

**RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY**  
**SCHOOL OF SOCIAL WORK**  
**COURSE OUTLINE**  
**19:910:599 Professional Development and Responsibility in Addictions Practice**

**Semester:**

**Instructor:**

**Office hours:**

**Telephone:**

**Email:**

**I. Catalog Course Description**

Building upon the content learned in previous required ACT courses, this course focuses on professional responsibility and development for professionals working with clients dealing with substance use disorders (SUDs) and any co-occurring disorders or life issues. Students will learn the ethical standards, as well as the ethical theory that should ground their decision-making. Federal, state, and licensing act regulations will be covered, as will the benefits and best practices of clinical supervision, professional networking, and community involvement and education. Students will become familiar with core functions and competencies, and the ways in which ongoing education will enhance their professional development. Students will understand purposes of and methods for proper documentation. Students also will identify the personal and professional risks to health and mental health for social workers and addictions counselors, and learn self-care and other strategies to ensure professional effectiveness, utilizing the dimensions of recovery as a lens. As in all the ACT courses, the ethical and legal issues related to age, race, gender, social class, culture, ethnicity, spirituality, religion, sexual orientation, national origin, and physical and mental ability, and the ways in which counselors can work toward destigmatizing SUDs, will be infused throughout the course content. Finally, students will participate in practical preparation for licensing, including case presentations, and application completion. This course is open to all ACT students who have completed the course prerequisites, and it is required for the ACT Certificate.

**II. Course Overview**

This course focuses on the professional preparation of students readying to enter the SUDs treatment workforce. Students will be encouraged to consider the ethical foundations of their work, while concretizing the personal wellness and professional improvement planning that will allow them to maintain a high quality of clinical services. The importance of networking, consultation, and supervision will be emphasized.

**III. Place of Course in Program**

This course is open to ACT certificate students who have successfully completed HBSE: Addictive Behaviors across the Lifespan and Clinical Social Work: Addictive Behaviors I. Case Management in Addictions Practice, Clinical Social Work: Addictive Behaviors II, and ACT Special Topics must be either prerequisites or co-requisites. This course will be offered in a hybrid format; class content will be delivered in face-to-face class sessions and online.

#### **IV. Program-Level Learning Goals and the Council of Social Work Education's Social Work Competencies**

The MSW Program at Rutgers is accredited by the Council on Social Work Education (CSWE). CSWE's accreditation standards can be reviewed at [www.cswe.org](http://www.cswe.org).

In keeping with CSWE standards, the Rutgers School of Social Work has integrated the CSWE competencies within its curriculum. *These competences serve as program-level Learning Goals for the MSW Program and include the following. Upon completion of their MSW education students will be able to: demonstrate ethical and professional behavior; engage in diversity and difference in practice; advance human rights and social, economic and environmental justice; engage in practice informed research and research informed practice; engage with individuals, families, groups organizations and communities; intervene with individual, families, groups organizations and communities; and evaluate practice with individuals, families, groups, organizations and communities.*

This course will assist students in developing the following competencies:

**Competency 1: Demonstrate Ethical and Professional Behavior** Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers: (1) make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; (2) use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; (3) demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; (4) use technology ethically and appropriately to facilitate practice outcomes; and (5) use supervision and consultation to guide professional judgment and behavior.

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice** Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to

ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers: (1) apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and (2) engage in practices that advance social, economic, and environmental justice.

## **V. Course Learning Goals**

Course-level learning goals primarily relate to the aforementioned competencies/program-level learning goals as the course addresses the development of cultural competence in informing practice, particularly in intervening with couples, families and groups in the context of treating those with substance use and/or co-occurring disorders. This course emphasizes the use of evidence-based interventions while maintaining a continuous focus on the ways in which the diverse makeup of client populations may influence treatment delivery.

Upon completion of this course, students will be able to:

1. Explain the ethical practice standards and demonstrate skill in applying theory-driven decision-making to a variety of ethical dilemmas.
2. Practice in accordance with federal and state laws, in addition to the rules in the Alcohol and Drug Counselor Licensing and Certification Act and HIPPA.
3. Identify the personal and professional risks to health and mental health for addictions counselors, developing self-care strategies and methods to ensure professional effectiveness.
4. Describe the competencies and functions required of an addictions counselor by increasing familiarity with the ICRC 12 Core Functions and the TAP 21 competencies, while understanding the importance of continuing education to ensure professional growth.
5. Identify the benefits of clinical supervision and ways in which to use clinical supervision for professional growth and effectiveness.
6. Be able to define and explain the benefits of consultation, and the ways in which to utilize peers, clinical supervisors, and a multidisciplinary team to enhance quality of care.
7. Explain the importance of professional networking and learn skills necessary for developing and maintaining a network.
8. Learn more about the ethical and legal issues related to membership in special populations, including adolescents, women, older adults, homeless persons, people with disabilities, immigrants and refugees, LGBTQ persons, and a variety of ethnicities and cultures, and demonstrate the ways in which social work addictions professionals can contribute to destigmatizing SUD-related issues.

9. Begin to integrate their understanding of the above objectives into effective practice and personal/professional development.

Students enrolled in this course will fulfill nine content area (domain) requirements necessary for licensure as an LCADC. These are as follows: C303 Documentation (12 hours), C407 Community & Professional Education (6 hours), C501 Ethical Standards (6 hours), C502 Legal Aspects (6 hours), C504 Professional Growth (6 hours), C505 Personal Growth (6 hours), C506 Dimensions of Recovery (6 hours), C507 Supervision (6 hours), and C508 Community Involvement (6 hours). For a complete outline of these content areas, see the end of the syllabus.

## **VI. School of Social Work Mission Statement and School Wide Learning Goals**

The mission of the School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengths individual, family, and community well-being, in this diverse and increasingly global environment of New Jersey and beyond.

School Wide Learning Goals: Upon graduation all students will be able to:

1. Demonstrate Ethical and Professional Behavior;
2. Engage Diversity and Difference in Practice; and
3. Engage, Assess, and Intervene with Individuals, Families, Groups, Organizations, and Communities

## **VII. Required Texts and Readings**

Copeland, M. E. (2018). *WRAP: Wellness recovery action plan*. Sudbury, MA: Human Potential Press.

Corey, C., Corey, G., & Corey, M. S. (2017). *Issues and ethics in the helping professions*. Australia: Cengage.

Luepker, E.T. (2012). *Record keeping in psychotherapy and counseling: Protecting confidentiality and the professional relationship*. New York: Routledge.

Woody, R. H. (2013). *Legal self-defense for mental health practitioners: Quality care and risk management strategies*. New York: Springer Pub.

TAP 21: Addiction Counseling Competencies

TIP 52: Clinical Supervision and Professional Development of the Substance Abuse Counselor

*Additional required readings will be available via the Canvas course shell.*

**Note:** Preparation for the LCADC Oral Exam will be emphasized in this course. The ACT

program recommends utilizing the following materials in preparation for the LCADC Written Exam:

- *IC&RC-Endorsed Study Materials from ReadytoTest.com:* <https://www.readytotest.com/publications>
- *Strategies for Successful Test Taking Webinar:* <https://register.gotowebinar.com/recording/8823452538264009474>
- *Alcohol and Drug Counselor Exam Secrets:* <https://www.mometrix.com/studyguides/ad/>
- *IC&RC Exam Study Materials, which includes practice tests that may be purchased:* <https://internationalcredentialing.org/examprep>

### **VIII. Course Attendance and Participation Policies**

1. Students must read all assigned material **before class** and be fully prepared for discussion of the material as well as its application to their own experiences. The course will adopt a seminar format, which depends on full participation from all members.
2. **ACT** Certificate Program requirements include **mandatory** attendance at **all** in-person course meetings. Students missing more than 10% of in-person instruction time will be required to withdraw from and retake the course. Licensing requirements are such that students missing more than 10% of any instructional time will be considered at risk for course failure and/or difficulty in successfully completing the **ACT** program.

