Adler Graduate School
Richfield, Minnesota
AGS Course 986
Introduction to Field Experience- COD

1. **Course Designation and Identifier**
   1.1 Adler Graduate School
   1.2 Course number 986
   1.3 *Introduction to Field Experience- COD*
   1.4 One (1) credit
   1.5 Prerequisites: 511 or 710; and 581

2. **Course Description**
   Practicum prep is the first of a sequence of experientially based courses that focus on skill, professional, and personal development. This course provides the foundation for preparing for practicum and internship experiences in the co-occurring disorders treatment field. Focuses on the professional behaviors expected of graduate students in a master’s level program, and the characteristics needed to be successful in the field of co-occurring disorders treatment. Students will also begin the journey of developing a professional counseling identity. Class discussions will include a review of current issues in the co-occurring disorders field; including multicultural aspects of counseling, professional and ethical responsibilities, Requirements for practicum, Professional conduct during practicum, Receiving and using supervision, documentation, and counselor self-care

3. **Texts, Materials, and Resources (required and optional)**
   3.1 Required Material:


   Other readings will be distributed in class.
   Students will be required to obtain information from professional websites and professional literature. Names and/or links for the required websites are provided in the table below. When presenting a case each student will need to incorporate discussion of one article published in one of the following professional journals: *Journal of Individual Psychology, Journal of Counseling and Development, Journal of Mental Health Counseling, Journal of Addiction Medicine,* or *Journal of Addiction Medicine and Therapeutic Science.*

   3.2 suggested Materials:
4. **Competencies and Learning Outcomes**

Students in this course learn about or are able to do:

4.1 Understand counseling supervision models, practices, and processes and demonstrate an ability to recognize one’s limitations as a counselor and seek out and utilize supervision.

4.2 Understand ethical and legal considerations specifically related to the practice of substance use disorder and co-occurring counseling, and demonstrate the ability to apply and adhere to ethical and legal standards in COD counseling.

4.3 Understand the roles, functions, and settings of a co-occurring disorders professional, including how to effectively collaborate with a multidisciplinary team.

4.4 Know the professional organizations, competencies, preparation standards, and state credentials relevant to the practice of substance use disorder and co-occurring counseling.

4.5 Understand a variety of models and theories of substance use disorder and other addictions.

4.6 Be familiar with self-care strategies appropriate to the counselor role; create and apply self-care strategies appropriate to the therapist role.

4.7 Create and apply self-care strategies appropriate to the therapist role

4.8 Develop awareness of cultural considerations in co-occurring disorders and outline a plan to acquire cultural competencies through awareness and responsiveness in areas that are underdeveloped

4.9 Explore Professional identity and develop networking practices through membership in professional organizations, primarily ACA, MARRCH, AMHCA, and NASAP

5. **Course Outline**

At the Adler Graduate School, 1-credit courses typically meet 5 times. This course is an educational and supervisory class with a special emphasis on processing a student’s experience at a local clinical setting. Students will study topics related to current co-occurring counseling trends and research. Students will learn from and give feedback to peers via

5.1 **Class Format**

- Check-in Circle
6. **Course Content:**
This course is an educational and supervisory class with a special emphasis on developing professional identity and preparing students to engage in their field experiences. The course format is that of a seminar, where students are expected to consult professional literature and websites and come to class prepared to discuss the weekly topics. In case one or more students are already engaged in field experiences before the end of the course, there will also be opportunities for case consultation.

<table>
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<tr>
<th>Unit</th>
<th>Date</th>
<th>Topics</th>
<th>Readings/ Assignments</th>
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| 1    | 1/14 | Welcome/ Introductions  
Course Overview, Syllabus Review  
Review Internship Handbook  
Requirements for practicum, Professional conduct during practicum | READ: Chapters 1-3 |
| 2    | 1/28 | How to find an internship – researching different sites, Resume/cover letter, Interviewing, Panels | ASSIGNMENT DUE: Professional Resume & Cover Letter |
| 3    | 2/18 | The Counselor as a Person and as a Professional, Vicarious Trauma/Compassion Fatigue, Counselor Self-Care/ Receiving and Using Supervision | READ: Chapters 5 & 8 |
| 4    | 3/4  | Multicultural Perspectives and Diversity Issues/Community and Social Justice Perspectives | READ: Chapters 6 & 9-Journal Articles  
ASSIGNMENT DUE: Self-care Paper & Plan |
| 5    | 3/18 | Ethical Considerations: Respond appropriately to ethical/legal issues | READ: Chapter 4-IPFP Journal Articles  
ASSIGNMENT DUE: Diversity/ Cultural Identity Paper |

