PRACTICUM (G514) AND INTERNSHIP (G550) HANDBOOK

Masters of Science in Education
Counseling and Human Services (CHS) Program
Addictions Counseling Program Track

Professional Education Services Department (PES)
School of Education
Indiana University South Bend

2013-2014 Edition
INTRODUCTION

This manual has been prepared to facilitate the community counseling internship within the graduate program in Counseling and Human Services (CHS) at Indiana University South Bend. The manual has been designed to provide the counseling student, the university faculty member and the school or agency supervisor a more complete understanding of the role each individual has in this program. Furthermore, it serves to outline minimum requirements for student counselors in the program regardless of the nature of their placement or who their university or field supervisor may be.

This manual is constantly under revision. Your continued interest in offering suggestions for changes will greatly improve the usefulness of this guide in the future. Please communicate your reactions to its content so that your internship experiences can be meaningful to the counseling students and beneficial to the community agencies. Forward your suggestions and comments to the Director of the Counseling and Human Services Program, Indiana University South Bend, 1700 Mishawaka Avenue, South Bend, IN 46634-7111, Phone: 520-4244

Best wishes for a most successful clinical experience!

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FIELD EXPERIENCE OVERVIEW

Students in the Addictions Track of the CHS MS program take part in 4 field experiences. In order to enroll in practicum, students must obtain the Practicum Application from Educational Student Services and submit it by the posted deadline. The following prerequisites must be met in order to enroll in practicum in the MS program: G500, G510, G506, G522, and G523. Perquisites for the certificate program are G510, G511, G512, and G513. Final approval for enrollment in practicum, though, is made by CHS faculty and is based on information on this application as well as results of annual student reviews and faculty evaluations of dispositional issues. Students who receive less than satisfactory evaluations in either of these assessments may be held out of practicum by the CHS faculty pending the results of an action plan created with the student.

For the MS program track in addictions, students enroll in G514: Practicum in Alcohol and Drug Counseling for their first field experience beginning the Summer Session of the 3rd year of study. Certificate students enroll in G514 as their final class in the certificate program. G514 is for Addictions Track students only and the entire focus will be on gaining early experience as an addictions counselor. MS students complete G514 again the following summer to round out their field studies. G514 consists of weekly class meetings on campus, clinical work at a local agency, program development, and professional development. Students complete 220 clock hours of field work during each semester of G514.

During the Fall and Spring Semesters of the 3rd year of study, MS students enroll in G550: Internship in Counseling. Students will be enrolled in this course with peers from other areas of mental health counseling. G550 consists of weekly class meetings on campus, clinical work at a local agency, program development, and professional development. Students complete 300 clock hours of clinical work during each semester of G550. Further information on the hourly clinical work requirements during G550 can be found in the Community and Addictions Counseling Practicum and Internship Handbook.

In order to be considered for practicum, students must complete the practicum application form available from the Education Student Services Office. This form must be submitted by the required deadline of March 1st of each year. You can also see the form at the end of this handbook. The following prerequisites must be met in order to enroll in practicum in the MS program: G500, G510, G506, G522, and G523. Perquisites for the certificate program are G510, G511, G512, and G513. Final approval for enrollment in practicum, though, is made by CHS faculty and is based on information on this application as well as results of annual student reviews and faculty evaluations of dispositional issues. Students who receive less than satisfactory evaluations in either of these assessments may be held out of practicum by the CHS faculty pending the results of an action plan created with the student.

Students should note early in their program that they are responsible for identifying and securing their own field placements. This involves making contacts with local agencies, identifying areas of personal interest, and interviewing for practicum and internship positions. For this reason it is imperative that you begin the process of securing a practicum or internship site well in advance, as much as 3 to 6 months prior of the start of your field work semesters is not unreasonable. More information on practicum and internship placement requirements is available in the Community and Addictions Counseling Practicum and Internship Handbook. When it comes to approval for a field work site, there are three “non-negotiable” requirements. First, there must be a licensed addictions or mental health professional on site that can provide you with weekly supervision. Second, you must be allowed to audio or video tape counseling sessions at the agency. Finally, the site must be able to guarantee you enough hours to complete your course requirements. For this reason, we highly recommend against using a private practice setting for a field work placement.
Requirements for practicum and internship courses differ, although both involve providing direct services at local agencies to clients with addictions issues. In general, the practicum experience requires less time commitment than internship. Requirements for G514 are summarized below.

**Prerequisites**

*MS in Counseling Addictions Track: G500, G510, G506, G522, and G523*

*Graduate Certificate Students: G510, G511, G512, and G513*

**Direct Service Requirements**

**220 Hours (350 if going for LAC license) of Onsite Practicum Service**: During the semester you will provide 350 hours of onsite service at your practicum site. For every 10 hours of clinical service that you provide you must complete 1 hour of supervision with your field supervisor. Your field supervisor must hold a CACDA II certification or some form of licensure in the state of Indiana. Under very rare circumstances alternate arrangements may be made. However, in these instances you must contact the Indiana Counselors Association on Alcohol and Drug Abuse (ICAADA) (800 North Meridian St., Suite 507, Indianapolis, IN 46202; Phone (317) 923-8800). Written confirmation giving approval of your non-certified supervisor must be provided by ICAADA.

During your hours on-site you must provide evidence of performance in each of the 12 core functions of addictions counseling:

1. Screening,
2. Intake,
3. Orientation,
4. Assessment,
5. Treatment planning,
6. Counseling,
7. Case management,
8. Crisis intervention,
9. Client education,
10. Referral,
11. Reports and record keeping, &
12. Consultation

**Assignments and Evaluation Requirements**

You will need to produce an artifact of each of these activities signed by your field supervisor. Hand in a copy to your university supervisor and retain a copy for your records. All forms needed for these assignments are contained in Appendix A. Individual instructors may add assignments to this list at their own discretion.

1. **Agency Agreement**: This must be completed before you begin seeing clients at your practicum site. The agency agreement must be signed by your field supervisor, and university supervisor. Retain a copy for your records.

2. **Contract**: This must be completed before you begin seeing clients at your practicum site. The contract must be signed by your field supervisor, and university supervisor. Retain a copy for your records.
3. **Weekly Reports:** Each week you will create a report of your weekly activities. The reports are to be handed in at each group supervision meeting. This should be signed on a weekly basis by your field supervisor and your university supervisor. Retain a copy for your records. The format for these reports is attached.

4. **Practicum Counseling Log:** Each week you will keep a daily record of your activities at your practicum site. This should be signed on a weekly basis by your field supervisor and your university supervisor. You will hand this in at the end of the semester. Keep a copy for your records. The format for this log is attached.

5. **Tape Reviews:** Ten hours minimum of reviewed sessions are required. This will be accomplished in individual and group supervision. **COME TO EACH INDIVIDUAL AND GROUP SUPERVISION SESSION WITH A TAPE TO REVIEW.** Have the tape cued to a part of the session where you would like feedback.

6. **Evaluations:** Students are required to evaluate their university supervisor, field supervisor, and field site.

7. **Midterm and Final Evaluations:** Your field supervisor will provide a midterm and final evaluation of your performance on a form provided by your university supervisor. It is your responsibility to make sure that this form is completed.

8. **Attendance:** Attendance is a requirement of the course. After two absences you may be at risk for a failing grade.

9. **Liability Insurance.** Each intern is expected to have professional liability coverage for their practicum. This can be purchased through the American Counseling Association and other professional organizations. You should hand in a copy of your liability insurance policy cover sheet. You will not be permitted to see clients until you provide proof of liability insurance.
G550: INTERNSHIP IN COUNSELING
COURSE REQUIREMENTS

Requirements for practicum and internship courses differ, although both involve providing direct services at local agencies to clients with addictions issues. In general, the practicum experience requires less time commitment than internship. Requirements for G550 are summarized below. You will need to produce an artifact of each of these activities signed by your field supervisor. Hand in a copy to your university supervisor and retain a copy for your records. All forms needed for these assignments are contained in Appendix A. Individual instructors may add assignments to this list at their own discretion.

1. Interns will accumulate 300 clock hours of internship experience at the internship site during each semester (for a total of 600 hours for the internship year). A minimum of 120 hours will be spent each semester in direct service to clients.

2. TASKS THAT MEET DIRECT SERVICE HOURS REQUIREMENT DURING INTERNSHIP:
   a. Individual, group, couple, and family counseling sessions
   b. Psychoeducational workshops facilitated or co-facilitated by the intern
   c. Career fairs or similar activities facilitated by the intern
   d. Testing procedures which require the intern to be present and administer/co-administer a standardized test
   e. Program implementation
   f. Community education
   g. Parent or family consultations (including parent-teacher conferences)

3. A minimum of one hour per week will be spent in individual supervision with the field supervisor.

4. One hour individual supervision meetings with the instructor may be required at the request of either the student or university supervisor.

5. A minimum of 1.5 hours will be spent in group supervision per week with the university supervisor

6. Mid semester review – The intern will obtain from the site supervisor a mid semester review of their performance. This review will be completed on a form created by the university supervisor (see review form in the internship handbook). The intern is responsible for arranging a meeting with the site supervisor for the purposes of getting feedback on the review. Both the site supervisor and intern will sign review forms indicating a face-to-face meeting.

7. Interns will participate in a variety of professional activities other than direct service, and use a variety of professional resources such as assessment instruments, computers, print and non-print media, professional literature, and research. The intern will pay special attention to diversity issues in all of these activities and will identify resources for working with diverse client populations.

8. Each semester interns will produce, review, and present in class at least 2 audio/video tapes of individual or group counseling sessions. These tapes will be reviewed in class. Do not hand in tapes to the instructor for review outside of class unless you schedule an individual supervision appointment. The purpose of these reviews will be to facilitate discussion, evaluation, and improvement of the intern’s individual, couple/family, and group counseling skills.
9. **Agency Agreement.** Each intern is required to submit an agency agreement between the intern and the agency where the internship is to be conducted. Please refer to the “contract form” found in the practicum manual. **You Are Not To See Any Clients At Your Agency Until This Agreement Is Completed.** Any hours accrued prior to the completion of this agreement will not count towards your semester totals.

10. **Internship Contract.** Each intern is required to submit an internship contract signed by the university instructor, intern, and field supervisor. Please refer to the “contract form” found in the practicum manual. During the second internship semester this contract should contain more detail and goals for “deeper” skills training. **You Are Not To See Any Clients At Your Agency Until This Contract Is Completed.** Any hours accrued prior to the completion of this contract will not count towards your semester totals. You should also specify in your contract how you will manage your case load during university semester breaks. This is between you and your site supervisor.

11. **Evaluations.** Students are required to evaluate their university and field supervisors, and their internship site using the forms in the internship handbook. These are due at the end of the course.

12. **Weekly Logs.** Each week you will create a log documenting your hours for the week. You should document both direct and indirect service hours. You should keep a running total of your hours. At the end of each log report your hours for the week, and total hours for the semester. Your field supervisor should initial this log before you hand it in. Your instructor may ask for your log at any point in the semester so be sure to keep your logs up to date. Your final log is due at the end of the semester.

13. **Complete Counseling and Human Services Documentation Form at the End of the Semester** (see handbook)

14. **Attendance.** Attendance is a requirement of the course. After one absence your grade will be lowered by one full letter grade for each successive absence.

15. **Liability Insurance.** Each intern is expected to have professional liability coverage for their practicum. This can be purchased through the American Counseling Association and other professional organizations. You should hand in a copy of your liability insurance policy cover sheet. You will not be permitted to see clients until you provide proof of liability insurance.

