

ADSTC110X : Addiction Studies Field Experience

General Information

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Course Code (CB01) :	ADSTC110X
Course Title (CB02) :	Addiction Studies Field Experience
Department:	Allied Health
Proposal Start:	Fall 2021
TOP Code (CB03) :	(2104.40) Alcohol and Controlled Substances
SAM Code (CB09) :	Advanced Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	No value
Curriculum Committee Approval Date:	03/06/2020
Board of Trustees Approval Date:	04/09/2020
External Review Approval Date:	04/09/2020
Course Description:	<p>This course provides experience in the addictions field, enabling students to practice skills they have learned. Supervised field experience in a community organization, agency, or institution allows students to apply knowledge and learn new skills outside of the classroom environment. This course is designed to provide students with an opportunity to develop skills that would facilitate gaining employment in the addiction or human services field. Minimum of 255 hours of field experience. (Note: more hours may be required if student is paid). Participation in a placement setting requires drug and background screening.</p>
Submission Type:	<p>Change to Content</p> <p>This course is being revised for C-ID approval. Major changes included changes to the title, description, hours units, association with a program, and other minor changes.</p>
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	<ul style="list-style-type: none">• Counseling
Alternate Master Discipline Preferred:	<ul style="list-style-type: none">• Psychology• Sociology• Social Work
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

Course Formerly Known As

Course Formerly Known As

Field Experience I

Course Development Options

Basic Skills Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

Rationale For Credit By Exam/Challenge

No value

Course Support Course Status (CB26)

Course is not a support course

Course Special Class Status (CB13)

Course is not a special class.

Allowed Number of Retakes

0

Retake Policy Description

No value

Grade Options

- Letter Grade Methods

Course Prior To College Level (CB21)

Not applicable.

Allow Students To Audit Course

Associated Programs

Course is part of a program (CB24)

Associated Program

Award Type

Active

Addiction Counseling Studies (In Development)

Certificate of Achievement

Fall 2022

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability

Not transferable

Transferability Status

Not transferable

C-ID	Categories	Status	Approval Date	Comparable Course
Addiction Studies	C-ID discipline	Pending	No value	ADS 200X Field Work/Internship in Addiction Studies

Units and Hours

Summary

Minimum Credit Units (CB07)	4.5
Maximum Credit Units (CB06)	4.5
Total Course In-Class (Contact) Hours	252
Total Course Out-of-Class Hours	0
Total Student Learning Hours	252
Faculty Load	0

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Non-Credit Characteristic

No Value

Course Classification Status (CB11)

Credit Course.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	0	0
Laboratory Hours	14	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	0
Laboratory	252
Activity	0
Total	252
Course Out-of-Class Hours	
Lecture	0
Laboratory	0
Activity	0
Total	0

Time Commitment Notes for Students

255 hours of field work in a substance abuse treatment setting.

Faculty Load

Extra Duties: 0

Faculty Load: 0

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Prerequisite

ADSTC101 - Introduction to Addiction Studies

ADST C110X requires knowledge and understanding of basic addiction and rehabilitation counseling techniques that are taught in ADST C101. These concepts and principles form a foundation to view and understand addictive behaviors and methods of intervention.

AND

Prerequisite

ARCCC104 - Co-Occurring Disorders

ADST C110X requires knowledge and understanding of basic addiction and rehabilitation counseling techniques that are taught in ADST C104X. These concepts and principles form a foundation to view and understand addictive behaviors and methods of intervention.

AND

Prerequisite

ADSTC105X - Counseling Skills in Addiction Treatment

ADST C110X requires knowledge and understanding of basic addiction and rehabilitation counseling techniques that are taught in ADST C105X. These concepts and principles form a foundation to view and understand addictive behaviors and methods of intervention.

AND

Prerequisite

ARCCC106 - Group Treatment

ADST C110X requires knowledge and understanding of basic addiction and rehabilitation counseling techniques that are taught in ADST C106X. These concepts and principles form a foundation to view and understand addictive behaviors and methods of intervention.

AND

Prerequisite

ARCCC107 - Family Dynamics of Addiction

ADST C110X requires knowledge and understanding of basic addiction and rehabilitation counseling techniques that are taught in ADST C107X. These concepts and principles form a foundation to view and understand addictive behaviors and methods of intervention.

AND

Prerequisite

ARCCC108 - Case Management in Addiction Counseling

ADST C110X requires knowledge and understanding of basic addiction and rehabilitation counseling techniques that are taught in ADST C108X. These concepts and principles form a foundation to view and understand addictive behaviors and methods of intervention.

