

Palomar College Course Syllabus - AODS/PSYC/SOC 298
Directed Field Experience I - 5 units



Meeting Time/Location:	Mondays, 6-8:50 pm, NS-359
Primary Instructor:	Maria S. Miller, MFT
Office:	NS, Rm. 328
Office Hours	Monday 2:30 - 4:30 pm and Tuesday 2:30 pm – 5:30 pm
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Class Consultant:	David Grey, CADC 11 Chemical Dependency Coordinator, Casa Palmera
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Instructor Objective

It is my goal to create a supportive, open learning environment for all students in this class. I will strive to communicate effectively and with respect (adult to adult). I will strive to engage all students in the process of learning through participation in classroom discussion and activities. I intend to conduct this class with enthusiasm for the subject matter and a commitment to the standards outlined below.

Lecture/Lab

This is a practicum course that has an on-campus class time designated as **lecture** and a coordinated off-campus agency experience designated as **lab**. The lab time is under the direction of your instructor and your agency supervisor.

Field Experience “Lab” Requirement

This course requires a minimum of 96 total lab hours during the semester. This is an average of 6 hours per week for 16 weeks. It is important to note that some agencies require extensive background checks, including review of legal records, rehabilitation experience, TB, DMV record, and fingerprint screening *before an internship can start*.

I will assist you by providing internship site options, but you are ultimately responsible for obtaining and maintaining a field experience internship.

It is your responsibility to secure an internship placement and begin your field placement work no later than September 14, 2009. **Students who fail to secure an internship placement by September 14, 2008 will be dropped from the class.**

Internship Experience – Weekly Documentation

You will be required to document your internship hours beginning August 31st. You will **list the number of hours you spent on internship activities during the past week on my attendance sheet. If you are absent, you should record the hours you spent during the past two weeks when you return to class.**

Hours spent in training activities for working in the agency count towards the total. You may count up to 5 hours for

resume preparation and interviewing. The work in an agency may be either volunteer or paid time. For your own record keeping, you should record your internship hours using the 12 core functions of an alcohol and drug counselor.

Documentation for Certification

For students who are seeking CAADAC certification, you will submit a *Supervised Field Work Practicum Log*, which summarizes the number of hours in each of the 12 core functions and verifies that you have actually completed the hours in the specific core function indicated.

The log must be signed by your site supervisor and turned in with your portfolio on **December 14, 2009**. This form is required by CAADAC and needs to be signed by your site supervisor and instructor.

Site Supervision

During your internship you will have an opportunity to experience the operation of a substance abuse treatment facility or social service agency first-hand. You will need to be doing activities that enable you to observe and participate in the type of services provided by the agency. You must have some direct contact with the clients of the agency and you must be under the supervision of an agency supervisor.

Internship Evaluation Process

I will make two contacts with your site supervisor during the semester. The first contact will be to discuss the requirements of your field placement. The second contact will be a site visit to discuss your skills, knowledge and attitudes and to review your internship evaluation.

Students must receive an **overall rating of highly recommend or recommend with reservations on their Internship Evaluation Form in order to receive a passing grade for the course.**

AODS Interns: Your agency supervisor must complete a final evaluation form rating your skills, knowledge, and attitudes. Your supervisor must be familiar with your performance in the areas to be rated on the CAADAC **Internship Evaluation Form:** analytical ability, administration, professional relations, practicum skills, knowledge, and work habits.

Non-AODS Interns: The agency supervisor must be familiar with the student's performance in the areas to be rated on the student's evaluation form. Students must receive an overall rating of "average" or higher on their internship evaluation in order to receive a passing grade for the course.

AODS Documentation

Students seeking Alcohol and Drug Counselor certification must complete their lab hours in an agency or organization that provides client contact in the 12 Core Functions for AOD Counselors (see attached) in order to document their hours. AODS students must record hours for performing these 12 core functions. Students will document their lab hours in a folder labeled *AODS Documentation*.

Student Learning Outcomes

At the end of instruction in AODS 298, a successful student will be able to:

- 1) Develop a one-page functional resume and an introductory cover letter.
- 2) Articulate how his/her cultural background has contributed to his/her worldview.
- 3) Demonstrate effective motivational interviewing skills in a five-minute role-play.
- 4) Create a professional portfolio that includes all course assignments and field experience documentation.
- 5) Evaluate workplace behaviors: punctuality, participation, respectful communication, and a willingness to learn.

Textbook

Baird, B. N. (2008) The Internship, Practicum, and Field Placement Handout: A Guide for the Helping Professions. Published by Pearson Prentice Hall.

