I. INTRODUCTION

A. This course is an advanced 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. This course provides for a supervised field placement experience, at an advanced level, in an agency serving a chemically dependent population. An individualized student plan will facilitate placement and will support the students’ activities, training and experience, participation, and competency evaluation. The chosen site and activities will be based upon the students’ general, academic course of study, and their specialization option of working with a chemically dependent population. Students will be required to process their experiences. The following workplace issues will be reinforced: competencies of the drug and alcohol abuse counselor, infectious diseases, legal/ethical, management of inter/intra personal crises, diversity, interviewing, resume writing, and workplace etiquette. The guided external experiences may be paid or unpaid. Liability insurance, transportation, physical exam, documentation of required immunizations, CPR/First Aid, and medical insurance will be provided by the student. Prerequisites: CMSW 1309, DAAC 1304, DAAC 1309, DAAC 1319, DAAC 2301, DAAC 2307, DAAC 2341, DAAC 2354 PSYT 1329, PSYT 2321, PSYT 2331, and Department Approval.

B. This course is required to meet the curriculum requirements for the Central Texas College Advanced Certificate and the Associate in Applied Science Degree in Mental Health Services with a Chemical Dependency specialization.

C. This course is occupationally related and serves as preparation for jobs in the Mental Health Services field. This course meets the 300 hour practicum requirement by the
Texas Commission on Alcohol and Drug Abuse (TCADA) if the practicum hours are done in a facility with a valid practicum provider number.

D. This course is the Capstone Experience for the student exiting the program with an Advanced Certificate and the Associates in Applied Science Degree in Mental Health Services with a Chemical Dependency Specialization. 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).

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 further mastery of 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 advanced 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. Prepare for the licensure exam by discussing the competencies of the drug and alcohol abuse counselor and writing a Case Presentation. (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. **Text:**

The instructional materials identified for this course are viewable through [www.ctcd.edu/books](http://www.ctcd.edu/books)

B. **Recommended Material:**

All texts from prerequisite course will need to be accessed as the Case Presentation is written, the practicum hours completed and preparation for the oral exam is accomplished.
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 course. See the Semester Grade Computations below.

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>Grade Components</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfactory Completion of 300 Hours with minimum of 20 hours in each of the 8 KSA Practice Dimensions</td>
<td>30 Points</td>
</tr>
<tr>
<td>Satisfactory Discussion of Case Presentation Using Global Criteria</td>
<td>30 Points</td>
</tr>
<tr>
<td>Case Presentation</td>
<td>28 Points</td>
</tr>
<tr>
<td>Discussion Participation</td>
<td>12 Points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100 Points</td>
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### Numerical 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:

- 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

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 provide 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. Explore 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: Clinical Evaluation**

1. **Learning Outcomes:** Upon successful completion of this module, the student will
   - Discuss the process through which counselor, client and available significant others determine the most appropriate initial course of action, given the client's needs and characteristics, and the available resources within the community, with the appropriate knowledge, skills and attitude. (F1,2,5,6-17; C1,3-7,9-20)
   - Apply the following elements of screening with clients: establish rapport;
manage crisis situations; determine the need for additional professional assistance; gather data from collateral sources; use screening instruments that are sensitive to age; developmental level; culture and gender; screen for psychoactive substance toxicity, intoxication, and withdrawal symptoms, aggression or danger to others, potential for self-inflicted harm or suicide, and coexisting mental health problems; assist clients to identify the impact of substance use on his/her current life problems and the effects of continued harmful use/abuse; review the treatment options appropriate to client's needs, characteristics, goals, and financial resources; apply accepted criteria for diagnosis of substance use disorders to make treatment recommendations; construct with client and appropriate others an initial action plan based on client needs, preferences, and resources available; and take specific steps to initiate an admission or referral and ensure follow through. (F1,2,5,6-17; C1,3,7,9,20)

- Discuss the ongoing process through which the counselor collaborates with the client and other to gather and interpret information necessary for planning treatment and evaluating client progress. (F1,2,5,6-17; C1,3-7,9-20)

- Apply the following elements of assessment with clients: select and use a comprehensive assessment process that is sensitive to age, gender, racial and ethnic cultural issues, and disabilities; analyze and interpret the data to determine treatment recommendations; seek appropriate supervision and consultation; document assessment findings and treatment recommendations (F1,2,5,6-17; C1,3-7,9-20).

