CENTRAL TEXAS COLLEGE
MENTAL HEALTH SERVICES DEPARTMENT
SYLLABUS FOR DAAC 1167
PRACTICUM (OR FIELD EXPERIENCE)
ALCOHOL/DRUG ABUSE COUNSELING

Semester Hours Credit: 1
120 Contact Hours

INSTRUCTOR: ____________________
OFFICE HOURS: __________________

I. INTRODUCTION

A. An intermediate type of health professions work based instruction that helps students gain practical experience in the discipline, enhance skills, and integrate knowledge. The emphasis is on practical work experience for which the student has already acquired the necessary theoretical knowledge and basic skills. Direct supervision is provided by the clinical professional. Practical general training and experiences in the workplace through assignment to a specific field placement site working with a chemically dependent population. An individualized student plan will be used to facilitate placement and will support the students’ activities, training and experience, participation, and competency evaluation. Chosen activities will be based upon the students’ general, academic course of study, and their specialization option of working with the chemically dependent population. Students will be required to journal and process their experiences. Liability insurance, transportation, physical exam, documentation of required immunizations, CPR/First Aid, and medical insurance will be provided by the student. Prerequisites: Departmental Approval; DAAC 1319, PSYT 1329, DAAC 1304, DAAC 1309.

B. This course is required to meet the curriculum requirements for the Central Texas College Substance Abuse Prevention Specialist, Level 1 Certificate.

C. This course is occupationally related and serves as preparation for jobs in the Mental Health Services field. This course provides specific education hours as defined by the Texas Department of State Health Services.

D. This course is the Capstone Experience for the student exiting the program with a Substance Abuse Prevention Specialist, Level 1 Certificate. It provides a final external learning experience that allows the student to apply broad knowledge of the profession.

E. Alphanumeric coding used through the syllabus, learning outcomes and learning activities denotes the integration of SCANS occupational competencies (C) and Foundation skills (F).

December 2014
II. LEARNING OUTCOMES

Upon successful completion of this course, Practicum, the student will:

A. Discuss the value of the field placement site experience as it relates to mastering the theory, concepts, and skills involving the tools, materials, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, and legal systems associated with working with a chemically dependent population. (F1,2,5-17; C1,3-20)

B. Apply ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate verbal and written communications in this intermediate field placement experience. (F1,2,5-17; C1,3-20)

C. Process the significance of personal and professional growth and development in working effectively with a chemically dependent population. (F1,2,5-17; C1,3-20)

D. Examine the impact of competency and experience on ethical decision making as it applies to a field placement work experience with a chemically dependent population. (F1,2,5-17; C1,3-20)

Program Threads and SCANS Competencies

The curriculum content in all Mental Health Services courses are organized around five general content areas known as program threads.

Program Threads:
- Communication
- Legal and Ethical Practices
- Effective Helping
- Diversity
- Critical Thinking

These threads are used to formulate content, connect one course of study to another, and provide a structure for evaluation of basic professional skills.

The Secretary's Commission of Achieving Necessary Skills (SCANS), U.S. Department of Labor, was formed to encourage a high-performance economy characterized by high-skills, high-wage employment. Representatives from education, business, labor, and government identified the five competencies that are necessary in the work place.

Programs in the Mental Health Services Department are organized around these competencies and the three part foundational skills that the competencies are based on. Learning Activities and outcomes which relate to the SCANS Competencies are identified either in the Learning Guide, or in the syllabus with C1-20 and/or F1-17.
The competencies C1-20 include:

- **Resources**: identifies, organizes, plans, and allocates resources (C1-C4).
- **Information**: acquires and uses information (C5-C8).
- **Interpersonal**: works with others (C9-C14).
- **Systems**: understands complex interrelationships (C15-C17).
- **Technology**: works with a variety of technologies (C18-C20).

The foundation competencies F1-F17 include:

- **Basic Skills**: reads, writes, performs arithmetic and mathematical operations, listens and speaks (F1-F6).
- **Thinking Skills**: thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons (F7-F12).
- **Personal Qualities**: displays responsibility, self-esteem, sociability, self-management, integrity, and honesty (F13-F17).