**STEPS FOR SECURING A PRACTICUM OR INTERNSHIP SITE**

In order to secure an appropriate internship site the student intern is responsible for the following:

1. **Begin your search early** – securing a practicum or internship site is more difficult than it sounds. It is recommended that you begin your search early in the semester prior to your practicum or internship enrollment. You should consult with the clinical coordinator regularly during this time. A list of possible practicum and internship placements is available on the CHS website.

2. **Make sure your site can accommodate your needs** – your site must agree to provide you with
opportunities to complete all of your internship requirements. Most importantly, you should make sure that:

a. Your site can provide you with enough client contact hours to complete your requirements

b. You will receive regular **weekly** supervision with your on-site supervisor

c. Your on-site supervisor is licensed as a LMHS, LCSW, LMFT, or Licensed Psychologist. If you are completing an internship in another state, you should assure that your supervisor has the appropriate license in that state. **Students will not be allowed to complete an internship experience without a licensed supervisor present on site.**

d. You have permission from your site to tape record counseling sessions. **Students will not be allowed to complete an internship experience at sites that do not permit taping**

e. You will be able to complete all course requirements specified in this handbook AND your course syllabus.

3. **Complete necessary paperwork** - By the end of the semester prior to your practicum or internship you should have an agency agreement completed with your chosen site, an initial contract, and a start date for your internship experience. All forms are attached. Many agencies require on-site training of the intern prior to commencement of clinical work. You should check with your agency about this requirement and arrange dates for your training as early as possible.

4. **Interns will not be permitted to accrue internship hours prior to the start of the semester and/or prior to having all necessary paperwork completed.**

**INFORMATION ON BACKGROUND CHECKS**

IU South Bend, the School of Education, and the CHS program do not conduct background checks on counseling practicum and internship students. You may be required, though, to provide a criminal history check to your selected agency before participating in field placements. Addictions counseling agencies may deny a field placement based on a misdemeanor or felony conviction. You should note that a history of convictions for either a misdemeanor or felony may also preclude you from gaining licensure to practice counseling in the State of Indiana. Students with a criminal history are encouraged to contact the State of Indiana Professional Licensing Agency (PLA) to discuss any previous convictions on their record.

**PROFESSIONAL BEHAVIOR EXPECTATIONS**

CHS faculty members are bound by professional ethics to ensure the safety of clients served by practicum and internship students. As such, students will be continually assessed during field experience as to their suitableness to serve clients at their selected agencies. These assessments will be based on the ACA Code of Ethics, the NAADAC Code of Ethics, CACREP Standards, and dispositional assessment standards set by the CHS faculty. Students deemed by a faculty member or site supervisor to be in violation of any of these standards may be immediately removed from their field placement site. Students may be reinstated to their site after successful completion of an action plan, but such reinstatement is not guaranteed.
STUDENT'S RESPONSIBILITIES TO SUPERVISING AGENCY

The Student is expected to:

1. Attend training sessions required by the practicum site administration.

2. Follow all guidelines, policies and procedures in place at the practicum site.

3. Maintain any records required by the site.

4. Attend appropriate staff meetings, workshops and inservice sessions as recommended by the site.

5. Become knowledgeable in the referral process used within the agency setting.

6. The student is expected to accept new cases when there is time available even though the number of sessions required by the academic program has already been met.

7. Student is required to maintain client confidentiality. This would include erasure of tapes after they have been critiqued.
RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

The University Supervisor will:

1. In addition to class meetings, meet on a regularly scheduled basis (usually once a week) with the student(s) to review progress. The University Supervisor will be available for additional consultation as needed. Various issues in theory and practice will be discussed as they arise.

2. Provide opportunities for the student to integrate practicum experiences with theory and research.

3. Maintain contact with practicum on-site supervisor as appropriate to determine progress of the student.

4. Meet with on-site supervisor and student at the practicum site when appropriate.

5. Share in the evaluation of the student's professional growth.
RESPONSIBILITIES OF ON-SITE SUPERVISOR

THE ON-SITE SUPERVISOR IS EXPECTED TO:

1. Provide the internship student with ample experiences in counseling services appropriate to the school and the IUSB Counseling and Human Services Program.

2. Provide training and supervision needed for interns to carry out the policies and procedures of the agency serving as a site for the field experience; and to meet with the intern at least once a week for supervision.

3. Provide adequate facilities for the intern to carry out counseling responsibilities, including:
   a) Individual counseling
   b) Small group counseling (6 – 8 participants)
   c) Staff meetings
   d) Other relevant agency functions

4. Share in the evaluation of the intern's professional growth.
FUNCTIONS OF AN ON-SITE SUPERVISOR

What Do Community Counseling Supervisors Do?

5. **Leadership** - facilitating the professional growth of an intern by having the intern do the work, organizational, and required tasks of a community counselor.

6. **Motivation** - the process that propels an intern to perform the roles of a counselor that satisfy highly individual needs for respect, achievement, and a sense of personal worth among the clients.

7. **Performance Feedback** - relaying performance measurements back to the intern which are defined in the criterion outlined in the supervisory plan.

8. **Problem-solving** - problem solving is the process of lessening or eliminating the gap between expectations and what exist in reality.

9. **Decision-making** - decision making is required if more than one course of action for problem solving is available. Decisions have to be made constantly within the site and counselors are required to make decisions based upon the Ethical Guidelines and Standards of Practice for Mental Health Counselors.

10. **Performance Appraisal** - the process of establishing the extent to which the supervisee meets the objectives outlined in the intern’s contract.

11. **Scheduling** - the process of assigning tasks to the intern.

12. **Time Management** - the process of fitting the program requirements into a manageable schedule for both supervisor and intern.

13. **Planning** - the process of picturing in advance how a supervisory objective will be obtained in order to minimize problems and assist the intern in reaching goals and objectives.

14. **Field Supervision** - Training, educating and mentoring with effective methods and interventions.
G514: Practicum in Alcohol and Drug Counseling
Counseling and Human Services Program

We prepare teachers and professionals in related fields to be competent, ethical, and reflective practitioners who have the knowledge, skills, and dispositions to address the needs of diverse individuals and prepare them for the complexities of a rapidly changing world.

Instructor:
Phone:
Office:
Office Hours:
E-mail:
Course meeting schedule:

Course Prerequisites:

1. G510: Theories of Alcohol and Drug Addiction,
2. G511: Screening and Assessment of Alcohol and Drug Problems,
3. G512: Counseling Approaches with Addictions,
4. G513: Legal and Illicit Drugs of Abuse

COURSE DESCRIPTION

This course is a field experience in an alcohol or drug counseling agency. The field experience involves direct supervision by faculty and approved clinical supervisors in the field. Graded on a pass/fail basis.

COURSE OBJECTIVES

By the end of the course students will be able to:

1. Understand and demonstrate basic and advanced helping skills with clients at the field placement setting
2. Formulate plans for behavior change based on information collected through appraisal of recorded data and counseling sessions.
3. Implement behavior change plans as a collaborative counselor-client endeavor.
4. Evaluate effectiveness of intervention(s) provided.
5. Prepare and maintain records required by the agency where placed.
6. Learn to use individual and group supervision effectively.
7. Act in accordance with ethical standards in the field (American Counseling Association – see attached)

8. Understand issues of diversity and multiculturalism as they relate to drug and alcohol counseling and be able to apply those principles to clinical situations at a level consistent with current stage of professional development.

9. Critique professional scholarship in the field of alcohol and drug addiction

10. Demonstrate the ability to identify and utilize research-based counseling techniques with substance abuse issues

11. Demonstrate a willingness to consider other persons’ viewpoints and opinions concerning alcohol and drug addiction

12. Consider ways in which technology can be used to enhance teaching and learning as they relate to personal growth and professional effectiveness

13. Demonstrate the ability to work collaboratively with others and maintain a professional demeanor

14. Demonstrate experience and adequate performance in each of the 12 core functions of an addiction counselor. These are:
   a. Screening,
   b. Intake,
   c. Orientation,
   d. Assessment,
   e. Treatment planning,
   f. Counseling,
   g. Case management,
   h. Crisis intervention,
   i. Client education,
   j. Referral,
   k. Reports and record keeping, &
   l. Consultation

**METHODS OF INSTRUCTION**

In order to maximize your learning in the course and assist you in becoming a self-directed learner, several methods of instruction will be used. These include:

Experience in the counseling field
Brief Lectures
Student Presentations
Small Group Discussion
Self-reflection and evaluation

To receive the full benefit of the course, you should be prepared to take part in all of these activities.
COURSE REQUIREMENTS

220 Hours (350 if going for LAC license) of Onsite Practicum Service: During the semester you will provide 350 hours of onsite service at your practicum site. For every 10 hours of clinical service that you provide you must complete 1 hour of supervision with your field supervision. Your field supervisor must hold a CACDA II certification or some form of licensure in the state of Indiana. Under very rare circumstances alternate arrangements may be made. However, in these instances you must contact the Indiana Counselors Association on Alcohol and Drug Abuse (ICAADA) (800 North Meridian St., Suite 507, Indianapolis, IN 46202; Phone (317) 923-8800). Written confirmation giving approval of your non-certified supervisor must be provided by ICAADA.

During your hours on-site you must provide evidence of performance in each of the 12 core functions of addictions counseling:

13. Screening,
14. Intake,
15. Orientation,
16. Assessment,
17. Treatment planning,
18. Counseling,
19. Case management,
20. Crisis intervention,
21. Client education,
22. Referral,
23. Reports and record keeping, &
24. Consultation

You will need to produce an artifact of each of these activities signed by your field supervisor. Hand in a copy to your university supervisor and retain a copy for your records.

10. Agency Agreement: This must be completed before you begin seeing clients at your practicum site. The agency agreement must be signed by your field supervisor, and university supervisor. Retain a copy for your records.

11. Contract: This must be completed before you begin seeing clients at your practicum site. The contract must be signed by your field supervisor, and university supervisor. Retain a copy for your records.

12. Weekly Reports: Each week you will create a report of your weekly activities. The reports are to be handed in at each group supervision meeting. This should be signed on a weekly basis by your field supervisor and your university supervisor. Retain a copy for your records. The format for these reports is attached.

13. Practicum Counseling Log: Each week you will keep a daily record of your activities at your practicum site. This should be signed on a weekly basis by your field supervisor and your university supervisor. You will hand this in at the end of the semester. Keep a copy for your records. The format for this log is attached.
14. **2 Formal Presentations of a Case**: You will engage in a formal case presentation of a client complete with specific questions for the group. Guidelines are included in this syllabus (*Guidelines for Formal Case Presentations*). When presenting the case you are to fill out the **Case Presentation Information** sheet attached to the end of this syllabus (the form should be typed) and provide copies to your supervisor and peers. Only client first names or pseudonyms should be used. Be sure to address issues of diversity in your presentation.

15. **1 Journal Club Presentation**: Each student will briefly present (10 minutes!) a *peer reviewed* journal article dealing with clinical practice in the alcohol and drug treatment field. The article, which *should not be more that 2 years old*, should be summarized, critiqued, and extended to clinical practice. You are to choose articles that are related to another student’s client(s).

16. **Tape Reviews**: Ten hours minimum of reviewed sessions are required. This will be accomplished in individual and group supervision. **COME TO EACH INDIVIDUAL AND GROUP SUPERVISION SESSION WITH A TAPE TO REVIEW.** Have the tape cued to a part of the session where you would like feedback.

17. **Evaluations**: Students are required to evaluate their university supervisor, field supervisor, and field site.

18. **Midterm and Final Evaluations**: Your field supervisor will provide a midterm and final evaluation of your performance on a form provided by your university supervisor. It is your responsibility to make sure that this form is completed.

19. **Attendance**: Attendance is a requirement of the course. After two absences you may be at risk for a failing grade.