Optional Instructional Material

Addiction Counseling Competencies: The knowledge, Skills and Attitudes of Professional Practice (TAP 21). Published by the Center for Substance Abuse Treatment, available at www.samhsa.gov (no charge).

In-Class Discussion and Confidentiality

You will be expected to participate in class discussions and process group sessions in a respectful manner. Communicating with respect means that you will not be judgmental, moralizing or talk excessively. You are expected to keep what other students discuss in class 100% confidential. *Please note that nothing that is shared in class discussions or group should be discussed before or after class or during the break.*

Breaks

There will be a 15-minute break at 7:15. The time may vary depending on the class session. Please respect the class time and return on time from break.

Cell Phone Policy

I request that you turn off your cell phones during class. No text messaging please! If you need to have your phone on for emergency purposes put it on vibrator mode and please **leave the room to answer your phone.**

Attendance



Participating in class is a very important aspect of a practicum course. You are expected to attend each class session and be on time (6 p.m.) and stay until the end of each class (8:50 p.m.). Please know that it is disruptive to have late arrivals. I will take roll during every class. In all cases of absence, please contact me by email, voice mail, or in writing as soon as possible.

If you miss more than one class due to circumstances beyond your control, please schedule a meeting with me to discuss your situation. Absences will need to be made up in the following ways:

First Absence – this is your excused absence (regardless of circumstance). Obtain missed assignments from a classmate.

Second and Third Absence – this absence must be made up in one of two ways.

- 🍏 Attend and participate in the AODS 140 course on Tuesday evening (6-8:50 pm) in NS-359 during the two-week period following the absence.
- 🍏 Complete and submit a written assignment designed by the instructor to compensate for the missing lecture material during the two-week period following the absence.

If a student misses a fourth class or fails to make up prior absences by the deadline for a makeup, the student will be dropped from the course (if before the drop deadline of October 17) or receive a grade of F for the course, regardless of grades obtained for other components of the course. Student requiring attendance reporting for Financial Aid or Veterans must confer with the instructor regarding the drop date.

Missed or Late Assignments

Assignments that are not turned in on the date due will not receive full credit. Please plan your time accordingly. Reflection logs may be revised for higher points but must be turned in no later than one week after the due date.

Eating in Class

I request that you do not eat during class time. There will be a 15-minute break and you are welcome to eat during that time. Eating in class is distracting for students and disruptive to the group process.

Grading Scale – 500 total points

To be eligible for credit in meeting requirements for either the Alcohol and Other Drug Studies or Psychological and Social Services program, a course grade of “C” or above must be attained.

500-450 Points – A 90%

449-400 Points – B 80%

399-350 Points - C (For certification, students pass with a “C” or better)

Incomplete: If you are unable to complete your required internship hours before Dec 14, 2009 you may request that I grant you an incomplete. I will require documentation and a signed contract.

In addition to the points earned, a student must complete a minimum of 96 hours of fieldwork and demonstrate competency in the following areas to pass this course. The student must:

- 1) Attain a satisfactory rating on his/her professional portfolio submitted (70/100 points).
- 3) Receive an overall rating of highly recommend or recommend with reservations on their evaluation form.
- 4) Meet the attendance requirements stated in the course syllabus.

Assignments and Due Dates



Internship Placement

(Required)

No later than September 14, 2009

Students are required to secure an internship and complete an Internship placement form to the instructor. **Students who fail to secure an internship placement by September 14, 2009 will be dropped from the class.**

Resume

(40 points)

Draft due September 14, 2009

You will develop and submit a one-page functional resume targeting an internship position in the Human Services or AOD field. The resume will be evaluated using a rubric (0-40 points) and can be revised as needed. The final resume is due no later than November 23rd.

Cover Letter

(20 points)

Draft due September 21, 2009

You will develop and submit a one-page introductory cover letter for your resume. The cover letter will be evaluated using a rubric (0-10 points) and can be revised as needed. The final cover letter is due no later than November 23rd.

Reflection Logs

(100 points)

September 28 – October 26, 2009

You will complete 5 reflection log assignments each worth 20 points. The assignments and due dates are listed in the syllabus. Each assignment will be evaluated using a writing rubric (0-20 points).

Psycho-Educational Group

(40 points - 8 x 5)

(Weekly Oct. 5 – Nov. 23)

You will participate in 8 psycho-educational group sessions facilitated by David Grey, CADC 11. The group sessions provide an opportunity for you to discuss topics related to your internship work. You will complete a feedback sheet at the beginning and end of each session.

Community Resources Group Project (50 points) November 2, 2009

You will research one area of community resources in San Diego County in California and develop a typed handout for the class. Community resources include counseling, hotlines, substance abuse, MEDI Programs, seniors, HIV/AIDS, veterans, women, children, crime and trauma, housing, sober living, food stamps, vocational training, and employment assistance. Your group will make a brief presentation about their findings to the class on **November 9th**.