#### **Zoom (Conferencing Platform) Policy**

If your class section requires class meetings that take place on a web-conferencing platform like Zoom, then attendance will be treated as if you were in an actual face-to-face classroom. Students are expected to join the class on time, with their cameras **on throughout the class**. You are expected to be available and attentive with your microphone muted unless you are speaking. Most importantly, you should make arrangements to attend class in a quiet space, free from distractions. Please do not join from work, your car, your home or other space if there are co-workers, pets, household members or others in the background. Please be respectful of the instructor and your peers online just as you would be in a physical classroom. For non-ACT students, failure to adhere to this policy will result in a deduction of class participation points. For ACT students where attendance is mandatory, failure to adhere to this policy will count as a missed class.

3. Students will be expected to share examples from their professional and/or fieldwork experience as well as from their current experience within the class groups. This requires respectful reflection and integration of the NASW Code of Ethics with particular regard to cultural competence and respect for the dignity and worth of all. For social workers, confidentiality is a major ethical responsibility. Each student must

maintain confidentiality concerning any personal or case material discussed in class. No information revealed in class is to be discussed with anyone outside the class environment.

4. Professional social workers must have excellent writing skills. Proper grammar, syntax, spelling, and appropriate referencing are expected for all assignments.

Your assignments will be:

- Thoughtful, thought-provoking, and **concise** (longer is not necessarily better!)
  - Responsive to the directions of the assignment.
  - Grammatically correct, error-free, in APA style; see link for APA style information <http://apastyle.apa.org/> or <http://owl.english.purdue.edu/owl/resource/560/01/>
  - Signed under the following written pledge: *On my honor, I have neither received nor given any unauthorized assistance on this examination (assignment)*. You may ask another person to review your paper, making comments on editorial issues such as spelling and grammar, but no other person may contribute ideas or content.
  - On time on the due date. Students are given a week to submit assignments and no late assignments will be accepted for any reason.
  - Your own work. Please review these websites for information about what is acceptable and what constitutes plagiarism: <http://www.indiana.edu/~wts/pamphlets/plagiarism.pdf> and <http://owl.english.purdue.edu/owl/resource/589/01/> and <http://www.library.ualberta.ca/guides/plagiarism/> Please talk with your instructor if you have any additional questions.
5. When submitting materials, be sure to confirm that the paper was properly loaded onto the course website. If you are having problems, email the Canvas Helpdesk for assistance. Do not wait until a few minutes before the due date/time to submit your work because if it is not in by the time the window closes on the due date, it will not be accepted. Please note: No assignments are accepted through email or any other means except the assignment submission dropbox.

## **IX. Diversity Statement**

The RU SSW supports an inclusive learning environment where diversity, individual differences and identities (including race, gender, class, sexuality, religion, ability, etc.) are respected and recognized as a source of strength. Students and faculty are expected to respect differences and contribute to a learning environment that allows for a diversity of thought and worldviews. Please feel free to speak with me if you experience any concerns in this area.

## **X. Assignments and Grading**

To receive full credit, assignments are due in the drop-box on the due date. In rare instances, due to unanticipated and extenuating student circumstances, students may need additional time to complete an assignment. Therefore, students may submit assignments late. However, assignments will receive a 10% deduction for each day late. Discussion board posts and other “real-time” assignments are not eligible for any extensions.

*SSW MSW Grading Scale:* Below is the grading scale for the MSW program

A	92-100
B+	87-91
B	82-86
C+	77-81
C	70-76
F	0-69

\*Scores to be rounded up at .5

### *Assignment Value*

- Discussions and Online Assignments: 20%
- Wellness Recovery Action Plan: 15%
- Professional Growth Plan: 15%
- Written Case Study: 20%
- Oral Case Presentation: 10%
- LCADC Application: 10%
- Resume and Cover Letter: 10%

See the assignments at end of syllabus for a more detailed discussion of grading.

## **XI. Academic Resources**

### **Library Research Assistance**

**Meredith Parker** is the social work librarian on the New Brunswick Campus [Meredith.parker@rutgers.edu](mailto:Meredith.parker@rutgers.edu) p. 848-932-6104 ; **Natalie Borisovets** is at Newark, Dana Library [natalieb@rutgers.edu](mailto:natalieb@rutgers.edu) 973-353-5909; **Katie Anderson** is at Camden, Robeson Library: [Katie.anderson@rutgers.edu](mailto:Katie.anderson@rutgers.edu) 856-225-2830. They all are available to meet with students.

### **Writing Assistance**

Success in graduate school and within the larger profession of social work depends on strong writing skills. Several resources are available to help students strengthen their professional

and academic writing skills. Writing assistance is available to all MSW students as described below.

### **New Brunswick Campus**

All MSW SSW students (New Brunswick, Camden, Newark, Intensive Weekend, online and blended) are eligible to access writing assistance at the New Brunswick Learning Center. Online tutoring may also be available.

<https://rlc.rutgers.edu/student-services/writing-tutoring>

### **Newark Campus**

The Newark writing center is available for MSW students on the Newark campus by appointment.

<http://www.ncas.rutgers.edu/writingcenter>

### **Additional Online Resources**

#### *APA Style*

All students are expected to adhere to the citation style of the Publication Manual of the American Psychological Association, 7<sup>th</sup> edition (2020). It can be purchased at [APA Manual 9th Edition](#). The Purdue OWL website also provide assistance with APA style <https://owl.english.purdue.edu/owl/resource/560/01/>

#### *Email Etiquette for Students*

<https://owl.english.purdue.edu/owl/resource/694/01/>

## **XII. Course Evaluation**

Rutgers University issues a survey that evaluates both the course and instructor. This survey is completed by students toward the end of the semester, and all answers are confidential and anonymous. The instructor may also choose to conduct a mid-point evaluation.

## **XIII. Academic Integrity**

As per Rutgers University Academic Integrity Policy, “Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.” All SSW students are expected to review and familiarize themselves with the [RU Academic Integrity Policy](#) in its’ entirety.



As per Rutgers University Academic Integrity Policy, “The principles of academic integrity require that a student: make sure that all work submitted in a course, academic research, or other activity is the student’s own and created without the aid of impermissible technologies, materials, or collaborations; properly acknowledge and cite all use of the ideas, results, images, or words of others; properly acknowledge all contributors to a given piece of work; obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with the student’s interpretation or conclusions; treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress; uphold the ethical standards and professional code of conduct in the field for which the student is preparing.”

Students should review all types of Academic Integrity Violations per the RU Academic Integrity Policy. Below are some of the more common violations, as articulated in Rutgers University Academic Integrity Policy:

“Plagiarism: Plagiarism is the use of another person’s words, ideas, images, or results, no matter the form or media, without giving that person appropriate credit. To avoid plagiarism, a student must identify every direct quotation using quotation marks or appropriate indentation and cite both direct quotation and paraphrasing properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are: Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution; Paraphrasing without proper attribution, i.e., presenting in one’s own words another person’s written words or ideas as if they were one’s own, regardless of the nature of the assignment; Incorporating into one’s work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources, regardless of format, without proper attribution.”

