type="checkbox"/> 1 hour lecture, 4 hours lab/field <input type="checkbox"/> 6 hours lab/field
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4-credits:	<input type="checkbox"/> 4 hours lecture <input type="checkbox"/> 3 hours lecture, 2 hours lab/field <input type="checkbox"/> 2 hours lecture, 4 hours lab/field <input type="checkbox"/> 1 hour lecture, 6 hours lab/field <input type="checkbox"/> 8 hours lab/field
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More than 4-credits:	<input type="checkbox"/> Number of credits: ____ (explain mix lecture/lab below) ____ Lecture ____ Lab Explanation: _____
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4. Rationale/Justification for the change in credits/hours for this course:

Review of the course structure and material covered prompted a change in credits and hours for the course to allow a more appropriate balance of classroom learning and skill practice within the course through the use of lecture and field/lab.

Time and space for two weekly hours of laboratory practice needs to be built into the course by supplementing the two hours of classroom lecture hours with two hours of laboratory time. The objective of doing this is to allow the students to apply the theories learned in the two hours lecture weekly component of the course in a supervised simulated laboratory setting. All the course instructors are scholars and have extensive professional work experience in chemical dependency treatment settings. They will be available to supervise and offer guidance during the lab hours.

In the original model of the course, students engaged in two hours of lecture and four hours of field. Thus, they went directly from their classroom lectures to NYS-OASAS licensed substance abuse treatment facilities. Evaluative feedback from students during clinical supervision, however, have identified that it can be challenging when students move directly from lectures to real-world client engagement, especially when we include factors such as working in a fast-paced treatment facility or intervening with mandated clients.

Therefore, to best facilitate the transfer of learning, the revised version of this course would amend the four hours of field weekly to two hours of lab, in order to provide a bridge from lecture to simulations to real-world direct practice (in SAC 091B). This re-structuring would allow students to practice in a simulated setting within the eight dimensions of addiction counseling as indicated by the Technical Assistance Publication (TAP) Series 21—clinical evaluation (screening and assessment); treatment planning; referral; service coordination (treatment plan implementation; consulting; continuing assessment and treatment planning); counseling (for individuals, groups, families); client, family and community education; documentation; professional and ethical responsibilities (Center for Substance Abuse Treatment, 2006). This also aligns with the NYS-OASAS required twelve core functions.

Using individual and small group work as appropriate, and with the use of vignettes and video clips, students will engage in and rotate through role play activities that focus on competency development. As part of this, students will produce audio and video clips that will be used as part of self-appraisal and ongoing teaching/clinical supervision. Students will also be required to prepare a portfolio based on their lab activities that demonstrates competency attainment. Additionally, students will provide reflective logs that demonstrate integration of theoretical concepts and the practical competencies, awareness of self, diversity and cultural humility as appropriate.

Restructuring of the course to include the laboratory component is in line with NYS-OASAS' increased emphasis on skill development and is best suited to assist students to build their competencies due to the following reasons:

- 1) All students in the A.S. Degree in Chemical Dependency Counseling and in the Certificate in Substance Abuse Counseling Program need to complete three credits of SAC 091B – Substance Abuse Counseling – Field Internship II, where they will be directly engaging with clients. Participation

in the skills development laboratory where they will be practicing all of the required skill areas will facilitate students' transition to SAC 091B.

- 2) Students who graduate from this major who go directly into the substance abuse counseling field after graduation need to be able to demonstrate the attainment of solid counseling competencies in order to support themselves.
 - 3) Students who graduate with their degree in Chemical Dependency Counseling and transition into four-year colleges to pursue clinically-oriented degrees such as mental health counseling and social work will be required to do a more in-depth practicum. Having laboratory hours in this course will help ensure students are successful in these practica as it will allow them more opportunities to master professional clinical skills.
5. Include the **Current** Syllabus/Topical Course Outline and the **Proposed** Syllabus/Topical Course Outline for the course. **Highlight** areas that have been modified and serve as the justification for the proposed change in credits/hours for the course.