### III. INSTRUCTIONAL MATERIALS

A. **Required Text**: There are no required texts in this course. Textbooks and Learning Guides form prerequisite courses are to be referred to as needed.

### IV. COURSE REQUIREMENTS

A. **Reading Assignment**: It is suggested that the student first read the learning outcomes in the syllabus and then the assigned required readings which are detailed in the Daily Plan and course Learning Guide.

B. **Projects, Oral Reports, Case Studies, Book Reports, Research Papers**: Assigned written work is detailed in the Course Outline, on the Daily Plan and in the course Learning Guide. All assigned work must be submitted on time. No late papers will be accepted. The due dates are noted on the daily plan, or as stated by the instructor.

C. **Class Performance**: Students are required to: attend class regularly; be on time and to stay the whole class period; or an absence will be recorded. Students may be administratively withdrawn from class when their absences exceed a total of four (4) class meetings for a 16 week semester, three (3) class meetings for an 11, 8 or a 6 week semester, or if absences prevent the meeting of course objectives. See the current Central Texas College Catalog for details.

D. **Class Participation**: Students are required to be prepared for classroom discussions, unannounced quizzes, and exams. The student should be prepared to participate in all classroom group activities and assigned community, library and Internet activities as they relate to meeting the course objectives.
V. EXAMINATIONS

A. There will be no examinations in this practicum course.
B. Unexpected absences due to illness or extenuating circumstances will require the students to see the instructor individually as soon as possible.

VI. SEMESTER GRADE COMPUTATIONS

<table>
<thead>
<tr>
<th>FINAL GRADE COMPUTATION</th>
<th>POINTS POSSIBLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Assignments</td>
<td>20</td>
</tr>
<tr>
<td>120 Practicum Hours Completed, and Documented on Log Sheet: in correct form, on each due date</td>
<td>40</td>
</tr>
<tr>
<td>Journal: in correct form, complete, submitted on each due date.</td>
<td>20</td>
</tr>
<tr>
<td>Competency Self Evaluation 1 &amp; 2 [5 points each]</td>
<td>10</td>
</tr>
<tr>
<td>Competency Evaluation By Supervisor</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

There are no examinations in this course. The student must complete assigned practicum activities to equal a minimum of 70 points in order to earn a passing grade.

<table>
<thead>
<tr>
<th>Numerical Grade</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89.9</td>
<td>B</td>
</tr>
<tr>
<td>70-79.9</td>
<td>C</td>
</tr>
<tr>
<td>60-69.9</td>
<td>D</td>
</tr>
<tr>
<td>Below 60</td>
<td>F</td>
</tr>
</tbody>
</table>

NOTE: The faculty reserves the right to adjust a student's grade for instances of disruptive/uncivil classroom behavior.

VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM COURSE INSTRUCTOR

A. Course Withdrawal: It is the student's responsibility to officially withdraw from a course if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file a Central Texas College Application for Withdrawal (CTC Form 59). The withdrawal form must be signed by the student.

CTC Form 59 will be accepted at any time prior to Friday of the 12th week of classes during the 16-week fall and spring semesters. The deadline for sessions of other lengths is:
CTC Form 59 will be accepted at any time prior to Friday of the 12th week of classes during the 16-week fall and spring semesters. The deadline for sessions of other lengths is:

- Friday of 3rd week for 5-week courses
- Friday of 4th week for 6-week courses
- Friday of 6th week for 8-week courses
- Friday of 7th week for 10-week courses
- Friday of 9th week for 12-week courses
- Friday of 12th week for 16-week courses

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.

A student who officially withdraws will be awarded the grade of W provided the Student's attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the College before they may be considered for withdrawal. A student may not withdraw from a class for which the instructor has previously issued the student a grade of F or FN for nonattendance.

B. **Administrative Withdrawal:** An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on CTC Form 59 for submission to the registrar.

C. **Incomplete Grade:** The College catalog states, An incomplete grade may be given in those cases where the student has completed the majority of the course work but, because of personal illness, death in the immediate family, or military orders, the student is unable to complete the requirements for a course. Prior approval from the instructor is required before the grade of I for Incomplete is recorded. A student who merely fails to show for the final examination will receive a zero for the final and an F for the course.