“Cheating: Cheating is the use or possession of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting papers, research results or reports, analyses, and other textual or visual material and media as one’s own work when others prepared them. Some common examples are: Prohibited collaboration: receiving research, programming, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted; Copying another student’s work or answers on a quiz or examination; Using or having access to books, notes, calculators, cell phones, technology, or other prohibited devices or materials during a quiz or examination; Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved; Preprogramming a calculator or other device to contain answers, formulas, or other unauthorized information for use during a quiz or examination.; Acquiring a copy of an examination from an unauthorized source before the examination; Having a substitute take an examination in one’s place; Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement; Submitting as one’s own work a term paper or other assignment prepared, in whole or in part, by someone else.”

Any faculty member or academic administrator who becomes aware of a possible academic integrity violation must initiate a formal complaint with the Office of Student Conduct and the SSW's Academic Integrity Facilitator (Laura Curran at [lacurran@ssw.rutgers.edu](mailto:lacurran@ssw.rutgers.edu)). The AIF deciding the case (the "adjudicator") shall notify the accused student of the allegation in writing or by electronic communication within fifteen working days of the time the faculty member becomes aware of the alleged violation.

Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved. For more information, see [RU Academic Integrity Policy](#) and [Procedures for Adjudicating Academic Integrity Violations](#)

To promote a strong culture of academic integrity, Rutgers has adopted the following honor pledge to be written and signed on examinations and major course assignments submitted for grading: **On my honor, I have neither received nor given any unauthorized assistance on this examination/assignment.**

#### **XIV. Disability Accommodation**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>.

If the documentation supports your request for reasonable accommodations, your campus' disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

#### **XV. Other Resources**

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need.

Confidential support and academic advocacy are available through the Rutgers Office on Violence Prevention and Victim Assistance, 732.932.1181, <http://vpva.rutgers.edu>. Services are free and confidential and available 24 hrs/day, 7 days a week.

**Active Shooter Resources:** Over the years, there has been an increase in the number of active shootings on campus. It is important that you know what to do in cases there is an active shooter

on campus. Please go to this site to retrieve information that will reduce your personal risk in case of an active shooting on campus-<http://rupd.rutgers.edu/shooter.php>.

**XVI. Course Outline**

A variety of methods are used including lectures, discussions, exercise, assignments, readings, and videos.

<b>Module 1: Course Introduction</b>			
<b>Dates</b>	<b>Activity</b>	<b>Points</b>	<b>Due Date</b>
	Required Readings: <ul style="list-style-type: none"> <li>• Course Syllabus</li> </ul>		Day 3
	Assignment: <ul style="list-style-type: none"> <li>• Discussion Board</li> </ul>	10	Initial post: Day 3 (recommended)  Responses: Day 7

<b>Module 2: Personal Growth</b>			
<b>Dates</b>	<b>Activity</b>	<b>Points</b>	<b>Due Date</b>
	Assignment: <ul style="list-style-type: none"> <li>• Complete Self-Inventory <b>before</b> completing the module's required reading.</li> </ul>	10	Day 3
	Required Readings: <ul style="list-style-type: none"> <li>• Corey, C., Corey, G., &amp; Corey, M. S. (2017). Issues and ethics in the helping professions. Australia: Cengage.               <ul style="list-style-type: none"> <li>○ Chapter 2: Counselor as a Person and a Professional</li> </ul> </li> </ul>		Day 3
	Assignment: <ul style="list-style-type: none"> <li>• Discussion Board</li> </ul>	10	Initial post: Day 3 (recommended)  Responses: Day 7

<b>Module 3: Dimensions of Recovery</b>
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Dates	Activity	Points	Due Date
	Required Reading/Viewing: <ul style="list-style-type: none"> <li>Copeland, M. E. (2018). <i>WRAP: Wellness recovery action plan</i>. Sudbury, MA: Human Potential Press.</li> <li>SAMHSA's Creating a Healthier Life: A Step by Step Guide to Wellness</li> <li>The Eight Dimensions of Wellness:  <a href="https://www.youtube.com/watch?v=tDzQdRvLafM&amp;feature=youtu.be">https://www.youtube.com/watch?v=tDzQdRvLafM&amp;feature=youtu.be</a></li> <li>SAMHSA's Working Definition of Recovery</li> </ul>		Day 3
	Assignment <ul style="list-style-type: none"> <li>Discussion Board</li> </ul>	10	Initial post: Day 3 (recommended)  Responses: Day 7
	Assignment: <b>Wellness Recovery Action Plan</b> . Please use the outline available, which is adapted from the Copeland text. See end of syllabus for full assignment description.	15	(Ongoing)  Module 4, Day 7

Module 4: Professional Growth			
Dates	Activity	Points	Due Date
	Required Readings: <ul style="list-style-type: none"> <li>TAP 21: Addiction Counseling Competencies</li> </ul> Recommended Readings: <ul style="list-style-type: none"> <li>Ryan, O., Murphy, D., Krom, L. (2012). <i>Vital Signs: Taking the Pulse of the Addiction Treatment Workforce, A National Report, Version 1</i>. Kansas City, MO: Addiction Technology Transfer Center National Office in residence at the University of Missouri-Kansas City.               <ul style="list-style-type: none"> <li>Executive Summary</li> </ul> </li> </ul>		Day 3
	Assignment: <ul style="list-style-type: none"> <li>Complete Performance Assessment Rubrics for the Addiction Counseling Competencies. You may find it helpful to receive your supervisor's feedback. *Rating Forms begin at Page 108 of document, but you may refer back to earlier</li> </ul>	10	Day 3

	pages or to TAP 21 for expanded definitions of what is meant by each competency in order to most accurately self-assess.* Upload to Canvas upon completion. Note: You will not be graded on your competency but rather on your honest completion of the assessment.		
	Assignment <ul style="list-style-type: none"> <li>• Discussion Board</li> </ul>	10	Initial post: Day 3 (recommended)  Responses: Day 7
	Assignment: <b>Wellness Recovery Action Plan</b>	15	Day 7
	Assignment: <b>Professional Growth Plan</b> . See end of syllabus for full assignment description.	15	(Ongoing)  Module 5, Day 7

<b>Module 5: Community Involvement</b>			
<b>Dates</b>	<b>Activity</b>	<b>Points</b>	<b>Due Date</b>
	Required Readings: <ul style="list-style-type: none"> <li>• Corey, C., Corey, G., &amp; Corey, M. S. (2017). Issues and ethics in the helping professions. Australia: Cengage. <ul style="list-style-type: none"> <li>○ Chapter 13: Community and Social Justice Perspectives</li> </ul> </li> <li>• Review resources, including: <ul style="list-style-type: none"> <li>○ <a href="https://ncaddnj.nationbuilder.com/">https://ncaddnj.nationbuilder.com/</a></li> <li>○ <a href="https://recoverymonth.gov/">https://recoverymonth.gov/</a></li> <li>○ <a href="https://www.naadac.org/new-jersey">https://www.naadac.org/new-jersey</a></li> </ul> </li> </ul>		Day 3
	Assignment: <ul style="list-style-type: none"> <li>• Discussion Board</li> </ul>	10	Initial post: Day 3 (recommended)  Responses: Day 7
	Assignment: <b>Professional Growth Plan</b>	15	Day 7

<b>Module 6: Ethics &amp; Legal Overview</b>			
<b>Dates</b>	<b>Activity</b>	<b>Points</b>	<b>Due Date</b>

