

ADS R110A: ALCOHOL AND DRUG STUDIES FIELD EXPERIENCE I

Originator

ptrujillo

College

Oxnard College

Discipline (CB01A)

ADS - Addictive Disorders Studies

Course Number (CB01B)

R110A

Course Title (CB02)

Alcohol and Drug Studies Field Experience I

Banner/Short Title

Alc./Drug Studies Field Exp. I

Credit Type

Credit

Start Term

Fall 2021

Catalog Course Description

This course offers the student a supervised field experience in a community organization, agency, or institution, allowing the student to apply knowledge and learn new skills outside of the classroom environment. This course is designed to provide the student with an opportunity to develop skills that would facilitate gaining employment in the addiction or human services field. This course fulfills one 3 unit field studies requirement of CAADE.

Taxonomy of Programs (TOP) Code (CB03)

2104.40 - *Alcohol and Controlled Substances

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

B (Transferable to CSU only)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

B - Advanced Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

May be required

Grading method

(L) Letter Graded

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity

Laboratory

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class

Minimum Outside-of-Class Hours

105

Maximum Outside-of-Class Hours

105

Total Student Learning

Total Student Learning

Total Minimum Student Learning Hours

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Prerequisites

ADS R101 and ADS R102 and ADS R104 and ADS R105A and ADS R124

Entrance Skills

Entrance Skills

Understand how substances and mental illness affect people.

Prerequisite Course Objectives

ADS R101-Recognize the diagnostic criteria for Substance Use Disorders.

ADS R101-Describe how drugs work in the body and brain.

ADS R101-Identify the various modalities of treatment and recovery, especially the social and professional models.

ADS R101-Recognize the special needs of co-morbidity (dual-diagnosis) patients

Entrance Skills

Managing a client's treatment from assessment through treatment and discharge planning.

Prerequisite Course Objectives

ADS R102-Demonstrate skills in interviewing, listening, self-care, and multi-cultural competency.

ADS R102-Implement the various record keeping and documentation instruments for initiating clients into treatment, i.e. intake forms, evaluation forms, screening and recovery planning.

ADS R102-Evaluate the psychological, social, and physiological symptoms to determine the appropriate course of action for a client with substance use disorder.

ADS R102-Assess a client's personal, social, and family history and create an appropriate treatment plan.

ADS R102-Identify the steps necessary for using crisis intervention techniques.

Entrance Skills

Be able to effectively communicate with individual clients in treatment settings.

Prerequisite Course Objectives

ADS R104-Demonstrate an understanding of diverse cultures and recognize the importance of incorporating the relevant needs of culturally diverse groups, as well as people with disabilities, into clinical practice.

ADS R104-Apply effective face-to face communication skills and techniques in the counseling session.

ADS R104-Define the elements that constitute an effective counseling session including information gathering, problem solving, and referrals.

ADS R104-Synthesize information gathered to support clients with solutions for problem solving.
 ADS R104-Evaluate cues that require referrals to more highly skilled professionals.

Entrance Skills

Effectively lead treatment groups

Prerequisite Course Objectives

ADS R105A-Identify and demonstrate the skills needed to lead a substance use disorder group.
 ADS R105A-Identify the primary approaches to group counseling from the various perspectives of the major schools of psychotherapy.
 ADS R105A-Demonstrate a basic understanding of substance use disorder individuals in a multicultural context.
 ADS R105A-Define limitations of as well as appropriate settings and circumstances for utilization of groups in substance use disorder treatment and education

Entrance Skills

Understand the Ethical Standards for Alcohol/Drug Educators

Prerequisite Course Objectives

ADS R124-Demonstrate an understanding of the steps in making ethical decisions
 ADS R124-Demonstrate knowledge of the principles in the Code of Ethical Standards for Alcohol/Drug Educators
 ADS R124-Demonstrate an understanding of how their own values may impact their work with clients
 ADS R124-Identify client rights and counselor responsibilities
 ADS R124-Identify and, in role plays, practice ways to handle multicultural perspectives and diversity issues in working with clients

Requisite Justification

Requisite Type

Prerequisite

Requisite

ADS R101, ADS R102, ADS R104, ADS R105A, ADS R124

Requisite Description

Course in a sequence

Level of Scrutiny/Justification

Content review

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

- 1 Students will properly do intakes, assessments, and treatment and recovery planning.
- 2 Students will be proficient in performance of duties at their work experience location.

