1. **Course Designation and Identifier**

   1.1 Adler Graduate School
   1.2 Course number 987
   1.3 Practicum in COD
   1.4 One (1) credit
   1.5 Prerequisites: 581

2. **Course Description**

   Practicum is designed to develop students' counseling skills beyond the basic level explored during course work and Intro to field experience. This course provides an opportunity for continued development and practice of skills learned. Students will learn and practice a variety of counseling strategies, develop conceptual and professional skills related to their practice of co-occurring disorders counseling. Class discussions will include a review of current issues in the co-occurring disorders field; including multicultural aspects of counseling, professional and ethical responsibilities, case conceptualization, Differential Diagnosis, ASAM placement and rating criteria, Trauma Informed Care, and Integrated dual disorders treatment. Class discussions may also include a review of the observations and experiences in the field experience setting(s).

3. **Texts, Materials, and Resources (required and optional)**

   3.1 Required Material:
   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 the history, philosophy, and trends in addiction and co-occurring counseling.

4.2 Identify the roles and functions of co-occurring disorders counselors and the work settings in which they operate.

4.3 Understand ethical and legal considerations specifically related to the practice of addiction and co-occurring counseling, and demonstrates the ability to apply and adhere to ethical and legal standards in a co-occurring disorders counseling setting. Demonstrate the ability to apply ethical decision-making models to case studies.

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

4.5 Students will increase skills and appropriate application of a variety of models and theories of co-occurring disorders treatment.

4.6 Students will have a beginning understanding of problem and goal identification. They will be able to identify their skills as well as their limitations to achieving outcomes outlined.

4.7 Students will continue to gain insight and understanding of their personal attributes which counselors use in the counseling relationship to develop self-awareness and personalization skills.

4.8 Identify the impact of professionalism to the effectiveness of therapy.

4.9 Discuss the isomorphic process of supervision and therapy.

4.10 Students will continue to develop and strengthen conceptualization skills through the practice of deliberate thinking and case analysis and demonstrate the ability to utilize principles and practices of diagnosis, treatment, prevention, and referral in co-occurring disorders counseling.

4.11 Demonstrate the ability to assess suicide risk and to develop and implement a suicide prevention plan with at-risk clients.

4.12 Demonstrate the ability to apply multicultural competencies to co-occurring disorders counseling.

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
- Class instruction/ Review of topics
- Class Activities
  - Formal/Informal case consultation
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6. Course Content:
This course is an educational and supervisory class with a special emphasis on processing a student’s beginning experience in the co-occurring disorders field. Students will study topics related to individual, couple, marriage, and family therapy. Students will learn from and give feedback to peers via case presentations/reviews.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Date</th>
<th>Topics</th>
<th>Readings/ Assignments</th>
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</table>
| Unit 1 | 1/7 | Welcome/ Introductions  
Course Overview, Syllabus Review  
Integrated dual disorders treatment  
ASAM Criteria | ASSIGNMENT DUE: Learning Goals Development |
| Unit 2 | 1/21 | Differential Diagnosis  
Case conceptualization | |
| Unit 3 | 2/4 | Goal Setting: Process and outcome. Intervention Strategies  
Case Conceptualization | |
| Unit 4 | 2/25 | Trauma Informed Care  
Crisis de-escalation, suicide prevention, and emergency management  
Case conceptualization | ASSIGNMENT DUE: Counseling session transcripts |
| Unit 5 | 3/11 | Multicultural Perspectives and Diversity Issues/ Community and Social Justice Perspectives  
Case Conceptualization | Assignment Due: Self-reflection 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
  - Learning Goals Development
  - Counseling session transcripts
  - Self-reflection Paper

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 your participation grade, 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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16. Assignments

16.1 Learning Goals Development

For this assignment, you are required to develop **SIX** learning objectives for your internship experience. There are three different types of learning objectives you will be asked to complete: academic, professional and personal. You will develop **TWO** learning goals for each type.