2. **Learning Activities/Lab Assignments:**

   a. Orally, give a specific client example that meets the Global Criteria for Screening, Intake, Orientation, Assessment and Crisis Intervention. (F1,2,5,6-17; C1,3-7,9-20)

   b. Utilize information gained in the Clinical Evaluation, Screening and Assessment process to develop the typed/word processed Case Presentation. (F1,2,5,6-17; C1,3-7,9-20)

   c. Complete a minimum of 20 hours in the Practice Dimension of Clinical Evaluation of Addiction Counseling, that includes screening and assessment, under the supervision of a LCDC/QCC. (F1,2,5,6-17; C1,3-7,9-20)

   d. Discuss the value of the field placement site experience as it relates to further mastery of 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 clinical evaluation of a chemically dependent population. (F1,2,5-17; C1,3-20)

   e. Apply ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate verbal and written communications in this advanced field placement experience as clinical evaluation is done. (F1,2,5-17; C1,3-20)

   f. Process the significance of personal and professional growth and development in gathering information necessary for clinical evaluation for the chemically dependent population. (F1,2,5-17; C1,3-20)
g. Prepare for the licensure exam by discussing the competencies of drug and alcohol abuse counselor and writing a Case Presentation that utilizes clinical evaluation, screening and assessment information. (F1,2,5-17; C1,3-20)

h. Apply the transdisciplinary competencies of understanding addiction, treatment knowledge application to practice, and professional readiness to the process of clinical evaluation. (F1,2,5-17; C1,3-20)

i. **Discussion Assignment:**
   1. Introduce yourselves (name, major, interest, etc) to one another.
   2. Type in your responses to the following:
      - Identify the things that you had/or are having difficulty in accomplishing meeting the requirements to actually start practicum hours in a facility. Identify the way in which you problem solved, and what the outcome was/is to the difficulty.
      - Describe the agency that you will be/or want to be completing your practicum hours.

B. **Module Two: Treatment Planning**

1. **Learning Outcomes:** Upon successful completion of this module, the student will:
   - Discuss the collaborative process through which the counselor and client develop desired treatment outcomes and identify the strategies for achieving them, with the appropriate knowledge, skills and attitude. (F1,2,5,6-17; C1,3-7,9-20)
   - Relate how the treatment plan addresses, at a minimum, the identified substance use disorder, the issues related to treatment progress such as relationships with family and significant others, employment education, spirituality, health concerns, and legal needs. (F1,2,5,6-17; C1,3-7,9-20)
   - Apply the following elements of treatment planning with clients, and significant others as needed: obtain and interpret all important assessment information; explain assessment results; provide clarification and further information as needed; examine treatment implications; confirm readiness for treatment participation; prioritize client needs in the orders they will be addressed; formulate mutually agreed upon and measurable treatment outcome statements for each need; identify appropriate strategies for each outcome; coordinate treatment activities and community resources with client needs prioritized in a manner consistent with the client's diagnosis and existing placement criteria; develop with the client an accepted plan of action by both parties and a method for monitoring and evaluating progress; inform client of confidentiality rights, program policies that safeguard them, and the exceptions imposed by regulations; reassess the treatment plan at regular intervals and/or when indicated by a change in circumstances. (F1,2,5,6-17; C1,3-7,9-20)

