



University of Utah  
College of Social Work

ONLINE SUBSTANCE ABUSE  
TREATMENT TRAINING PROGRAM

Student Handbook

Effective Fall 2008  
until revised

Alcohol and Drug Abuse Treatment Training Program  
Student Handbook

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**Note:** The contents of this manual were accurate at the time of printing and go into effect August 1, 2008. Changes can be made to this manual at any time, when deemed necessary and appropriate by the University of Utah, and/or the College of Social Work and the Alcohol and Drug Abuse Treatment Training Program.

# I. Introduction

## A. Purpose of the Student Handbook

This handbook describes the Online Substance Abuse Treatment Training Program coordinated by the University of Utah College of Social Work; outlines curriculum requirements; and, provides a description of **pertinent policies and procedures**. It serves as a supplement to the University of Utah General Catalog, which contains University policies and procedures. A copy of the University's General Catalog can be purchased from the University Bookstore or obtained online at [www.utah.edu](http://www.utah.edu). Students will also be directly interacting with the Independent Learning in the College of Extended Studies at the University of Nevada, Reno, for all their course work, with the exception of the U of U Functions & Recovery and Field Training classes and practicum placements. Additional policies and procedures pertinent to the University of Nevada, Reno (UNR) online course delivery system may apply. Students in the program will be apprised of these as they begin their course work.

## B. History of the Alcohol and Drug Abuse Treatment Training Program(s)

The Alcohol and Drug Abuse Training Program was established in 1982 in cooperation with the Utah Division of Substance Abuse, and the University of Utah Division of Continuing Education within the College of Social Work. The Program has a long history of academic rigor and excellence. Students learn directly from the knowledge and experience of professionals and specialists in the substance abuse and chemical dependency field. Through the application of college-level didactic instruction and experiential techniques, instructors present a broad range of subjects including: the addiction process and its mental health connections, pharmacology, core counselor functions, strategies for addressing addiction, professional development, and in-field training. This University-based program is open to practitioners working in settings in which substance abuse problems are prevalent, and to those persons interested in pursuing a career in substance abuse counseling. Students must successfully complete the program, which includes a minimum of 300 hours of field training, in order to receive a certificate that attests to the completion of the Program's curriculum. **Additional requirements must be met to become a Licensed Substance Abuse Counselor (LSAC).**

In response to changes in the LSAC licensing law (2007) and in an effort to provide training necessary towards licensure to individuals living in rural areas, the College of Social Work has entered into an agreement with the University of Nevada, Reno and the Nevada CASAT, to provide an online Substance Abuse Treatment Training Program, beginning fall semester 2007. The Online Program has its own set of courses, which meet Utah State educational requirements for substance abuse counselor licensure. Additional requirements must be met to become a Licensed Substance Abuse Counselor (LSAC) in the state of Utah.

The Online Program is governed by separate policies and procedures tailored to the program, which are outlined in this manual. As this is a new program, policy and procedures are likely to be an evolving process; hence, although accurate at the time of printing, this manual may undergo changes as necessary and prudent.

## **II. Mission, Goals and Program Objectives**

### **A. Mission**

The mission of the Online Substance Abuse Treatment Training Program is to prepare graduates for practice as substance abuse counselors; to enhance the quality of substance abuse treatment and care delivery in the state of Utah by providing basic through advanced training in drug and alcohol treatment; and, to contribute to the achievement of the College of Social Work's mission and vision within the context of its core values.

### **B. Goals**

The Online Substance Abuse Treatment Training Program's goals are designed to direct the activities of faculty, staff, and students toward achievement of the purposes of social work education and practice, and the mission and vision of the College of Social Work. To this end, the program and faculty will achieve the following goals:

1. Ensure that curricula reflect current best practices and knowledge about the causes, prevalence, and treatment of substance abuse, including prevention and recovery.
2. Ensure that curricula reflect the most recent evidenced based knowledge about the pharmacology and neurochemistry of drugs and alcohol, including their effects on the human body.
3. Ensure that students are educated to understand the scope of practice for substance abuse counselors and that they become proficient in the 12 Core Functions (Appendix F) outlined by Utah state law.
4. Provide opportunities for students to enhance critical thinking and communication skills and to develop inquisitive, open-minded, and critical thinking approaches to knowledge.
5. Prepare students to understand the importance for culturally competent care in working with clients and their families.
6. Provide opportunities for students to understand the substance abuse field's value base and uphold the ethical responsibilities of substance abuse counselors to:
  - Practice without discrimination against anyone on the basis of age, culture, class, ethnicity, disability, gender, national origin, race, religion, or sexual orientation;
  - Engage in continual professional development.
  - Work competently with other professionals, within the substance abuse counselor scope of practice.
  - Provide educational experiences that reflect appropriate integration of relevant instructional and practice technologies.

7. Provide educational and field placement instruction and experiences which help students transition into the roles of professionals in the field.

### **C. Objectives**

Graduates of the College of Social Work Online Substance Abuse Treatment Training Program will be able to:

1. Practice within the values and ethics of the profession (NAADAC Code of Ethics, <http://naadac.org/documents/index.php?CategoryID=23>)
2. Demonstrate culturally competent practice for work in diverse cultural contexts.
3. Demonstrate a thorough working knowledge of the 12 Core Functions (Appendix A) and the substance abuse counselor scope of practice.
4. Demonstrate a thorough working knowledge of the causes, prevalence, and treatment of substance abuse, including prevention and recovery.
5. Demonstrate a thorough working knowledge of the pharmacology of drugs and alcohol, including the neurochemical and biological effects on the human body.
6. Function effectively within the structure of organizations and across service delivery systems using a multi disciplinary team approach.

### **III. Program Faculty**

All faculty in the Online Substance Abuse Training Program are professional experts in the field of substance abuse treatment and are certified as distance education instructors.

### **IV. Program Administration**

**Director:** Farrina Coulam, MSW, LCSW, Professional and Community Education;  
Associate Professor/Lecturer, College of Social Work; (801) 581-4428,  
[farrina.coulam@socwk.utah.edu](mailto:farrina.coulam@socwk.utah.edu)

**Program Coordinator:** Carrie Allen, BA, Alcohol and Drug Abuse Treatment Training Program, Professional and Community Education; (801) 581-8913, [carrie.allen@utah.edu](mailto:carrie.allen@utah.edu)

### **V. Technology Requirements**

The Independent Learning in the College of Extended Studies at the University of Nevada, Reno, and the University of Utah online programs require students to have excellent organizational and time management skills to keep on track with online course requirements. Each week, students can expect to spend approximately three hours per credit hour on work outside of time spent online in the actual class. Online courses also require students to have access to:

#### **A. Computer:**

**A computer (running Windows 95 or higher or Macintosh OS 10 or higher), a printer, and have access to the Internet with a supported web browser installed.** For WebCT courses, it is recommended that students use current versions of Microsoft Internet Explorer. Knowing how to use e-mail and navigate the Internet is essential. Familiarity with a personal computer, its programs, and its operating system will help individuals succeed as online students. Students must be able to send messages to their instructor, post assignments, communicate with other students, and reach the class web pages.