20. **Online Weeks**: We will meet online for class during 3 designated weeks during the semester (see schedule). During that week – which starts Monday and ends on Friday – you will post a minimum of three questions about a client and four responses to other classmates’ questions. Your initial question is due by Tuesday at midnight.

**COURSE EVALUATION GRADING SCALE**

This course is graded on a pass/fail basis. To pass the course you must complete all assignments specified above.

**ATTENDANCE NOTE**

Attendance in this class will be crucial to your learning and final grade. If you do miss class, however, please do not ask me for notes, overheads, or to summarize what we did in class. You may consult your classmates on these issues. In some instances (e.g., family emergencies, severe illness) I will make arrangements to meet with you individually following an absence. Also, because this class will be work-group intensive, attending class will be crucial to completing all group work assignments. If you miss class you will make arrangements with the instructor to make up work through a negotiated assignment.
CONFIDENTIALITY

At times, either you or your classmates may feel that it is appropriate to share personal information relevant to course discussion. As helping professionals-in-development, you should feel comfortable in doing so. This will help you to make sense of the material and to learn about yourself. Therefore, all students in class should adhere to strict confidentiality standards. That is, whenever personal information is divulged in class, it is to stay in the class. At the same time, individual students are encouraged to use discretion when discussing personal information. Failure to abide by rules of confidentiality may result in removal from the class.

A WORD ABOUT DEADLINES

All assignments are due on the day indicated in the syllabus. These deadlines are not open to negotiation. However, I do recognize that each of you may have a life outside of this course, and that certain things may happen in that life that infringe on your ability to meet a particular deadline (these include birth of a child, death of a loved one, natural disaster; these do NOT include Monday Night Football, working overtime, weekend getaways). In the event that something happens, please contact me as soon as possible to discuss your situation and possible alternate arrangements. Failure to do so will result in a lowering of your grade. Five points will be deducted from each assignment for every day it is late.

IUSB SCHOOL OF EDUCATION POLICIES

Commitment to Diversity
The School of Education at IUSB is committed to preparing preservice teachers, school leaders, and community and school counselors to support learning for all students. Each class and learning experience helps candidates develop the knowledge, dispositions, and performances needed to meet the needs of students in today's diverse classrooms.

Commitment to Technology
The School of Education at IUSB is committed to preparing preservice teachers, school leaders, and community and school counselors who have the knowledge, dispositions, and performances needed to effectively use technology to help all students learn. Candidates are expected to incorporate technology throughout their course work and clinical experiences.

UNIVERSITY POLICIES

Electronic Mail: Electronic mail (email) is the official means of communication with students at Indiana University South Bend.

A student’s failure to receive or read official university communications sent to the student's official email address does not absolve the student from knowing and complying with the content of the official communication.

It is recommended that students check email messages at least once daily. The university provides a simple mechanism for students to forward email from the official university email address to another email address of the student’s choice. However, students who choose to have email forwarded to another email address do so at their own risk.
**Disability Statement:** If you need adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated please make an appointment with me as soon as possible.

1. **Academic Integrity:** All students in the School of Education are expected to maintain the highest professional and ethical standards. It is your responsibility to familiarize yourself with our Code of Ethics at [http://campuslife.indiana.edu/Code](http://campuslife.indiana.edu/Code).
G550: Internship in Community Counseling  
IUSB Counseling and Human Services Program

We prepare teachers and professionals in related fields to be competent, ethical, and reflective practitioners who have the knowledge, skills, and dispositions to address the needs of diverse individuals and prepare them for the complexities of a rapidly changing world.

Instructor:  
Phone:  
Office:  
Office Hours:  
E-mail:  

Prerequisites: Advanced standing in the IUSB counseling and human services program and consent of the instructor.

Course meeting times: Wednesday 5:30 – 8:00 PM  
Course Meeting Room: student counseling center

COURSE DESCRIPTION

This course provides counseling experience in a school or agency setting. Under direction and supervision students get practice in counseling, interviewing, in-service training, orientation procedures, and data collection. This course will provide a safe forum where students can discuss issues, concerns, and learning outcomes.

COURSE READINGS

ACA Code of Ethics (available on Oncourse)

METHODS OF INSTRUCTION

Group discussion of cases during group supervision meetings  
Small lectures by the university supervisor  
Brief student presentations  
Structured presentation of cases using preset guidelines  
Use of audio or video tape technology to enhance case presentations

COURSE OBJECTIVES

As this course represents one of your first experiences in working with clients, there are several important objectives relative to your professional development. After taking this course, students should be able to:
1. Demonstrate knowledge of the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, and physical and mental status, and equity issues in community counseling settings.

2. Understand the roles of community counselors in various practice settings and the relationships between counselors and other professionals in these settings.

3. Demonstrate and understanding of ethical and legal considerations specifically related to the practice of community counseling (e.g., the *ACA Code of Ethics*) and engage in appropriate ethical behavior in clinical situations.

4. Understand and demonstrate basic and advanced helping skills with a variety of clients with diverse presenting problems.

5. Understanding of how to apply appropriate individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling. This includes the use of crisis intervention, and brief, intermediate, and long-term approaches to counseling that demonstrate a collaborative endeavor between counselor and client.

6. General principles of assessment and an understanding of symptoms to look for when conducting a thorough biopsychosocial assessment in all counseling settings.

7. Knowledge of the principles of diagnosis and the use of current diagnostic tools, including the current edition of the *Diagnostic and Statistical Manual*.

8. Evaluate effectiveness of intervention(s) provided.

9. Prepare and maintain records required by the agency where placed.

10. Learn to use individual and group supervision effectively.

11. Complete CACREP requirements for internship experience including client contact time, on site hours, and supervision hours and fulfill additional requirements as specified in the practicum/internship manual.

**COURSE REQUIREMENTS**

In order to meet CACREP, LMHC, and LCAC requirements, the following is required of each intern:

1. Interns will accumulate 300 clock hours of internship experience at the internship site during each semester (for a total of 600 hours for the internship year).

2. A minimum of 120 hours will be spent each semester in direct service to clients.

3. **TASKS THAT MEET DIRECT SERVICE HOURS REQUIREMENT DURING INTERNSHIP:**
a. Individual, group, couple, and family counseling sessions
b. Psychoeducational workshops facilitated or co-facilitated by the intern
c. Career fairs or similar activities facilitated by the intern
d. Testing procedures which require the intern to be present and administer/co-
administer a standardized test
e. Program implementation
f. Community education
g. Parent or family consultations (including parent-teacher conferences)

4. A minimum of one hour per week will be spent in individual supervision with the field
supervisor.

5. One hour individual supervision meetings with the instructor may be required at the
request of either the student or university supervisor.

6. A minimum of 1.5 hours will be spent in group supervision per week with the university
supervisor

7. Mid semester review – The intern will obtain from the site supervisor a mid semester
review of their performance. This review will be completed on a form created by the
university supervisor (see review form in the internship handbook). The intern is
responsible for arranging a meeting with the site supervisor for the purposes of getting
feedback on the review. Both the site supervisor and intern will sign review forms
indicating a face-to-face meeting.

8. Interns will participate in a variety of professional activities other than direct service, and
use a variety of professional resources such as assessment instruments, computers,
print and non-print media, professional literature, and research. The intern will pay
special attention to diversity issues in all of these activities and will identify resources for
working with diverse client populations.

9. Each semester interns will produce, review, and present in class at least 2 audio/video
tapes of individual or group counseling sessions. These tapes will be reviewed in class.
Do not hand in tapes to the instructor for review outside of class unless you schedule an
individual supervision appointment. The purpose of these reviews will be to facilitate
discussion, evaluation, and improvement of the intern’s individual, couple/family, and
group counseling skills.

10. Agency Agreement. Each intern is required to submit an agency agreement between the
intern and the agency where the internship is to be conducted. Please refer to the
“contract form” found in the practicum manual. YOU ARE NOT TO SEE ANY CLIENTS
AT YOUR AGENCY UNTIL THIS AGREEMENT IS COMPLETED. ANY HOURS
ACCRUED PRIOR TO THE COMPLETION OF THIS AGREEMENT WILL NOT COUNT
TOWARDS YOUR SEMESTER TOTALS.

11. Internship Contract. Each intern is required to submit an internship contract signed by
the university instructor, intern, and field supervisor. Please refer to the “contract form”
found in the practicum manual. During the second internship semester this contract
should contain more detail and goals for “deeper” skills training. YOU ARE NOT TO SEE
ANY CLIENTS AT YOUR AGENCY UNTIL THIS CONTRACT IS COMPLETED. ANY
HOURS ACCRUED PRIOR TO THE COMPLETION OF THIS CONTRACT WILL NOT
COUNT TOWARDS YOUR SEMESTER TOTALS. You should also specify in your contract how you will manage your case load during university semester breaks. This is between you and your site supervisor.

12. **Evaluations.** Students are required to evaluate their university and field supervisors, and their internship site using the forms in the internship handbook. These are due at the end of the course.

13. **2 Formal Presentations of a Case.** You will engage in a formal case presentation of a client complete with specific questions for the group. Guidelines are included in this syllabus (Guidelines for Formal Case Presentations). When presenting the case you are to fill out the *Case Presentation Information* sheet attached to the end of this syllabus (the form should be typed) and provide copies to your supervisor and peers. Only client first names or pseudonyms should be used. Be sure to address issues of diversity in your presentation.

14. **Weekly Logs.** Each week you will create a log documenting your hours for the week. You should document both direct and indirect service hours. You should keep a running total of your hours. At the end of each log report your hours for the week, and total hours for the semester. Your field supervisor should initial this log before you hand it in. Your instructor may ask for your log at any point in the semester so be sure to keep your logs up to date. Your final log is due at the end of the semester.

15. **Complete Counseling and Human Services Documentation form at the end of the semester** (see handbook)

16. **Attendance.** Attendance is a requirement of the course. After one absence your grade will be lowered by one full letter grade for each successive absence.

17. **Liability Insurance.** Each intern is expected to have professional liability coverage for their practicum. This can be purchased through the American Counseling Association and other professional organizations. You should hand in a copy of your liability insurance policy cover sheet. You will not be permitted to see clients until you provide proof of liability insurance.

**COURSE EVALUATION/GRADING**

** Students must attain a grade of B or better in all required education courses.

Your grade for this course will be based on completion of assignments, participation in group, and evaluations from field supervisors. Your supervisor will approach you if he/she does not feel that you are performing at an “A” level. Arriving both to class and your site on time and being reliable will be important components in determining your grade. You may be asked to redo assignments if they are not “graduate school” quality. You will not be given a passing grade for the course if you do not have all of your final paperwork turned in at the end of the semester. In order to pass the course you must hand in the following materials as designated on the course schedule:

1. Midterm field supervisor evaluation
2. Final field Supervisor evaluation
3. ALL weekly logs  
4. ALL weekly case summaries  
5. Counseling and Human Services Documentation Form

Incompletes will not be granted at the end of the semester. If you do not complete all internship hours during the semester you will need to register for G550 in a subsequent semester to complete your hours.

ATTENDANCE POLICY

Class attendance is required. You will be allowed to miss one class session. For each absence after this your final grade will be lowered by one letter grade for each absence.

CONFIDENTIALITY

During the semester you and your classmates will share confidential information about clients. You or one of your classmates may also share personal information when relevant or appropriate. As such, confidentiality is expected at all times. To put it simply, what is said in supervision, stays in supervision (unless, of course, you want to share the group’s clinical ideas with a client). Failure to maintain confidentiality at all times may result in removal from the practicum course. If a serious infraction occurs, other avenues of action will be explored.

Field Experience Note:

You may be required to provide a criminal history check to school districts before participating in field placements and/or student teaching. School districts may deny a field placement or student teaching assignment based on a misdemeanor or felony conviction. The application process for a teaching license in Indiana requires a current criminal history check. Convicted felons may not hold a teaching license in Indiana.