Cultural Genogram and Report (100 points) November 16, 2009

You will prepare a personal genogram and discuss your findings with the class. Your genogram report will include information about your racial/ethnic heritage, family characteristics/values and a description of your own cultural values and attitudes, your “worldview”.

MI Helping Skills Demonstration (50 points) Nov. 30 or Dec. 7, 2009

You will participate in a five-minute helping skills demonstration with another student in class. You will be expected to demonstrate effective use of (OARS) motivational interviewing skills: reflective listening, asking open-ended questions, and summarizing.

Professional Portfolio (100 points) December 7, 2009

You will produce a three hole punched binder that contains the following items.

1. Your final revised one-page functional resume and a cover letter targeting an internship position in the Human Services/AOD field.
2. Your five completed reflection log assignments.
3. Your internship timesheets that document at least 96 hours of supervised work experience in a human service organization or an alcohol and drug treatment facility.
4. Your completed agency research assignment.
5. The community resources handout your group created.
6. Your completed cultural genogram poster.
7. On December 14th, you will add the evaluation form that your agency supervisor completed.

Fall 2009 Schedule



August 24 Lecture/Discussion: Introduction to course, instructor and field experience.
Lab: Interview Exercise
For next class: Complete field experience worksheet and buy the textbook.

August 31 **Field experience worksheet due**

Lecture: Choosing a placement, internship requirements, human services agencies/AODS.
Guest Presenter: *CAADAC Representative (Jim Mooney)*.

Lab: Writing a functional resume.

For next class: Complete internship placement form and draft resume.

- September 7 *Holiday – No Class.*
- For next class:** Completed internship placement form is due.
- September 14 **Internship placement form and draft one-page resume due**
- Lecture/Discussion: Resume review and self-evaluation. How to write a cover letter.
Lab: Interview Exercise: *Tell me about yourself.*
- For next class: Complete a one-page cover letter and Read chapter two: getting started.**
- September 21 **One-page cover letter due**
- Lecture/Discussion: The Role of the Intern, first impressions, goals. Cover letter self-evaluation.
Lab: Reflection Log #1 – Internship goals/completed in-class and discussed with grading rubric.
- For next class: Revise and complete reflection log #1 and read Chapter three pages 41-59 (Ethics)**
- September 28 **Reflection Log #1 and Chapter three due**
- Lecture/Discussion: Ethical guidelines for helping professions, dual relationships, boundary issues, confidentiality. Lab: Community resources groups assigned and meet.
- For next class: Complete reflection log #2 and read Chapter three pages 60-71 (Ethics)**
- October 5 **Reflection Log #2 and Chapter three pages 60-71 due**
- Lecture/Discussion: Ethics in classes and groups.
Helping skills: Introduction to Motivational Interviewing.
- Lab: Psycho-educational Group - 1 (David Grey) Topic: Group process and group rules.*
- For next class: Read Chapter four pages 79-82 and page 93, complete reflection log #3**
- October 12 **Reflection log #3 due**
- Lecture/Discussion: Motivational interviewing skills/DVD – Miller
- For next class: Review motivational interviewing handout and complete reflection log #4**
- Lab: Psycho-educational Group - 2 (David Grey) Topic: Ethical guidelines for helping professionals/ interns.*
- October 19 **Reflection log #4 - due**
- Topic: OARS – basic MI skills: 1:1 demonstrations. Community resources group meet to discuss project.
- For next class: Read Chapter five (Diversity) and complete reflection log #5**
- Lab: Psycho-educational Group - 3 (David Grey) Topic: The role of an intern.*
- October 26 **Reflection log #5 - due**
- Lecture/Discussion: cultural competence, working with diversity. Knowing the diversity within: cultural genogram. Motivational interviewing practice.
- Lab: Psycho-educational Group - 4 (David Grey) Topic: Working with clients.*

For next class: Community resources project due

November 2 **Community resources project due**

Lecture/Discussion: Cultural competence in helping/DVD

Lab: Psycho-educational Group - 5 (David Grey) Topic: Cultural awareness and sensitivity.

November 9 Lecture/Discussion: **Community resources reports**, MI helping skills, cultural genogram.

Lab: Psycho-educational Group - 6 (David Grey) Topic: Dealing with stress and self-care.

For next class: Write your cultural genogram report

November 16 **Cultural genogram report due**

Lecture/Discussion: Cultural genograms: Defining your worldview.

Lab: Psycho-educational Group - 7 (David Grey)

Topic: Internship: lessons and discoveries.

