



COLLEGE OF SOCIAL WORK | THE UNIVERSITY OF UTAH

Professional and Community Education

University of Utah
College of Social Work

ALCOHOL AND DRUG 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 are 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 Alcohol and Drug Abuse Treatment Training Program of 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.

B. History of the College of Social Work and the Alcohol and Drug Abuse Treatment Training Program

The College of Social Work (CSW) was founded in the fall of 1937, as a one-year certificate program designed to prepare students for work in social service agencies. This Program was expanded to a two-year Master of Social Work Program (MSW) in 1949. The MSW Program is accredited by the Commission on Accreditation of the Council on Social Work Education. A Doctor of Social Work (DSW) degree was offered from 1970 to 1986. The DSW was replaced with a PhD Program in 1987. A Technology Enhanced Doctorate Program was initiated in June, 2000. The most recent addition to the College is the Bachelor of Social Work (BSW) Program, which was implemented in Fall, 2001. The BSW Program is accredited by the Council on Social Work Education.

The Alcohol and Drug Abuse Training Program was established in 1982 in cooperation with the Utah Division of Substance Abuse, and the University's 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. Students must successfully complete the 23-credit hour Program, which includes two two-Saturday labs and 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).**

Although initially designed to train individuals from the community to meet the educational/practicum requirements for licensure as a Substance Abuse Counselor, in the last several years the Program has experienced a significant increase in the number of matriculated University of Utah student enrollments. These students view completion of this Program as increasing their knowledge/skill base, and enhancing their employment prospects.

This University-based program is open to practitioners working in settings in which substance abuse problems are prevalent, to those persons interested in pursuing a career in

substance abuse counseling, and to matriculated undergraduate students in any major who are interested in obtaining a University Certificate to enhance their professional careers with additional knowledge/skills in this area.

The Alcohol and Drug Abuse Treatment Training Program was granted official status as an **Undergraduate Certificate Program** in the Spring of 2006. Undergraduates working towards a bachelor degree in any field, upon completion of the Program, receive the designation “Certificate in Alcohol and Drug Abuse Treatment” on their official transcripts under the heading of Honors and Awards.

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. The Online Program is governed by separate policies and procedures tailored to the program.

C. Need for the Alcohol and Drug Abuse Treatment Training Program

Studies conducted through the U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration (SAMHSA), document the prevalence, impact, and costs of substance abuse in the U.S. Data collected since 2001 indicate almost 20 million Americans are regular users of illicit drugs. Six million more abuse prescription drugs. Sixteen million abuse alcohol and this number has been increasing since 2000. It is estimated that 17.1 % of unemployed adults aged 18 or older are current illicit drug users, compared to 6.9 % of those employed full time and 9.1 % of those employed part time (SAMHSA, 9/4/02). Employed substance abusers cost their employers approximately twice as much in medical and worker compensation claims as non-using workers (SAMHSA, 9/24/94).

Substance abuse cuts across all segments of the population and impacts individuals/families and employees/employers. Many fields of study include cursory and introductory information on substance abuse, but do not provide in-depth training. Since issues of substance abuse frequently arise in any problem-solving arena, this type of intensive training is essential to understanding treatment options and legal implications. Substance abuse can fall under the American Disabilities Act and requires very specific additional levels of confidentiality to be maintained.

The Alcohol and Drug Abuse Treatment Training Program enables students to enhance their education and prospects for employment upon graduation. Completion of the College of Social Work Alcohol and Drug Abuse Treatment Training Program fulfills the educational and practicum requirements for licensure as an entry-level substance abuse counselor in the state of Utah; hence, completion of this Program can lead directly to employment in the field. Fields of study where students would benefit from obtaining a Certificate in Alcohol and Drug Abuse Treatment include, but are not limited to, the

“helping fields” of social work, psychology, educational psychology, sociology, family and consumer studies, health, and recreational therapy. In addition, since substance abuse has a significant impact on employment and productivity, students majoring in business and human resource management would clearly benefit from increased knowledge in this area.