A WORD ABOUT DEADLINES

All assignments are due on the day indicated in the syllabus. These deadlines are not open to negotiation. However, I do recognize that each of you may have a life outside of this course, and that certain things may happen in that life that infringe on your ability to meet a particular deadline (these include birth of a child, death of a loved one, natural disaster; these do NOT include Monday Night Football, working overtime, weekend getaways). In the event that something happens, please contact me as soon as possible to discuss your situation and possible alternate arrangements. Failure to do so will result in a lowering of your grade.

UNIVERSITY AND SCHOOL OF EDUCATION POLICIES

Electronic mail (email) is the official means of communication with students at Indiana University South Bend. A student’s failure to receive or read official university communications sent to the student’s official email address does not absolve the student from knowing and complying with the content of the official communication. It is recommended that students check email messages at least once daily. The university provides a simple mechanism for students to
forward email from the official university email address to another email address of the student’s choice. However, students who choose to have email forwarded to another email address do so at their own risk.

If you need adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated please make an appointment with me as soon as possible.

Commitment to Professionalism
All students in the School of Education are expected to maintain the highest professional and ethical standards. It is your responsibility to familiarize yourself with our Code of Ethics at http://campuslife.indiana.edu/Code.

Commitment to Diversity
The School of Education at IUSB is committed to preparing preservice teachers, school leaders, and school counselors to support learning for all students. Each class and learning experience helps candidates develop the knowledge, dispositions, and performances needed to meet the needs of students in today’s diverse classrooms. One example from this class is…..

Commitment to Technology
The School of Education at IUSB is committed to preparing preservice teachers, school leaders, and school counselors who have the knowledge, dispositions, and performances needed to effectively use technology to help all students learn. Candidates are expected to incorporate technology throughout their course work and clinical experiences.
ACA Code of Ethics Preamble

The American Counseling Association is an educational, scientific, and professional organization whose members are dedicated to the enhancement of human development throughout the life-span. Association members recognize diversity in our society and embrace a cross-cultural approach in support of the worth, dignity, potential, and uniqueness of each individual.

The specification of a code of ethics enables the association to clarify to current and future members, and to those served by members, the nature of the ethical responsibilities held in common by its members. As the code of ethics of the association, this document establishes principles that define the ethical behavior of association members. All members of the American Counseling Association are required to adhere to the Code of Ethics and the Standards of Practice. The Code of Ethics will serve as the basis for processing ethical complaints initiated against members of the association.

ACA Code of Ethics (eff. 1995)

Section A: The Counseling Relationship

A.1. Client Welfare

a. Primary Responsibility. The primary responsibility of counselors is to respect the dignity and to promote the welfare of clients.
b. Positive Growth and Development. Counselors encourage client growth and development in ways that foster the clients' interest and welfare; counselors avoid fostering dependent counseling relationships.
c. Counseling Plans. Counselors and their clients work jointly in devising integrated, individual counseling plans that offer reasonable promise of success and are consistent with abilities and circumstances of clients. Counselors and clients regularly review counseling plans to ensure their continued viability and effectiveness, respecting clients' freedom of choice. (See A.3.b.)
d. Family Involvement. Counselors recognize that families are usually important in clients' lives and strive to enlist family understanding and involvement as a positive resource, when appropriate.
e. Career and Employment Needs. Counselors work with their clients in considering employment in jobs and circumstances that are consistent with the clients' overall abilities, vocational limitations, physical restrictions, general temperament, interest and aptitude patterns, social skills, education, general qualifications, and other relevant characteristics and needs. Counselors neither place nor participate in placing clients in positions that will result in damaging the interest and the welfare of clients, employers, or the public.

A.2. Respecting Diversity

a. Nondiscrimination. Counselors do not condone or engage in discrimination based on age, color, culture, disability, ethnic group, gender, race, religion, sexual orientation, marital status, or socioeconomic status. (See C.5.a., C.5.b., and D.1.i.)
b. Respecting Differences. Counselors will actively attempt to understand the diverse cultural backgrounds of the clients with whom they work. This includes, but is not limited to, learning how the counselor's own cultural/ethnic/racial identity impacts her or his values and beliefs about the counseling process. (See E.8. and F.2.i.)

A.3. Client Rights
a. Disclosure to Clients. When counseling is initiated, and throughout the counseling process as necessary, counselors inform clients of the purposes, goals, techniques, procedures, limitations, potential risks, and benefits of services to be performed, and other pertinent information. Counselors take steps to ensure that clients understand the implications of diagnosis, the intended use of tests and reports, fees, and billing arrangements. Clients have the right to expect confidentiality and to be provided with an explanation of its limitations, including supervision and/or treatment team professionals; to obtain clear information about their case records; to participate in the ongoing counseling plans; and to refuse any recommended services and be advised of the consequences of such refusal. (See E.5.a. and G.2.)

b. Freedom of Choice. Counselors offer clients the freedom to choose whether to enter into a counseling relationship and to determine which professional(s) will provide counseling. Restrictions that limit choices of clients are fully explained. (See A.1.c.)

c. Inability to Give Consent. When counseling minors or persons unable to give voluntary informed consent, counselors act in these clients' best interests. (See B.3.)

A.4. Clients Served by Others

If a client is receiving services from another mental health professional, counselors, with client consent, inform the professional persons already involved and develop clear agreements to avoid confusion and conflict for the client. (See C.6.c.)

A.5. Personal Needs and Values

a. Personal Needs. In the counseling relationship, counselors are aware of the intimacy and responsibilities inherent in the counseling relationship, maintain respect for clients, and avoid actions that seek to meet their personal needs at the expense of clients.

b. Personal Values. Counselors are aware of their own values, attitudes, beliefs, and behaviors and how these apply in a diverse society, and avoid imposing their values on clients. (See C.5.a.)

A.6. Dual Relationships

a. Avoid When Possible. Counselors are aware of their influential positions with respect to clients, and they avoid exploiting the trust and dependency of clients. Counselors make every effort to avoid dual relationships with clients that could impair professional judgment or increase the risk of harm to clients. (Examples of such relationships include, but are not limited to, familial, social, financial, business, or close personal relationships with clients.) When a dual relationship cannot be avoided, counselors take appropriate professional precautions such as informed consent, consultation, supervision, and documentation to ensure that judgment is not impaired and no exploitation occurs. (See F.1.b.)

b. Superior/Subordinate Relationships. Counselors do not accept as clients superiors or subordinates with whom they have administrative, supervisory, or evaluative relationships.

A.7. Sexual Intimacies With Clients

a. Current Clients. Counselors do not have any type of sexual intimacies with clients and do not counsel persons with whom they have had a sexual relationship.

b. Former Clients. Counselors do not engage in sexual intimacies with former clients within a minimum of 2 years after terminating the counseling relationship. Counselors who engage in such relationship after 2 years following termination have the responsibility to examine and document thoroughly that such relations did not have an exploitative nature, based on factors such as duration of counseling, amount of time since counseling,
termination circumstances, client's personal history and mental status, adverse impact on the client, and actions by the counselor suggesting a plan to initiate a sexual relationship with the client after termination.

A.8. Multiple Clients

When counselors agree to provide counseling services to two or more persons who have a relationship (such as husband and wife, or parents and children), counselors clarify at the outset which person or persons are clients and the nature of the relationships they will have with each involved person. If it becomes apparent that counselors may be called upon to perform potentially conflicting roles, they clarify, adjust, or withdraw from roles appropriately. (See B.2. and B.4.d.)

A.9. Group Work

a. Screening. Counselors screen prospective group counseling/therapy participants. To the extent possible, counselors select members whose needs and goals are compatible with goals of the group, who will not impede the group process, and whose well-being will not be jeopardized by the group experience.

b. Protecting Clients. In a group setting, counselors take reasonable precautions to protect clients from physical or psychological trauma.

A.10. Fees and Bartering (See D.3.a. and D.3.b.)

a. Advance Understanding. Counselors clearly explain to clients, prior to entering the counseling relationship, all financial arrangements related to professional services including the use of collection agencies or legal measures for nonpayment. (A.11.c.)

b. Establishing Fees. In establishing fees for professional counseling services, counselors consider the financial status of clients and locality. In the event that the established fee structure is inappropriate for a client, assistance is provided in attempting to find comparable services of acceptable cost. (See A.10.d., D.3.a., and D.3.b.)

c. Bartering Discouraged. Counselors ordinarily refrain from accepting goods or services from clients in return for counseling services because such arrangements create inherent potential for conflicts, exploitation, and distortion of the professional relationship. Counselors may participate in bartering only if the relationship is not exploitative, if the client requests it, if a clear written contract is established, and if such arrangements are an accepted practice among professionals in the community. (See A.6.a.)

d. Pro Bono Service. Counselors contribute to society by devoting a portion of their professional activity to services for which there is little or no financial return (pro bono).

A.11. Termination and Referral

a. Abandonment Prohibited. Counselors do not abandon or neglect clients in counseling. Counselors assist in making appropriate arrangements for the continuation of treatment, when necessary, during interruptions such as vacations, and following termination.

b. Inability to Assist Clients. If counselors determine an inability to be of professional assistance to clients, they avoid entering or immediately terminate a counseling relationship. Counselors are knowledgeable about referral resources and suggest appropriate alternatives. If clients decline the suggested referral, counselors should discontinue the relationship.

c. Appropriate Termination. Counselors terminate a counseling relationship, securing client agreement when possible, when it is reasonably clear that the client is no longer benefiting, when services are no longer required, when counseling no longer serves the client's needs or interests, when clients do not pay fees charged, or when agency or institution limits do not allow provision of further counseling services. (See A.10.b. and C.2.g.)
A.12. Computer Technology

a. Use of Computers. When computer applications are used in counseling services, counselors ensure that (1) the client is intellectually, emotionally, and physically capable of using the computer application; (2) the computer application is appropriate for the needs of the client; (3) the client understands the purpose and operation of the computer applications; and (4) a follow-up of client use of a computer application is provided to correct possible misconceptions, discover inappropriate use, and assess subsequent needs.

b. Explanation of Limitations. Counselors ensure that clients are provided information as a part of the counseling relationship that adequately explains the limitations of computer technology.

c. Access to Computer Applications. Counselors provide for equal access to computer applications in counseling services. (See A.2.a.)

Section B: Confidentiality

B.1. Right to Privacy

a. Respect for Privacy. Counselors respect their clients right to privacy and avoid illegal and unwarranted disclosures of confidential information. (See A.3.a. and B.6.a.)

b. Client Waiver. The right to privacy may be waived by the client or his or her legally recognized representative.

c. Exceptions. The general requirement that counselors keep information confidential does not apply when disclosure is required to prevent clear and imminent danger to the client or others or when legal requirements demand that confidential information be revealed. Counselors consult with other professionals when in doubt as to the validity of an exception.

d. Contagious, Fatal Diseases. A counselor who receives information confirming that a client has a disease commonly known to be both communicable and fatal is justified in disclosing information to an identifiable third party, who by his or her relationship with the client is at a high risk of contracting the disease. Prior to making a disclosure the counselor should ascertain that the client has not already informed the third party about his or her disease and that the client is not intending to inform the third party in the immediate future. (See B.1.c and B.1.f.)

e. Court-Ordered Disclosure. When court ordered to release confidential information without a client's permission, counselors request to the court that the disclosure not be required due to potential harm to the client or counseling relationship. (See B.1.c.)

f. Minimal Disclosure. When circumstances require the disclosure of confidential information, only essential information is revealed. To the extent possible, clients are informed before confidential information is disclosed.

g. Explanation of Limitations. When counseling is initiated and throughout the counseling process as necessary, counselors inform clients of the limitations of confidentiality and identify foreseeable situations in which confidentiality must be breached. (See G.2.a.)

h. Subordinates. Counselors make every effort to ensure that privacy and confidentiality of clients are maintained by subordinates including employees, supervisees, clerical assistants, and volunteers. (See B.1.a.)

i. Treatment Teams. If client treatment will involve a continued review by a treatment team, the client will be informed of the team’s existence and composition.