D. **Cellular Phones and Beepers:** Cellular phones and beepers will be turned off while the student is in the classroom or laboratory.

E. **Americans With Disabilities Act (ADA):** Disability Support Services provides services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Review the website at [www.ctcd.edu/disability-support](http://www.ctcd.edu/disability-support) for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.
F. **Instructor Discretion:** The instructor reserves the right of final decision in course requirements.

G. **Civility:** Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.

H. **Discrimination Policy:** Central Texas College District does not discriminate in admissions or access to, or treatment or employment in, its programs and activities on the basis of race, color, religion, national origin, gender, disability, age or veterans’ status.
VIII. COURSE OUTLINE

A. **Module One: The Value of Field Placement Experience**

1. **Learning Outcomes:** Upon successful completion of this unit, the student will:
   
   - Identify the theoretical concepts upon which to build for a successful field placement experience in substance abuse prevention.
   - Discuss the skills, tools, materials and equipment necessary to work with the communities addressing substance abuse prevention.
   - Relate procedures used in identifying, assessing, treating and/or developing substance abuse prevention plans according to regulations, laws and interactions within and among the political, environmental and legal systems.
   - Delineate the values that will facilitate a successful field placement experience with the communities developing substance abuse prevention programs that incorporate all of the following: personal values, values dictated by laws and ethics of the profession, and values dictated by the workplace.
   - Develop an individualized learning plan to identify the 120 hour practicum placement and support activities, training, experience, participation and competency evaluation. (F1,2,5-17; C1,3-7, 12-20)
   - Submit a journal of the practicum hours and experiences that reflects processing, problem solving and adherence to guidelines. (F1,2,5-17; C1,3, 5-20)
   - Submit a log of the practicum hours that follows required guidelines. (F1,2,5-17; C1,3-20)
   - Discuss practicum experiences with peers and instructor, and participate in problem solving dialogues. (F1,2,5-17; C1,3-7, 9-20)
   - Complete a competency self-evaluation of the practicum learning experience. (F1,2,5-17; C1,3-7, 12-20)

2. **Learning Activities:**
   a. Select a practicum site that builds upon the individualized student plan, and complete the required number of external hours. (F1,2,5- 17; C1,3-7, 12-20)
   b. Identify individualized learning needs specific to the intermediate level of practicum experience that includes these issues: theoretical base, skills, tools, procedures, regulations, laws, and interactions between political, economic, environmental and legal systems. Participate in a competency evaluation by the practicum site supervisor/designee/course instructor and utilize it for personal and professional growth and development in the area of valuing the field placement experience. (F1,2,5-17; C1,3-20)
   c. Document examples of experiences with clients, attending to legal ethical guidelines and documentation guidelines. (F1,2,5-17; C1,3, 5- 20)
B.  **Module Two: Ethics and the Practicum Experience**

1.  **Learning Outcomes:** Upon successful completion of this unit, the student will:
   - Delineate the elements of ethical behavior in the practicum experience.
   - Identify a comprehensive list of essential safety practices.
   - Discuss the following workplace issues: infectious diseases, legal/ethical, management of inter/intra personal crises, diversity, interviewing, resume writing, and workplace etiquette.
   - Characterize appropriate verbal and written communication skills.
   - Identify evidence based prevention strategies and practices conducted by the practicum site.
   - Identify risk and protective factors, resiliency and developmental assets observed at the practicum site.

2.  **Learning Activities:**
   a.  Identify individualized learning needs specific to the intermediate level of practicum experience that includes these issues: safety practices, infectious diseases, legal/ethical concerns, management of inter/intra personal crises, diversity, interviewing, resume writing, documentation skills, supervision of client self-administration of medications and workplace etiquette. (F1,2,5-17; C1,3-7, 12-20)
   b.  Demonstrate appropriate verbal and written communication skills through problem solving dialogue with instructor, peers, staff at the practicum site and journal entries. (F1,2,5-17; C1,3, 5-20)
   c.  Submit a log of the practicum hours that follows required guidelines. (F1,2,5-17; C1,3-20)
   d.  Complete a competency self-evaluation of the practicum learning experience as it relates to ethics. (F1,2,5-17; C1,3-7, 12-20)
   e.  Participate in a competency evaluation by the practicum site supervisor/designee/course instructor and utilize it for personal and professional growth and development in the area of ethics. (F1,2,5-17; C1,3-20)
   f.  Document examples of experiences with clients, attending to legal ethical guidelines and documentation guidelines.(F1,2,5-17; C1,3, 5-20)