Mission, Goals and Program Objectives

A. Mission

The mission of the Alcohol and Drug 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 Alcohol and Drug 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 alcohol and drug 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 outlined by 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; and

- work competently with other professionals, within the substance abuse counselor scope of practice.
- 7. Provide educational experiences that reflect appropriate integration of relevant instructional and practice technologies.
- 8. 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 Alcohol and Drug Abuse Treatment Training Program will be able to:

1. Practice within the values and ethics of the profession (NAADAC Code of Ethics, Appendix A).
2. Demonstrate culturally competent practice for work in diverse cultural contexts.
3. Demonstrate a thorough working knowledge of the 12 Core Functions (Appendix E) 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 Administrative Structure

A. Program and Curriculum: The initial curriculum was developed by faculty teaching in the program, representatives from the State Division of Substance Abuse, faculty and administrators in the College of Social Work, and representatives from the Utah Division of Occupational and Professional Licensing. The Program is evaluated yearly, with faculty assessing current research in the substance abuse field, including recommended best practices, the needs of service provision agencies, and professional licensing requirements. From these assessments, recommendations may be made concerning curricular changes and program or admissions requirements. These recommendations are reviewed by the Program's Advisory Committee, then forwarded to the College's Curriculum Committee for discussion and approval, and finally to the College Council, for approval.

B. Advisory Levels:

-Program: The faculty of the Alcohol and Drug Abuse Treatment Training Program

serve as the Program's Advisory Committee and meet each semester.

- Unit:** In addition, the College of Social Work's Professional and Community Education Program, where the Alcohol and Drug Abuse Treatment Training Program is administratively housed, has an advisory committee of CSW faculty, professionals from the social work community, the associate director of the Utah Addiction Center, Program staff, and the College's dean (ex-officio).
- Program Directors Committee:** Chaired by the College dean, this committee consists of the associate dean, and full faculty who serve as directors of the BSW, MSW, and PhD programs. Other programs, directed by full time non-tenure track faculty (professor/lecturer) include Professional and Community Education, International Social Work Program, Social Research Institute, and Development.
- Curriculum Committee:** Chaired by the MSW director, membership consists of all program directors, domain chairpersons, sequence chairpersons, and field training directors.
- College Council:** Chaired by the College dean, membership consists of all full time faculty of the College of Social Work and student representation from the BSW, MSW, and PhD programs.

IV. Program Faculty

The men and women who comprise the faculty of the Alcohol and Drug Abuse Treatment Training Program bring a rich mixture of professional and teaching experience to their tasks. All Program faculty hold adjunct appointments through the College of Social Work.

Tracy Anderson, MSW, LCSW – Clinical Director, Alpine Center for Personal Growth

Michael Dusoe, PhD, LCSW – Executive Director, A/D Psychotherapy & Clinical Consultants, Inc.

David Felt, MSW, LCSW, CAC – Treatment Program Administrator, State Division of Substance Abuse & Mental Health

Glen Lambert, MSW, LCSW, MSWAC – President, Odyssey House of Utah

Joel Millard, DSW, LCSW – Executive Director, Project Reality

Alice Parkinson, MS, APRN – Assistant Professor, College of Nursing, University of Utah

Beverly Roesch, MSW, LSCW – Clinical Director, Cirque Lodge

Eric Schmidt, MSW, MBA, LCSW – Executive Director, Odyssey House of Utah

Christopher Stock, PharmD – Clinical Pharmacist, Substance Abuse Programs, Veterans Affairs Regional Medical Center

Barbara Sullivan, Associate Director, Utah Addiction Center, University of Utah

Sabine Weil, MS, LPC – Clinical Director and Contract Specialist, First Step House

V. Program Administration

Director: Farriña Coulam, MSW, LCSW, Professional and Community Education; Associate Professor/Lecturer, College of Social Work. – (801) 581-4428

Program Coordinator: Carrie Allen, BS, Alcohol and Drug Abuse Treatment Training Program, Professional and Community Education – (801) 581-8913

VI. Program Curriculum Requirements

The Program consists of 23 credit hours (10 courses) and two two-Saturday non-credit labs. The Program is designed to be completed in three consecutive semesters, beginning the fall semester of each year. The Program is offered at the undergraduate and graduate levels, with graduate course numbers beginning with a “6” rather than the “5” listed below. 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 held Tuesday and Thursday evenings, 5:00 - 10:00 p.m.

FALL SEMESTER

Social Work 5703 – Neurochemistry/Pharmacology (2 cr.)