	<p>Required Readings:</p> <ul style="list-style-type: none"> <li>• Corey, C., Corey, G., &amp; Corey, M. S. (2017). Issues and ethics in the helping professions. Australia: Cengage. <ul style="list-style-type: none"> <li>○ Chapter 5: Client Rights and Counselor Responsibilities</li> <li>○ Chapter 6: Confidentiality: Ethical and Legal Issues</li> <li>○ Chapter 7: Managing Boundaries and Multiple Relationships</li> </ul> </li> <li>• Reamer, F. G. (2015). Clinical social work in a digital environment: Ethical and risk-management challenges. <i>Clinical Social Work Journal</i>, 43(2), 120-132.</li> </ul> <p>Recommended Readings:</p> <ul style="list-style-type: none"> <li>• NAADAC Code of Ethics</li> </ul>		Day 3
	<p>Assignment:</p> <ul style="list-style-type: none"> <li>• Discussion Board</li> </ul>	10	<p>Initial post: Day 3 (recommended)</p> <p>Responses: Day 7</p>

<b>Module 7: Ethics &amp; Legal Codes</b>			
<b>Dates</b>	<b>Activity</b>	<b>Points</b>	<b>Due Date</b>
	<p>Required Readings:</p> <ul style="list-style-type: none"> <li>• Federal Confidentiality Regulations, 42CFR – part 2. (The PDF is a bit cumbersome to read; you may also access the regulations here: <a href="https://www.law.cornell.edu/cfr/text/42/part-2">https://www.law.cornell.edu/cfr/text/42/part-2</a>)</li> <li>• HIPAA regulations for SUD records</li> <li>• N.J.S.A. 45:2D et seq., also referred to as the "Alcohol and Drug Counselor Licensing and Certification Act." Read text of Final Bill (pages 1-20 of PDF)</li> <li>• N.J.A.C. 13:34C et seq. intended to codify the provisions of the statute. (This information will be on your LCADC exam!)</li> </ul>		Day 3
	<p>Assignment:</p> <ul style="list-style-type: none"> <li>• Discussion Board</li> </ul>	10	<p>Initial post: Day 3 (recommended)</p> <p>Responses: Day 7</p>

<b>Module 8: Legal Defenses</b>			
<b>Dates</b>	<b>Activity</b>	<b>Points</b>	<b>Due Date</b>
	<p>Required Readings:</p> <ul style="list-style-type: none"> <li>• Woody, R. H. (2013). <i>Legal self-defense for mental health practitioners: Quality care and risk management strategies</i>. New York: Springer Pub. <ul style="list-style-type: none"> <li>○ Chapters 1, 2, 3, 4, 5</li> </ul> </li> </ul> <p>Recommended Readings:</p> <ul style="list-style-type: none"> <li>• Woody, R. H. (2013). <i>Legal self-defense for mental health practitioners: Quality care and risk management strategies</i>. New York: Springer Pub. <ul style="list-style-type: none"> <li>○ Chapters 9 &amp; 10</li> </ul> </li> </ul>		Day 3
	<p>Assignment:</p> <ul style="list-style-type: none"> <li>• Discussion Board</li> </ul>	10	<p>Initial post: Day 3 (recommended)</p> <p>Responses: Day 7</p>

<b>Module 9: Documentation</b>			
<b>Dates</b>	<b>Activity</b>	<b>Points</b>	<b>Due Date</b>
	<p>Required Readings:</p> <ul style="list-style-type: none"> <li>• IC&amp;RC 12 Core Functions: Documentation</li> <li>• Luepker, E.T. (2012). <i>Record keeping in psychotherapy and counseling: Protecting confidentiality and the professional relationship</i>. New York: Routledge. <ul style="list-style-type: none"> <li>○ Chapters 1, 2, 3, 4</li> </ul> </li> </ul> <p>Recommended Readings:</p> <ul style="list-style-type: none"> <li>• Luepker, E.T. (2012). <i>Record keeping in psychotherapy and counseling: Protecting confidentiality and the professional relationship</i>. New York: Routledge. <ul style="list-style-type: none"> <li>○ Chapters 5, 6, 7, 8, 9</li> </ul> </li> </ul>		Day 3
	<p>Assignment:</p> <ul style="list-style-type: none"> <li>• Read the sample dialogue between a counselor and client and write a progress note for the session, given the guidelines in the Luepker (2012) text.</li> </ul>	10	Day 7

Module 10: Supervision			
Dates	Activity	Points	Due Date
	Required Readings: <ul style="list-style-type: none"> <li>TIP 52 Clinical Supervision and Professional Development of the Substance Abuse Counselor Part 1, Chapter 1 pp 1-34, Part 1, Chapter 2, Vignettes 1, 2, &amp; 4</li> </ul> Recommended Readings: <ul style="list-style-type: none"> <li>TAP 21-A Competencies for Substance Abuse Treatment Clinical Supervisors</li> <li>Powell, D. J. (2004). Clinical supervision in alcohol and drug abuse counseling. San Francisco: Wiley.</li> </ul>		Day 3
	Assignment: <ul style="list-style-type: none"> <li>Discussion Board</li> </ul>	10	Initial post: Day 3 (recommended)  Responses: Day 7

Module 11: Case Study & Presentation			
Dates	Activity	Points	Due Date
	Required Readings: <ul style="list-style-type: none"> <li>Directions for the Case Presentation: Method and Oral Test Registration: <a href="https://certbd.org/testing/oral-test-questions/">https://certbd.org/testing/oral-test-questions/</a></li> <li>Case Study Directions – Cert Board</li> <li>12 Core Functions and 46 Global Criteria: <a href="http://certbd.org/site/wp-content/uploads/CoreFunctionsGlobalCriteria.pdf">http://certbd.org/site/wp-content/uploads/CoreFunctionsGlobalCriteria.pdf</a></li> </ul>		
	Assignment: <b>Written Case Study</b> . *Sample clinical cases are available for your review.*	20	(Ongoing)  Module 12, Day 7
	Assignment: <b>Oral Case Presentation</b> to be delivered per Cert Board’s requirements, utilizing 12 core functions and 46 Global Criteria. On Canvas, students will use the Record/Media Upload, Screen-Cast-O-Matic or Kaltura CaptureSpace tool to record themselves and upload onto threaded discussion as well as submitting as an assignment.	10	(Ongoing)  Module 13, Day 7

<b>Module 12: Case Study &amp; Presentation</b>
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<b>Dates</b>	<b>Activity</b>	<b>Points</b>	<b>Due Date</b>
	Assignment: <b>Written Case Study</b>	20	Day 7
	Assignment: <b>Oral Case Presentation</b>	10	(Ongoing) Module 13, Day 7

<b>Module 13: Case Presentation &amp; LCADC Application</b>			
<b>Dates</b>	<b>Activity</b>	<b>Points</b>	<b>Due Date</b>
	Required Readings: <ul style="list-style-type: none"> <li>• DMHAS FAQ on becoming an LCADC</li> </ul>		Day 3
	Assignment: <b>Oral Case Presentation Due via assignment and threaded discussion post.</b>	10	Day 7
	Assignment: LCADC Application	10	(Ongoing) Module 14, Day 7

<b>Module 14: LCADC Application/Resume &amp; Cover Letter</b>			
<b>Dates</b>	<b>Activity</b>	<b>Points</b>	<b>Due Date</b>
	Assignment: Review two assigned classmates' oral case presentations noting explicitly how well the 12 core functions and 46 global criteria were met. (Utilize checklist on Canvas for monitoring.) Offer useful feedback, e.g., how well the case presentation criteria was met, suggestions for improvement.	10	Initial post: Presentation Responses: Day 7
	Assignment: LCADC Application	10	Day 7
	Assignment: <b>Resume &amp; Cover Letter.</b> Utilizing guidelines on Canvas, develop/update your resume and cover letter. Submit on Canvas. *If you would like feedback from instructor, this must be submitted in advance.	10	Day 7

<b>Module 15: Course Wrap-Up</b>
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Dates	Activity	Points	Due Date
	Questions & Wrap-Up		

**XVII. Course Assignments**

**Participation in Online Activities**

20% of final grade

Students will be expected to respond to discussion questions and complete a self-inventory and self-assessment to be uploaded onto the course website. Discussion question responses will be engaged reflections, queries, conversation, and respectful, intellectual dialogue rather than cursory commentary. The self-inventory and self-assessment are to be completed honestly and are meant to inform the WRAP and Professional Growth Plan development. See etiquette, instructions, and grading rubric at the end of the syllabus.