B.2. Groups and Families

a. Group Work. In group work, counselors clearly define confidentiality and the parameters for the specific group being entered, explain its importance, and discuss the difficulties related to confidentiality involved in group work. The fact that confidentiality cannot be guaranteed is clearly communicated to group members.

b. Family Counseling. In family counseling, information about one family member cannot be disclosed to another member without permission. Counselors protect the privacy rights of each family member. (See A.8., B.3., and B.4.d.)
B.3. Minor or Incompetent Clients

When counseling clients who are minors or individuals who are unable to give voluntary, informed consent, parents or guardians may be included in the counseling process as appropriate. Counselors act in the best interests of clients and take measures to safeguard confidentiality. (See A.3.c.)

B.4. Records

a. Requirement of Records. Counselors maintain records necessary for rendering professional services to their clients and as required by laws, regulations, or agency or institution procedures.
b. Confidentiality of Records. Counselors are responsible for securing the safety and confidentiality of any counseling records they create, maintain, transfer, or destroy whether the records are written, taped, computerized, or stored in any other medium. (See B.1.a.)
c. Permission to Record or Observe. Counselors obtain permission from clients prior to electronically recording or observing sessions. (See A.3.a.)
d. Client Access. Counselors recognize that counseling records are kept for the benefit of clients, and therefore provide access to records and copies of records when requested by competent clients, unless the records contain information that may be misleading and detrimental to the client. In situations involving multiple clients, access to records is limited to those parts of records that do not include confidential information related to another client. (See A.8., B.1.a., and B.2.b.)
e. Disclosure or Transfer. Counselors obtain written permission from clients to disclose or transfer records to legitimate third parties unless exceptions to confidentiality exist as listed in Section B.1. Steps are taken to ensure that receivers of counseling records are sensitive to their confidential nature.

B.5. Research and Training

a. Data Disguise Required. Use of data derived from counseling relationships for purposes of training, research, or publication is confined to content that is disguised to ensure the anonymity of the individuals involved. (See B.1.g. and G.3.d.)
b. Agreement for Identification. Identification of a client in a presentation or publication is permissible only when the client has reviewed the material and has agreed to its presentation or publication. (See G.3.d.)

B.6. Consultation

a. Respect for Privacy. Information obtained in a consulting relationship is discussed for professional purposes only with persons clearly concerned with the case. Written and oral reports present data germane to the purposes of the consultation, and every effort is made to protect client identity and avoid undue invasion of privacy.
b. Cooperating Agencies. Before sharing information, counselors make efforts to ensure that there are defined policies in other agencies serving the counselor's clients that effectively protect the confidentiality of information.

Section C: Professional Responsibility

C.1. Standards Knowledge

Counselors have a responsibility to read, understand, and follow the Code of Ethics and the Standards of Practice.

C.2. Professional Competence
a. Boundaries of Competence. Counselors practice only within the boundaries of their competence, based on their education, training, supervised experience, state and national professional credentials, and appropriate professional experience. Counselors will demonstrate a commitment to gain knowledge, personal awareness, sensitivity, and skills pertinent to working with a diverse client population.

b. New Specialty Areas of Practice. Counselors practice in specialty areas new to them only after appropriate education, training, and supervised experience. While developing skills in new specialty areas, counselors take steps to ensure the competence of their work and to protect others from possible harm.

c. Qualified for Employment. Counselors accept employment only for positions for which they are qualified by education, training, supervised experience, state and national professional credentials, and appropriate professional experience. Counselors hire for professional counseling positions only individuals who are qualified and competent.

d. Monitor Effectiveness. Counselors continually monitor their effectiveness as professionals and take steps to improve when necessary. Counselors in private practice take reasonable steps to seek out peer supervision to evaluate their efficacy as counselors.

e. Ethical Issues Consultation. Counselors take reasonable steps to consult with other counselors or related professionals when they have questions regarding their ethical obligations or professional practice. (See H.1.)

f. Continuing Education. Counselors recognize the need for continuing education to maintain a reasonable level of awareness of current scientific and professional information in their fields of activity. They take steps to maintain competence in the skills they use, are open to new procedures, and keep current with the diverse and/or special populations with whom they work.

g. Impairment. Counselors refrain from offering or accepting professional services when their physical, mental, or emotional problems are likely to harm a client or others. They are alert to the signs of impairment, seek assistance for problems, and, if necessary, limit, suspend, or terminate their professional responsibilities. (See A.11.c.)

C.3. Advertising and Soliciting Clients

a. Accurate Advertising. There are no restrictions on advertising by counselors except those that can be specifically justified to protect the public from deceptive practices. Counselors advertise or represent their services to the public by identifying their credentials in an accurate manner that is not false, misleading, deceptive, or fraudulent. Counselors may only advertise the highest degree earned which is in counseling or a closely related field from a college or university that was accredited when the degree was awarded by one of the regional accrediting bodies recognized by the Council on Postsecondary Accreditation.

b. Testimonials. Counselors who use testimonials do not solicit them from clients or other persons who, because of their particular circumstances, may be vulnerable to undue influence.

c. Statements by Others. Counselors make reasonable efforts to ensure that statements made by others about them or the profession of counseling are accurate.

d. Recruiting Through Employment. Counselors do not use their places of employment or institutional affiliation to recruit or gain clients, supervisees, or consultees for their private practices. (See C.5.e.)

e. Products and Training Advertisements. Counselors who develop products related to their profession or conduct workshops or training events ensure that the advertisements concerning these products or events are accurate and disclose adequate information for consumers to make informed choices.

f. Promoting to Those Served. Counselors do not use counseling, teaching, training, or supervisory relationships to promote their products or training events in a manner that is deceptive or would exert undue influence on individuals who may be vulnerable. Counselors may adopt textbooks they have authored for instruction purposes.

g. Professional Association Involvement. Counselors actively participate in local, state, and national associations that foster the development and improvement of counseling.

C.4. Credentials
a. Credentials Claimed. Counselors claim or imply only professional credentials possessed and are responsible for correcting any known misrepresentations of their credentials by others. Professional credentials include graduate degrees in counseling or closely related mental health fields, accreditation of graduate programs, national voluntary certifications, government-issued certifications or licenses, ACA professional membership, or any other credential that might indicate to the public specialized knowledge or expertise in counseling.

b. ACA Professional Membership. ACA professional members may announce to the public their membership status. Regular members may not announce their ACA membership in a manner that might imply they are credentialed counselors.

c. Credential Guidelines. Counselors follow the guidelines for use of credentials that have been established by the entities that issue the credentials.

d. Misrepresentation of Credentials. Counselors do not attribute more to their credentials than the credentials represent, and do not imply that other counselors are not qualified because they do not possess certain credentials.

e. Doctoral Degrees From Other Fields. Counselors who hold a master's degree in counseling or a closely related mental health field, but hold a doctoral degree from other than counseling or a closely related field, do not use the title "Dr." in their practices and do not announce to the public in relation to their practice or status as a counselor that they hold a doctorate.

C.5. Public Responsibility

a. Nondiscrimination. Counselors do not discriminate against clients, students, or supervisees in a manner that has a negative impact based on their age, color, culture, disability, ethnic group, gender, race, religion, sexual orientation, or socioeconomic status, or for any other reason. (See A.2.a.)

b. Sexual Harassment. Counselors do not engage in sexual harassment. Sexual harassment is defined as sexual solicitation, physical advances, or verbal or nonverbal conduct that is sexual in nature, that occurs in connection with professional activities or roles, and that either (1) is unwelcome, is offensive, or creates a hostile workplace environment, and counselors know or are told this; or (2) is sufficiently severe or intense to be perceived as harassment to a reasonable person in the context. Sexual harassment can consist of a single intense or severe act or multiple persistent or pervasive acts.

c. Reports to Third Parties. Counselors are accurate, honest, and unbiased in reporting their professional activities and judgments to appropriate third parties including courts, health insurance companies, those who are the recipients of evaluation reports, and others. (See B.1.g.)

d. Media Presentations. When counselors provide advice or comment by means of public lectures, demonstrations, radio or television programs, prerecorded tapes, printed articles, mailed material, or other media, they take reasonable precautions to ensure that (1) the statements are based on appropriate professional counseling literature and practice; (2) the statements are otherwise consistent with the Code of Ethics and the Standards of Practice; and (3) the recipients of the information are not encouraged to infer that a professional counseling relationship has been established. (See C.6.b.)

e. Unjustified Gains. Counselors do not use their professional positions to seek or receive unjustified personal gains, sexual favors, unfair advantage, or unearned goods or services. (See C.3.d.)

C.6. Responsibility to Other Professionals

a. Different Approaches. Counselors are respectful of approaches to professional counseling that differ from their own. Counselors know and take into account the traditions and practices of other professional groups with which they work.

b. Personal Public Statements. When making personal statements in a public context, counselors clarify that they are speaking from their personal perspectives and that they are not speaking on behalf of all counselors or the profession. (See C.5.d.)
c. Clients Served by Others. When counselors learn that their clients are in a professional relationship with another mental health professional, they request release from clients to inform the other professionals and strive to establish positive and collaborative professional relationships. (See A.4.)

Section D: Relationships With Other Professionals

D.1. Relationships With Employers and Employees

a. Role Definition. Counselors define and describe for their employers and employees the parameters and levels of their professional roles.

b. Agreements. Counselors establish working agreements with supervisors, colleagues, and subordinates regarding counseling or clinical relationships, confidentiality, adherence to professional standards, distinction between public and private material, maintenance and dissemination of recorded information, work load, and accountability. Working agreements in each instance are specified and made known to those concerned.

c. Negative Conditions. Counselors alert their employers to conditions that may be potentially disruptive or damaging to the counselor's professional responsibilities or that may limit their effectiveness.

d. Evaluation. Counselors submit regularly to professional review and evaluation by their supervisor or the appropriate representative of the employer.

e. In-Service. Counselors are responsible for in-service development of self and staff.

f. Goals. Counselors inform their staff of goals and programs.

g. Practices. Counselors provide personnel and agency practices that respect and enhance the rights and welfare of each employee and recipient of agency services. Counselors strive to maintain the highest levels of professional services.

h. Personnel Selection and Assignment. Counselors select competent staff and assign responsibilities compatible with their skills and experiences.

i. Discrimination. Counselors, as either employers or employees, do not engage in or condone practices that are inhumane, illegal, or unjustifiable (such as considerations based on age, color, culture, disability, ethnic group, gender, race, religion, sexual orientation, or socioeconomic status) in hiring, promotion, or training. (See A.2.a. and C.5.b.)

j. Professional Conduct. Counselors have a responsibility both to clients and to the agency or institution within which services are performed to maintain high standards of professional conduct.

k. Exploitative Relationships. Counselors do not engage in exploitative relationships with individuals over whom they have supervisory, evaluative, or instructional control or authority. I. Employer Policies. The acceptance of employment in an agency or institution implies that counselors are in agreement with its general policies and principles. Counselors strive to reach agreement with employers as to acceptable standards of conduct that allow for changes in institutional policy conducive to the growth and development of clients.