2. **Learning Activities/Lab Assignments:**
a. Orally, give a specific client example that meets the Global Criteria for the supplements of treatment planning. (F1,2,5,6-17; C1,3-7,9-20)
b. Utilize information gained in the Treatment Planning process to develop the typed/word processed Case Presentation. (F1,2,5,6-17; C1,3-7,9-20)
c. Complete a minimum of 20 hours in the Practice Dimension of Treatment Planning, under the supervision of a LCDC/QCC. (F1,2,5,6-17; C1,3-7,9-20)
d. Discuss the value of the field placement site experience as it relates to further mastery of 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 conducting treatment planning with the chemically dependent population. (F1,2,5-17; C1,3-20)
e. Apply ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate verbal and written communications in this advanced field placement experience as treatment planning is done. (F1,2,5-17; C1,3-20)
f. Process the significance of personal and professional growth and development in accomplishing intake of the chemically dependent population. (F1,2,5-17; C1,3-20)
g. Prepare for the licensure exam by discussing the competencies of the drug and alcohol abuse counselor and writing a Case Presentation that utilizes Treatment Planning information. (F1,2,5-17; C1,3-20)
h. Apply the transdisciplinary competencies of understanding addiction, treatment knowledge, application to practice, and professional readiness to the process of treatment planning. (F1,2,5-17; C1,3-20)
i. **Discussion Assignment:**
   1. Post in discussion board a summary of your activities in your practicum site.
   2. State one positive and one negative experience that you have had.
   3. Ask for help from your peers or your instructor in problem solving a particularly issue, or state a problem and what you did to resolve it. Include any ethical issues or social work values that became apparent during the resolution of the problem.
   4. Read and comment to one of your peers as they have completed this discussion assignment

C. **Module Three: Referral**

1. **Learning Outcomes:** Upon successful completion of this module, the student will:
   - Discuss the process of facilitating the client's utilization of available support systems and community resources to meet needs identified in clinical evaluation and/or treatment planning, with the appropriate knowledge, skills and attitude. (F1,2,5,6-17; C1,3-7,9-20)
   - Apply the following elements of referral with clients: establish and maintain relations with civic groups, agencies, other professionals, governmental
entities and the community to ensure appropriate referrals, identify service gaps, expand community resources, and help to address unmet needs; asses and evaluate referral resources to determine their appropriateness; differentiate between situations in which it is most appropriate for the client to self-refer to a resource and instances requiring counselor referral; arrange appropriate referrals; explain the necessity for and process of referral in a manner that increases client understanding and follow through; exchange relevant information consistent with confidentiality regulations and generally accepted processional standards of care; evaluate the outcome of the referral (F1,2,5,6-17; C1,3-7,9-20).

2. **Learning Activities/Lab Assignments:**
   a. Orally, give a specific client example that meets the Global Criteria for Referral and Case Management. (F1,2,5,6-17; C1,3-7,9-20)
   b. Utilize information gained in the Referral process to develop the typed/word processed Case Presentation. (F1,2,5,6-17; C1,3-7,9-20)
   c. Complete a minimum of 20 hours in the Core Function of Referral under the supervision of a LCDC/QCC. (F1,2,5,6-17; C1,3-7,9-20)
   d. Discuss the value of the field placement site experience as it relates to further mastery of 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 referral of the chemically dependent population. (F1,2,5-17; C1,3-20)
   e. Apply ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate verbal and written communications in this advanced field placement experience as referral is done. (F1,2,5-17; C1,3-20)
   f. Process the significance of personal and professional growth and development in referring the chemically dependent population. (F1,2,5-17; C1,3-20)
   g. Prepare for the licensure exam by discussing the competencies of the drug and alcohol abuse counselor and writing a Case Presentation that utilizes referral information. (F1,2,5-17; C1,3-20)
   h. Apply the transdisciplinary competencies of understanding addiction, treatment knowledge, application to practice, and professional readiness to the process of referral. (F1,2,5-17; C1,3-20)
   i. **Discussion Assignment:**
      1. Discuss with your peers the approach used in your setting to assist clients. (i.e. strength based philosophy - worked or directed, etc.)
      2. Discuss with your peers the efficacy and efficiency of the method used at your practicum site
      3. Discuss with your peers your thoughts on the lecture notes you read on HIPAA, Disclosure of Information, Dual Relationships
      4. Make sure you comment on your peers and have an active discussion.