AND**Prerequisite****ARCCC109 - Law and Ethics in Addiction Counseling**

ADST C110X requires knowledge and understanding of basic addiction and rehabilitation counseling techniques that are taught in ADST C109X. These concepts and principles form a foundation to view and understand addictive behaviors and methods of intervention.

AND**Co-Requisite****ADSTC111X - Field Experience II**

ADST C111X Addiction Studies Field Experience Seminar provides support in developing the skills and abilities of the student-as-intern enrolled in ADST C110X.

AND**Prerequisite****ADSTC102X - Physiological Effects of Addiction**

ADST C110X requires knowledge and understanding of basic addiction and rehabilitation counseling techniques that are taught in ADST C102X. These concepts and principles form a foundation to view and understand addictive behaviors and methods of intervention.

AND**Prerequisite****ADSTC103X - Addiction Prevention, Intervention, Treatment, and Recovery**

ADST C110X requires knowledge and understanding of basic addiction and rehabilitation counseling techniques that are taught in ADST C103X. These concepts and principles form a foundation to view and understand addictive behaviors and methods of intervention.

Entrance Skills

Entrance Skills	Description
No value	No value

Limitations on Enrollment

Limitations on Enrollment	Description
No value	No value

Specifications

Methods of Instruction

Methods of Instruction	Audiovisual
Rationale	Audiovisual skills demonstration.

Methods of Instruction	Case Study
Rationale	Analysis of case studies provides an opportunity to apply skills.

Methods of Instruction	Group Work
Rationale	Soft skills practice done in groups during class time.

Methods of Instruction	Guest Lecturers
Rationale	Industry partners will discuss work experience.

Methods of Instruction	Lecture
Rationale	PowerPoint presentations, in-class, synchronous, and recorded lectures.

Methods of Instruction	Outside reading
Rationale	Assigned textbook readings.

Methods of Instruction	Presentations (by students)
Rationale	Individual and group presentations will be assigned to facilitate student comprehension.

Assignments

A. Field work at an approved site for internship. B. Reading from articles, books and professional journals for written report and presentation to class. C. Weekly journal logs.

Methods of Evaluation

Rationale

Other	Fieldwork with a substance treatment facility, followed up by supervisor evaluation.
Research Paper	Student written and oral presentations on treatment planning, course of treatment for a client, and/or their experience in the field.
Distance Education Description: how outcomes are evaluated	The assignments and evaluations will be the same no matter what delivery method is used. The outcomes for this course, both for on-ground and online classes, will be evaluated and assessed using a project, scored with a rubric, towards the end of the semester.

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
Phelps, L.	Intervention, treatment, and Recovery (2nd Ed.)	Kendall Hunt Publishing	2016	978-1465296092

Other Instructional Materials

Description	Open educational resources, as appropriate.
Author	No value
Citation	No value

Materials Fee

No value

Learning Outcomes and Objectives**Course Objectives**

Select an approved internship site based on interests, needs and experiential and didactic opportunities.

Prepare an internship training agreement in conjunction with the agency or health care provider with whom the internship was arranged.

Demonstrate the 8 practice dimensions of Technical Assistance Publication 21 (TAP 21).

Explain the general responsibilities and role of the site supervisor throughout the internship.

Select appropriate treatment modalities for given client(s) throughout the counseling process based on clinical interviews, psychological testing and knowledge of psychopharmacology.

Construct a log detailing practical issues related to client(s) on a daily basis.

Assess oneself as a counselor on the personal and professional levels.

Apply State of California Department of Health Care Services approved counselor certifying organizations' code of ethics throughout the internship.

Prepare for finishing up the internship and the transfer and/or termination of clients.

CSLOs

Incorporate internship site supervisor evaluation and feedback into work performance including personal growth, self-care, risk assessment, and confidentiality. Expected SLO Performance: 75.0

Conduct assessment, continuing care, case management, relapse prevention, and discharge planning with the client and involved significant others with an emphasis on ethical, clinical, and cultural factors. Expected SLO Performance: 75.0

Explain the primary functions and eight practice dimensions of Technical Publication 21 (TAP-21). Expected SLO Performance: 75.0

Evaluate the positive and negative aspects of the internship experience and how that experience differs from a professional at an agency. Expected SLO Performance: 75.0