For next class: Prepare your final resume and cover letter (if applicable)

November 23 **Final resume and cover letter due.**

Lecture: Compiling your portfolio, MI practice demonstrations.

Lab: Final Psycho-educational Group - 8 (David Grey) Topic: Closing the Group

For next class: Prepare for MI demo and start to compile your portfolio

November 30 **MI demonstrations**

Lecture: Internship – Self-evaluation, portfolio rubric.

Lab: **Motivational interviewing demo - 1**

For next class: Prepare for MI demo and prepare your course portfolio.

December 7 **MI demonstrations and course portfolio due**

Lecture: Portfolio review, course, instructor and site supervisor evaluation

Lab: **Motivational interviewing demo - 2**

For next class: Prepare your time sheets and AODS documentation.

December 14 Individual meetings: Review student evaluations from site supervisor
Final timesheets and AOD documentation – due

AODS/PSYC/SOC 298
Reflection Logs – Fall 2009 – 20 points each



1 – Internship Goals – Due September 28, 2009

Identify three specific skill areas that you would like to target as goals for your internship. The list below is provided as an example of skills that *may* be utilized during your internship. You may add additional skills. For each goal selected write a brief plan for how you think you will accomplish the goal, what specific action steps you will take. *Example:* If your goal is to learn to write and use case notes your action plan could be to 1) practice writing notes on a client you are observing and ask for feedback from your supervisor, 2) ask to review examples of well written case notes and 3) read about writing case notes uses sources on the Internet.

- Learn to deal with crisis.
- Learn problem-solving skills.
- Learn critical thinking skills.
- Learn active listening skills.
- Learn clear and concise writing.
- Learn organization skills.
- Learn computer skills.
- Learn to write and use case notes.
- Learn conflict resolution skills.
- Learn assessment skills.
- Learn how to identify dangerous/crisis situations.
- Develop an awareness of gender/ethnic/and sexual orientation issues.
- Learn the political and organizational system.
- Learn about the communities the agency serves.
- Learn community resources that are available.
- Gain knowledge of the population being served.
- Learn to separate issues of self and client.
- Learn to take initiative.
- Learn to be self-motivated.
- Learn when to ask for direction.
- Learn how to take direction.
- Learn how to deal with authority.
- Learn to leave the job behind after work.
- Learn to be prepared.
- Learn to develop public speaking skills.
- Learn to increase verbalization with the specified client population.
- Learn to increase verbalization with coworkers.
- Learn to be assertive.
- Learn to collaborate.
- Learn agency policies and procedures.
- Learn to use supervision wisely.
- Learn to learn to work within the agency policies and procedures.

2 - First Impressions and Role of an Intern – due October 5, 2009

When you begin an internship, first impressions will go both ways. Staff and clients will begin to form impressions of you and you will begin to form your impressions of them.

What kind of “first impression” do you think you made on the internship site staff? What were your first impressions of the internship site? How has your impression changed?

The role of an intern is in the gray area between student and professional. Depending on your experience, you may be given gradually increasing responsibilities, but your position will not be equal to that of full staff.

What were your thoughts and feelings as you began your internship work? Describe your experience and the concerns you had about your role as an intern.

3 – Working with Clients/Internship Activities – due October 12, 2009

One of the most common concerns of interns is how clients will receive them. **Write down some of your hopes and concerns about working with clients. How have you dealt with your concerns?**

Describe the activities you are participating in during your internship.

What specifically do you do as an intern? (Examples: observing the milieu, observing treatment, assessment or other services, participating in or providing treatment, assessment or other direct services with clients, attending meetings, reading records and reports, writing case notes, assessments, correspondence)

4 – Observing Yourself Dealing with Diversity at your Internship – due October 19, 2009

Take a mental inventory of the people at your internship placement, including clients and staff. Ask yourself how your approach, behavior, impressions, cognitions, and emotional reactions to some of these people may be impacted by differences between yourself and them.

- 1) For example, are you more frightened, friendly, open or intimidated by some clients or staff than with others? **Explain.**
- 2) What thoughts do you have about some people’s behavior because of their skin color, language, or education? **Explain.**
- 3) Do you think the clients; other interns or staff may be reacting to you differently because of **diversity issues? Explain.**

5 – Stress and Self Care – due October 26, 2009

It is important that people who work in the helping professions must balance their professional roles with their personal lives. It is critical that you as an intern manage the demands of internship, school, family, friends, and work without falling apart!

- 1) In what ways do you think your work as a student and intern affects you emotionally?
- 2) How do you balance your role as a student and intern with the demands of your personal life? What could you do differently?
- 3) What do you do **to take care of yourself emotionally?** List and discuss one special activity that you have used in the past or currently practice to take care of yourself.