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D.2. Consultation (See B.6.)

a. Consultation as an Option. Counselors may choose to consult with any other professionally competent persons about their clients. In choosing consultants, counselors avoid placing the consultant in a conflict of interest situation that would preclude the consultant being a proper party to the counselor's efforts to help the client. Should counselors be engaged in a work setting that compromises this consultation standard, they consult with other professionals whenever possible to consider justifiable alternatives.
b. Consultant Competency. Counselors are reasonably certain that they have or the organization represented has the necessary competencies and resources for giving the kind of consulting services needed and that appropriate referral resources are available.

c. Understanding With Clients. When providing consultation, counselors attempt to develop with their clients a clear understanding of problem definition, goals for change, and predicted consequences of interventions selected. d. Consultant Goals. The consulting relationship is one in which client adaptability and growth toward self-direction are consistently encouraged and cultivated. (See A.1.b.)

d. Consultant Goals. The consulting relationship is one in which client adaptability and growth toward self-direction are consistently encouraged and cultivated. (See A.1.b)

D.3. Fees for Referral

a. Accepting Fees From Agency Clients. Counselors refuse a private fee or other remuneration for rendering services to persons who are entitled to such services through the counselor's employing agency or institution. The policies of a particular agency may make explicit provisions for agency clients to receive counseling services from members of its staff in private practice. In such instances, the clients must be informed of other options open to them should they seek private counseling services. (See A.10.a., A.11.b., and C.3.d.)

b. Referral Fees. Counselors do not accept a referral fee from other professionals.

D.4. Subcontractor Arrangements

When counselors work as subcontractors for counseling services for a third party, they have a duty to inform clients of the limitations of confidentiality that the organization may place on counselors in providing counseling services to clients. The limits of such confidentiality ordinarily are discussed as part of the intake session. (See B.1.e. and B.1.f.)
NAADAC CODE OF ETHICS

Principle 1: Non-Discrimination

I shall affirm diversity among colleagues or clients regardless of age, gender, sexual orientation, ethnic/racial background, religious/spiritual beliefs, marital status, political beliefs, or mental/physical disability.

- I shall strive to treat all individuals with impartiality and objectivity relating to all based solely on their personal merits and mindful of the dignity of all human persons. As such, I shall not impose my personal values on my clients.
- I shall avoid bringing personal or professional issues into the counseling relationship. Through an awareness of the impact of stereotyping and discrimination, I shall guard the individual rights and personal dignity of my clients.
- I shall relate to all clients with empathy and understanding no matter what their diagnosis or personal history.

Principle 2: Client Welfare

I understand that the ability to do good is based on an underlying concern for the well being of others. I shall act for the good of others and exercise respect, sensitivity, and insight. I understand that my primary professional responsibility and loyalty is to the welfare of my clients, and I shall work for the client irrespective of who actually pays his/her fees.

- I shall do everything possible to safeguard the privacy and confidentiality of client information except where the client has given specific, written, informed, and limited consent or when the client poses a risk to himself or others.
- I shall provide the client his/her rights regarding confidentiality, in writing, as part of informing the client of any areas likely to affect the client’s confidentiality.
- I understand and support all that will assist clients to a better quality of life, greater freedom, and true independence.
- I shall not do for others what they can readily do for themselves but rather, facilitate and support the doing. Likewise, I shall not insist on doing what I perceive as good without reference to what the client perceives as good and necessary.
- I understand that suffering is unique to a specific individual and not of some generalized or abstract suffering, such as might be found in the understanding of the disorder. I also understand that the action taken to relieve suffering must be uniquely suited to the suffering individual and not simply some universal prescription.
- I shall provide services without regard to the compensation provided by the client or by a third party and shall render equally appropriate services to individuals whether they are paying a reduced fee or a full fee.

Principle 3: Client Relationship

I understand and respect the fundamental human right of all individuals to self-determination and to make decisions that they consider in their own best interest. I shall be open and clear about the nature, extent, probable effectiveness, and cost of those services to allow each individual to make an informed decision of their care.

- I shall provide the client and/or guardian with accurate and complete information regarding the extent of the potential professional relationship, such as the Code of Ethics and professional loyalties and responsibilities.
- I shall inform the client and obtain the client’s participation including the recording of the interview, the use of interview material for training purposes, and/or observation of an interview by another person.

Principle 4: Trustworthiness

I understand that effectiveness in my profession is largely based on the ability to be worthy
of trust, and I shall work to the best of my ability to act consistently within the bounds of a known moral universe, to faithfully fulfill the terms of both personal and professional commitments, to safeguard fiduciary relationships consistently, and to speak the truth as it is known to me.

- I shall never misrepresent my credentials or experience.
- I shall make no unsubstantiated claims for the efficacy of the services I provide and make no statements about the nature and course of addictive disorders that have not been verified by scientific inquiry.
- I shall constantly strive for a better understanding of addictive disorders and refuse to accept supposition and prejudice as if it were the truth.
- I understand that ignorance in those matters that should be known does not excuse me from the ethical fault of misinforming others.
- I understand the effect of impairment on professional performance and shall be willing to seek appropriate treatment for myself or for a colleague. I shall support peer assistance programs in this respect.
- I understand that most property in the healing professions is intellectual property and shall not present the ideas or formulations of others as if they were my own. Rather, I shall give appropriate credit to their originators both in written and spoken communication.
- I regard the use of any copyrighted material without permission or the payment of royalty to be theft.

Principle 5: Compliance with Law
I understand that laws and regulations exist for the good ordering of society and for the restraint of harm and evil, and I am aware of those laws and regulations that are relevant both personally and professionally and follow them, while reserving the right to commit civil disobedience.

- I understand that the determination that a law or regulation is unjust is not a matter of preference or opinion but a matter of rational investigation, deliberation, and dispute.
- I willingly accept that there may be a penalty for justified civil disobedience, and I must weigh the personal harm of that penalty against the good done by civil protest.

Principle 6: Rights and Duties
I understand that personal and professional commitments and relationships create a network of rights and corresponding duties. I shall work to the best of my ability to safeguard the natural and consensual rights of each individual and fulfill those duties required of me.

- I understand that justice extends beyond individual relationships to the community and society; therefore, I shall participate in activities that promote the health of my community and profession.
- I shall, to the best of my ability, actively engage in the legislative processes, educational institutions, and the general public to change public policy and legislation to make possible opportunities and choice of service for all human beings of any ethnic or social background whose lives are impaired by alcoholism and drug abuse.
- I understand that the right of confidentiality cannot always be maintained if it serves to protect abuse, neglect, or exploitation of any person or leaves another at risk of bodily harm.

Principle 7: Dual Relationships
I understand that I must seek to nurture and support the development of a relationship of equals rather than to take unfair advantage of individuals who are vulnerable and exploitable.
• I shall not engage in professional relationships or commitments that conflict with family members, friends, close associates, or others whose welfare might be jeopardized by such a dual relationship.
• Because a relationship begins with a power differential, I shall not exploit relationships with current or former clients for personal gain, including social or business relationships.
• I shall not under any circumstances engage in sexual behavior with current or former clients.
• I shall not accept substantial gifts from clients, other treatment organizations, or the providers of materials or services used in my practice.

**Principle 8: Preventing Harm**
I understand that every decision and action has ethical implication leading either to benefit or harm, and I shall carefully consider whether any of my decisions or actions has the potential to produce harm of a physical, psychological, financial, legal, or spiritual nature before implementing them.

• I shall refrain from using any methods that could be considered coercive such as threats, negative labeling, and attempts to provoke shame or humiliation.
• I shall make no requests of clients that are not necessary as part of the agreed treatment plan.
• I shall terminate a counseling or consulting relationship when it is reasonably clear that the client is not benefiting from the relationship.
• I understand an obligation to protect individuals, institutions, and the profession from harm that might be done by others. Consequently, I am aware that the conduct of another individual is an actual or likely source of harm to clients, colleagues, institutions, or the profession, and that I have an ethical obligation to report such conduct to competent authorities.

**Principle 9: Duty of Care**
I shall operate under the principle of Duty of Care and shall maintain a working/therapeutic environment in which clients, colleagues, and employees can be safe from the threat of physical, emotional or intellectual harm.

• I respect the right of others to hold opinions, beliefs, and values different from my own.
• I shall strive for understanding and the establishment of common ground rather than for the ascendancy of one opinion over another.
• I shall maintain competence in the area of my practice through continuing education, constantly improving my knowledge and skills in those approaches most effective with my specific clients.
• I shall scrupulously avoid practicing in any area outside of my competence.
CACREP REQUIREMENTS FOR ADDICTIONS COUNSELING PROGRAMS

Although addictions counseling track of the CHS program is not CACREP accredited, faculty still adhere to the CACREP standards when delivering program curriculum and evaluating student progress. CACREP standards specific to the training of addictions counselors are outlined below.

Students who are preparing to work as addiction counselors will demonstrate the professional knowledge, skills, and practices necessary to work in a wide range of addiction counseling, treatment, and prevention programs, as well as in a mental health counseling context. In addition to the common core curricular experiences outlined in Section II.F, programs must provide evidence that student learning has occurred in the following domains.

The 6 areas that must be covered are: a) foundations, b) counseling preventions and intervention, c) diversity and advocacy, d) assessment, e) research and evaluation, and f) diagnosis

FOUNDATIONS

A. Knowledge – ALL COVERED BY G510, G512, G513

1. Understands the history, philosophy, and trends in addiction counseling.

2. Understands ethical and legal considerations specifically related to the practice of addiction counseling.

3. Knows the roles, functions, and settings of addiction counselors, as well as the relationship between addiction counselors and other mental health professionals.

4. Knows the professional organizations, competencies, preparation standards, and state credentials relevant to the practice of addiction counseling.

5. Understands a variety of models and theories of addiction related to substance use and other addictions.

6. Knows the behavioral, psychological, physical health, and social effects of psychoactive substances and addictive disorders on the user and significant others.

7. Recognizes the potential for addictive disorders to mimic a variety of medical and psychological disorders and the potential for medical and psychological disorders to coexist with addiction and substance abuse.

8. Understands factors that increase the likelihood for a person, community, or group to be at risk for or resilient to psychoactive substance use disorders.

9. Understands the impact of crises, disasters, and other trauma-causing events on persons with addictions.
10. Understands the operation of an emergency management system within addiction agencies and in the community.

B. Skills and Practice - COVERED BY G514, G524, G550

1. Demonstrates the ability to apply and adhere to ethical and legal standards in addiction counseling.

2. Applies knowledge of substance abuse policy, financing, and regulatory processes to improve service delivery opportunities in addictions counseling.

COUNSELING, PREVENTION, AND INTERVENTION

C. Knowledge - ALL COVERED IN G510, G511, G512

1. Knows the principles of addiction education, prevention, intervention, and consultation.

2. Knows the models of treatment, prevention, recovery, relapse prevention, and continuing care for addictive disorders and related problems.

3. Recognizes the importance of family, social networks, and community systems in the treatment and recovery process.

4. Understands the role of spirituality in the addiction recovery process.

5. Knows a variety of helping strategies for reducing the negative effects of substance use, abuse, dependence, and addictive disorders.

6. Understands the principles and philosophies of addiction-related self-help programs.

7. Understands professional issues relevant to the practice of addiction counseling, including recognition, reimbursement, and right to practice.

8. Understands the principles of intervention for persons with addictions during times of crises, disasters, and other trauma-causing events.

D. Skills and Practices – ALL COVERED BY G514, G524, G550

1. Uses principles and practices of diagnosis, treatment, and referral of addiction and other mental and emotional disorders to initiate, maintain, and terminate counseling.

2. Individualizes helping strategies and treatment modalities to each client’s stage of dependence, change, or recovery.
3. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.

4. Demonstrates the ability to use procedures for assessing and managing suicide risk.

5. Demonstrates the ability to provide counseling and education about addictive disorders to families and others who are affected by clients with addictions.