**B. Browsers & WebCT:**

If students are registered for an online course, it is assumed they have the basic computer skills necessary for participating in and completing a class on the Internet. Instructors should not be relied upon as a technical tutor for the course. According to the WebCT site <http://www.webct.com>, “Valid browsers for use with WebCT include Microsoft Internet Explorer, Netscape, AOL, Mozilla, and Safari.” Each version of WebCT supports specific versions of these browsers. It is important that students use a compatible browser and configure browser settings to work effectively with WebCT. WebCT can be accessed from any computer with Internet access. To see if a browser is functional with WebCT, visit [www.webct.com/tuneup/](http://www.webct.com/tuneup/). Technology requirements may change during the program. Students will receive notification if this occurs.

**C. Technical Problems:**

If students experience technical problems on a home PC, there are alternative options such as: using a colleague or family member’s computer, a public library, Internet café, etc. It is each student’s personal responsibility to be sure all assignments are submitted by the due dates indicated. Technical issues are not considered valid excuses for handing in late work. It is also students’ responsibility to be certain assignments are submitted properly and received by the instructor.

## **VI. Program Curriculum Requirements**

The Program consists of courses for an equivalent total of 27 credit hours. The Program is designed to be completed in four consecutive semesters, beginning in the fall of each year. Courses must be taken in sequence, with students required to achieve a grade no less than C- in each course. **Students receiving a grade lower than C- are not allowed to go on to the next semester, and must wait a full year to retake the failed course and subsequently continuing to the next semester.** Students are required to complete a minimum of 300 practicum hours in the Program. Classes are online, in semester length, high contact format. This program is offered only as a non-credit program.

**A. Proctored Exams: All class examinations and tests are proctored at a location as close to the student’s place of residence as possible. Students work with the appropriate individuals at the University of Nevada, Reno to identify potential sites and qualified proctors for required exams.**

**B. Courses by Semester:**

## **FALL SEMESTER**

### **Social Work 154 – Problems with Substance Abuse and Addiction**

Overview of how involvement with alcohol, tobacco, and other drugs can affect health and personal and social development. Related social, philosophical, cultural, prevention, and treatment issues are covered.

### **Social Work 225 – Substance Abuse Prevention**

A basic overview of substance abuse prevention with emphasis on scientifically defensible substance abuse prevention research and practices.

## **SPRING SEMESTER**

### **Social Work 254 – Bio/Psycho/Social Factors in Addiction**

Theories of alcohol and other drug addiction with an emphasis on the signs and symptoms of problematic use and abuse.

### **Social Work 354 – Addiction Treatment I**

Overview of philosophical and procedural components for providing addictions services: professional characteristics, ethical/legal issues, helping process, and initial assessment. Motivational Interviewing practiced.

### **Social Work 356 – Functions & Recovery and Field Training I**

Provides students with the key concepts and proficiency skills necessary to serve as substance abuse counselors in their practicum placements and in the field upon graduation. These include the twelve core functions of substance abuse counseling and a thorough understanding of prevention strategies. Students are provided with supervised field experience with alcohol/drug cases in a community substance abuse services agency. Students will be required to apply the key concepts of this course series and will demonstrate an understanding and proficient level of skill in the twelve core functions of substance abuse counseling (Appendix F). Students are required to complete the first 100 field hours of their practicum placement during this semester.

## **SUMMER SEMESTER**

### **Social Work 357 – Functions & Recovery and Field Training II**

Provides students with the key concepts and proficiency skills necessary to serve as substance abuse counselors in their practicum placements and in the field upon graduation. These include the twelve core functions of substance abuse counseling and a thorough understanding of prevention strategies. Students are provided with supervised field experience with alcohol/drug cases in a community substance abuse services agency. Students will be required to apply the key concepts of this course series and will demonstrate an understanding and proficient level of skill in the twelve core functions of substance abuse counseling. Students are required to complete the remaining 200 field hours of their practicum placement during this semester.

## **FALL SEMESTER**

### **Social Work 355 – Individual and Group Addiction Treatment**

Strategies and core competencies for treating addicted individuals and group counseling. Experiential learning is the primary approach utilized in this class.

### **Social Work 454 – Addiction Treatment II**

Practical application of providing addiction services: assessment, placement, treatment planning, ethical/legal issues, and case management.

### **Social Work 358 – Functions & Recovery and Field Training III**

Course provides students with the key concepts and proficiency skills necessary to serve as substance abuse counselors in their practicum placements and in the field upon graduation. These include the twelve core functions of substance abuse counseling and a thorough understanding of prevention strategies. Students are provided with supervised field experience with alcohol/drug cases in a community substance abuse services agency. Students will be required to apply the key concepts of this course, and demonstrate an understanding and proficient level of skill in the twelve core functions of substance abuse counseling (Appendix F). This course is optional and only for students who need to complete field hours in order to reach the required 300 practicum hours necessary for program completion.

## **VII. Field Training (Practicum)**

### **A. Definitions:**

Practicum Instructor: Program faculty responsible for management of the practicum program and instructors of the accompanying field training/functions and recovery courses.

Field Supervisor: Direct field placement supervisor at agency where student is completing his/her practicum (see #4 below).

### **B. Number of Required Hours**

The spring and summer semester *Functions & Recovery and Field Training* courses require students to complete a **minimum of 300** practicum hours. Three hundred hours are required for eventual licensure; however, occasionally a field supervisor and/or the practicum instructor may determine that a student needs additional time in his/her field placement to master the required skills. If such a situation occurs, the practicum instructor, with input from the field supervisor, will meet with the program director and student to determine the number of hours and criteria for successful completion. Students must complete a minimum of 100 practicum hours by the end of spring semester in order to be eligible to continue with the summer practicum course. **Students are not allowed in a practicum setting unless they are enrolled and attending the corresponding course** (Functions & Recovery and Field Training). Students receive practicum placement materials in mid-December and work with the program director to identify a field placement site. They begin their placements mid- January, completing a minimum of 100 hours spring semester, and the remaining 200 hours during the summer semester, ending early August. Hours should be averaged throughout this time period. **Students may not end their placements before the end of July, unless appropriate approvals (practicum instructor, program director, and field supervisor) have been given.** Students are not allowed to be paid for practicum hours and stipends are not available for field hours in any of the College of Social Work substance abuse treatment training

programs.