D. **Module Four: Service Coordination**
1. **Learning Outcomes:** Upon successful completion of this module, the student will:

- Discuss the administrative, clinical and evaluative activities that bring the client, treatment services, community agencies, and other resources together to focus on issues and needs identified in the treatment plan, with the appropriate knowledge, skills and attitude. (F1,2,5,6-17; C1,3-7,9-20)
- State how service coordination, which includes case management and client advocacy, establishes a framework of action for the client to achieve specified goals. (F1,2,5,6-17; C1,3-7,9-20)
- Explore how collaboration with the client and significant other, coordination of treatment and referral services, liaison activities with community resources and manage care systems, client advocacy and ongoing evaluation of treatment progress and client needs related to service coordination (F1,2,5,6-17; C1,3-7,9-20).
- Apply the following elements of Service Coordination with clients: initiate collaboration with referral sources; obtain, review, and interpret all relevant screening, assessment and initial treatment-planning information; confirm the client’s eligibility for admission and continued readiness for treatment and change; complete necessary administrative procedures for admission to treatment; establish accurate treatment and recovery expectations with the client and involved significant others; coordinate all treatment activities with services provided to the client by other resources; summarize client’s personal and cultural background, treatment plan, recovery progress and problems inhibiting progress for purpose of assuring quality of care, gaining feedback, and planning changes in the course of treatment; understand terminology, procedures, and roles of other disciplines related to the treatment of substance use disorders; contribute as part of a multidisciplinary treatment team; apply confidentiality regulation appropriately; demonstrate respect and non-judgmental attitudes toward clients in all contacts with community professionals and agencies; maintain ongoing contact with client and involved significant others to ensure adherence to the treatment plan; understand and recognize stages of change and other signs of treatment progress; assess treatment and recovery progress and in consultation with the client and significant others, make appropriate changes to the treatment plan to ensure progress toward treatment goals; describe and document treatment process, progress and outcome; use accepted treatment outcome measures; conduct continuing care, relapse prevention and discharge planning with the client and involved significant others; document service coordination activities throughout the continuum of care; apply placement, continued stay and discharge criteria for each modality on the continuum of care (F1,2,5,6-17; C1,3-7,9-20).

2. **Learning Activities/Lab Assignments:**
   a. Orally, give a specific client example that meets the Global Criteria for
Screening, Intake, Orientation, Assessment, Referral, Treatment Planning, Consultation, Case Management and Record Keeping. (F1,2,5,6-17; C1,3-7,9-20)

b. Utilize information gained in the Service Coordination process to develop the typed/word processed Case Presentation.

c. Complete a minimum of 20 hours in the Practice Dimension of Service Coordination under the supervision of a LCDC/QCC. (F1,2,5,6-17; C1,3-7,9-20)

d. Discuss the value of the field placement site experience as it relates to further mastery of 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 the service coordination with the chemically dependent population. (F1,2,5-17; C1,3-20)

e. Apply ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate verbal and written communications in this advanced field placement experience as service coordination planning is done. (F1,2,5-17; C1,3-20)

f. Process the significance of personal and professional growth and development in service coordination with the chemically dependent population. (F1,2,5-17; C1,3-20)

g. Prepare for the licensure exam by discussing the competencies of the drug and alcohol abuse counselor and writing a Case Presentation. (F1,2,5-17; C1,3-20)

h. Apply the transdisciplinary competencies of understanding addiction, treatment knowledge, application to practice, and professional readiness to the process of service coordination. (F1,2,5-17; C1,3-20)