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- 1 Select an approved internship site based on interests, needs and experiential and didactic opportunities.
- 2 Prepare an internship training agreement in conjunction with the agency or health care provider with whom the internship was arranged.
- 3 Demonstrate the 8 practice dimensions of Technical Assistance Publication 21 (TAP 21).
- 4 Explain the general responsibilities and role of the site supervisor throughout the internship.
- 5 Select appropriate treatment modalities for given client(s) throughout the counseling process based on clinical interviews, psychological testing and knowledge of psychopharmacology.
- 6 Construct a log detailing practical issues related to client(s) on a daily basis.
- 7 Assess oneself as a counselor on the personal and professional levels.

- | | |
|---|---|
| 8 | Apply State of California Department of Health Care Services approved counselor certifying organizations' code of ethics throughout the internship. |
| 9 | Prepare for finishing up the internship and the transfer and/or termination of clients |

Course Content

Lecture/Course Content

1. Certification and licensing types
 - a. Certified Addictions Treatment Counselor (CATC)
 - b. Forensic Addiction Counselor Trainee (FACT)
 - c. California Alcohol/Drug Addiction Counselor (CAADAC)
 - d. California Recovery Association Counselor (CARRH)
2. Ethics and confidentiality
 - a. Health Insurance Portability and Accountability Act (HIPPA)
3. Clinical Supervision
 - a. Clinical evaluation
 - b. Screening
 - c. Service coordination
 - d. Client and family education
4. TAPS 21 (Technical Assistance Publication Series)
 - a. Counseling competencies
 - b. Documentation
 - c. Individual counseling
 - d. Group counseling
 - e. Family counseling
5. Harm Reduction
 - a. HIV - AIDS
 - b. STDS
 - c. HEP C
6. Anger Management – Domestic Violence

Laboratory or Activity Content

1. Clinical Evaluation
 - a. Assessment
 - b. Screening
 - c. Intake
 - d. Orientation
2. Treatment Planning
3. Referral
4. Service Coordination
 - a. Implementing the Treatment Plan
 - b. Consulting
 - c. Continuing Assessment and Treatment Planning
 - d. Case Management
5. Counseling
 - a. Individual Counseling
 - b. Group Counseling
 - c. Counseling Families, Couples, and Significant Others
6. Client, Family, and Community Education
7. Documentation
8. Professional and Ethical Responsibilities

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
Essays
Group projects
Individual projects
Objective exams
Oral presentations
Other (specify)
Quizzes
Role playing
Reports/papers
Skills demonstrations
Treatment plans

Other

Training Contract

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
Class activities
Class discussions
Case studies
Distance Education
Field experience/internship
Field trips
Group discussions
Guest speakers
Lecture
Role-playing
Small group activities

Describe specific examples of the methods the instructor will use:

1. Instructor will discuss specific counseling skills utilized in individual and group sessions.
2. Instructor will give examples and model those skills for the class.
3. Students will break into pairs/small groups to practice skills while instructor observes and gives feedback.

Representative Course Assignments

Writing Assignments

1. Students write an analysis of their work experience and worksite which includes researching and writing the history of the agency, physical resources, funding sources, staffing types and numbers, and target populations served.
2. Students are required to submit a detailed report every two weeks, indicating the date, time duration, and brief description of the work experience activities. A standard form is used and must be signed by their clinical supervisor.