ORIGINAL SYLLABUS

Kingsborough Community College of CUNY SAC 91A0–Substance Abuse Counseling – FIELD INTERNSHIP I

Summer /Fall sessions, Fall/Winter sessions
Winter/Spring sessions, Spring/Summer sessions

Course Description: 4 credits

Students participate in counseling activities with program clients, supervision meetings and other professional activities at NYS licensed treatment agencies under the supervision of both program staff and college faculty.

***Civic Engagement Course:**

This course satisfies one credit toward the Civic Engagement requirement.

Field/Faculty Supervisor:

Student Learning Outcomes:

Students will:

- 1) Demonstrate an understanding and application of basic competencies in addiction counseling, including individual and group modalities;
- 2) Demonstrate an understanding and application of effective evidence-based strategies for working with those with substance use disorders;
- 3) Demonstrate cultural awareness and multicultural competency in working with members of a diverse population;
- 4) Demonstrate the ability to assume documentation and presentation skills in supervision meetings and as required by site agency;
- 5) Demonstrate responsibility as a professional member of an agency clinical team through accountability, time management, respect for colleagues and clients;
- 6) Engage in meaningful volunteer activity;
- 7) Communicate strategically and effectively in support of civic awareness for the well-being of the larger community;
- 8) Acquire knowledge practical skills, and a commitment to ethical and legal mandates.

Field Assignment:

All New and Returning Interns will report to your assigned sites beginning the second week of each session UNLESS an alternate date has been arranged.

ATTENDANCE at site:

Every Tuesday, plus one other day arranged with your site, you will meet at your designated sites until the last day of class. Those in 91A AND B, as well as Mental Health Students complete the SAME number of hours unless otherwise discussed. ALL students will maintain a weekly time sheet to insure that the required numbers of hours are met. (See attached) This time sheet will be signed by your site supervisor on a weekly basis. These are due each month to your KCC supervisor.

Those interns who are taking this field in the evening must be sure to make up enough hours to total the requirements for the program. You will be asked to produce a signed attendance sheet at the end of the semester, verifying that you completed all the **hours** per week, even though you went in for evenings. You will meet with one of your KCC supervisors during the semester on designated evenings for supervision at the school.

**YOU MUST BE ON TIME TO YOUR FIELD SITE!!
FAILURE TO ARRIVE ON TIME AND TO MAINTAIN ATTENDANCE
WILL AFFECT YOUR FINAL GRADE!**

Individuals who do not maintain contact with both the site and the KCC supervisor will face a grade penalty.

PLEASE DRESS APPROPRIATELY: business casual, no jeans, no sneakers or hoodies, no low-cut or revealing clothing, no excessive jewelry or make-up; please remove face jewelry. If you are in need of some business-type clothing, please let us know and we will arrange for you to contact the COPE office.

Class Participation:

****** NO MORE than 2 absences are allowed and these should be made up; EVERY absence must be preceded by a phone call to your KCC supervisor AND to your site supervisor!**

You may use the cell phone of your KCC supervisor to contact him or her if you are unable to attend the field or if you are going to be late. Please view this internship as a JOB and conduct yourself accordingly!

DO not TEXT or EMAIL your supervisor if you are unable to attend unless your KCC supervisor directs you to use those forms of communication.

Check with the site supervisor regarding the preferred means of communication if you need to contact him/her.

INTERNSHIP ASSIGNMENTS:

Log Requirements: Students are required to keep the following recordings of their weekly internship activities and submit them per the schedule required by your KCC

supervisor. You should keep track yourself of when these are due, even though your KCC supervisor will remind you.

SUGGESTION: If you write these notes up each day after the day's work, you are more likely to remember what happened and, therefore, write better notes. Also, you'll get it done sooner!