### C. Placement

Toward the end of fall semester, students will be provided with information to help them find a practicum placement site. Students will be responsible to make arrangements with a substance abuse treatment agency to complete their practicum requirements. In order to provide new experiences and perspectives in a "learning environment," it is policy that **students may not complete their practicum hours in the same agency in which they are employed**, even if the setting may have a continuum of services and/or programs. The purpose of this policy is to ensure students experience a variety of treatment philosophies and modalities. Individual agencies, by nature of their mission and goals, apply a general therapeutic philosophy and specific theoretical models as guidance for all their programming; hence, students benefit greatly by completing a field placement at another agency through experiencing different frameworks. **In addition, University policy does not allow payment for internship hours, therefore combining work and volunteer hours at the same agency can invalidate University liability insurance. Furthermore, Students are not allowed to complete a practicum at an agency where they or a family member have undergone treatment or where they or a family member are employed, due to issues of confidentiality and conflict of interest.**

**STUDENTS WILL WORK WITH THE PROGRAM DIRECTOR IN SELECTING A PRACTICUM SITE.** A resource that can help students find a treatment facility within 10-50 miles of their residence can be found at <http://www.findtreatment.samhsa.gov>. Students can select "Utah" and then select "within 10, 25, or 50 miles" to conduct searches for potential placement sites. Students may also be aware of private or for-profit treatment centers in their geographical region that will not appear on the SAMHSA site. **Students are not allowed to look for a placement or make arrangements before December of their first semester, after receiving the appropriate forms from the program director. Placements will begin approximately mid-January.** Students who disregard this process may be sanctioned.

### D. Field Supervision Requirements

Practicum students must be supervised weekly by a mental health therapist (LCSW, LPC., etc) or an LSAC with at least one year of licensed experience. Supervision for the Practicum student must be at a minimum of one hour of face-to-face direct supervision for every 20 hours of substance abuse counseling services provided. The supervising individual should review cases and files of the practicum student at least monthly. Students can only practice when the supervising LSAC or a licensed mental health therapist is at the site.

- E. **Required Forms:** Students are to turn in all required practicum forms, which include the University Clinical Training Agreement, the Practicum Training Agreement, the Non-Fraternization form, etc, **before beginning any field training hours. It is the student's responsibility to make four copies of these forms and distribute them to** 1.) the program director, 2.) the practicum instructor, and 3.) the field instructor. *The fourth copy is for the student.* **NO HOURS CAN COUNT TOWARDS THE REQUIREMENT, UNTIL THE PROGRAM DIRECTOR HAS THESE COPIES. No exceptions will be made to this**

**policy as University liability coverage is contingent on the receipt of these forms by program administration.**

**F. Failure to Complete 300 Practicum Hours by End of Summer Semester:**

*The Functions/Recovery and Field Training III (fall semester) course is required for students who were not able to complete the 300 hours in spring and summer semesters.*

Certificates of completion for the Program will list the number of practicum hours completed, up to 300. Please be aware that the Department of Occupational and Professional Licensing (DOPL) will not accept an application for license unless the certificate lists 300 hours.

**Students must complete the 300 hours by the end of Functions & Recovery and Field Training III (December).** Failure to do so, may result in sanctions or termination from the Program.

**G. Employment Opportunities at Field Agency**

When a student satisfactorily completes the 300 hour practicum requirement **during Summer Semester**, the student may be hired by the field agency into a position that does not require completion of the Program or licensure. In order for this to occur, the **Clinical Training Agreement** must be terminated in writing. The program director, the practicum instructor, and the field supervisor/agency must be in agreement and a copy of the termination placed in the student's file. The student must continue to attend and complete all academic work for the *Field Training and Functions & Recovery* course required for graduation from the Program after this occurs. **Termination of field placements will not be allowed during the spring semester, even if the student has completed a minimum of 300 hours. The student must wait for summer semester for this to occur. The earliest this can occur is June 15, regardless of the number of hours completed to that point in excess of 300.**

**H. Grade in Field Training**

When the student reaches 100 hours and again at the end of the second 300 hours (end of Spring and Summer semesters, respectively), the field supervisor will meet with the practicum student to conduct the appropriate evaluation, and recommend a letter grade for practicum. The practicum instructor will review the student evaluation, the field instructor's recommended grade, and the number of hours completed, and then issue a final grade based on these factors. **This means, the grade in the Field Training and Functions & Recovery class can be different than the field instructor's recommended grade.**

**VIII. Admission Procedures and Policies**

The Online Substance Abuse Treatment Training Program operates under a selective admissions policy, based on the need to maintain a program of excellence in the classroom and to assure availability of quality internship placements. The College of Social Work reserves the right to admit a limited number of students each year. Meeting the minimum standards does not guarantee a student will be admitted to the Program, as admission decisions are based on a combination of factors. Students who are denied admission can reapply for a subsequent year. The Program is also committed to having a diverse student body.

**A. Student Eligibility and Admission Criteria:**

**Eligibility:** Currently (2007), Utah state law for licensure as a substance abuse counselor, requires that an applicant have a minimum of a high school diploma or a GED, certification of completion of the educational and practicum requirements of the Online Substance Abuse Treatment Program including a minimum of 300 hours of field experience, and completion of additional requirements in the field after graduation. As a result, individuals with a high school diploma or GED may apply to the Program, as well as students who are or wish to pursue a degree. It must be noted, however, that the Program is offered at the upper division undergraduate level and that college preparation and/or experience can be very beneficial in helping students be successful in the Program (see *Expectations for Student Preparedness* in this manual).

**A personal history of alcohol and/or substance abuse or conviction for past criminal activity or conduct does not affect the chances of a student being admitted to the program; however, students must be advised that past or future substance abuse, or criminal activity, may limit or inhibit them from securing an internship, which is required for completion of the Program. In addition, students may be ineligible to receive a state license to practice, or obtain employment in the field.** For more information, contact the Division of Occupational and Professional Licensing.

**Criteria:** The Admission Committee of the Professional and Community Education Program, evaluates applications based on the following criteria. It should be noted that meeting the basic criteria does not guarantee admission to the Program as discussed above.

- 1) Applicants must have 1) a cumulative high school or undergraduate GPA of a least 2.5 (exceptions may be granted based on individual circumstances), 2) strong application materials, which include official transcripts, a personal essay addressing questions outlined in the admission packet, and professional and/or academic letters of recommendation, and, 3) recommendation of the Program admission committee
- 2) Successful completion of the Online Substance Abuse Treatment Training Program is not viewed as a guaranteed means of entry into the University of Utah or any degree program.

**B. Application Procedures**

Students seeking admission are required to complete an application form available from the College of Social Work PACE Program (224 SW) or online at [www.socwk.utah.edu/pace](http://www.socwk.utah.edu/pace).

1. The decision to admit a student will be based in part on the student's cumulative GPA as defined in this policy. GPAs are calculated using all academic work attempted/completed. Other factors considered are listed below.
2. A completed application will contain:
  - A & D Program admissions application.
  - \$35.00 application fee (non-refundable).