C.  **Module Three: Professional Growth and Development**

1.  **Learning Outcomes:** Upon successful completion of this unit, the student will:
   - Identify personal growth and development needs to facilitate effective work with in substance abuse prevention.
   - Identify professional growth and development needs to facilitate effective work with substance abuse prevention.
   - Examine the interrelatedness of meeting personal and professional growth and development needs and effectively working with the substance abuse prevention.
• Identify CSAP practices and document how the facility incorporates them at the site.

2. **Learning Activities:**
   a. Identify individualized learning needs specific to the intermediate level of practicum experience that includes these issues: personal and professional growth and development needs. (F1,2,5-17; C1,3-7, 12-20)
   b. Analyze through discussion with the instructor and peers the interrelatedness of meeting personal and professional growth and development needs and effectively working with the chemically dependent population. (F1,2,5-17; C1,3-7, 12-20)
   c. Submit a journal that reflects processing of the significance of personal and professional growth and development on working effectively with a chemically dependent population. (F1,2,5-17; C1,3, 5-20)
   d. Submit a log of the practicum hours that follows required guidelines. (F1,2,5-17; C1,3, 5-20)
   e. Complete a competency self-evaluation of the practicum learning experience as it relates to professional growth and development. (F1,2,5-17; C1,3, 5-20)
   f. Participate in a competency evaluation by the practicum site supervisor/designee/course instructor and utilize it for personal and professional growth and development. (F1,2,5-17; C1,3, 5-20)
   g. Document examples of experiences with agencies, attending to legal ethical guidelines and documentation guidelines. (F1,2,5-17; C1,3, 5-20)

D. **Module Four: Competency and Experience**

1. **Learning Outcomes:** Upon successful completion of this unit, the student will:
   • Identify the Logic Model or the model employed by the practicum site.
   • Discuss marketing strategies utilized by the site.
   • Evaluate the processes to implement, secure funding for, and the outcomes of the practicum site.
   • Examine the interrelatedness of competency and experience on ethical decision making as it applies to the practicum experience with a substance abuse prevention.

2. **Learning Activities:**
   a. Identify individualized learning needs specific to the intermediate level of practicum experience related to the essential substance abuse prevention specialist. (F1,2,5-17; C1,3-20)
   b. Identify individualized learning needs specific to the intermediate level of practicum experience related to the Logic Model. (F1,2,5-17; C1,3-20)
   c. Examine through discussion with instructor, peers and practicum site staff, the interrelatedness of competency and experience on ethical decision making. (F1,2,5-17; C1,3-7, 12-20)
   d. Submit a journal that reflects processing the impact of competency and
experience in ethical decision making as it applies to practicum experience with substance abuse prevention. (F1,2,5-17; C1,3-20)

e. Submit a log of the practicum hours that follows required guidelines. (F1,2,5-17; C1,3, 5-20)

f. Complete a competency self-evaluation of the practicum learning experience as it relates to competency and experience on ethical decision making as it applies to practicum experience with substance abuse prevention. (F1,2,5-17; C1,3, 5-20)

g. Participate in a competency evaluation by the practicum site supervisor/designee/course instructor and utilize it for personal and professional growth and development in the areas of competency and experience needs. (F1,2,5-17; C1,3-20)

h. Document examples of experiences with communities, attending to legal ethical guidelines, and documentation guidelines. (F1,2,5-17; C1,3,5- 20)

i. Submit a letter of inquiry and resume that meets stated requirements and reflects related experiences, and the competency and experience gained by successfully completing DAAC 1167 practicum hours. (F1,2,5-17; C1,3, 5-20)