**Wellness Recovery Action Plan**

15% of final grade

The wellbeing of a practitioner is of the utmost importance in being able to provide help and support to others. Wellness Recovery Action Plans (WRAPs) are tested tools to help one get well and stay well. Students are to develop their own personal WRAP, utilizing the criteria established by Mary Ellen Copeland and as indicated in the required reading, “Wellness Recovery Action Plan.” Concise language will be valued. A bulletpoint format is acceptable for this assignment. The most important criteria to keep in mind is your *individual* needs as they relate to wellness. Generic plans will not meet the parameters of this assignment and will not be practically useful! Students will earn a score of 1 to 15.

The outline is as follows:

1. Wellness Toolbox
2. Daily Plan
  - a. What I look like on my best day/when I’m feeling well
  - b. Things I need to do every day to stay well
  - c. Things I might choose to do (or additional things I can do at any time to stay well)
3. Stressors and Action Plan
4. Early Warning Signs and Action Plan
5. When Things Are Breaking Down or Getting Much Worse and Action Plan

**Professional Growth Plan**

15% of final grade

Those licensed as LCADCs in the state of New Jersey are required to develop their own professional improvement plan. Students will utilize this assignment to synthesize the results of their Performance Assessment by noting strengths and weaknesses and directly referencing the 12 Core Functions of Alcohol and Drug Counseling. In response, students will discuss personal avenues they may utilize to improve and grow as a professional, considering continuing education and clinical supervision, among other options. As always, APA style is required, but students should feel free to use bulleting or other means of formatting to present their Professional Growth Plan in the best way possible. Students will earn a score of 1 to 15.

## **Case Presentation**

### **Part 1: Written Case Study**

20% of final grade

This presentation will be modeled after the criteria for the Case Presentation for the LCADC exam. This is your most important assignment, and if you take it seriously, you will be able to use this case presentation for your exam. Remember that it is critical that you **follow the directions exactly**... the board will return your case study if you do not follow the instructions! You will be scored on a 20-point scale. The rubric can be found at the end of the syllabus.

### **Part 2: Oral Case Presentation**

10% of final grade

When at this stage of the licensure process, the Oral Exam is a measure of the counselor's alcohol and drug counseling experience using the IC&RC's 12 Core Functions and 46 Global Criteria. After your written case presentation has been approved you will reserve a specific date to take the exam at the Cert Board office where you will record your presentation. Your recording will be streamed to evaluators who will grade your answers on a "demonstration of competence" using a yes or no to each of the 46 Global Criteria. A passing score of 76% is required to pass the exam.

For this assignment, students are to utilize the Cert Board's requirements, utilizing the 12 core functions and 46 Global Criteria, to deliver an oral case presentation. Note: When you are delivering your actual oral presentation, you will have a document listing the the 12 core functions and the 46 global criteria. For the purposes of this assignment, you may have materials in front of you that help prompt your presentation, but you should **not** be reading off of a document. Again, the intention of this experience is to help prepare you for the real thing! Given this, students will be not be graded on how well they meet the 46 Global Criteria. Students will receive full credit for following the instructions of the assignment and submitting the assignment on time.

Students will submit this assignment via Canvas **and** will post it to the threaded discussion, using the Record/Media Upload, Screen-Cast-O-Matic or Kaltura CaptureSpace tool.

## **LCADC Application Packet**

10% of final grade

Students will complete their LCADC application packet in preparation for submission to the licensing board. (Students should already have most of the documents organized from their field experience.) This assignment provides students an opportunity to get feedback on their application before sending it to the board. Instructions will be available in Canvas to assist you in preparing the application packet.

### **Resume and Cover Letter**

10% of final grade

Students will update their current resume and develop a cover letter that will serve as a template when applying for employment after graduation. An online module will be available to assist in resume development. Students should be prepared to use this assignment to develop the documents that they will use in their job search, presenting themselves honestly but not minimizing strengths. Students will format and edit these very carefully, as one's resume and cover letters are typically a potential employer's first impression.

### **LCADC Content Areas/Domains Covered in this Course**

#### **C303 – Documentation**

1. Define documentation as per IC&RC.
2. Know and adhere to Federal & State Laws and Regulations specific to the maintenance of client records (e.g. HIPPA, Criminal Justice, 42CFR Pt.2, DYFS, New Jersey CADC/LCADC Regulations.)
3. Explain the meaning of informed consent to the client.
4. Be able to enter and utilize client notes.
5. Identify the components required for the written case study.
6. Be able to explain the importance of documentation.
7. Differentiate among the following types of documentation:
  - a. Intake
  - b. Assessment
  - c. Treatment Plan
  - d. Treatment Plan Review
  - e. Progress Note
  - f. Discharge Plan
  - g. Discharge Summary
8. Advocate for the client in areas of identified needs to facilitate continuity of care.
9. Document treatment progress, outcomes, and continuing care plans.
10. Providing timely record keeping
11. Preparing clear, complete and concise written communication
12. Reporting in observable and measurable terms
13. Competency 15: Understand the variety of insurance and health maintenance options available and the importance of helping clients access those benefits.
14. Competency 17: Understand the need for and use of methods for measuring treatment outcome.
15. Competency 36: Document assessment findings and treatment recommendations.
16. Competency 57: Obtain, review, and interpret all relevant screening, assessment, and initial treatment planning information.
17. Competency 59: Complete necessary administrative procedures for admission to treatment

18. Competency 62: Summarize the client's personal and cultural background, treatment plan, recovery progress, and problems inhibiting progress to ensure quality of care, gain feedback, and plan changes in the course of treatment.
19. Competency 70: Describe and document the treatment process, progress, and outcome.
20. Competency 71: Use accepted treatment outcome measures.
21. Competency 73: Document service coordination activities throughout the continuum of care

#### C407 — Community & Professional Education

1. Become familiar with current research based ATOD educational resources (e.g. SAMHAS 'TIPS', etc.)
2. Organize materials for effective presentations
3. Select content that is relevant to the audience /participants (e.g. clients, parents, spouses, CJ and ATOD personnel etc.)
4. Become familiar with the elements for making effective presentations.
5. Competency 6: Recognize the importance of family, social networks, and community systems in the treatment and recovery process.
6. Competency 22: Understand the obligation of the addiction professional to participate in prevention and treatment activities.
7. Competency 99: Provide culturally relevant formal and informal education programs that raise awareness and support substance abuse prevention and the recovery process.
8. Competency 100: Describe factors that increase the likelihood for an individual, community, or group to be at risk for, or resilient to, psychoactive substance use disorders.
9. Competency 101: Sensitize others to issues of cultural identity, ethnic background, age, and gender in prevention, treatment, and recovery.
10. Competency 102: Describe warning signs, symptoms, and the course of substance use disorders.
11. Competency 103: Describe how substance use disorders affect families and concerned others.
12. Competency 104: Describe the continuum of care and resources available to the family and concerned others.
13. Competency 105: Describe principles and philosophy of prevention, treatment, and recovery.
14. Competency 106: Understand and describe the health and behavior problems related to substance use, including transmission and prevention of HIV/AIDS, tuberculosis, sexually transmitted diseases, hepatitis C, and other infectious diseases.
15. Competency 107: Teach life skills, including but not limited to stress management, relaxation, communication, assertiveness, and refusal skills.