- Official transcript from high school, college, or university last attended by the applicant or GED certification.
  - Two letters of recommendation (professional or academic). Students are advised to not request letters from their treatment providers as this raises issues of confidentiality.
  - Personal statement as outlined in the instructions.
  - Prospective students living in Davis, Summit, Tooele, or Utah counties, should include a cover letter stating why they find it **necessary** to take the Online Substance Abuse Program, rather than attending in person in the onsite Alcohol and Drug Treatment Training Program.
3. Consideration for admittance into the Program will also be based on the following:
    - Writing skills
    - Academic history
    - Letters of recommendation
    - Past experience or work history in a social service setting
    - Potential for success in the field of substance abuse counseling
  4. Any student who withdraws from the Program or who is not allowed to continue in the Program for any reason, must either submit a letter of intent to return to the Program, or re-apply for admission into the Program, based on the circumstances under which the student left the Program. Readmission is not guaranteed.
  5. Students reapplying to the Program may be required to repeat courses and/or complete additional courses, if significant changes have occurred in the Program during the student's absence. The PACE director will evaluate the student's records and the current requirements of the Program to determine the course work necessary to receive a certificate of completion.

### **C. Expectations for Student Preparedness**

Students need to understand that the Online Substance Abuse Treatment Training Program is a university level program, with the academic rigor and expectations of upper division undergraduate courses/programs. Students are expected to prepare themselves for this level of college work. For students with no post secondary education experience, it is **highly recommended** they:

1. Take college or university courses (including a college prep course) prior to application for admission.
2. Familiarize themselves with University life, including University rules and regulations and learn to navigate University departments such as admission, registration, transcripts, income accounting, advising, the University's website, etc.

### **D. Academic Progress in the Program**

1. Students must receive a grade of "C-" or better in all classes, in order to continue, or remain, in the Program. As courses are sequential, student's who do not pass a class with

a “C- ”or better are not allowed to return to the Program, until they can repeat the failed course a year later. Readmission in this case is not necessary, but a letter of readiness and intent to return to the Program is required. This letter must be received by March 30 of the next year. Students deciding to take more than one year before returning may have additional requirements and should contact the program coordinator to discuss the situation. Depending on the length of time, the student may be required to supply the Program with an updated application, new letters of reference, or a completely new re-application.

2. The Online Substance Abuse Treatment Training Program is designed to be completed in four sequential semesters. Students who do not complete the Program within this time frame due to failure to pass a course, or because of an approved leave of absence, must complete the Program the following year. **Any student who fails to complete the Program within two consecutive years will need department approval to continue in the program. Permission to continue in the program beyond the two year limit will be granted only under exceptional circumstances.**

## **IX. Student Continuation, Review, and Dismissal**

The Online Substance Abuse Treatment Training Program policy on student continuation, review, and dismissal is as follows:

1. Continuation in the Program requires:
  - Earning a grade of “C-” or better in each course;
  - Conducting professional activity in conformity with the National Association of Online Substance Abuse Addiction Counselors (NAADAC) Code of Ethics (Appendix A) and NASW professional standards of ethics (Appendix E).

Failure to meet any one of these criteria is grounds for possible sanctions, including dismissal from the Program. If a student is experiencing difficulties, is showing insufficient progress, or has broken University, College, or field agency policies, or has engaged in ethical and/or legal violations, immediate action will be taken.

2. Students are admitted on the assumption that they have the potential academic ability and personal suitability for completing the Online Substance Abuse Treatment Training Program. All students are expected to maintain the standards of the College of Social Work and social work profession.
3. Grounds for dismissal include, but are not limited to:
  - Conduct that is not congruent with the values and ethics of NAADAC and the social work profession including NASW professional standards or applicable University of Utah rules and regulations. This includes behavior in the student’s classroom and fieldwork.
  - Behavior that interferes with the student’s functioning and/or jeopardizes the welfare of those to whom the student has responsibility, such as clients and co-workers.

- Failure to adhere to practicum agency policies and professional standards.
  - Failure to use sound judgment both in work with clients and in regard to oneself, such as not seeking professional help for physical or emotional problems that interfere with the functioning of the student in the Program.
  - Academic dishonesty, including cheating on examinations or plagiarism, which involves presenting the work of someone else as one's own.
  - Repeated, unexcused tardiness and/or absences that negatively impact the learning process of the student.
  - Failure to abide by Online Substance Abuse Treatment Training Program policies and procedures outlined in this manual.
  - Participation in class or practicum activities while under the influence of drugs or alcohol.
  - Maintaining (after it has been addressed) hostile, negative behavior directed toward the client, instructor, peers, agency staff, and/or university staff.
  - Failure to disclose critical background information in applying for the Program or field that bears on one's competence or performance.
  - Providing false information to Program administration and/or faculty.
4. When a student's performance violates professional standards, University regulations, or Program policy, this concern will be presented to the program director for review. The director will meet with the student and others, as appropriate, to determine the course of action. This may include dismissal, a letter of reprimand in the student's file, or a contract which sets forth problems to be solved, actions to be taken to solve said problems, including a time period for completion of designated actions, and reevaluation of student performance. The findings and disposition will be communicated to the student in writing by the director of the Program.

Students who are recommended for dismissal/termination from the Program for ethical and/or legal violations will have their case reviewed by the Program administration, College administration, and possibly the appropriate behavior committee, on a case-by-case basis. Notification of final recommended action is sent to the Colleges associate dean, and then forwarded to the appropriate academic vice president, as appropriate and necessary by University policy. Termination can occur at the Program level, or even from the University, according to circumstances and history.

Discontinuance can occur during any semester of enrollment in the Online Substance Abuse Treatment Training Program, including the last semester. Students may appeal academic actions in accordance with the procedures outlined under Appeals of Grades

and Other Academic Actions discussed in University policy.

## **X. Advising**

The University of Utah College of Social Work Professional and Community Education Program coordinates the Online Substance Abuse Treatment Training Program. The Program has a full time director and an administrative program coordinator. Both the coordinator and the director have an “open door” policy and are available to advise students and to help solve problems. The appropriate practicum instructors also serve as field training advisors and placement liaisons. Instructors are also available to help students in their classes with curricular materials. **They are not available to resolve technical/computer difficulties.** The goals of advising include but are not necessarily limited to:

- Assisting students in assessing their aptitude and motivation for a career in substance abuse counseling;
- Providing academic guidance when students are having difficulty;
- Assessing the student’s educational performance in all facets of the Program;
- Being available to discuss concerns of students and serving as a broker to link students to needed services.

***Note:** The role of program staff and/or faculty is not a therapeutic one, and they do not provide personal counseling to students, since this could easily place them in conflict with their roles. Consequently, it is the Program’s policy to refer students needing personal counseling to other resources within the University or in the community.*

Students who relapse, or fear relapse, should contact the instructor with whom they are comfortable to begin discussion on the best course of action. It is likely the faculty member will work with the program director, to determine a plan best suited to the situation. All information gained in this process will be kept strictly confidential.

## **XI. Transfer Credit**

Currently (2008), there are no classes that can be transferred from another institution or state to fulfill requirements in the Program. Students cannot transfer between the University of Utah College of Social Work onsite program and the online program, but must complete the program in which they were initially admitted, except under extreme circumstances and only by approval of the Program Director. Should, in future, another college/university in the state of Utah develop a similar training program, transfer credit possibilities could be assessed at that time.