7. **Writing Guidelines including APA Format**
For the course, case reviews do not need to follow current APA structural guidelines except for those areas of the manual that provide guidance related to reducing bias in writing. All written work should be prepared with an eye to professionalism required of a licensed professional. If
any literature is used in your work is should be cited using APA format. 

8. **Assessment/Evaluation Procedures**
Your final grade is based on class participation and assignments. **In order to receive a passing grade**
students will:

8.1 Attend all class meetings and participate in all class activities

8.2 Complete all required documentation for experiences prior to, during, and after work at a 
practicum site.

8.3 Grading: Pass/Retake
Student passes class when all assignments are completed successfully. Successful completion 
of assignments are decided by the instructor, and students may need to redo assignments if all criteria 
are not met.

Students will be evaluated over the course of the semester by the assignments listed below:

- Assignments
  - Self-Care paper & Plan
  - Diversity / cultural Identity Paper
  - Resume & Cover Letter

9. **Attendance Policy**

Students are expected to attend ALL class meetings. When a student is unable to attend class, 
it is a courtesy to notify the course instructor in advance using either e-mail or phone. If a 
student misses a class meeting s/he must attend a make-up session, at an extra cost ($50). 
Students who do not follow the attendance policy may be required to re-take the course.

10. **Participation Disclaimer**

Active participation in class discussions/exercises/demonstrations is encouraged. As a class 
that focuses on learning from practical experiences of the students, this class places a heavy 
emphasis on processing of information through class discussion, small group discussion, and 
participating in experiential activities. For these reasons, your class attendance and active 
participation is vital not only to your learning, but to your classmates learning as well. Several 
factors will go into considering your participation, including:

i) **Attendance** (every student is expected to be at every class),

ii) **Punctuality** (every student is expected to be ready to go when class begins, and to stay for 
the duration of class time),

iii) **Active participation** in class exercises (key is active, contributing ideas, giving feedback, 
participating in group discussions)

iv) **Substantive contributions** to class discussions (not quantity of contributions, but
contributions that demonstrate thoughtful analysis of information; comments that move discussion forward; comments based on knowledge and experience, not just opinion; and a demonstrated ability to propose new ideas and/or build on others’ ideas in a meaningful way.

As with other AGS courses, in this course, individual students must determine for themselves the level of disclosure/intimacy that is appropriate for them.

Whenever confidential information/material is used in any AGS course, students and faculty members are expected to observe AGS policy concerning the handling of confidential information/material. Full descriptions of these policies are readily available.

11. Academic Integrity Policy

Honesty and trust among students and between students and faculty are essential for a strong, functioning academic community. Consequently, students are expected to do their own work on all academic assignments, tests, projects, and research/term papers. Academic dishonesty, whether cheating, plagiarism, or some other form of dishonest conduct may result in failure for the work involved. Academic dishonesty could also result in failure for the course and, in the event of a second incident of academic dishonesty, suspension from the Adler Graduate School. Here are examples of academic dishonesty:

- Cheating - Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit.

- Fabrication - Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

- Facilitating academic dishonesty - Intentionally or knowingly helping or attempting to help another to violate a provision of academic integrity.

- Plagiarism - The deliberate adoption or reproduction of ideas or words or statements of another person as one's own without acknowledgment.

12. Internet/On-Line Activity

On-line components Adler Graduate School classes provide an opportunity for open and insightful dialogue. As in face-to-face discussions, there are differences in opinions concerning topics discussed. We view these differences as welcomed attribute of a good scholarly discussion. Respect for differences will also be viewed as a sign of scholarly debate.