Students will learn basic neurochemistry of the processes of addiction. This will be followed by an overview of pharmacology of psychoactive drugs. A review of classes of psychotropic medications and pain medications will be provided.

Social Work 5704 – Dynamics of Addiction (2 cr.)

This course will provide students an opportunity to look at the dynamics of substance abuse as they impact on and are impacted by, intrapsychic development, family relationships, treatment and prevention programs, and federal policy makers across the lifespan.

Social Work 5705 – Applied Skills and Professional Ethics (2 cr.)

This hands-on, experiential course gives students basic knowledge and an overview of the addictions field, placing a strong emphasis on the critical standards that guide practice.

Social Work 708 – Alcohol and Drug Abuse Addiction Severity Index (N/C)

This two-Saturday workshop is designed to train students in the use of the nationally recognized and state mandated assessment tool for addictions. The Addiction Severity Index is administered in all state-funded substance abuse treatment programs. Students are also introduced to the ASAM level of care placement criteria, linking placement decisions to ASI data and eventual treatment planning.

Social Work 5711 – Functions and Recovery III (2 cr.) and Social Work 5710 – Field Training III (3 cr.) Note: These courses are only for students unable to complete the required 300 practicum hours within the three semester program. They are listed here because they are only offered during fall semester.

SPRING SEMESTER

Social Work 5701 – Individual Counseling (2 cr.)

Students will be introduced to individual counseling strategies such as counseling and interviewing methods, values and ethics, effective intervention techniques, developing psychosocial substance abuse assessments, and the overall process and strategy of individual counseling. Experiential exercises will demonstrate skills, with case examples will be included.

Social Work 5707 – Group Approaches (2 cr.)

Students will be introduced to basic group counseling strategies and provided with the knowledge and skills to effectively lead a group counseling session for substance abusers including instruction in the efficacy of group counseling, facilitation skills, the therapeutic process, and outcome research on group processes.

Social Work 5712 – Functions and Recovery I (2 cr.)

This 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 (Appendix E), and a thorough understanding of prevention strategies. This course must be taken in conjunction with SW 5709 Field Training I.

Social Work 5709 – Field Training I (3 cr.)

This course is designed to provide 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 a minimum 100 hours (or a maximum of 150) of their 300 hour practicum requirement during this semester.*

Social Work 708 – Self Awareness Lab (N/C)

This two-Saturday workshop is designed to enhance self-awareness, as well as group dynamics and process skills. This experiential workshop is an adjunct to understanding theoretical principles of treatment learned in the core curriculum.

SUMMER SEMESTER

Social Work 5702 – Professional Development (3 cr.)

This course is designed to help students begin the career-long task of ongoing professional development. Students will work to build their level of skill in areas such as professional communication, network building, multidisciplinary team membership, documentation/writing, and research. Students will be given the opportunity to practice solution-oriented approaches to working as professionals in the field of substance abuse counseling, with an ongoing emphasis on ethical decision making. Understanding personal biases, appropriate use of self disclosure, maintaining professional boundaries, and self-care will be emphasized. This course is essential in the formation of the “professional” self, i.e. making the transition from sponsor to the helping professional.

Social Work 5713 – Functions and Recovery II (2 cr.)

This 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 12 Core Functions of substance abuse counseling (Appendix E), and a thorough understanding of prevention strategies. This course must be taken in conjunction with SW 5706 Field Training II.

Social Work 5706 – Field Training II (3 cr.)

This course is designed to provide supervised field experience with alcohol/drug cases in a community substance abuse service 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 12 Core Functions of substance abuse counseling (Appendix E). *Students are required to complete the remaining 200 hours of their practicum requirement during this semester. Students not completing their final hours will need to register for Field Training III and Functions and Recovery III, in the fall semester.*

VII. Special Course Information

A. Non -Credit Labs:

The required fall semester *Addictions Severity Index* course and the spring semester *Self-Awareness Lab* course are only offered on a non-credit basis. All students in the A & D Program will be required to register for these courses through the Registrar’s Office (581-8969) or via the Web, and attend each course in its entirety in order to successfully complete the Program.

B. Field Training (Practicum):

1. Definitions

Practicum Instructor:

Program faculty responsible for management of the practicum program and instructors of the accompanying Functions and Recovery course.