## **XII. Policies of the University of Utah and the College of Social Work**

**A. Leaves of Absence:** This Program is designed to be completed in sequence and within four semesters. If a leave of absence is needed for reasons beyond a student’s control (illness, death of a family member, military obligations, etc.), a written request must be submitted to the program coordinator. Requests should include the following: 1) the reason for request, 2) period of absence requested, 3) work completed to-date, and 4) a proposed plan for returning to the Program. Upon approval, students may receive a one-year extension for completion of the Program. After this time, a complete re-application to the Program is necessary, unless waived

by the program director.

- B. “Incomplete” Grades:** Students experiencing difficulties in course work and/or at a practicum placement, are expected to contact their instructors immediately. If a student is experiencing difficulties in a particular course, it is highly recommended the student form study groups with classmates and take advantage of any extra assistance that instructors offer. It is also a requirement of those students who experience circumstances beyond their control (illness, accident, death of family member, etc.) to contact their instructors immediately, especially if these circumstances affect their attendance and course work. If unable to do so, the student should have someone else contact the instructors and the program coordinator as soon as possible. Please note that it is not acceptable to notify instructors of these situations at the end of the semester. It is also not acceptable to neglect to turn in assignments on time. Students who do not turn in assignments on the due date (without making prior arrangements in special circumstances) and/or fail to take exams at designated times, will receive a reduced or failing grade for the assignment(s)/exam. Failure to follow all of these procedures may result in a failing grade for a course, thereby resulting in the inability to continue in the Program.

Students may receive an incomplete grade for work not completed, due to circumstances beyond a student's control (serious illness or accident, death of family member). In order for this to occur, a student must be passing the course and have completed at least 80% of the required course work. Prior to the end of the semester, arrangements need to be made between the student and the instructor concerning the completion of the work. Once the work has been completed, the program coordinator will record the grade. An “I” will automatically change to a failing grade if a new grade is not reported within one year. **Please note, receiving an incomplete grade will disqualify students from continuing with the next semester of the Program, unless the work is completed and a grade issued before the first day of the next semester.**

- C. Tuition and Fees:** Students taking the Online Substance Abuse Treatment Training Program, register through the University of Utah and pay the Utah non-credit fees listed in the class catalogue for each course. This information is accessed at [www.utah.edu](http://www.utah.edu) by clicking on “class schedules,” choosing the appropriate semester, and clicking on to “social work.” The non-credit tuition fee is listed in the far right hand column for each class. Tuition and fees are subject to change. Students will pay a slightly higher tuition rate for courses in the third and fourth semesters, as annual Board of Education tuition recommended tuition increases go into effect summer semester each year.

**Please be aware that tuition statements are no longer mailed to students.** Your tuition bill information will be provided electronically on the web by logging into the campus information system (CIS). The tuition due dates are also listed. Tuition may be paid by: 1) mailing payment with bill to Income Accounting (Income Accounting/University of Utah/201 S. 1460 E. Room 165, Salt Lake City, Utah 84112-9054), 2) credit card (phone or online), or 3) in-person at the Student Services Building, room 165.

Student who do not pay their tuition and fees by the appropriate deadline for each semester, will

be assessed at 20% penalty fee on the unpaid balance. Non-credit students (students in this program) will not have their classes administratively dropped if they do not pay tuition. **If non-credit students do not pay tuition by the due date, they will be charged late fees and held responsible for payment, even if the student never attended class.** Checks returned for insufficient funds will be turned over for collection, and the student will still be responsible for paying tuition. Any questions regarding payment of tuition are to be directed to Income Accounting at (801) 581-7344.

**D. Re-Application:** Students who receive approval for a leave of absence (see XII.A), but do not return to the program within the next year, will need to submit a complete re-application to the Substance Abuse Treatment Training Program, including paying any associated fees. Students who are not admitted to the program, but encouraged to reapply the following year, need to provide an updated application form, an updated personal statement, and new letters of recommendation. They do not need to pay the application fee again. If an applicant waits more than one year, he/she will need to also include the application fee with a complete new application.

**E. College of Social Work E-Mail Policy Policies and Procedures :** In order to facilitate communication among students, faculty, staff and administration, *all students are required to establish a University of Utah e-mail account.* Students who do not have an e-mail account may request a free account from the University's NetCom department. For information regarding setting up a free e-mail account (along with the University's Acceptable Use Policy), please refer to Appendix C.

**F. Cheating and Plagiarism**

1. Introduction: Faculty of the College of Social Work consider cheating and plagiarism to be unethical behaviors, contrary to social work values and ethics as set forth in the NAADAC Code of Ethics and NASW professional standards. These ethical standards require disclosure, honesty, truthfulness, and the development of positive personal and professional values in the pursuit of competence in the practice of social work. The University of Utah Policy and Procedures Manual (Code of Student Rights and Responsibilities, Section 8-10 Rev 3, or latest version from the website [www.admin.utah.edu/ppmanual](http://www.admin.utah.edu/ppmanual)) supports the position taken by the profession of social work on questions of competence and professional and academic integrity.

2. **Definitions of Cheating and Plagiarism :** These unethical behaviors often overlap

a. **Cheating** (cf. Lundberg, <http://mason.gmu.edu/~montecin/plagerism.htm>); (personal communication, 3/24/03); (Dixon, 3/25/03, personal communication)

1. *The willful giving or receiving of an unauthorized, unfair, dishonest, or unscrupulous advantage in academic work over other students, or attempts to willfully give and receive.*

2. *Examples of cheating include, but are not limited to:*

- copying from another student's test or evaluation instrument

- fraud, duress, deception, misrepresentation, theft, trickery, talking, signing, gestures
- unauthorized use of study aids, memoranda, books, data, or other information
- submitting work presented in another course, unless permitted by the instructor
- altering or interfering with grading or grading instructions
- submitting work presented in another course, unless permitted by the instructor
- altering or interfering with grading or grading instructions using unauthorized prior knowledge of an examination
- doing work for another student or having one's own work done by someone else

**A basic definition of cheating: Claiming someone else's work is/as your own.**

b. **Plagiarism** (cf. Lundberg, <http://www.cs.unb.ca/html/plagiarism.html>), (personal communication, 3/24/03); (Dixon, 3/25/03, personal communication)

1. *Presenting as one's own words, work, opinions of someone else without proper acknowledgment.*
2. *Borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgment; copying verbatim another person's written work without proper citation, inclusive of in-line citation, or attribution, inclusive of in-line referencing.*
3. *Paraphrasing ideas, theories, cases, conclusions, or research without proper attribution.* (Paraphrasing refers to stating someone else's ideas(s), etc. in your own words but without proper acknowledgment of the source.
4. *Examples of plagiarism include but are **not** limited to:*
  - using equations, charts, figures, illustrations/pictures, mathematical or scientific solutions without citing source
  - representing as one's own the original ideas (theories, models, principles, etc.) phrases, sentences, paragraphs, of the specific substance of another person's work without giving appropriate credit—example, to use copyrighted material, - - Web pages, notes, letters, personal communications, newspapers, magazines, journals, television stories, etc.
  - representing another person's scholarly works, computer programs, case studies or artistic works as one's own

**A basic definition of plagiarism: Failure to give credit where credit is due in citing or paraphrasing somebody else's work.**

c. **Consequences for plagiarism:** cf. Student Code of the University of Utah available at <http://www.sa.utah.edu>. Part V: Student Academic Conduct Section B clarifies what punishment should be enforced: "A student who engages in academic misconduct may be subject to academic sanctions including but not limited to a grade reduction,

failing grade, probation, suspension, or dismissal from the Program or the University.” (University Lessons magazine, vol. 4, no. 2, Spring/Summer 2003, p.10).

