



**Guidelines for the BS in Addiction Studies Program
at SUNY Empire State College**

Courses in the Addiction Studies program emphasize six essential foundations. Knowledge of each foundation can be demonstrated through transcript credits, Joint Services Transcript (JST) credits, Empire State College coursework, prior learning evaluation, and/or prior learning assessment. Students will explain how they meet these foundations in their rationale essay.

Students who are bringing in credits acquired outside of Empire State College are advised to meet with their mentor to discuss which credits can be substituted for those required in the Addiction Studies program.

1. **Knowledge:** Student should demonstrate an understanding of the theories of addiction, treatment knowledge, application to practice and professional readiness.
2. **Skills:** Student should demonstrate an understanding of the continuum of care, including but not limited to mutual aid groups, individual and family counseling, and counseling special populations. The student needs to have the ability to identify the various helping strategies that can be tailored to the individual.
3. **Assessment & Education:** Students should acquire skills in assessment, proper documentation and education of individuals, families, and/or groups.
4. **Ethics:** Students should articulate and evaluate the code of ethics and/or the professional standards within their field and apply them to practice situations within their field. Students should identify and examine possible conflicts between their own values and professional expectations
5. **Diversity:** Students should demonstrate recognition of the range of human diversity, as well as examining the impact of their own power, privilege and oppression on work with individuals, families, groups and communities. Human diversity may include, but not be limited to race, ethnicity, gender, class, socioeconomic status, age, culture, religious beliefs, sexual orientation, sexual identity, geographic differences, and/or ability.
6. **Application and Integration:** Students should plan to demonstrate the application of knowledge, values and skills related to their field. This can include practical

applications included in studies, prior learning assessment, and/or relevant volunteer or work experience.

Guideline	Course(s) Title(s)	Learning Activities
Knowledge	Addictions and Dependency: Introduction to Practice Human Development: Introductory Biological Psychology Abnormal Psychology: Advanced	The course reading materials cover the wide range of theories of addition, treatment, human development, psychopathology, and assessment strategies. These topics are covered further through written assignments, class discussions and examinations. Students engage in case analyses and activities engaged to further critical thinking.
Skills	Introduction to Human Services Addictions and Dependency: Introduction to Practice Interventions for Addictions and Dependency Helping and Counseling Skills Case Management Crisis Intervention: Theory and Practice Group Work <i>OR</i> Family Intervention Advance Substance Abuse Counseling Documentation in Human Services Internship <i>OR</i> Evidence Based Substance Abuse Counseling	Course reading materials, discussion, case assignments and quizzes cover the areas of outreach, assessment, evaluation skills pertaining to addictions and dependency.
Assessment & Education	Advocacy in Human Services Case Management Crisis Intervention: Theory and Practice Group Work <i>OR</i> Family Intervention	All assigned reading materials, case analyses, class discussions, and activities covered will cover the wide range of assessment and educational strategies, including outreach. Each course will help the student learn different ways to educate and assess.

	Helping and Counseling Skills	
Ethics	<p>Introduction to Human Services</p> <p>Case Management</p> <p>Crisis Intervention: Theory and Practice</p> <p>Helping and Counseling Skills</p> <p>Human Service Ethics</p>	Through readings, class discussions, case study analyses, and activities, students will learn what it means to be a reflective practitioner when working in the field of addictions and dependency.
Diversity	<p>Diversity in Human Services</p> <p>Abnormal Psychology: Advanced</p> <p>Substance Abuse Interventions with Special Populations <i>OR</i> Substance Abuse Interventions in the Workplace</p> <p>Adolescence and Addictions</p>	Coursework will aid the student in determining the wide range of human diversity that may be present within their work. Readings, class discussion, and assignments will aid determining their own power, privilege, and oppression when working with individuals, groups or communities. The aim is that students will become reflective practitioners through self-reflective practice.
Application and Integration	<p>Introduction to Human Services</p> <p>Addictions and Dependency: Introduction to Practice</p> <p>Interventions for Addictions and Dependency</p> <p>Case Management</p> <p>Crisis Intervention: Theory and Practice</p> <p>Group Work <i>OR</i> Family Intervention</p> <p>Advance Substance Abuse Counseling</p> <p>Advocacy in Human Services</p> <p>Internship <i>OR</i> Evidence Based Substance Abuse Counseling</p>	Through practical application of theory and skills learned through coursework, students will be able to demonstrate knowledge, values, and skills related to addiction and dependency. Each course will have some type of application to demonstrate a new type of learning.