Field Supervisor:

Direct field placement supervisor at agency where student is completing his or her practicum. (See #4 below.)

2. **Number of Required Hours**

The spring and summer semester *Field Training*, and accompanying *Functions and Recovery*, 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 (or a maximum of 150) 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 courses** (Field Training and Functions and Recovery). Practicum placements take place from approximately mid-January until the end of July. 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 typically not available for field hours in the Alcohol and Drug Abuse Treatment Training Program.**

3. **Placement**

Toward the end of fall semester, students will be provided with a list of agencies desiring practicum students. 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," **students may not complete their practicum hours in the same agency in which they or a family member 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 set of 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, hence mingling work and volunteer hours at the same agency can invalidate University liability insurance.

Students are to seek placements only at agencies listed on the approved list. Students are not allowed to look for a placement or make arrangements before the designated time (which will be determined by the Practicum instructor). Students who disregard this process may be sanctioned. **Students are also 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.

4. **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.**

If the student is supervised by an LSAC, it is recommended that the supervising mental health therapist meet at least once a month with the LSAC supervisor and the practicum student.

5. **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.**

6. **Failure to Complete 300 Practicum Hours by End of Summer Semester**
Following the completion of the one-year program, the fall semester *Field Training III* course and accompanying *Functions and Recovery III* course **is required for students who have not been 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. If students need to return fall semester to complete their field training, they will not receive their certificate of completion until the end of fall semester (December). They may, however, participate in the graduation ceremonies at the end of summer semester. 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 Field Training III (December).** Failure to do so, may result in sanctions or termination from the Program.

7. **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 and Recovery* courses 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 1, irregardless of the number of hours completed to that point in excess of 300.**

8. **Grade in Field Training Courses:** When the student reaches 100 hours and again at the end of the second 200 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 the 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 class can differ than the field instructor's recommended grade.**

VIII. Admission Procedures and Policies

The Alcohol and Drug Abuse Treatment Training Program operates under a selective admissions policy. The policy is 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. Admission decisions are made by the Admission Committee of the Alcohol and Drug Abuse Treatment Training Program. 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 Alcohol and Drug 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) an 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 of the Professional and Community Education Program. An applicant may be a matriculated undergraduate student, a non-matriculated student at the University of Utah, or a continuing education (non-credit) student.
- 2) To meet the needs of particular target student populations, exceptions to program policies may be granted, if appropriate to do so.
 - a. Certain individuals may take up to two (2) classes in the Program without full admission to the Program if they meet the following criteria. 1) an individual working in the field and wishing to take continuing education classes; or 2) a current, matriculated University of Utah student.
 - b. Students may take the Program on a non-credit (continuing education) basis. Application for licensure does not require that classes be taken for-credit, only that the student has a certification of completion from the Program to submit with their licensure application materials. Taking the Program non-credit can be accomplished at a cost approximately one third of regular tuition. Only students interested in pursuing a degree need take classes for-credit. They may do this as either non-matriculated or matriculated University of Utah students. Only matriculated students will receive the designation “Certificate in Alcohol and Abuse Treatment” on their transcripts under the heading Honors and Awards.
- 3) Successful completion of the Alcohol and Drug Abuse Treatment Training Program is not viewed as a guaranteed means of entry into the University of Utah or any degree program. Courses in the Program are offered at the upper division

undergraduate level and can be counted toward the upper division credit hour requirement for graduation for matriculated undergraduate students. The Program is also offered at the graduate level, for students who have a bachelor's degree.

B. Application Procedures

Students seeking admission are required to complete an application form available from the College of Social Work PACE Program (224SW) or online at 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
3. Consideration for admittance into the Program will also be based on the following:
 - Writing skills
 - Academic history
 - Letters of recommendation
 - 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 Alcohol and Drug 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.
3. Familiarize themselves with the use of the University Bookstore (or other avenues for purchasing textbooks), the University Marriott Library, and Parking Services.

E. 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 director to discuss the situation. Depending on the length of time, the student may be required to supply the Program with an update, new letters of reference, or a complete new re-application.
2. The Alcohol and Drug Abuse Treatment Training Program is designed to be completed in three semesters (one academic year). Students who do not complete the Program in one year 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 Alcohol and Drug 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;
 - Earning a grade of “credit” in each non-credit lab;
 - Conducting professional activity in conformity with the National Association of Alcohol and Drug Addiction Counselors (NAADAC) Code of Ethics (Appendix A) and NASW professional standards of ethics.