### **G. Student Records**

Students can access their own file by following University policy (see General Catalog at <http://www.ugs.utah.edu/catalog>). All faculty members and field instructors have access to the information in a student’s file. Policies of the College of Social Work protect the privacy of students as mandated by Public Law 93-380, Section 438. This law forbids the release of academic records or personal information without the written consent of the student, except in specified situations. Educational records do not include notes and records held privately by faculty and other academic staff.

In accordance with the Act, the University has established appropriate procedures for granting a student’s request for access to his/her records within a reasonable time, not to exceed 45 days, as follows:

1. A student must personally deliver a signed, formal, written request for access to his or her files to the **Office of the Vice President for Student Affairs**. The student must show satisfactory identification.
2. Within ten (10) days after receiving such a request, the Office of the Vice President for Student Affairs ascertains the existence, location, and status of the records to which access is sought, and notifies the student of a time and place when the records will be made available for his/her inspection.
3. A student may request a copy of certain educational records. Certain records, while available for examination, may not be copied (e.g., if doing so might compromise another student's or faculty member's privacy). The Vice President for Student Affairs, in consultation with the University attorney, determines the appropriateness of copying such a record. The cost of each copy is \$.50 per page, assessed to the student making the request.
4. The University reserves the right to refuse to permit a student to inspect the following records:
  - the financial statement of the student's parents;
  - letters and statements of recommendation for which the student has waived right of access or that were filed before January 1, 1975. Records connected with an application to attend the University of Utah, if that application was denied;
  - records excluded from the FERPA definition.

### **H. Appeals of Grades and Other Academic Actions**

The College of Social Work adheres to the policies and procedures for appeals of grades and

other academic actions set forth by the University as stated in the *University of Utah Bulletin and General Catalog, Student Code*. The University of Utah Student Code is reproduced in this manual, in Appendix B. Students should refer to this policy for a thorough understanding of policies and procedures (**including time limits**) to be followed when conflict exist or sanctions are imposed. That policy is restated below.

Faculty members are qualified as professionals to observe and judge all aspects of a student's academic performance, including demonstrated knowledge, technical and interpersonal skills, attitudes and professional character and ability to master the required curriculum. An academic action, as defined, may be overturned on appeal only if the academic action was **arbitrary or capricious**.

Students who believe that an academic action is arbitrary or capricious, should discuss their complaint with the faculty member involved within 20 business days, and attempt to resolve the disagreement. The faculty member has 10 days to respond. If the student and faculty member are unable to resolve the disagreement, the student may appeal the academic action in accordance with the following procedures:

1. Appeal to the Director of the PACE Program. Within forty (40) business days of notification of the academic action and failing resolution with the instructor, the student shall appeal the academic action in writing to, and consult with, the director of the PACE Program regarding such academic action. Within fifteen (15) working days of consulting with the student, the director shall notify the student and faculty member, in writing, of his/her determination of whether the academic action was arbitrary or capricious. The director shall take appropriate action to implement his/her decision unless the faculty member appeals the decision. In the event that the program director is the faculty member whose grading is being appealed, the appeal shall be to the associate dean of the College of Social Work.
2. Appeal to Academic Appeals Committee. If either party disagrees with the director or associate dean's decision, that party may appeal to the College's Academic Appeals Committee within fifteen (15) working days of notification of the decision.

Academic action means the recording of a final grade (including credit/no credit and pass/fail) in a course, or on a culminating project. It also includes a decision by the appropriate committee to place a student on academic probation, or to suspend or dismiss a student from an academic program due to the student's failure to meet the relevant academic standards of the discipline or program. Academic action does not include academic sanctions imposed for academic dishonesty or for specific violations of professional and ethical standards of the professional or program for which the student is preparing.

## **I. Equal Opportunity and Affirmative Action**

The University of Utah is committed to policies of equal opportunity and affirmative action and

prohibits discrimination on the basis of race, national origin, sex, sexual orientation, age, or status as a person with a disability OEO (801)-581-8365. The University seeks to provide equal access its programs, services, and activities for people with disabilities. For more information, please call the Center for Disability Services at (801)-581-5020.

#### **J. Credit for Life or Work Experience**

The Online Substance Abuse Treatment Training Program does not grant credit for either life or work experience in lieu of any required courses or the internship hours.

#### **K. Students Rights and Opportunities**

Students have the right and opportunity to participate in the evaluation of their educational experience. The Online Substance Abuse Treatment Training Program operationalizes this opportunity through a variety of mechanisms. Each semester students will have a chance to provide feedback to the Program on the instruction they receive in every course. In addition, evaluation forms are utilized to assess the quality of advising provided and the field liaison roles performed by faculty and field agencies/supervisors. Normally, all of these opportunities occur at the end of the semester. To ensure greater candor, the results of student evaluations of faculty are **not** shared with faculty until after grades have been turned in for that semester.

#### **L. Code of Student Rights and Responsibilities**

The mission of the University of Utah is to educate the individual and to discover, refine and disseminate knowledge. The University supports the intellectual, personal, social and ethical development of members of the University community. These goals can best be achieved in an open and supportive environment that encourages reasoned discourse, honesty, and respect for the rights of all individuals. Students at the University of Utah are encouraged to exercise personal responsibility and self discipline, and engage in the rigors of discovery and scholarship.

Students at the University are members of an academic community committed to basic and broadly shared ethical principles and concepts of civility. Integrity, autonomy, justice, respect and responsibility represent the basis for the rights and responsibilities that follow.

The Code of Student Rights and Responsibilities has three parts: Student Bill of Rights, Standards of Academic Performance and Standards of Behavior. (The entire Code of Student Rights and Responsibilities can be found in the University of Utah General Catalog).