#### **C501 – Ethical Standards**

1. Identify guidelines for the process of ethical decision-making.
2. Acquire an understanding of the importance of ethics in SUD counseling.
3. Become familiar with the NAADAC Code of Ethics.
4. Acquire an understanding of ethics as related, but not limited to, such issues as:
  - a. Patient rights
  - b. Confidentiality
  - c. Privilege
  - d. Exceptions to confidentiality.
  - e. Patient consent
  - f. Internal communications
  - g. Medical emergencies
  - h. Court orders
  - i. Duty to warn
  - j. Danger to self and others
  - k. Crimes at the program center or against program staff

- l. Public presentation of client information.
  - m. Third party payors
  - n. Research and audits
  - o. Termination of counseling relationships
  - p. Dual relationships
  - q. Professional competence and responsibilities.
  - r. Personal problems and professional effectiveness ( e.g. relapse etc).
  - s. Use of self helps groups.
  - t. Counselor who is in recovery
5. Competency 115: Adhere to established professional codes of ethics that define the professional context within which the counselor works to maintain professional standards and safeguard the client.
  6. Competency 20: Understand the addiction professional's obligations to adhere to ethical and behavioral standards of conduct in the helping relationship.

### **C502 – Legal Aspects**

1. Adhere to federal, state, and agency regulations regarding alcohol and other drug abuse treatment by following appropriate procedures to protect client rights.
2. To understand the regulations of New Jersey's rules (N.J.S.A. 45:2D -1 et seq.), also referred to as the "Alcohol and Drug Counselor Licensing and Certification Act" and the regulations (N.J.A.C. 13:34C-1 et seq.) intended to codify the provisions of the statute.
3. Be familiar with the Federal Confidentiality Regulations, 42CFR – part 2.
4. Be familiar with HIPPA regulations as pertaining to SUD records.
5. Competency 65: Apply confidentiality rules and regulations appropriately
6. Competency 116: Adhere to Federal and State laws and agency regulations regarding the treatment of substance use disorders.

### **C504 – Professional Growth**

1. Identify and integrate information from current evidence based literature to foster professional development.
2. Identify and utilize self assessment instruments to gain greater understanding of one's strengths and weaknesses.
3. Identify their degree of competence relative to the 12 Core Functions of the ICRC.
4. Increase their understanding of the importance of professional and continuing education and develop their own professional improvement plan.
5. Utilize clinical supervision as a way of identifying professional growth needs.
6. Competency 19: Understand the importance of self-awareness in one's personal, professional, and cultural life.
7. Competency 22: Understand the obligation of the addiction professional to participate in prevention and treatment activities.
8. Competency 117: Interpret and apply information from current counseling and psychoactive substance use research literature to improve client care and enhance professional growth.
9. Competency 120: Conduct self-evaluations of professional performance applying ethical, legal, and professional standards to enhance self-awareness and performance.
10. Competency 121: Obtain appropriate continuing professional education.

### **C505 – Personal Growth**

1. Identify the following self-care activities which can foster personal growth:
  - a. Accessing and managing emotions
  - b. Exploring one's belief systems
  - c. Identifying and utilizing support systems

- d. Recognizing and addressing transference & counter transference issues
2. Develop and utilize strategies to maintain personal, physical, spiritual and mental health in order to ensure professional effectiveness.
3. Increase their understanding of the importance of personal growth and develop their own personal growth plan.
4. Competency 19: Understand the importance of self-awareness in one's personal, professional, and cultural life.
5. Competency 120: Conduct self-evaluations of professional performance applying ethical, legal, and professional standards to enhance self-awareness and performance.

#### **C506 – Dimensions of Recovery**

1. Be able to develop an operational understanding of Wellness and Recovery.
2. Increase their understanding of the importance of Wellness and Recovery by developing an individualized Wellness Recovery Action Plan.
3. Develop an on-going self-monitoring plan in order to periodically enhance their personal plan.
4. Competency 120: Conduct self-evaluations of professional performance applying ethical, legal, and professional standards to enhance self-awareness and performance.
5. Competency 121: Obtain appropriate continuing professional education.
6. Competency 122: Participate in ongoing supervision and consultation.
7. Competency 123: Develop and use strategies to maintain one's physical and mental health.

#### **C507 – Supervision**

1. Describe supervision as described in NJ LCADC/CADC regulations
2. Understand the benefits of supervision, including the Blended Model.
3. Distinguish among supervision, consultation, and personal therapy.
4. Understand the role of clinical supervision in helping the counselor identify critical issues and appropriate responses in the counseling relationship.
5. Know the necessary components to be incorporated when presenting a case in supervision.
6. Develop and utilize a range of options to explore and discuss personal feelings and concerns about clients.
7. Know when to contact their supervisor regarding potential legal and ethical situations.
8. Be familiar with State regulations regarding requirements for giving & receiving clinical supervision as an intern, as a CADC, or if one is working in a licensed facility.
9. Competency 119: Use a range of supervisory options to process personal feelings and concerns about clients.
10. Competency 122: Participate in ongoing supervision and consultation

#### **C508 – Community Involvement**

1. Understand the importance of professional networking.
2. Begin to develop skills in how to establish and maintain a professional network.
3. Learn the importance of advocating for one's clients as well as issues in the field.
4. Learn best practices to contribute to de-stigmatizing SUD related issues.
5. Understand important cultural issues in the community and be able to incorporate relevant community information into their work.
6. Competency 49: Establish and maintain relationships with civic groups, agencies, other professionals, governmental entities, and the community at large to ensure appropriate referrals, identify service gaps, expand community resources, and help address unmet needs.
7. Competency 100: Describe factors that increase the likelihood for an individual, community, or group to be at risk for, or resilient to, psychoactive substance use disorders.

8. Competency 101: Sensitize others to issues of cultural identity, ethnic background, age, and gender in prevention, treatment, and recovery.



## **DIRECTIONS FOR PREPARING THE CASE PRESENTATION (from the Certification Board)**

1. Use an actual client from your case files, one who has completed treatment or is no longer obtaining your services where you were the primary counselor. Use a fictitious name for the client. Do not use abbreviations.
2. Complete the cover sheet and demographic information sheet on the client.
3. Provide the information for all items following “Background Information.” Begin typing: **A. SUBSTANCE ABUSE HISTORY** as a subheading, follow with narrative (story style) on the client’s history of substance abuse, go on to subheading **B. PSYCHOLOGICAL FUNCTIONING**. Complete this section in the same manner all the way through.
4. Sign the Counselor’s Statement on the Cover Sheet.
5. Give the completed Case Presentation to your supervisor for their review and signature (your supervisor must sign each and every sheet of the original copy). **ACT Students – Do not complete this step until after you receive your Professional Development Instructor’s comments and you have revised your case study accordingly.**
6. Email one (1) copy of the completed Case Presentation to cases@certbd.org. **ACT Students – Do not complete this step until you reach this stage of the application process, which follows successful written examination.**
7. Please note that no pre-programmed treatment plans will be accepted. The treatment plan must be developed by the applicant.

**PLEASE NOTE:** In addition to the cover sheet and demographic page, a maximum of **eight (8)** typewritten pages will be accepted. APA style is not required so you can follow the format described above.

\*Submit the entire packet in Canvas.

**CASE PRESENTATION FORMS**

**COVER SHEET**

***CASE PRESENTATION***

BY

\_\_\_\_\_  
COUNSELOR'S NAME

**SUPERVISOR'S STATEMENT**

"I hereby certify that I have read this case presentation that it represents an actual case of the applicant and that to the best of my knowledge it was prepared by him/her as the primary counselor."