**DO NOT SUBMIT LOGS FOR A WEEK AT A TIME!
EACH LOG MUST BE DATED ON A DAILY BASIS.**

**Field logs are extremely important in your development as a
substance abuse counselor.
IF YOU DO NOT TURN IN YOUR LOGS WHEN THEY ARE DUE,
THEY MAY NOT BE ACCEPTED!
This lowers your grade by as much as ten points!**

Course Grading: Your Final Grade is based on -

- Timely submission of completed logs --- 30 points
- Final Project paper --- 20 points
- Attendance, Site supervisor evaluations & general attitude and participation in internship experience --- 50 points

Accessibility Statement: Access-Ability Services (AAS) serves as a liaison and resource to the KCC community regarding disability issues, promotes equal access to all KCC programs and activities, and makes every reasonable effort to provide appropriate accommodations and assistance to students with disabilities. Your instructor will make the accommodations you need once you provide documentation from Access-Ability office (D-205), please contact AAS.

Civility in the Classroom and in the Field: Kingsborough Community College is committed to the highest standards of academic and ethical integrity, acknowledging that respect for self and others is the foundation of educational excellence. Civility in the classroom and respect for the opinions of others is very important in an academic environment. It is likely you may not agree with everything which is said or discussed in the classroom, yet courteous behavior and responses are expected. Therefore, in this class, any acts of harassment and/or discrimination based on matters of race, gender, sexual orientation, religion, and/or ability are not acceptable. Whether we are students, faculty, or staff, we have a right to be in a safe environment, free of disturbance and civil in all aspects of human relations.

TOPIC OUTLINE

Lecture/Supervision sessions for 12 weeks

- Week One:** Orientation to the Field Experience: Review of Syllabus, Expectations of Interns, Supervisors, and Site Supervisors, Course requirements
- Week Two:** Meeting with Site Supervisors (for Interns I); introduction, unit assignments, introduction to agency, discussion of duties on units, confidentiality, use of technology, policy and procedures
- Week Three:** Review of week experiences: engagement of clients, development of therapeutic relationships
- Week Four:** Review of week experiences: Supervisory relationships, Discussion on comprehensive assessments and observation of individual assessment process
- Week Five:** Review of week experiences: Review of group process and content; observation of groups, co-facilitation of groups
- Week Six:** Review of week experiences: Transference and countertransference: reflections on personal feelings and responses to clients; client responses to interns; preparation for transference issues
- Week Seven:** Review of week experiences: challenges and problem-solving in the Field environment
- Week Eight:** Review of week experiences: Treatment Planning
- Week Nine:** Review of week experiences: Record Keeping, group notes, individual Notes
- Week Ten:** Review of week experiences: Identifying strengths and areas for improvement in field performance; report on supervisor feedback.
- Week Eleven:** Review of week experiences: wrap-up of significant learning Experiences and use of classroom strategies and techniques
- Week Twelve:** Preparation for final papers, termination discussion for second field completion, transition plans for returning interns

UPDATED SYLLABUS

KINGSBOROUGH COMMUNITY COLLEGE
of the City University of New York
Department of Behavioral Sciences and Human Services

COURSE SYLLABUS & TITLE: SAC 91A0—SUBSTANCE ABUSE COUNSELING FIELD INTERNSHIP I

SESSION: Fall ____ or Spring _____

CREDITS: 3 credits/ 4 hours

Instructor:

Instructor's Contact:

Office & Office Hours:

This course satisfies one credit toward the Civic Engagement requirement.

Regular Classroom: Students enrolled in this section meet in the assigned campus classroom. Note that you may also have course assignments in Blackboard.

Hybrid: Students enrolled in this section meet in either the regular or online classroom **AND** also spend a considerable amount of time on your own working on the course assignments in Blackboard.

*To be successful in **Hybrid** classes, you will need to be proficient in the use of Blackboard (by taking a course that used Blackboard before, or participating in a hands-on Orientation on Blackboard); have regular access to a computer and internet access and know how to use Microsoft Office, particularly Word and Excel.*

If you are not familiar with some of Blackboard's features, please click on the link for some helpful videos on demand: <https://www.youtube.com/playlist?list=PLontYaReEU1seUE3ACG3sEc3zr7Br7URU>

If you have any issues with Blackboard, you can contact the Student Help Desk by phone: 718-368-6679;
Or you can email:
HelpDesk@Students.kbcc.cuny.edu

SUPERVISION PARTICIPATION COUNTS!

NO CELL PHONES AND TEXT MESSAGING DURING THAT TIME.