#### **M. Americans with Disabilities Act of 1990**

The Americans with Disabilities Act of 1990 is basically a civil rights act for anyone with a physical or mental impairment that substantially limits one or more of life's activities. The Online Substance Abuse Treatment Training Program makes every effort to provide reasonable accommodation to disabled students. You can contact the University of Utah's Disability Services by calling (801) 581-5020 or visit their website: <http://disability.utah.edu/>

# Appendix A

## NAADAC CODE OF ETHICS

<http://naadac.org/documents/index.php?CategoryID=23>

# Appendix B

## UNIVERSITY OF UTAH STUDENT CODE

<http://www.admin.utah.edu/ppmanual/8/8-10.html>

# Appendix C

## E-MAIL, UNIVERSITY ACCEPTABLE USE POLICY

[http://www.lib.utah.edu/policies/computer\\_acceptable\\_use.html](http://www.lib.utah.edu/policies/computer_acceptable_use.html)

# Appendix D

## LICENSED SUBSTANCE ABUSE COUNSELOR LAW, REGULATIONS AND APPLICATION

[http://www.dopl.utah.gov/licensing/substance\\_abuse\\_coun](http://www.dopl.utah.gov/licensing/substance_abuse_coun)

# Appendix E

## NASW CODE OF ETHICS

<http://www.socialworkers.org/pubs/code/code.asp>

# Appendix F

## TWELVE CORE FUNCTIONS OF THE ALCOHOL AND OTHER DRUG ABUSE COUNSELOR

The Case Presentation Method is based on Twelve Core Functions. Scores on the CPM are based on the Global Criteria for each Core Function. The counselor must be able to demonstrate competence by achieving a passing score on the Global Criteria in order to be certified. Although the Core functions may overlap, depending on the nature of the counselor's practice, each represents a specific entity. Give specifics throughout and do not supply original definitions.

**I. Screening:** The process by which the client is determined appropriate and eligible for admission to a particular program.

### Global Criteria

1. **Evaluate** psychological, social, and physiological signs and **symptoms** of alcohol and other drug use and abuse.
2. Determine the client's **appropriateness** for admission or referral.
3. Determine the client's **eligibility** for admission or referral.
4. Identify any **coexisting conditions** (medical, psychiatric, physical, etc.) that indicate need for **additional** professional **assessment** and/or services.
5. **Adhere** to applicable **laws**, regulations and agency policies governing alcohol and other drug abuse services.

### Explanation

This function requires that the counselor consider a variety of factors before deciding whether or not to admit the potential client for treatment.

It is imperative that the counselor use appropriate diagnostic criteria to determine whether the applicant's alcohol or other drug use constitutes abuse. All counselors must be able to describe the criteria they use and demonstrate their competence by presenting specific examples of how the use of alcohol and other drugs has become dysfunctional for a particular client.

The determination of a particular client's appropriateness for a program requires the counselor's judgment and skill and is influenced by the program's environment and modality (i.e., inpatient, outpatient, residential, pharmacotherapy, detoxification, or day care). Important factors include the nature of the substance abuse, the physical condition of the client, the psychological functioning of the client, outside supports/resources, previous treatment efforts, motivation and philosophy of the program.

The eligibility criteria are generally determined by the focus, target population and funding requirements of the counselor's program or agency. Many of the criteria are easily ascertained. These may include the client's age, gender, place of residence, legal status, veteran status, income level and the referral source. Allusion to following agency policy is a minimally acceptable statement

If the applicant is found ineligible or inappropriate for this program, the counselor should be able to suggest an alternative.

**II. Intake:** The administrative and initial assessment procedures for admission to a program.

### **Global Criteria**

6. **Complete** required **documents** for **admission** to the program.
7. **Complete** required **documents** for program **eligibility** and **appropriateness**.
8. **Obtain** appropriately **signed consents** when soliciting from or providing information to outside sources to protect client confidentiality and rights.

### **Explanation**

The intake usually becomes an extension of the screening, when the decision to admit is formally made and documented. Much of the intake process includes the completion of various forms. Typically, the client and counselor fill out an admission or intake sheet, document the initial assessment, complete appropriate releases of information, collect financial data, sign a consent for treatment and assign the primary counselor.

**III. Orientation:** Describing to the client the following: general nature and goals of the program; rules governing client conduct and infractions that can lead to disciplinary action or discharge from the program; in a non-residential program, the hours during which services are available; treatment costs to be borne by the client, if any; and client rights.

### **Global Criteria**

9. Provide an overview to the client by describing **program goals** and **objectives** for client care.
10. Provide an overview to the client by describing **program rules**, and **client obligations** and **rights**.
11. Provide an overview to the client of **program operations**.

### **Explanation**

The orientation may be provided before, during and/or after the client's screening and intake. It can be conducted in an individual, group, or family context.

Portions of the orientation may include other personnel for certain specific aspects of the treatment, such as medication.

**IV. Assessment:** The procedures by which a counselor/program identifies and evaluates an individual's strengths, weaknesses, problems and needs for the development of a treatment plan.

#### **Global Criteria**

12. **Gather** relevant **history** from client including but **not limited** to alcohol and other drug abuse using appropriate interview techniques.
13. Identify **methods** and **procedures** for obtaining **corroborative information** from significant secondary sources regarding client's alcohol and other drug abuse and psycho-social history.
14. Identify appropriate **assessment tools**.
15. **Explain** to the client the **rationale** for the use of assessment **techniques** in order to facilitate understanding.
16. Develop a **diagnostic evaluation** of the client's substance abuse and any coexisting conditions based on the results of all assessments in order to provide an integrated approach to treatment planning based on the client's strengths, weaknesses, and identified problems and needs.

#### **Explanation**

Although assessment is a continuing process, it is generally emphasized early in treatment. It usually results from a combination of focused interviews, testing and/or record reviews.

The counselor evaluates major life area (i.e., physical health, vocational development, social adaptation, legal involvement and psychological functioning) and assesses the extent to which alcohol or drug use has interfered with the client's functioning in each of these areas. The result of this assessment should suggest the focus of treatment.

**V. Treatment Planning:** Process by which the counselor and the client identify and rank problems needing resolution; establish agreed upon immediate and long-term goals; and decide upon a treatment process and the resources to be utilized.

#### **Global Criteria**

17. **Explain** assessment **results** to client in an understandable manner.
18. **Identify** and **rank** problems based on individual client needs in the written treatment plan.

19. Formulate **agreed** upon **immediate** and **long-term goals** using **behavioral** terms in the written treatment plan.
20. Identify the treatment **methods** and **resources** to be utilized as appropriate for the individual client.

### **Explanation**

The treatment contract is based on the assessment and is a product of a negotiation between the client and the counselor to assure that the plan is tailored to the individual's needs. The language of the problem, goal, and strategy statements should be specific, intelligible to the client and expressed in behavioral terms. The statement of the problem concisely elaborates on a client's need identified previously. The goal statements refer specifically to the identified problem and may include on objective of a set of objectives ultimately intended to resolve or mitigate the problem. The goals must be expressed in behavioral terms in order for the counselor and client to determine progress in treatment. Both immediate and long-term goals should be established. The plan or strategy is a specific activity that links the problem with the goal. It describes the services, who will perform them, when they will be provided, and at what frequency. Treatment planning is a dynamic process and the contracts must be regularly reviewed and modified as appropriate.