F. Module Five: Counseling

1. Learning Outcomes: Upon successful completion of this module, the student will:
   - Discuss the collaborative process that facilitates the client’s progress toward mutually determined treatment goals and objectives, with the appropriate knowledge, skills and attitude. (F1,2,5,6-17; C1,3-7,9-20)
   - Examine how counseling must include methods that are sensitive to individual client characteristics and to the influence of significant others, as well as the client’s cultural and social context. (F1,2,5,6-17; C1,3-7,9-20)
   - Analyze how competence in counseling is built upon the understanding of, appreciation of and ability to appropriately use the modalities of care for individuals, groups, families, couples and significant others. (F1,2,5,6-17; C1,3-7,9-20)
   - Apply the following elements of Counseling with clients: establish a helping relationship with the client characterized by warmth, respect, genuineness, concreteness and empathy; facilitate the client’s engagement in the treatment
and recovery process; work with the client to establish realistic, achievable goals consistent with achieving and maintaining recovery; promote client knowledge, skills and attitudes that contribute to a positive change in substance use behaviors; encourage and reinforce client actions determined to be beneficial in progressing toward treatment goals; work appropriately with the client to recognize and discourage all behaviors inconsistent with progress toward treatment goals; recognize how, when, and why to involve the client’s significant others in enhancing or supporting the treatment plan; promote client knowledge, skills, and attitudes consistent with the maintenance of health and prevention of HIV/AIDS, TB, STDs, and other infectious diseases; facilitate the development of basic life skills associated with recovery; adapt counseling strategies to the individual characteristics of the client; make constructive therapeutic responses when client’s behavior is inconsistent with stated recovery goals; apply crisis management skills; facilitate the client’s identification, selection and practice of strategies that help sustain treatment progress and relapse prevention; describe, select and appropriately use strategies and carry out actions from accepted and culturally appropriate models for group counseling; facilitate the entry of new members and the transition of exiting members; facilitate group growth; understand the concepts of process and content to move groups toward goals; document client progress and identify needs and issues requiring modification in the treatment plan; understand the characteristics and dynamic of families, couples and significant others; be familiar with and appropriately use models of diagnosis and intervention for family, couples and significant others; facilitate the engagement of selected members of the family, couple or significant others in the treatment and recovery process; assist families, couples and significant others to understand the interaction between the family system and substance use behaviors; assist families, couples and significant others to adopt strategies and behaviors that sustain recovery and maintain healthy relationships. (F1,2,5,6-17; C1,3-7,9-20)

2. **Learning Activities/Lab Assignments:**

   a. Orally, give a specific client example that meets the Global Criteria for Counseling, Treatment Planning, Client Education, Crisis Intervention. (F1,2,5,6-17; C1,3-7,9-20)

   b. Utilize information gained through Counseling to develop the typed/word processed Case Presentation. (F1,2,5,6-17; C1,3-7,9-20)

   c. Complete a minimum of 20 hours in the Practice Dimension of Counseling under the supervision of LCDC/QCC and perform counseling appropriately with an individual, a group or a family, couples and/or significant others. (F1,2,5,6-17; C1,3-7,9-20)

   d. Discuss the value of the field placement site experience as it relates to further mastery of 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
counseling the chemically dependent population. (F1,2,5-17; C1,3-20)

e. Apply ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate verbal and written communications in this advanced field placement experience as counseling is done. (F1,2,5-17; C1,3-20)

f. Process the significance of personal and professional growth and development in counseling the chemically dependent population and/or others. (F1,2,5-17; C1,3-20)

g. Prepare for the licensure exam by discussing the competencies of the drug and alcohol abuse counselor and writing a Case Presentation that utilizes counseling information. (F1,2,5-17; C1,3-20)

h. Apply the transdisciplinary competencies of understanding addiction, treatment knowledge, application to practice, and professional readiness to the process of counseling. (F1,2,5-17; C1,3-20)

i. Discussion Assignment:
   1. Review your Competency Self-Evaluation #2. Pay special attention to D. Demonstrates Knowledge and/or Skill at an Intermediate level for the Competencies Unique to Social Work or with the At-Risk Youth Population.
   2. Share with your peers one specific experience that you have had that has increased your knowledge and skill.