\*Please be sure to sign every sheet of the case study\*

NAME

TITLE

NAME OF AGENCY

SIGNATURE

DATE

**COUNSELOR'S STATEMENT**

"I hereby certify that I prepared this case presentation and that it represents an actual case for which I was the primary counselor.

I, the undersigned, understand that the audio tape of the case presentation interview and written case presentation will be the property of the Addiction Professionals Certification Board of New Jersey, Inc. upon submission of the materials for review by the Board.

I also understand that this material may be reviewed by the Certification Board and its designated agents for evaluation and research purposes."

SIGNATURE

DATE

HIGHEST LEVEL OF EDUCATION COMPLETED

**YOU ARE APPLYING FOR:**

CADC [ ]

LCADC [ ]

*Demographic Information on Actual Client*

FICTIONAL NAME \_\_\_\_\_

Age at admission \_\_\_\_\_

Race \_\_\_\_\_

Sex \_\_\_\_\_

Marital Status \_\_\_\_\_

Employment \_\_\_\_\_

Referral Source \_\_\_\_\_

Admission Date \_\_\_\_\_

Discharge Date \_\_\_\_\_

Treatment Setting and Modality \_\_\_\_\_

**WRITTEN CASE FORMAT**  
**(This must be typed)**

**BACKGROUND INFORMATION**

**A. Substance Abuse History**

Substances used

Frequency

Progression

Severity/amount used

Onset/when started

Primary substance

Route of administration

Effects - blackouts, tremors, tolerance, DT's, seizures, other medical complications (some of these can be included in the physical history section)

**B. Psychological Functioning**

Mental Status – oriented, hallucinations\*, delusions\*, suicidal, homicidal, judgment, insight (\*to include both past and present)

**C. Education/Vocational/Financial**

Educational and Work History

Educational Level

Disciplinary action (at school or work)

Reasons for termination

Current and Past financial status

**D. Legal History**

Charges, arrests, convictions

Current Status

Pending

**E. Social History**

Parents

Siblings/Rank

Psychological functioning in family

Substance abuse in family

History of social functioning, including physical, sexual and emotional abuse

Relationship history

Children

**F. Physical history**

Both alcohol and drug, non-alcohol, and drug problems

Past and present major medical problems (i.e., disabilities, pregnancy and related issues,

Sexually Transmitted Diseases, alcohol and drug related problems)

## **G. Treatment History**

Both alcohol and drug related psychological history (See the four subheadings below)

### **Assessment**

Identifying and evaluating an individual's strength, weaknesses, problems and needs for the development of the treatment plan.

### **Treatment Plan**

Identifying and ranking problems needing resolution; establishing agreed upon immediate and long-term goals; deciding on a treatment process and the resources to be utilized.

### **Course of Treatment**

Describe the counseling approaches you used, your rationale for their use and any revisions you made based on the client's unique problems and responses to treatment.

### **Discharge Summary**

Concise description of the client's overall response to treatment, including alcohol/drug status at discharge.

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**ACT STUDENTS – Grading will be based on each of the above categories, and will be scored on a 20-point scale according to the rubric below. Be sure to consider the 12 Core Functions and the Global Criteria when developing your case study.**

<b>Case Study Grading Rubric</b>									
<b>Score of 20</b>	<b>18</b>	<b>16</b>	<b>14</b>	<b>12</b>	<b>10</b>	<b>8</b>	<b>6</b>	<b>4</b>	<b>2</b>
<p>Student provides all the requested information in the required format. Details are clear and specific. All information gaps are acknowledged and circumstances causing the gap are described. Student has an excellent, mature understanding of all the key concepts, and shows exceptional clinical wisdom. Evidence-based techniques are utilized. Information learned in ACT courses is integrated throughout the case study.</p>	<p>Student provides all the requested information in the required format. The preponderance of details are clear and specific. Most information gaps are acknowledged and circumstances causing the gap are described. Student has a very good understanding of the key concepts, and shows solid clinical wisdom. Evidence-based techniques are utilized. Information learned in ACT courses is integrated through most of the case study.</p>	<p>Student provides most of the requested information and/or has minor formatting errors. The majority of details are clear and specific. Most information gaps are acknowledged and circumstances causing the gap are described generally. Student has a good understanding of the key concepts, and shows the beginnings of clinical wisdom. Most techniques utilized are evidence-based. Information learned in ACT courses is integrated through much of the case study.</p>	<p>Student provides much of the requested information and/or has minor formatting errors. Some, but not all, of details are clear and specific. Some, but not all, of the information gaps are acknowledged. Some circumstances causing the gap are described in a cursory fashion. Student has a beginning understanding of the key concepts, and shows the potential for clinical wisdom. Some techniques utilized are evidence-based. Information learned in ACT courses is integrated through some of the case study.</p>	<p>Student provides some of the requested information and/or has formatting errors. Some details are clear and specific, and others are vague and unclear. Few of the information gaps are acknowledged, and circumstances causing the gap are described rarely. Student has limited understanding of the key concepts, and shows inadequate wisdom. Few techniques utilized are evidence-based. Information learned in ACT courses is integrated rarely through the case study.</p>					

## ORAL TEST QUESTIONS

Candidates will respond to each of the following questions, using the **Global Criteria** and providing examples.

I. SCREENING: The process by which the client is determined appropriate and eligible for admission to a particular program.

Global Criteria

1. Evaluate psychological, social, and physiological signs and symptoms of alcohol and other drug use and abuse.
2. Determine the client's appropriateness for admission or referral.
3. Determine the client's eligibility for admission or referral.
4. Identify any coexisting conditions (medical, psychiatric, physical, etc.) that indicate need for additional professional assessment and/or services.
5. Adhere to applicable laws, regulations and agency policies governing alcohol and other drug abuse services.

II. INTAKE: The administrative and initial assessment procedures for admission to a program.

Global Criteria

6. Complete required documents for admission to the program.
7. Complete required documents for program eligibility and appropriateness.
8. Obtain appropriately signed consents when soliciting from or providing information to outside sources to protect client confidentiality and rights.

III. ORIENTATION: Describing to the client the following: general nature and goals of the program; rules governing client conduct and infractions that can lead to disciplinary action or discharge from the program; in a nonresidential program, the hours during which services are available; treatment costs to be borne by the client, if any; and client rights.

Global Criteria

9. Provide an overview to the client by describing program goals and objectives for client care.
10. Provide an overview to the client by describing program rules, and client obligations and rights.
11. Provide an overview to the client of program operations.

IV. ASSESSMENT: The procedures by which a counselor/program identifies and evaluates an individual's strengths, weaknesses, problems and needs for the development of a treatment plan.

#### Global Criteria

12. Gather relevant history from client including but not limited to alcohol and other drug abuse using appropriate interview techniques.
13. Identify methods and procedures for obtaining corroborative information from significant secondary sources regarding clients' alcohol and other drug abuse and psycho-social history.
14. Identify appropriate assessment tools.
15. Explain to the client the rationale for the use of assessment techniques in order to facilitate understanding.
16. Develop a diagnostic evaluation of the client's substance abuse and any coexisting conditions based on the results of all assessments in order to provide an integrated approach to treatment planning based on the client's strengths, weaknesses, and identified problems and needs.

V. TREATMENT PLANNING: Process by which the counselor and the client identify and rank problems needing resolution; establish agreed upon immediate and long-term goals; and decide upon a treatment process and the resources to be utilized.

#### Global Criteria

17. Explain assessment results to client in an understandable manner.
18. Identify and rank problems based on individual client needs in the written treatment plan.
19. Formulate agreed upon immediate and long-term goals using behavioral terms in the written treatment plan.
20. Identify the treatment methods and resources to be utilized as appropriate for the individual client.