**VI. Counseling:** (Individual, Group, and Significant Others): The utilization of special skills to assist individuals, families or groups in achieving objectives through exploration of a problem and its ramifications; examination of attitudes and feelings; consideration of alternative solutions; and decision-making.

### **Global Criteria**

21. Select the counseling theory(ies) that apply(ies).
22. Apply **technique(s)** to assist the client, group, and/or family in exploring **problems** and ramifications.
23. Apply **technique(s)** to assist the client, group, and/or family in examining the client's **behavior, attitudes, and/or feelings** if appropriate in the treatment setting.
24. **Individualize** counseling in accordance with cultural, gender, and lifestyle **differences**.
25. **Interact** with the client in an appropriate **therapeutic** manner.
26. Elicit **solutions** and decisions from the client.
27. **Implement** the treatment plan.

### **Explanation**

Counseling is basically a relationship in which the counselor helps the client mobilize resources to

resolve his or her problem and/or modify attitudes and values. The counselor must be able to demonstrate a working knowledge of various counseling approaches. These methods may include Reality Therapy, Transactional Analysis, Strategic Family Therapy, Client Centered Therapy, etc. Further, the counselor must be able to explain the rationale for using a specific approach for the particular client. For example, a behavioral approach might be suggested for clients who are resistant and manipulative or have difficulty anticipating consequences and regulating impulses. On the other hand, a cognitive approach may be appropriate for a client who is depressed, yet insightful and articulate.

Also, the counselor should explain his or her rationale for choosing a counseling approach in an individual, group or significant other context. Finally, the counselor should be able to explain why a counseling approach or context changed during treatment.

**VII. Case Management:** Activities which bring services, agencies, resource, or people together within a planned framework of action toward the achievement of established goals. It may involve liaison activities and collateral contacts.

### **Global Criteria**

28. **Coordinate services** for client care.
29. Explain the **rationale** of case management activities to the client.

### **Explanation**

Case management is the coordination of a multiple services plan. Case management decisions must be explained to the client. By the time many alcohol and other drug abusers enter treatment they tend to manifest dysfunction in a variety of areas. For example, a heroin addict may have hepatitis, lack job skills and have a pending criminal charge. In this case, the counselor might monitor his medical treatment, make a referral to a vocational rehabilitation program and communicate with representatives of the criminal justice system.

The client may also be receiving other treatment services such as family therapy and pharmacotherapy, within the same agency. These activities must be integrated into the treatment plan and communication must be maintained with the appropriate personnel.

**VIII. Crisis Intervention:** Those services which respond to an alcohol and/or other drug abuser's needs during acute emotional and/or physical distress.

### **Global Criteria**

30. **Recognize** the elements of the client **crisis**.
31. Implement an **immediate** course of **action** appropriate to the crisis.
32. **Enhance** overall **treatment** by utilizing crisis events.

## **Explanation**

A crisis is a decisive, crucial event in the course of treatment that threatens to compromise or destroy the rehabilitation effort. These crises may be directly related to alcohol or drug use (i.e., overdose or relapse) or indirectly related. The latter might include the death of a significant other, separation/divorce, arrest, suicide gestures, a psychotic episode or outside pressure to terminate treatment. If no specific crisis is presented in the Written Case, rely on and describe a past experience with a client. Describe the overall picture-before, during, and after the crisis.

It is imperative that the counselor be able to identify the crises when they surface, attempt to mitigate or resolve the immediate problem and use negative events to enhance the treatment efforts, if possible.

**IX. Client Education:** Provision of information to individuals and groups concerning alcohol and other drug abuse and the available services and resources.

### **Global Criteria**

33. Present **relevant alcohol and other drug use/abuse information** to the client through formal and/or informal processes.
34. Present information about available alcohol and other drug **services and resources**.

### **Explanation**

Client education is provided in a variety of ways. In certain inpatient and residential programs, for example, a sequence of formal classes may be conducted using a didactic format with reading materials and films. On the other hand, an outpatient counselor may provide relevant information to the client individually or informally. In addition to alcohol and drug information, client education may include a description of self-help groups and other resources that are available to the clients and their families. The applicant must be competent in providing specific examples of the type of education provided to the client and the relevance to the case.

**X. Referral:** Identifying the needs of a client that cannot be met by the counselor or agency and assisting the client to utilize the support systems and community resources available.

### **Global Criteria**

35. Identify **need(s)** and/or **problem(s)** that the agency and/or counselor **cannot meet**.
36. **Explain** the **rationale** for the referral to the client.
37. **Match** client **needs** and/or problems **to appropriate resources**.

38. Adhere to applicable laws, regulations and agency policies governing procedures related to the protection of the client's **confidentiality**.

39. Assist the client in **utilizing** the support **systems** and community resources **available**.

### **Explanation**

In order to be competent in this function, the counselor must be familiar with community resources, both alcohol and drug and others, and should be aware of the limitations of each service and if the limitations could adversely impact the client. In addition, the counselor must be able to demonstrate a working knowledge of the referral process, including confidentiality requirements and outcomes of the referral.

Referral is obviously closely related to case management when integrated into the initial and on-going treatment plan. It also includes, however, aftercare or discharge planning referrals that take into account the continuum of care.

**XI. Report and Record Keeping:** Charting the results of the assessment and treatment plan, writing reports, progress notes, discharge summaries and other client-related data.

### **Global Criteria**

40. **Prepare reports** and relevant **records** integrating available information to facilitate the continuum of care.

41. **Chart** pertinent **ongoing information** pertaining to the client.

42. **Utilize** relevant **information** from written documents for client care.

### **Explanation**

The report and record keeping function is important. It benefits the counselor by documenting the client's progress in achieving his or her goals. It facilitates adequate communication between co-workers. It assists the counselor's supervisor in providing timely feedback. It is valuable to other programs that may provide services to the client at a later date. It can enhance the accountability of the program to its licensing/funding sources. Ultimately, if performed properly, it enhances the client's entire treatment experience. The applicant must prove personal action in regard to the report and record keeping function.

**XII. Consultation With Other Professionals in Regard to Client Treatment/Services:** Relating with in-house staff or outside professionals to assure comprehensive, quality care for the client.

### **Global Criteria**

43. **Recognize issues** that are **beyond** the counselor's base of knowledge and/or skill.
44. **Consult** with appropriate **resources** to ensure the provision of effective treatment services.
45. **Adhere** to applicable **laws**, regulations and agency policies governing the **disclosure** of client-identifying data.
46. **Explain** the **rationale** for the consultation **to the client**, if appropriate.

### **Explanation**

Consultations are meetings for discussion, decision-making and planning. The most common consultation is the regular in-house staffing in which client cases are reviewed with other members of the treatment team. Consultations may also be conducted in individual sessions with the supervisor, other counselors, psychologists, physicians, probation officers, and other service providers connected to the client's case.