- **Academic** learning goals are those that allow you to further explore or implement concepts you’ve learned in the classroom on the internship site. For example, if you are interning in an educational setting, your goal might be to put into practice a specific teaching technique.

- **Professional** learning goals are those that are related to your development as a professional, or developing a better sense of the particular field in which you are interning. For example, you may develop a goal of conducting at least five informational interviews with various employees at your internship organization to get a better sense of the opportunities within the field.

- **Personal** learning goals are those that are designed to help you develop skills for personal growth and enrichment. For example, you may have a goal of learning to better manage your time by balancing school, your internship, and involvement in student groups. Another personal goal might be to overcome shyness and get to know your colleagues at the internship organization better.

The **Learning goals** should use the **SMART** acronym to ensure that they have all the characteristics of an effective goal:

**Specific** – What, exactly, are you hoping to achieve? (Avoid broad, abstract goals such as “become a better communicator”, and aim for specific goals such as “be able to write clear and concise memos.”)

**Measurable** – What criteria will you use to measure your progress?

**Attainable** – Is this goal truly within your reach, given your abilities and your time frame?

**Realistic** – Do you have the skills needed to achieve this goal, and does it fit in with the overall functioning of your internship organization?

**Timely** – What is the target date for your goal?

**Criteria for this project:**

An acceptable submission will be based on comprehensive inclusion of criteria on the grading rubric.

16.2 Counseling Session Transcription

This transcription process you will audiotape a 10-15 minutes segment of a session (real or mock) and
Transcription columns
The first part will be to transcribe; word for word the counseling session. Use a different row for each speaker's words. Use "CO" for Counselor and "CL" for Client. Second, you will analyze and identify what occurred during the session in three major areas; Clinical Competencies, Clinical Thinking, and Evaluation of Response.

1. Clinical Competencies Utilized Column ("What I did")

Identify clinical competencies. Competencies can include application of core counseling skills, assessment questions, diagnosis, and theory-based interventions, depending on what is demonstrated in your segment of the therapy. Examples:

- Reflection of feeling.
- Minimal simple encouragement or simple empathic statement (core counseling skills).
- Assess level of alcohol use (assessment question).
- Identifying, acknowledging, reviewing symptoms (link to diagnosis).

2. Analyze Clinical Thinking Column ("What I was thinking")

Analyze your reasoning for the exchange. Provide a conceptualization based on a hypothesis that prompted either the client response or your response as the counselor. Identify the theoretical approach by pointing out exemplars of your use of the model's main concepts. Examples:

- I see Audrey's difficulty with social situations in part as being due to learned behavior (link to theory). Her tendency to awfulize her shyness to all areas of her life keeps her from making any progress.
- "So, on a scale of 1 to 10, how close to your goal do you see yourself?" Here I was using a scaling question from the solution-focused model.

3. Evaluation of Response ("What I would do differently now")

Evaluate the effectiveness of the competency applied and what, if anything, you would do differently. Example:

- I think pointing out Audrey's irrational thinking is important, but I feel like I may be speeding the process a bit too quickly. I think more empathic understanding is what Audrey needs right now. I am basing this on how Audrey responded after I pointed out she was "awfulizing." I wish I had said "__."
16.3 Reflection paper

For this assignment you will prepare a reflection paper on your personal/internal growth during this course. You will explore and discuss your thoughts, feeling, insights and/or epiphanies about counseling and becoming a professional counselor/helper.

Your papers should include all of the following: (a) personal and salient issues brought up during class, (b) your response to the assigned readings and your own exploratory reading, (c) observations regarding feedback received from classmates and course instructors regarding your skill development, and (d) your self-assessment of your skill development. You might include instances when you experienced internal conflict, tried out new skills, and other aspects of the course that trouble, excite, and/or interest you.

***A proven way to prepare the reflect paper is to keep a daily journal related to these topics that you can draw upon when you write your paper. Paper content is more important than length; however, many students find a length guideline helpful. Three to five pages should suffice for each paper.

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.