6. Demonstrates the ability to provide referral to self-help and other support groups when appropriate.

7. Demonstrates the ability to provide culturally relevant education programs that raise awareness and support addiction and substance abuse prevention and the recovery process.

8. Applies current record-keeping standards related to addiction counseling.

9. Demonstrates the ability to recognize his or her own limitations as an addiction counselor and to seek supervision or refer clients when appropriate.

**DIVERSITY AND ADVOCACY**

**E. Knowledge ALL COVERED IN G510, G511, G512**

1. Understands how living in a multicultural society affects clients with addictions.

2. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with addictions.

3. Knows public policies on local, state, and national levels that affect the quality and accessibility of addiction services.

4. Understands effective strategies that support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of addiction counseling.

**F. Skills and Practices - COVERED BY G514, G524, G550**

1. Maintains information regarding community resources to make appropriate referrals for clients with addictions.

2. Advocates for policies, programs, and/or services that are equitable and responsive to the unique needs of clients with addictions.

3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations of addiction clients.
ASSESSMENT

G. Knowledge ALL COVERED IN G511

1. Understands various models and approaches to clinical evaluation for addictive disorders and their appropriate uses, including screening and assessment for addiction, diagnostic interviews, mental status examination, symptom inventories, and psychoeducational and personality assessments.

2. Knows specific assessment approaches for determining the appropriate level of care for addictive disorders and related problems.

3. Understands the assessment of biopsychosocial and spiritual history.

4. Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified.

H. Skills and Practices ALL COVERED IN G514

1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.

2. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and case management.

3. Screens for psychoactive substance toxicity, intoxication, and withdrawal symptoms; aggression or danger to others; potential for self-inflicted harm or suicide; and co-occurring mental and/or addictive disorders.

4. Helps clients identify the effects of addiction on life problems and the effects of continued harmful use or abuse.

5. Applies assessment of clients' addictive disorders to the stages of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria in the continuum of care.

RESEARCH AND EVALUATION

I. Knowledge - ALL COVERED IN G510, G511, G512, G590

1. Understands how to critically evaluate research relevant to the practice of addiction counseling.
2. Knows models of program evaluation for addiction counseling treatment and prevention programs.

3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in addiction counseling.

J. Skills and Practice - COVERED BY G514, G524, G550

1. Applies relevant research findings to inform the practice of addiction counseling.

2. Develops measurable outcomes for addiction counseling programs, interventions, and treatments.

3. Analyzes and uses data to increase the effectiveness of addiction counseling programs.

**DIAGNOSIS**

K. Knowledge - ALL COVERED IN G511, G512

1. Knows the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM).

2. Knows the impact of co-occurring addictive disorders on medical and psychological disorders.

3. Understands the established diagnostic and clinical criteria for addictive disorders and describes treatment modalities and placement criteria within the continuum of care.

4. Understands the relevance and potential cultural biases of commonly used diagnostic tools as related to clients with addictive disorders in multicultural populations.

L. Skills and Practices - COVERED BY G514, G524, G550

1. Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with addictive disorders and mental and emotional impairments.

2. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by clients and communicate the differential diagnosis with collaborating professionals.
APPENDIX A: REQUIRED PRACTICUM AND INTERNSHIP FORMS
AGREEMENT BETWEEN INDIANA UNIVERSITY SOUTH BEND'S
COUNSELING & HUMAN SERVICES PROGRAM AND

(Name of Agency/School)

The school/agency named above and the Counseling & Human Services Program of Indiana University South Bend enter into the following agreement:

Scope of the Agreement. This agreement shall set out the responsibilities and rights of the School/Agency, of the University, and of a Counseling & Human Services student enrolled at the University, such student to be assigned as a Practicum Student in the School/Agency. For ease of reference the following words shall have the following meanings:

“Practicum Student” shall mean a University student enrolled at the University and assigned by it for a practicum assignment in the School/Agency as part of the requirements for a degree in Counseling and Human Services.

“On-site Supervisor” shall mean a counselor or equivalent in the School/Agency to whom the Practicum Student is assigned and who directs the work or the activity of the student while he/she is in the School/Agency.

“University Supervisor” shall mean the University person who is in charge of the course of study or specific experience for which the University Student is assigned to the School/Agency.

The University Agrees:

1. To be responsible for the educational program of students assigned to the School/Agency and for the selection of students in accord with agreed to schedules and work assignments.

2. To be responsible for the proper conduct of students and instructors during the period of their clinical experience at the School/Agency as governed by the rules and regulations of the School/Agency.

3. To make a University Supervisor available for contact, agency visits and consultation with the School/Agency and/or student, as described in the Counseling and Human Services Manual.

The School/Agency Agrees:

1. To provide, in so far as possible, clinical instruction and facilities in the area of counseling & human services practice during the clinical experience.

2. To provide the students with direct supervision of a full-time professional on-site supervisor. The supervisor should have an M.S., have three (3) years work experience and have appropriate licenses.

3. To provide supervision and direction following the criteria and standards as set forth in the Practicum/Internship Manual, including written evaluation as required by IUSB.
4. To provide field placement for at least the minimum required hours per week and per semester as described in the Practicum/Internship Manual.

TERMS:

This Agreement may be modified by mutual agreement of both parties.

Either party may terminate this Agreement at any time upon mutual consent of both parties, as long as the termination does not interrupt a given semester or quarter.

INDIANA UNIVERSITY SOUTH BEND ________________________________

SCHOOL/AGENCY (print here)

By: ________________________________  By: ___________________________

(Signature of faculty or Field Coordinator)                              (signature of On-site supervisor)

Date: ___________________________  Date: ___________________________
UNIVERSITY SUPERVISOR EVALUATION OF PRACTICUM COUNSELOR

SUGGESTED USE: This form is to be used to evaluate student competencies in the counseling practicum. The form may be completed after each supervised counseling session or may cover several supervisions over a period of time. The form is appropriate for individual or group counseling. (This form is optional for your university supervisor to use.)

Name of Student counselor_______________________________________________

Period Covered by the Evaluation__________________________________________

DIRECTIONS: The supervisor is to circle a number which best evaluates the student counselor on each competency.

GENERAL OBSERVATIONS

<table>
<thead>
<tr>
<th>competency</th>
<th>POOR</th>
<th>GOOD</th>
<th>EXCELLENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates a personal commitment in developing professional competencies.</td>
<td>1  2</td>
<td>3  4</td>
<td>5  6</td>
</tr>
<tr>
<td>2. Invests time and energy in becoming a counselor.</td>
<td>1  2</td>
<td>3  4</td>
<td>5  6</td>
</tr>
<tr>
<td>3. Accepts and uses constructive criticism to enhance self-development and counseling skills.</td>
<td>1  2</td>
<td>3  4</td>
<td>5  6</td>
</tr>
<tr>
<td>4. Engages in open, comfortable and clear communication with peers and</td>
<td>1  2</td>
<td>3  4</td>
<td>5  6</td>
</tr>
</tbody>
</table>


5. Recognizes own competencies and skills shares these with peers and supervisors

6. Recognizes own deficiencies and actively works to overcome them with peers and supervisors

<table>
<thead>
<tr>
<th>THE COUNSELING PROCESS</th>
<th>NDA*</th>
<th>POOR</th>
<th>GOOD</th>
<th>EXCELLENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Keeps appointments on time.</td>
<td>1 2 3 4 5 6</td>
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<tr>
<td>8. Begins the session smoothly.</td>
<td>1 2 3 4 5 6</td>
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<tr>
<td>9. Explains the nature and objectives of counseling when appropriate</td>
<td>1 2 3 4 5 6</td>
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<tr>
<td>10. Is relaxed and comfortable during the session.</td>
<td>1 2 3 4 5 6</td>
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<td></td>
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<tr>
<td>11. Communicates interest in and acceptance of the client.</td>
<td>1 2 3 4 5 6</td>
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<td></td>
</tr>
<tr>
<td>12. Facilitates client expression of concerns and feelings.</td>
<td>1 2 3 4 5 6</td>
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<tr>
<td>13. Recognizes and resists manipulation by the client.</td>
<td>1 2 3 4 5 6</td>
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<tr>
<td>14. Recognizes and deals with positive affect of the client.</td>
<td>1 2 3 4 5 6</td>
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</tbody>
</table>
15. Recognizes and deals with negative affect of the client. & 1 2 3 4 5 6

16. Is spontaneous in the session. & 1 2 3 4 5 6

17. Uses silence effectively in the session. & 1 2 3 4 5 6

18. Is aware of own feelings in the counseling session. & 1 2 3 4 5 6

19. Communicates own feelings to the client when appropriate & 1 2 3 4 5 6

20. Recognizes and describes the client's covert messages. & 1 2 3 4 5 6

21. Facilitates realistic goal-setting with the client. & 1 2 3 4 5 6

22. Encourages appropriate action-step planning with the client. & 1 2 3 4 5 6

23. Employs judgment in the timing and use of different techniques and strategies. & 1 2 3 4 5 6

24. Initiates periodic summarization of goals, action-steps and process during counseling. & 1 2 3 4 5 6

25. Explains, administers and interprets tests correctly. & 1 2 3 4 5 6

26. Terminates the interview smoothly. & 1 2 3 4 5 6

27. Focuses on specific behaviors and their consequences, implications, and contingencies. & 1 2 3 4 5 6
28. Recognizes and pursues discrepancies and meaning of inconsistent information.

29. Bases decisions on a theoretically sound and consistent rationale of human behavior.

30. Is perceptive in evaluating the effects of own counseling techniques.

31. Demonstrates ethical behavior in the counseling activity & case management.

ADDITIONAL COMMENTS and/or SUGGESTIONS

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

DATE ________________

PRACTICUM/ADVANCED PRACTICUM/INTERNSHIP SUPERVISOR

My signature indicates that I have read the above report and have discussed the content with my supervisor. It does not necessarily indicate that I agree with the report in part or in whole.

________________________________________

DATE ________________

SIGNATURE OF COUNSELING STUDENT
IUSB COUNSELING AND HUMAN SERVICES PROGRAM
STUDENT EVALUATION OF
PRACTICUM/INTERNSHIP ON-SITE SETTING

Directions: Complete this form and turn it in to your instructor AND the clinical coordinator at the end of the semester.

SEMESTER: ___________________ NAME OF SITE: ________________________________

ADDRESS OF SITE: _____________________________________________________________
____________________________________________________________________________

Name of Site Supervisor: ________________________________________________________

Name of Student Completing This Form: __________________________________________

PLEASE USE THE FOLLOWING INDICATORS TO EVALUATE YOUR PRACTICUM
/INTERNSHIP ON-SITE SETTING:

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>Unacceptable</th>
<th>Below average</th>
<th>Adequate</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation and training provided</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Working space provided</td>
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<td></td>
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<tr>
<td>Equipment/supplies provided</td>
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<tr>
<td>Audio/video/telecommunications equipment available</td>
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<tr>
<td>Observation/interactive supervision available</td>
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<tr>
<td>Privacy.</td>
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<tr>
<td>Group facilities.</td>
<td></td>
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<tr>
<td>Support services provided.</td>
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<tr>
<td>Support and protection of your rights</td>
<td></td>
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<tr>
<td>Respect for client's rights.</td>
<td></td>
<td></td>
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<tr>
<td>Ethical standards upheld</td>
<td></td>
<td></td>
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<tr>
<td>Supervision/feedback</td>
<td></td>
<td></td>
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<tr>
<td>Adequate client load</td>
<td></td>
<td></td>
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<tr>
<td>Meaningful non-direct client contact services assigned</td>
<td></td>
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<tr>
<td>Diversity in client diagnoses and presenting problems</td>
<td></td>
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</tr>
<tr>
<td>Diversity of environment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attractiveness of environment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General conduciveness to counselor growth</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Use the back of this form for any comments you have.**
Directions: Complete this form and turn it in to your instructor AND the clinical coordinator at the end of the semester.