Outline

Course Outline

Outline

- A. Introduction to fieldwork as a training experience
 1. Beginning fieldwork contrasted with those related to certifications and licenses
 2. Roles, responsibilities, and ethics in the workplace
 3. Understanding forms; records; and evaluations
 4. Making a training contract with your field placement supervisor
- B. Conducting an interview and taking action in the field
 1. Understanding the setting
 2. Using referral
 3. Asking for and receiving supervision for specific needs
 4. Communicating the limits of your training and responsibilities to clients.
- C. Special topics related to professional practice (to be selected by instructor)
 1. Signs of relapse
 2. Issues related to HIV and AIDS
 3. Involving families in treatment
 4. Utilizing community resources
 5. Child abuse reporting
 6. Elder abuse reporting
 7. Assessing dangerousness to self
 8. Assessing dangerousness to others
 9. Confidentiality and the exceptions to confidentiality
 10. Issues in working with different cultures (specific groups, e.g. African American, Latino American, Native Americans, Asian Americans, Gays and Lesbians, victims of crime, and ex-combatants)
 11. Diversity in the work team
 12. Working effectively with client religious issues
 13. Preventing burnout
 14. Issues working with disabilities (specific groups; e.g. deaf, blind, mobility impaired,

learning disabled, and developmentally disabled)

15. Issues working with mental health diagnoses (specific groups; e.g. eating disorders, conduct disorders, personality disorders, mood disorders, sleep disorders, and trauma disorders)

16. Issues in working with clients who have chronic illness (specific diagnoses, e.g. cancer, heart disease, chronic fatigue, and HIV/AIDS)

17. Issues in changing specific behaviors (e.g. social phobias, smoking, eating disorders, study habits, work habits, and personal hygiene)

18. Procedures manual

a. State procedures (TAP 21)

b. Agency procedures

Lab Outline

Students complete 130 hours of Field Work at a human services agency

An agency supervisor is required

A. Field work as a training experience

1. Agency specific policies on roles, responsibilities, and ethics

2. Agency specific forms, records, and evaluations

3. Orientation and training (3 hours)

4. Recovery models used by agency

5. CATC Code of Ethics

B. Professional practice topics

1. Case management and human services in schools

2. Issues related to HIV and AIDS

3. Involving families in treatment

4. Utilizing community resources

5. Child abuse reporting

6. Elder abuse reporting

7. Safety of self assessment

8. Safety of others assessment

9. Confidentiality and exceptions to confidentiality

10. Clients with illnesses

a. Specific diagnoses – i.e., chronic illness

b. Terminal illness – i.e., cancer

c. Acute illness – i.e., heart attack

11. Clients with disabilities

a. Mobility impaired

b. Hearing impaired

c. Visually impaired

d. Learning disabled

e. Developmentally disabled blind

12. Mental health diagnoses

13. Social Behavior Changes

C. Teamwork in field work

1. Different cultures

a. African American

b. Latino American

c. Native Americans

d. Asian Americans

e. Gays and Lesbians

f. Victims of crime

g. Ex-combatants

2. Diversity in the work team

3. Working effectively with staff and client religious issues

4. Preventing burnout

D. Four domains

a. 12 core functions

b. 21 hours per core function

E. Supervision requirements

a. Core function hours (255)

b. Work experience hours

c. Weekly logs

F. Practical skills

a. Analysis of one client

- b. Screening
- c. Assessment
- d. Motivational interviewing
- e. Case Management
- f. Discharge
- g. Referral and follow-up
- h. Group work strategies
- i. Confidentiality
- j. Psychoeducation

Delivery Methods

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

- Face to face
- Online (purely online no face-to-face contact)
- Online with some required face-to-face meetings ("Hybrid")
- iTV – Interactive video = Face to face course with significant required activities in a distance modality

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section? Describe the ways in which instructor-student contact and student-student contact will be facilitated in the distance ed environments.

The assignments and evaluations will be the same no matter what delivery method is used. The outcomes for this course will be evaluated and assessed using projects, essays, and/or examinations scored with a rubric.

Student-Instructor contact MAY include the following: chat, synchronous meetings, phone, online newsgroup/discussion board, learning management system messages, electronic mail, and iTV.

Student-Student contact MAY include the following: chat, synchronous meetings, learning management system messages, group work, and peer reviewed projects.

Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other

- Discussion Forums
- Message
- E-mail
- Face-to-face meeting(s)
- Newsgroup/Discussion Board
- Telephone
- iTV - Interactive Video

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

Learning management system.

Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue

burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

- Learning management system

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

30 in both online and onsite.

Emergency Distance Education Options The course will operate in remote delivery mode when all or part of the college service area is under an officially declared city, county, state, or federal state of emergency, including (check all that apply) - Online including all labs/activity hours - Hybrid with online lecture and onsite lab/activity hours - Correspondence education in high school and prison facilities - None. This course will be cancelled or paused if it cannot be held fully onsite.

- Online including all labs/activity hours
- Correspondence education in high school and prison facilities