You are expected to be fully prepared to participate!

All daily logs must be submitted prior to supervision!

Course Description:

This is Part I of the final course in the CASAC credentialing sequence. It aims to provide a bridge from lecture to simulations to real-world direct practice in substance abuse treatment settings. Students focus on New York State-Office of Addiction Supports and Services' (NYS-OASAS) twelve core functions and TAP Series 21's eight dimensions of addiction counseling—clinical evaluation (screening and assessment); treatment planning; referral; service coordination (treatment plan implementation; consulting; continuing assessment and treatment planning); counseling (for individuals, groups, families); client, family and community education; documentation; professional and

ethical responsibilities. In weekly labs, students practice, through the use of vignettes, video clips, role plays, etc., the range of skills that are required for effectively engaging clients from screening through discharge planning. Students may supplement their labs with observations and practice opportunities at a NYS-OASAS licensed facility under the supervision of both the facility's staff and college faculty. Emphasis is placed on ethical, professional comportment and clinical skills development.

Learning Outcomes:

Upon completion of this course, Students will be expected to:

- 1) Demonstrate competency in initiating and maintaining engagement and with appropriately terminating with persons being served
- 2) Identify and implement the elements of effective screenings, intake assessments, bio-psycho-socials, treatment/recovery support plans and discharge plans
- 3) Identify and implement the elements that structure individual counseling sessions
- 4) Facilitate each stage of the group counseling process
- 5) Accurately apply crisis management, referral and case management/service coordination, and family and community education skills
- 6) Document the various treatment processes in both hard-copy and simulated or actual electronic health record formats that meet professional guidelines
- 7) Apply the Confidentiality Regulations, 42 CFR Part II, the Privacy Act, 45 CFR Parts 160 & 164, HIV/AIDS and other infectious disease guidelines, and ethical principles to client care; to organizational record-keeping; and to the use of emerging technology including electronic health records, emails, text messaging, and social media applications
- 8) Demonstrate cultural awareness and skill in the use of the TAP 21 addiction counseling competencies and the 12 core functions
- 9) Use supervision to process strengths, challenges, and growth-needs related to personal vs. professional knowledge, skills, attitudes/values, and counselor wellness
- 10) Present a professional demeanor that instills confidence, integrates evidence-based and best practices, and is open to ongoing learning and skill-development

Course Requirements:

This is a skills-based, practice class and in order to benefit, students must be present and participating. Attendance is required at lectures, labs, and at your assigned internship site when indicated. Absences and non-participation in labs may affect your grade. It is cumulative out of 100.

Your Final Grade is based on -

- Timely submission of weekly reflective logs --- 30 points
- Final Practice Portfolio that includes a 3-5 minute audio/video demonstration of each core function (we will review these in class) and your written critique of how you can improve --- 60 points
- Attendance, participation and demonstration of teamwork --- 10 points
- Grade Ranges --- 100-90=A; 89-80=B; 79-70=C; 69-60=D

For any assignment that involves writing, your grammar, punctuation, spelling, and how you present your ideas are considered during grading! **Your Final Practice Portfolio and Critique is due on the date and time identified for the final examination.** You will be notified of any changes regarding this.

Attendance/Lateness Policy:

Weekly attendance is taken. While the college's policy will not penalize you for up to two absences, you will be at a disadvantage if you do not participate as scheduled. Lateness in arriving to class or in submitting your weekly logs and **final practice portfolio/critique** may impact your grade. Late assignments may be downgraded. This means that if your work should have earned an A, you may receive a B instead.

Civility in the Classroom:

Kingsborough Community College is committed to the highest standards of academic and ethical integrity, acknowledging that respect for self and others is the foundation of educational excellence. Civility in the classroom and respect for the opinions of others is very important in an academic environment. It is likely you may not agree with everything which is said or discussed in the classroom, yet courteous behavior and responses are expected. Therefore, in this classroom, any acts of harassment and/or discrimination based on matters of race, gender, sexual orientation, religion, and/or ability are not acceptable. Whether we are students, faculty, or staff, we have a right to be in a safe environment, free of disturbance, and civil in all aspects of human relations.