Following are guidelines governing on-line discussions:
- Never post content that is known to be illegal. Never post potentially harassing, threatening, or embarrassing statements, as well as statements that that might be potentially offensive and seen as disrespectful in any way.

- Faculty members monitor discussion and intervene when requested or as deemed necessary.

- On-line communication presents a significant level of ambiguity, as verbal content of communication is not well supported by its non-verbal (including contextual) components. If a student feels threatened or offended by a statement made by another student during on-line portion of a class, please address the issue immediately with the other student(s) to clarify their position and your reaction. If this does not work, contact your class instructor so actions can be taken if necessary.

- During on-line discussion, follow the same rules concerning protection of confidential information as you would follow in face-to-face discussion.

13. **Nondiscrimination Clause**

The Adler Graduate School is an equal opportunity educator and employer. The Adler Graduate School does not discriminate on the basis of race, creed, color, national origin, sex, age, sexual orientation, veteran status, or physical disability in the employment of faculty or staff, the admission or treatment of students, or in the operation of its educational programs and activities. The institution is committed to providing equal education and employment opportunities in accordance with all applicable State and federal laws.

14. **Learning Accommodations (including students with disabilities)**

If a student in this course has a documented learning disability, he or she should tell the instructor during the first week of class. The instructor needs to know on the front end so that he or she can work with the student. The Adler Graduate School is committed to helping all students be successful, as best as can be reasonably accommodated. Documenting a learning disability occurs at the student’s expense. When documented appropriately, the Adler Graduate School makes all reasonable accommodations.

15. **Instructor Contact Information**
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COD Internship Coordinator/ Faculty Member
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16. Assignments

16.1 RESUME & COVER LETTER ASSIGNMENT
For this assignment, you will create a carefully produced, professional cover letter and resume that you may use to apply for field experience placement in the future. Using what you learn from in-class lessons and helpful links listed below, you will develop a strong understanding of what is involved in creating as flawless a cover letter/resume package as possible.

***If you already have a cover letter and/or resume, you are still required to produce a new one using the template/layout provided in class

Criteria for this project:
An acceptable submission will be based on comprehensive inclusion of grading rubric.

16.2 SELF-CARE PAPER & PLAN

1. First, go to www.compassionfatigue.org/pages/cfassessment.html, complete the Compassion Fatigue Self-Test and Life Stress Self-Test.
2. With the insight gained from the self-test results, create your own self care plan. Your plan is to be holistic and comprehensive, however, you have the freedom to design your self-care plan as you see fit.

Criteria for this project:
An acceptable submission will be based on: appropriate length, appropriate use of academic writing style, and adherence to the essence of APA, application of concepts from the course, and demonstration of personal reflection upon material and observations, and use of references from other clinical/academic literature with citations.

16.3 DIVERSITY/ CULTURAL IDENTITY PAPER
This assignment is to demonstrate exploration and insight into how your own cultural background and experiences have influenced your attitudes, values, and biases about counseling processes and what steps need to be taken to become a more culturally aware and responsive counseling professional.

1. Complete self–Assessments- Visit project Implicit on Harvard’s website (https://implicit.harvard.edu/implicit/) Take at least 4 of the following self- tests: sexuality, race, gender, religion, age, disability.

2. Drawing from the results of your self-tests, the course readings, knowledge about yourself, and experiences in our multicultural society, you are to describe your cultural identity, based on the seven (7) major social identity classifications: Ethnicity, Race, Class, Gender, Sexual Orientation, Spirituality/Religious, and Disability. Based on your cultural identity answer the following questions: How aware are you of your cultural identities? How have these identities impacted your values and beliefs? How might your cultural identities affect how you work with individuals with different cultural identities? How will your cultural self-understanding enable you to be a culturally responsive counselor? What are some personal values/beliefs, biases and limitations that may hinder you? This paper should be at least 4-6 pages, double-spaced.

Criteria for this project:

An acceptable submission will be based on: appropriate length, appropriate use of academic writing style, and adherence to the essence of APA, application of concepts from the course, and demonstration of personal reflection upon material and observations, and use of references from other clinical/academic literature with citations.