Reading Assignments

1. Reading is part of the worksite activities; for example, reading client information, information on new counseling techniques used by the facility, reports the facility produces, etc.

Outside Assignments

Representative Outside Assignments

1. Students write an analysis of their work experience and worksite which includes researching and writing the history of the agency, physical resources, funding sources, staffing types and numbers, and target populations served.
2. Students are required to submit a detailed report every two weeks, indicating the date, time duration, and brief description of the work experience activities. A standard form is used and must be signed by their clinical supervisor.
3. Reading is part of the worksite activities; for example, reading client information, information on new counseling techniques used by the facility, reports the facility produces, etc.
4. Students will work in a Field Experience location for 120 hours if unpaid position or 150 hours if paid position.

Articulation**C-ID Descriptor Number**

ADS 200X

Status

Aligned

District General Education**A. Natural Sciences****B. Social and Behavioral Sciences****C. Humanities****D. Language and Rationality****E. Health and Physical Education/Kinesiology****F. Ethnic Studies/Gender Studies****CSU GE-Breadth****Area A: English Language Communication and Critical Thinking****Area B: Scientific Inquiry and Quantitative Reasoning****Area C: Arts and Humanities****Area D: Social Sciences****Area E: Lifelong Learning and Self-Development****Area F: Ethnic Studies****CSU Graduation Requirement in U.S. History, Constitution and American Ideals:****IGETC****Area 1: English Communication****Area 2A: Mathematical Concepts & Quantitative Reasoning****Area 3: Arts and Humanities****Area 4: Social and Behavioral Sciences****Area 5: Physical and Biological Sciences****Area 6: Languages Other than English (LOTE)****Textbooks and Lab Manuals****Resource Type**

Textbook

Description

U.S. Department of Health and Human Services (2015). *TAPS 21: Addiction Counseling Competencies-Knowledge, Skills, and Attitudes of Professional Practice* (MOST RECENT). Washington, D.C. U.S. Department of Health and Human Services.

Distance Education Addendum

Definitions

Distance Education Modalities

Hybrid (51%–99% online)
Hybrid (1%–50% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Synchronous Dialog (e.g., online chat)	Instructor will have live on-line chat with students
Asynchronous Dialog (e.g., discussion board)	Students will respond to prompts about the skills covered in the chapter then respond to other students' postings as well
Other DE (e.g., recorded lectures)	Instructor will use recorded lectures and videos demonstrating counseling skills

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Synchronous Dialog (e.g., online chat)	Instructor will have live on-line chat with students
Asynchronous Dialog (e.g., discussion board)	Students will respond to prompts about the skills covered in the chapter then respond to other students' postings as well
Other DE (e.g., recorded lectures)	Instructor will use recorded lectures and videos demonstrating counseling skills
Video Conferencing	Instructor will have live video lectures/presentations of the material with role modeling skills and having students practice the skills

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Synchronous Dialog (e.g., online chat)	Instructor will have live on-line chat with students
Asynchronous Dialog (e.g., discussion board)	Students will respond to prompts about the skills covered in the chapter then respond to other students' postings as well
Other DE (e.g., recorded lectures)	Instructor will use recorded lectures and videos demonstrating counseling skills
Video Conferencing	Instructor will have live video lectures/presentations of the material with role modeling skills and having students practice the skills

Examinations

Hybrid (1%–50% online) Modality

Online
On campus

Hybrid (51%–99% online) Modality

Online
On campus

Primary Minimum Qualification

ADDICTION PARAPROFESSIONAL TRG

Review and Approval Dates

Department Chair

09/17/2020

Dean

09/17/2020

Technical Review

09/23/2020

Curriculum Committee

09/23/2020

DTRW-I

10/08/2020

Curriculum Committee

10/14/2020

Board

11/10/2020

CCCCO

12/10/2020

Control Number

CCC000588150

DOE/accreditation approval date

MM/DD/YYYY