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 Alcohol and Drug 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 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 Alcohol and Drug Abuse Treatment Training Program policies and procedures.
 - 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 dismissed/terminated from the Program for ethical and/or legal violations will have their potential for readmission to the Program reviewed by Program administration, College administration, and possibly the appropriate behavior committee, on a case-by-case basis. Notification is sent to the College’s associate dean, and then forwarded to the appropriate academic vice president. 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 Alcohol and Drug 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

Student Advisement:

The University of Utah College of Social Work Professional and Community Education Program coordinates the Alcohol and Drug Abuse Treatment Training Program. The Program has a full time director who is an associate professor/lecturer within the College, 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. The program coordinator can be available by appointment for evening hours to accommodate the needs of students while they are on campus. Instructors are also available to help students in their classes. 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 meet with an instructor they are comfortable with 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. UVU/SUU is in the process of developing a program that will similar to the requirements of the University of Utah Alcohol and Drug Abuse Treatment Training Program. When that program is established, a Transfer Credit Agreement will be initiated into policy for both programs. In fall semester 2007, the U of U began to offer an Online Substance Abuse Treatment Program, in conjunction with the University of Nevada, Reno. Students cannot transfer between the two programs, but must complete the program in which they were initially admitted, except under extreme circumstances and only by approval of the Program Director.

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 one-year. 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 director. 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 submit a grade to the Registrar's Office. An "I" will automatically change to an "E" 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 A & D Program courses for University Credit hours pay tuition according to the University's Tuition and Fees Schedule. The most current schedule can be found on the University's web page at www.utah.edu. Undergraduates pay according to the upper division undergraduate fee schedule. Graduates pay according to the Graduate Social Work fee schedule. Students taking courses for non-credit, pay the fee listed on the College's Course Schedule page. Tuition and fees are subject to change.

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.

Matriculated and non-matriculated students who do not pay tuition by the appropriate due date each semester will automatically have all courses dropped and they will not be allowed to re-register. **This does not apply to Continuing Education Students (non-credit). 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 they have never attended class.** Checks returned for insufficient funds will also result in class cancellation. Arrangements can be made to pay tuition in installments. 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 University of Utah (if taking classes for University credit) and the Alcohol and Drug 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 and Computer Lab Policies and Procedures:

In order to facilitate communication among students, faculty, staff and administration, *all students are required to establish a University e-mail account*. This is the only way the student can be assured of receiving e-mails from instructors and University administration. Students who do not have an e-mail account may request a free account from the University's NetCom department. Additionally, students have access to the College of Social Work (CSW) Computer Lab. For information regarding setting up a free e-mail account and the CSW Computer Lab, (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 (Appendix E) 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) supports the position taken by the profession of social work on questions of competence and professional and academic integrity.

Definitions of Cheating and Plagiarism: These unethical behaviors often overlap

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 are* (list is not intended to be exhaustive)
 - 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
 - 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.

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 the 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 inline referencing.*

3. *Paraphrasing ideas, theories, cases, conclusions, or research without proper attribution.* (Paraphrasing refers to stating someone else's idea(s), etc. in your own words but without proper acknowledgment of the source.
4. *Examples of plagiarism* (list not intended to be exhaustive)
 - 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.

5. 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 (see "Informal Conflict Resolution (#XII) policy. 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. Children on Campus

Children are welcome to visit the College of Social Work when parents are able to provide direct supervision of their children and ensure that others are not disturbed or disrupted. There have been several concerns and potentially dangerous situations when children have been left unattended in the building. While we acknowledge that emergencies and other situations may occur that are difficult to control, parents are encouraged to plan for unexpected events, illnesses, or other absences from school, by making prior arrangements for supervision in appropriate settings. There are no day care services available at the College of Social Work. The University provides day care facilities for campus students and employees. A variety of public and private child care agencies are located in the area.

The following policy related to children on campus applies to regular, daily or prolonged presence of children in the College of Social Work. These guidelines seek to protect the safety of children in the building during work and school hours; the professional work environment required to conduct University business; and the College's compliance with child care policies of the University.