SEMESTER: __________________ ON-SITE SUPERVISOR: __________________

Degree/Credentials of On-Site Supervisor: ______________________________________
____________________________________________________________________________

Name and Address of On-Site Setting: ______________________________________
____________________________________________________________________________

Practicum/Internship Student Completing This Form: _________________________
____________________________________________________________________________

**PLEASE USE THE FOLLOWING INDICATORS TO EVALUATE YOUR PRACTICUM/INTERNSHIP ON-SITE SUPERVISOR:**

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>Unacceptable</th>
<th>Below average</th>
<th>Adequate</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides and explains information about site.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides opportunity for orientation and observation before duties are assigned</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Secures adequate supplies needed for your work.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Facilitates relationships with other site personnel.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Trains and teaches when necessary or</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

52
| appropriate. |
|---|---|---|---|
| Provides general support and encouragement. |
| Meets regularly with student. |
| Provides constructive feedback. |
| Provides guidance |
| Models counseling and other professional skills |
| Teaches and models ethical and legal practices |
| Respects client’s rights |
| Values diversity in work setting and in clientele. |
| Overall supervision skills |
| Adherence to course requirements |
| Interest in my professional development |

*Use the back of this form for any comments you have.*
Practicum and Intern Student Evaluation
Indiana University South Bend
Counseling & Human Services Program

STUDENT INTERN: Provide the following information:

Student Intern Name: __________________________________________________________
Field Supervisor Name: _________________________________________________________
Agency : _____________________________________________________________________
Date of Evaluation: __________________________ (check one)    Midterm  □    Final   □

FIELD SUPERVISOR: Respond to the items listed below to evaluate your practicum student. Use the descriptors below as a guide for your evaluation

<table>
<thead>
<tr>
<th>Not Applicable</th>
<th>The student intern has not had a chance to perform this skill, task, or role</th>
</tr>
</thead>
</table>

| Unacceptable: | Lacks the ability to perform this skill, task, or role |
|               | Shows no understanding of the concepts that underlie this skill, task, or role. |
|               | Is not prepared to perform this skill, task, or role in the agency setting |

| Beginning: | Demonstrates limited ability to perform this skill, task, or role, although not on a consistent basis |
|           | Shows minimal understanding of the concepts needed to perform this skill, task, or role. |
|           | Is rarely prepared to perform this skill, task, or role. |

| Emerging: | Demonstrates some ability to perform this skill, task, or role |
|           | Shows some understanding of the concepts needed to perform this skill, task, or role |
|           | Is occasionally prepared to perform this skill, task, or role |

| Proficient | Demonstrates the ability to perform this skill, task, or role. |
|           | Shows an understanding of the concepts needed to perform this skill, task, or role. |
|           | Is usually prepared to perform this skill, task, or role. |

| Advanced | Demonstrates the ability to consistently perform this skill, tasks, or role at a higher than expected level. |
|          | Shows a strong understanding of the concepts needed to perform this skill, task, or role. |
|          | Is consistently prepared to perform this skill, task, or role in the agency setting. |
## EVALUATION OF STUDENT

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Skill or Ability</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FOUNDATIONS</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Demonstrates a commitment to professional development and continually makes efforts to increase skills and abilities relative to professional work</td>
</tr>
<tr>
<td>2</td>
<td>Demonstrates an awareness of personal values, attitudes, and beliefs as they affect professional activities</td>
</tr>
<tr>
<td>3</td>
<td>Makes efforts to become aware of issues of diversity and culture in the agency setting</td>
</tr>
<tr>
<td>4</td>
<td>Demonstrates respect for and acceptance of clients, colleagues, and community members from diverse backgrounds</td>
</tr>
<tr>
<td>5</td>
<td>Has necessary knowledge base to perform duties within the agency setting (e.g., counseling theory, child and adolescent development, counseling techniques).</td>
</tr>
<tr>
<td>6</td>
<td>Is able to provide developmentally and culturally appropriate services to clients</td>
</tr>
<tr>
<td><strong>CONTEXTUAL DIMENSIONS</strong></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Demonstrates and models effective stress management and coping skills when dealing with emotional and physical demands of job duties</td>
</tr>
<tr>
<td>8</td>
<td>Promotes, models, and maintains positive relationships with clients, colleagues, and members of the community</td>
</tr>
<tr>
<td>9</td>
<td>Advocates for and protects the rights of clients as appropriate and necessary</td>
</tr>
<tr>
<td>10</td>
<td>Models ethical, just, and fair behavior in all professional activities</td>
</tr>
<tr>
<td>11</td>
<td>Has the ability to manage crisis situations when they arise</td>
</tr>
<tr>
<td><strong>SKILL REQUIREMENTS FOR COMMUNITY COUNSELORS</strong></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Accesses the professional literature when designing interventions</td>
</tr>
<tr>
<td>13</td>
<td>Demonstrates effective clinical skills in individual, group, and couple and family counseling sessions (or those treatment modalities that the interns has had an opportunity to engage in)</td>
</tr>
<tr>
<td>Item Number</td>
<td>Skill or Ability</td>
</tr>
<tr>
<td>-------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>15</td>
<td>Utilizes technology when appropriate and is committed to improving skills in this area</td>
</tr>
<tr>
<td>16</td>
<td>Demonstrates good time management skills including starting and ending appointments on time</td>
</tr>
<tr>
<td>17</td>
<td>Develops and maintains effective therapeutic relationships with clients from all racial, ethnic, and cultural backgrounds</td>
</tr>
<tr>
<td>18</td>
<td>Is open to input, feedback, and supervision from others</td>
</tr>
<tr>
<td>19</td>
<td>Effectively coordinates services, collaborates with other professionals, and makes referrals to community resources when needed</td>
</tr>
<tr>
<td>20</td>
<td>Provides valuable and meaningful input when asked to consult with colleagues on clinical issues</td>
</tr>
<tr>
<td>21</td>
<td>Asks for consultation, collaboration, assistance, and advice from colleagues and supervisors when needed</td>
</tr>
</tbody>
</table>

PROFESSIONAL BEHAVIOR

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Skill or Ability</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>Follows agency policies and procedures</td>
</tr>
<tr>
<td>23</td>
<td>Maintains appropriate professional appearance (attire, grooming, etc) while at the agency</td>
</tr>
<tr>
<td>24</td>
<td>Maintains records in accordance with agency standards</td>
</tr>
<tr>
<td>25</td>
<td>Performs duties in accordance with ethical standards for the profession (American Counseling Association)</td>
</tr>
<tr>
<td>26</td>
<td>Understands and maintains appropriate confidentiality of client information at appropriate times</td>
</tr>
</tbody>
</table>

Comments (use the back of this sheet as needed):
PRACTICUM CONTRACT FORMAT

DIRECTIONS: Using these guidelines, prepare **three copies** of a typewritten personal contract describing the objectives and activities to which you are committing yourself during the practicum. Submit a rough draft to your University Supervisor for review before making your final draft. A separate contract should be developed for each of your practicum/advanced practicum site.

Name_______________________________ Semester____________________

1. GOALS AND OBJECTIVES:

   A. State your overall goal for the Practicum/Advanced Practicum

   B. Provide specific objectives that you hope to accomplish (e.g., learning to use silence effectively, learning to administer and interpret a given test).

2. PRACTICUM

   Name of School/Agency:____________________________________________

   Address:__________________________________________________________

   Telephone:________________________________________________________

   Contact Person:____________________________________________________

   Degree and License of and years of experience of on-site supervisor:

   __________________________________________________________________

2* On-site supervisor is invited to attend the CHS Annual Conference free of charge in appreciation of supervision services. ______________________________

   supervisor initials acknowledging invitation

2** On-site supervisor has received from student the following forms: (Please initial each form.)

   On-site supervisor evaluation form: __________

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Responsibilities of onsite supervisor: _________

On-site evaluation form: _________

3. Describe your specific duties and responsibilities and the projected time involved each week in these activities (estimate preparation and contact time).

4. Specify how supervision will be handled.

5. Include additional plans (workshops you plan to attend, extra reading that you plan to do, and other possible experiences related to the Practicum/Advanced Practicum).

6. State how you plan to evaluate progress toward accomplishment of your objectives.

Student's signature_________________________________________ Date___________
On-site supervisor's signature______________________________ Date___________
University supervisor's signature_____________________________ Date___________

(THIS IS JUST A SUGGESTED FORMAT, NOT THE CONTRACT ITSELF)
WEEKLY REPORT of PRACTICUM/TICUM/ INTERNSHIP ACTIVITIES

1. Describe and document practicum activities engaged in during the week. (Report amount of time engaged in each activity)

   Hours

   A. Preparation:

   B. Counseling: Individual

   Group

   C. Supervision (University and site):

   D. Class:

   E. Other (readings, workshops, etc.)

   Total

2. Evaluate your experiences for the week. Be sure to include significant learnings that you have obtained through supervision, practice and readings.

3. Give a brief list of your objectives for the coming week.
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Indirect Hours</th>
<th>Direct Hours</th>
<th>Field Supervisor Approval</th>
<th>IUSB Supervisor Approval</th>
</tr>
</thead>
</table>

**SAMPLE PRACTICUM/INTERNSHIP COUNSELING LOG**

**TOTAL HOURS FOR THE WEEK**
Directions: This form is to be completed and submitted to the Academic Advising office for placement in your file by your internship instructor at the end of the semester.

Student’s Name: ______________________________________________________________

Student’s ID number: __________________________________________________________

Class: (i.e., G524) _______________ Program Track: ______________

Semester & Year: _____________________________________________________________

Site: ______________________________________________________________________

On-Site Supervisor: ___________________________________________________________

Degree & Credentials of On-Site Supervisor: _____________________________________

IUSB Supervisor: _____________________________________________________________

Number of Direct Service Hours Completed: __________

Total Number of Practicum/Internship Hours Completed This Term __________

Total hours of supervision __________

Total Hours (Includes Direct Service Hours): __________

________________________________
Signature of University Supervisor

*The original of this form is retained in the student’s official IUSB record. Students should retain a copy for their records.
PRACTICUM APPLICATION
COUNSELING AND HUMAN SERVICES PROGRAM

This application is used to determine your eligibility to enroll in a practicum course. Approval of this application does not guarantee final approval for enrollment. Final approval is provided by CHS program faculty members. Applications for G524 are due to Educational Student Services by 5pm on September 15. Applications for G514 are due to Educational Student Services by 5pm on March 1.

Student Name: ___________________________  Student ID: _________________

Date of Application: _________________       Admission Date: _________________

Program of Study:

☐ MS – Clinical Mental Health Counseling
☐ MS – School Counseling
☐ MS – Addictions Counseling
☐ Graduate Certificate Program in Alcohol and Drug Counseling

☐ Yes  ☐ No  ☐ NA  Scheduled for Pre-Practicum Exam
☐ Yes  ☐ No  ☐ NA  All course work completed with “B” or better
☐ Yes  ☐ No  ☐ NA  Action plans resulting from Letter of Concern completed

Prerequisites Completed:

☐ MS in Mental Health Counseling (G500, G506, G522, G523, G563)
☐ MS in School Counseling (G500, G506, G522, G523, G562)
☐ MS in Addictions Counseling (G500, G510, G506, G522, G523)
☐ Graduate Certificate (G510, G511, G512, G513)

For Office Use Only:

☐ Application approved by Student Services
☐ Application not approved by Student Services   reason: ________________________________

Application reviewed by:

Name ___________________________   Position ___________________________

Signature ___________________________   Date ___________________________

☐ For denied applications, student was advised of the Issues Resolution process