G. Module Six: Client, Family, and Community Education

1. Learning Outcomes: Upon successful completion of this module, the student will:
   • Discuss the process of providing clients, families, significant others and community groups with information on risks related to psychoactive substance use, as well as available prevention, treatment and recovery resources, with the appropriate knowledge, skills and attitude. (F1,2,5,6-17; C1,3-7,9-20)
   • Apply the following elements of Client, Family and Community Education with clients: provide culturally relevant formal and informal education programs that raise awareness and support substance abuse prevention and recovery; describe factors that increase the likelihood for an individual, community or group to be at-risk for, or resilient to psychoactive substance use disorders; sensitize others to issues of cultural identity, ethnic background, age, and gender in prevention, treatment and recovery; describe warning signs, symptoms and the course of substance use disorders; describe how substance use disorders affect families and concerned others; describe the continuum of care and resources available to family and concerned others; describe principles and philosophy of prevention, treatment and recovery; understand and describe the health and behavior problems related to substance use, including HIV/AIDS, TB, STD’s and other infectious diseases; teach life skills. (F1,2,5,6-17; C1,3-7,9-20)
2. **Learning Activities/Lab Assignments:**
   a. Orally, give a specific client example that meets the Global Criteria for Client Education. (F1,2,5,6-17; C1,3-7,9-20)
   b. Utilize information gained as Client, Family and Community Education was done or planned to develop the typed/word processed Case Presentation. (F1,2,5,6-17; C1,3-7,9-20)
   c. Complete a minimum of 20 hours in the Practice Dimension of Client, Family, and Community Education under the supervision of a LCDC/QCC. (F1,2,5,6-17; C1,3-7,9-20)
   d. Discuss the value of the field placement site experience as it relates to further mastery of 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 providing of Client, Family, and Community Education to the chemically dependent population. (F1,2,5-17; C1,3-20)
   e. Apply ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate verbal and written communications in this advanced field placement experience as client education is provided. (F1,2,5-17; C1,3-20)
   f. Process the significance of personal and professional growth and development in providing of Client, Family, and Community Education to the chemically dependent population. (F1,2,5-17; C1,3-20)
   g. Prepare for the licensure exam by discussing the competencies of the drug and alcohol abuse counselor and writing a Case Presentation that utilizes Client, Family, and Community Education information. (F1,2,5-17; C1,3-20)
   h. Apply the transdisciplinary competencies of understanding addiction, treatment knowledge, application to practice, and professional readiness to the process of client, family and community education. (F1,2,5-17; C1,3-20)
   i. **Discussion Assignment:**
      Post in Discussion a summary of the most positive and most negative thing that occurred to you during your practicum hours. Be careful to protect client and agency confidentiality. Reflect not only on the experience, but how it has helped you grow and develop in this field. State how you problem solved issues during this practicum - who you went to for help, what resources you used to discover needed information. State how this experience has assisted you in selecting a specialty within social work or solidified your intent to work with at-risk youth.

H. **Module Seven: Documentation**

1. **Learning Outcomes:** Upon successful completion of this module, the student will:
   - Discuss the recording of the screening and intake process, assessment, treatment plan, clinical reports, clinical progress notes, discharge summaries and other client-related data, with the appropriate knowledge, skills and attitude. (F1,2,5,6-17; C1,3-7,9-20)
• Apply the following elements of documentation with clients: demonstrate knowledge of accepted principles of client record management; protect client rights to privacy and confidentiality in the preparation and handling of records; prepare accurate and concise screening, intake and assessment reports; record treatment and continuing care plans that are consistent with agency standards and comply with applicable administrative rules; record progress of client in relation to treatment goals and objectives; prepare accurate and concise discharge summaries; document treatment outcome, using accepted methods and instruments. (F1,2,5,6-17; C1,3-7,9-20)