VI. COUNSELING: (Individual, Group, and Significant Others): The utilization of special skills to assist individuals, families or groups in achieving objectives through exploration of a problem and its ramifications; examination of attitudes and feelings; consideration of alternative solutions; and decision-making.

#### Global Criteria

21. Select the counseling theories that apply.
22. Apply technique(s) to assist the client, group, and/or family in exploring problems and ramifications.
23. Apply technique(s) to assist the client, group, and/or family in examining the client's behavior, attitudes, and/or feelings if appropriate in the treatment setting.
24. Individualize counseling in accordance with cultural, gender, and lifestyle differences.
25. Interact with the client in an appropriate therapeutic manner.
26. Elicit solutions and decisions from the client.



27. Implement the treatment plan.

VII. CASE MANAGEMENT: Activities which bring services, agencies, resources, or people together within a planned framework of action toward the achievement of established goals. It may involve liaison activities and collateral contacts.

Global Criteria

28. Coordinate services for client care.

29. Explain the rationale of case management activities to the client.

VIII. CRISIS INTERVENTION: Those services which respond to an alcohol and/or other drug abuser's needs during acute emotional and/or physical distress.

Global Criteria

30. Recognize the elements of the client crisis.

31. Implement an immediate course of action appropriate to the crisis.

32. Enhance overall treatment by utilizing crisis events.

IX. CLIENT EDUCATION: Provision of information to individuals and groups concerning alcohol and other drug abuse and the available services and resources.

Global Criteria

33. Present relevant alcohol and other drug use/abuse information to the client through formal and/or informal processes.

34. Present information about available alcohol and other drug services and resources.

X. REFERRAL: Identifying the needs of a client that cannot be met by the counselor or agency and assisting the client to utilize the support systems and community resources available.

Global Criteria

35. Identify need(s) and/or problem(s) that the agency and/or counselor cannot meet.

36. Explain the rationale for the referral to the client.

37. Match client needs and/or problems to appropriate resources.

38. Adhere to applicable laws, regulations and agency policies governing procedures related to the protection of the client's confidentiality.

39. Assist the client in utilizing the support systems and community resources available.

**XI. REPORT AND RECORD KEEPING:** Charting the results of the assessment and treatment plan, writing reports, progress notes, discharge summaries and other client-related data.

Global Criteria

40. Prepare reports and relevant records integrating available information to facilitate the continuum of care.
41. Chart pertinent ongoing information pertaining to the client.
42. Utilize relevant information from written documents for client care.

**XII. CONSULTATION WITH OTHER PROFESSIONALS IN REGARD TO CLIENT TREATMENT/SERVICES:** Relating with in-house staff or outside professionals to assure comprehensive, quality care for the client.

Global Criteria

43. Recognize issues that are beyond the counselor's base of knowledge and/or skill.
44. Consult with appropriate resources to ensure the provision of effective treatment services.
45. Adhere to applicable laws, regulations and agency policies governing the disclosure of client-identifying data.
46. Explain the rationale for the consultation to the client, if appropriate.

## ACT Certificate Program Threaded Discussion Philosophy & Grading Rubric

### General Guidelines for Participating in the Threaded Discussions

(Adopted from Rutgers University Online Learning Resources)

Threaded discussions are the way we participate in the online portion of the class, so it is important that you post thoughtful messages that move the conversation forward in some way. "Yeah, I agree," and "Me, too" are not acceptable postings and will not earn any points. After the due date for each discussion, you will be graded on your overall participation in that discussion thread.

Your posts should show that you have read the material in the text, articles, and/or materials viewed in other forms such as pod-casts or websites. You should NOT repeat what you just read or viewed; you should engage with the material using your critical thinking skills, analyzing and interpreting it, and taking the information a step further. Your posts should be grammatically clear so that everyone will understand your point. It is not a formal writing forum, but it is not Facebook either.

Students' individual grades will be provided in Canvas and/or the Gradebook. Students will not receive grades for all posts but should expect to receive a grade with each threaded discussion.

### ACT Online Protocol

The following protocol is designed to create an online learning environment that respects individual difference and our academic environment while creating space for vibrant, productive dialogue.

- Students will actively participate and complete all assigned work according to the course timeline and instructions. Active participation is demonstrated through multiple postings in a given week. Initial postings are completed early in the week and follow up posts are timely.
- Posts should demonstrate the ability to relate concepts to professional and, where appropriate, personal experiences.
- Students will conduct themselves in a manner that facilitates learning in the online environment. Discussion with varying views is encouraged – lack of respect for fellow students is not. Deliberately hostile, insulting, inflammatory, obscene, threatening, harassing, or otherwise offensive messages, postings, pictures, or other forms of communication are unprofessional and will result in loss of credit for assignment.
- Students will use Standard English, as this is an academic exercise, not texting or Facebook. Students should record thoughts in a concise, coherent, and accurate way. Students are encouraged to adopt a format that is consistent with expectations of academic assignments and/or recording of case notes.
- Students may not discuss private issues about the course via the threaded discussions. Questions and concerns about the course content, assignments, due dates, etc. should be posted in the appropriate e-College forum. For private course issues such as grades, contact the instructor directly and privately.

- Students are responsible for their own learning. If a participant is unable to login, receive emails, access lessons, and/or complete assignments, contact the e-College helpline.
- Students may not engage in plagiarism. Submitting all or part of another's work as one's own in an academic exercise, including unauthorized collaboration with other participants, is not allowed. Quotes with appropriate references and original interpretations are acceptable and encouraged.

### Threaded Discussion Grading Rubric

Score of 10	9	8	7	6	5	4	3	2	1
<p>Student responds to each discussion thread question/presentation/report with an original response. When applicable, student responds to every question posed about own presentation or report, as well as to multiple classmates' comments during the designated period. Responses are distributed across discussion period. All online protocols are followed.</p> <p>-----</p> <p>Student demonstrates excellence in grasping key concepts, critiques work of others, stimulates discussion, provides sample citations for support of opinions, and readily offers new interpretations of discussion material</p>	<p>Student responds to each discussion thread question/presentation/report with an original response. When applicable, student responds to every question posed about own presentation or report, as well as to some classmates' comments during the designated period. Posts are distributed throughout the discussion period. Most online protocols are followed.</p> <p>-----</p> <p>Student shows evidence of understanding major concepts, occasionally offers divergent viewpoint or challenge, shows some academic/theoretical backing in support for opinions.</p>	<p>Student responds to some discussion thread questions/presentations/reports with an original response. When applicable, student responds to most questions posed about own presentation or report, as well as to some classmates' comments during the designated period. Posts are distributed one or two times during the discussion period. Some online protocols are followed.</p> <p>-----</p> <p>Students provides evidence of understanding most but not all major concepts, infrequently will offer a divergent viewpoint or challenge, shows limited academic/theoretical backing in support for opinions.</p>	<p>Student responds to a few, but not all discussion thread questions/presentations/reports with an original response. When applicable, student responds to some questions posed about own presentation or report, as well as to a few classmates' comments during the designated period. Posts are distributed one or two times during the discussion period. Few online protocols are followed.</p> <p>-----</p> <p>Student has shallow grasp of the material, rarely takes a stand on issues, and offers inadequate levels of academic/theoretical backing in support for opinions.</p>	<p>Student responds to one or two discussion thread questions/presentations/reports with an original response. When applicable, student responds to very few questions posed about own presentation or report, as well as to a few classmates' comments. Student posts one time in a designated discussion period. Very few online protocols are followed OR posts create a negative learning environment.</p> <p>-----</p> <p>Student shows very limited or no significant understanding of material, and offers no support for opinions.</p> <p><b>No posts = 0 points!</b></p>					