1. We request that students, staff, and faculty not bring children to the College of Social Work on a regular, daily, and prolonged basis.
2. Direct parental supervision is essential if children are in the building for any reason.
3. It is the parents' responsibility to provide age-appropriate supervision. (Other staff, faculty, and students should not be expected to provide supervision.)
4. Whenever children are visiting the classroom, the appropriateness of the topic(s) of discussion should be considered. Prior approval from the instructor is necessary.

J. Dogs on Campus

The only dogs allowed on campus are service dogs trained to support medical purposes or disabling conditions. To prevent the trauma and expense of having to retrieve your dog from an animal shelter, please **DO NOT BRING YOUR PET TO CAMPUS.**

K. 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. Office of Equal Opportunity can be reached at (801) 581-8365. The University seeks to provide equal access to its programs, services, and activities for people with disabilities. For more information, please call the Center for Disability Services at (801) 581-5020.

L. Credit for Life or Work Experience

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

M. Students Rights and Opportunities

Students have the right and opportunity to participate in the evaluation of their educational experience. The Alcohol and Drug 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.

N. 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 and are reproduced in Appendix B of this manual).

O. 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 Alcohol and Drug Abuse Treatment Training Program makes every effort to provide reasonable accommodation to disabled students.

P. Cancellation of Classes

Within University policy, individual faculty members are ultimately responsible for deciding whether or not to hold classes when College, University, or community activities conflict with teaching schedules.

XII. Informal Conflict Resolution (College of Social Work policy)

A. Philosophy: This policy is based on the beliefs: 1) that differences should be respected, and 2) that any disagreement between people typically reflects a complex mixture of fact and experience. Attempting to understand one another, it is possible to arrive at a mutual understanding of the conflict. In addition, the College believes care providers in social service fields ought to practice relationship building, which entails creating trust as well as learning to resolve conflict in a manner that promotes understanding and growth. This is an approach to resolving differences between students and faculty that requires an open mind in dealing with the conflict, being willing to take risks, and appreciating that there is more than one way to define problems and solutions.

B. Goals:

1. To provide a strength based approach for resolving student-instructor differences by utilizing the appropriate professional development values as a

guide to action. Specifically, base this approach to resolving differences on practice values related to:

- a. Giving and receiving feedback
- b. Checking perceptions before cementing assumptions
- c. Being empathic, and
- d. Examining that data from multiple perspectives in the process of arriving at a mutually agreeable solution

2. To provide students and faculty with an educationally sound opportunity to practice professional and ethical standards.

C. Principles for Resolution based on Professional Development Values

1. Inform each other of the need to talk about the difference/disagreement/dilemma before it becomes a conflict.
2. Agree to meet.
3. Proceed to an agreement, understanding, resolution.
4. Inform each other about what subsequent steps, if any, are to be taken, inclusive of proceeding to formal conflict resolution.

D. Principles to Guide the Conflict Resolution

1. Respect each other.
 - a. Listen
 - b. Dialogue (remember, confrontation is okay)
 - c. Respect boundaries (avoid inappropriate personal disclosure)
2. Try to focus on issues, content, and principles (not personalities).
3. Try not to react defensively, be willing to acknowledge it if you do.
4. Use “I-Statements”. Focus on behavior change, not changing the person.
5. Be willing to listen to other views.

E. Implementation of the Proposal

The College of Social Work has required each program in the College publish a statement indicating the preference for a strengths based, professional growth oriented approach to deal with differences, and strongly encourage students and faculty to take this approach before resorting to formal means of resolution.

F. Rationale

1. Create an opportunity to teach and practice making the distinctions between having differences and disagreeing about something before the difference/ disagreement becomes a conflict.
2. Create congruence between the professionally stated values for honoring diversity, difference, and affirmative action.
3. Seek congruence between professional values and behavior.*
4. Enhance professional integrity by seeking congruence between values – ethical codes – personal conduct.

*cf. NASW Code of Ethics: Ethical Principles: *importance of human relationships; social workers practice within their areas of competence and develop and enhance their professional expertise*. Ethical Standards: Responsibilities as professionals, 4.01-4.08.

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

Appendix D

LICENSED SUBSTANCE ABUSE COUNSELOR LAW, REGULATIONS AND APPLICATION

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 an objective or 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.