2. **Learning Activities/Lab Assignments:**
   a. Orally, give a specific client example that meets the Global Criteria for Report and Record Keeping, Screening, Intake, Orientation, Assessment, Treatment Planning. (F1,2,5,6-17; C1,3-7,9-20)
   b. Utilize information gained as Documentation was accomplished to develop the typed/word processed Case Presentation. (F1,2,5,6-17; C1,3-7,9-20)
   c. Complete a minimum of 20 hours in the Core Function of Documentation under the supervision of LCDC/QCC. (F1,2,5,6-17; C1,3-7,9-20)
   d. Discuss the value of the field placement site experience as it relates to further mastery of 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 documentation for the chemically dependent population. (F1,2,5,6-17; C1,3-20)
   e. Apply ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate verbal and written communications in this advanced field placement experience as documentation is done. (F1,2,5-17; C1,3-20)
   f. Process the significance of personal and professional growth and development in providing documentation for the chemically dependent population. (F1,2,5-17; C1,3-20)
   g. Prepare for the licensure exam by discussing the competencies of the drug and alcohol abuse counselor and writing a Case Presentation that utilizes documented information. (F1,2,5-17; C1,3-20)
   h. Apply the transdisciplinary competencies of understanding addiction, treatment knowledge application to practice, and professional readiness to the process of documentation. (F1,2,5-17; C1,3-20)

I. **Module Eight: Professional and Ethical Responsibilities**

1. **Learning Outcomes:** Upon successful completion of this unit, the student will:
   • Discuss the obligations of an addiction counselor to adhere to accepted ethical and behavioral standards of conduct and continuing professional development, with the appropriate knowledge, skills and attitude. (F1,2,5,6-17; C1,3-7,9-20)
   • Apply the following elements of professional and ethical responsibilities
with clients: adhere to established professional codes of ethics that define the professional contact within which the counselor works, in order to maintain professional standards and safeguard the client; adhere to Federal and State laws and agency regulations regarding the treatment of substance use disorders; interpret and apply information from current counseling and psychoactive substance use research literature to improve client care and enhance professional growth; recognize the importance of individual differences that influence client behavior and apply this understanding to clinical practice; utilize a range of supervisory options to process personal feeling and concerns about clients; conduct self-evaluations of professional performance applying ethical, legal and professional standards to enhance self-awareness and performance; obtain appropriate continuing professional education; participate in ongoing supervision and consultation; develop and utilize strategies to maintain one’s own physical and mental health. (F1,2,5,6-17; C1,3-7,9-20)

2. **Learning Activities/Lab Assignments:**
   a. Orally, give a specific client example that meets the Global Criteria for Consultation. (F1,2,5,6-17; C1,3-7,9-20)
   b. Utilize information gained as Professional and Ethical Responsibilities are carried out to develop the typed/word processed Case Presentation. (F1,2,5,6-17; C1,3-7,9-20)
   c. Complete a minimum of 20 hours in the Core Function of Professional and Ethical Responsibilities under the supervision of LCDC/QCC. (F1,2,5,6-17; C1,3-7,9-20)
   d. Discuss the value of the field placement site experience as it relates to further mastery of 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 implementing Professional and Ethical Responsibilities. (F1,2,5-17; C1,3-20)
   e. Apply ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate verbal and written communications in this advanced field placement experience as. (F1,2,5-17; C1,3-20)
   f. Process the significance of personal and professional growth as Professional and Ethical Responsibilities are implemented in the care of the chemically dependent population. (F1,2,5-17; C1,3-20)
   g. Prepare for the licensure exam by discussing the competencies of the drug and alcohol abuse counselor and writing a Case Presentation that applies professional and ethical responsibilities. (F1,2,5-17; C1,3-20)
   h. Apply the transdisciplinary competencies of understanding addiction, treatment knowledge, application to practice, and professional readiness to the process of professional and ethical responsibilities. (F1,2,5-17; C1,3-20)