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<http://www.kbcc.cuny.edu/access-ability/Pages/welcome.aspx>

WEEKLY TOPICS I

Week One

- **Orientation**
- Orientation to the Field Experience
 - Expectations of Interns, Supervisors, and Site Supervisors
 - Course requirements
 - **Review of Syllabus – Weekly Review of core functions, lab practice requirement and processing of experiences in the field**
- **Clinical Site Meeting**
- Site meeting/orientation/tour with Site Supervisors (for Interns I); introduction, unit assignments, introduction to agency, discussion of duties on units, confidentiality **and privacy**, use of technology/**electronics records**, agency policy and procedures

Week Two

- **What is clinical supervision**
Its role in attaining and maintaining professionalism with colleagues; in ensuring appropriate client interactions; in professional comportment in agency and community settings, lab practice with regard to client interactions and professionalism

Week Three

Engagement

- Review/processing of week's experiences
- What is engagement, practical skills being used in the field to engage clients
- Developing therapeutic relationships
- Lab practice on engagement and therapeutic relationship development

Week Four

Screening, Intake, Assessment

Review/processing of week's experiences; Supervisory relationships; assessment of skills
Discussion on comprehensive assessments and observation of individual assessment process
Lab practice on screening, intake and comprehensive, functional assessment

Week Five

Treatment Planning

Review/processing of week's experiences: Review of group process and content; observation of groups, co-facilitation of groups. Lab practice on group individual and co-facilitation skills
Assessment of skills needed for treatment planning
Lab practice on treatment/recovery plan development and revision

DUE PRACTICE PORTFOLIO ITEM #1 – Audio/Video of screening, intake, and comprehensive functional assessment

Week Six

Purpose and responsibility of clinical supervision

Intern's responsibility to seek and utilize clinical supervision; to be prepared for clinical supervision; Staying consistent in the professional role at all times; Necessity of clinical supervision in the counseling field;
Cont: Lab practice on groupwork and treatment/recovery plan development and revision

Week Seven

Counseling

Review/processing of week's experiences: Transference and countertransference: reflections on personal feelings and responses to clients; Awareness of diversity and cultural considerations; Client responses to interns; preparation for transference issues
Lab practice on recognizing and working with transference and countertransference and on assessing/responding appropriately to diversity considerations

Week Eight

Case Management

Review/processing of week's experiences; challenges and problem-solving in the Field environment
Case management techniques and counselor skills
Lab practice on implementing interdisciplinary client management

DUE PRACTICE PORTFOLIO ITEM #2 – Audio/Video of initial treatment planning, treatment planning update, individual group facilitation, group co-facilitation

Week Nine

- **Crisis Intervention**

Review/processing of week's experiences: What is crisis intervention; Assessment and needs prioritization, locating resources

Cont.: Lab practice on implementing interdisciplinary client management in a crisis

Week Ten

- **Client Education**

Review of week experiences: Record Keeping, group notes, individual notes

Purpose of client education; individual and group techniques

Lab practice on documentation (using OASAS' PIRP model & others) & in providing client education

Week Eleven

- **Referral**

Review of week experiences: Identifying strengths and areas for improvement in field performance; report on supervisor feedback.

Understanding the referral process, confidentiality and privacy

Cont.: Lab practice on implementing interdisciplinary client management when referrals are indicated

DUE PRACTICE PORTFOLIO ITEM #3 – Audio/Video of case management, crisis intervention and client education.

Week Twelve

- **Consultation**

Review of week experiences: wrap-up of significant learning

Experiences and use of classroom strategies and techniques

Consultation within the interdisciplinary team, with external professionals

Cont.: Lab practice on the consultative process when implementing interdisciplinary client management

Preparation for final critique paper

Finals Class

- **Wrap-up**

Review of the 12 core functions/8 practice dimensions covered in practice for the semester

Transition plans for direct practice internship/Field II – 91B0

Learners' evaluations

DUE PRACTICE PORTFOLIO ITEM #4 – Audio/Video of referral and consultation
Critique of each skill area

HAVE A PRODUCTIVE SEMESTER!