

**UNIVERSITY OF LETHBRIDGE
FACULTY OF HEALTH SCIENCES
ADDICTIONS COUNSELLING PROGRAM**

**ADCS 3050
INTERNSHIP IN ADDICTIONS COUNSELLING I**



POLICIES AND PROCEDURES MANUAL

January 2021



**ADCS 3050
INTERNSHIP IN ADDICTIONS COUNSELLING I
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**FACULTY OF HEALTH SCIENCES
UNIVERSITY OF LETHBRIDGE**

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COVID-19 ADCS 3050 Protocol Document

Spring 2021

PURPOSE:

The addictions counselling program (ACP) is dedicated to preparing students for careers as professional, competent, critical and knowledgeable addictions counsellors. The primary objective of the program is to attain the highest standards in academic scholarship and professional practice by providing students with the optimum learning opportunities and experiences to succeed. The growth and development of each student is fostered by promoting learning environments based on critical discussion, respect, cooperation, and experiential learning. The most critical aspect of experiential learning within the ACP is provided by the internship experience at a field site, where students work under the supervision of a professional in the addictions and/or mental health field. Experience in this professional setting contributes to shaping the student's developing sense of a professional self while fostering the transfer of theoretical knowledge to the development of applied skills. Several of the objectives/competency's cannot be met using online teaching format and strategies (for example, crisis work required in clinical settings) therefore, face to face participation in many clinical setting(s) is critical to meeting course outcomes and completing the ACP. Internship learning takes place in a variety of practice settings including primary, secondary, and tertiary levels, which may include prevention and health promotion, harm reduction, case management, group facilitation, outreach and community development initiatives in addition to assessment and counselling services

PROTOCOL SCOPE:

This protocol applies to all students in the AC program.

SPECIFICS OF THE PROTOCOL:

Community partners and stakeholders have indicated they are eager to accept ACP students into internship sites/settings and will take steps to ensure a safe learning environment. These experiences may a combination of face to face and virtual learning.

Students:

1. Although students will be offered the opportunity to engage in their practice experience, any student who wishes to decline this opportunity at this time (for any reason) will be able to defer the internship placement to a later date. Students with chronic health conditions or compromised immunity are encouraged to defer this placement. Students who live with someone with chronic health conditions/compromised immunity are advised to isolate themselves from these

individuals during the placement. Program staff will work closely with deferring students in order to minimize delays to graduation.

2. Students will be provided targeted education related COVID-19, transmission reduction strategies and personal precautions prior to commencing their placement.
3. Full compliance with AHS and/or other organizational policies and procedures is mandatory.
4. Students will complete a self-health screen daily in the setting (as outlined by the organization's policies and procedures), ensuring fitness to practice.
5. In general, ACP should be mindful of the current Covid-19 pandemic and the risk of infection for all, and always take all necessary precautions.
 - a. ACP students are not to be assigned to provide care for or engage in planned learning with individuals who are positive for (or presumed to have) COVID-19, or individuals with signs and symptoms commonly related to COVID-19 (cough, sore throat, fever). However, it is important to remember that a large proportion of the infected population is asymptomatic.
6. If a student is being asked to engage in learning in what they believe to be an unsafe environment (at a greater risk of contamination than the general population [assigned to a unit/room designated for COVID-19 infected patients] or lacking the appropriate PPE), the student is hereby advised to respectfully withdraw from the situation, and immediately notify their faculty liaison.
7. If a student develops a cough, fever, chills, shortness of breath, runny or stuffy nose, sore throat, difficulty swallowing, headache, muscle/joint aches, nausea/vomiting/diarrhea or general malaise not related to a pre-existing illness or health condition during the course of the placement, the student is required to self-isolate for a minimum of 10 days from the start of symptoms, or until symptoms resolve (whichever is longer) and self-assess as recommended in relevant provincial or agency policy to determine if testing is needed for COVID-19. The student must also report the symptoms on the [U of L Registry](#), and notify their faculty liaison immediately.
8. Students must monitor uleth email and Provincial Public Health notifications daily. Should any questions or concerns arise related to student safety occur, students/faculty liaisons are encouraged to contact the Internship Coordinator.
9. Carpooling with non-household members is prohibited. Carpooling with non-household members put students, their families, patients and others at unnecessary risk. Students are professionally accountable to their patients and wider community. Putting themselves, clients/patients and others at risk contravenes their accountability to the Code of Ethics and practice standards. Student who are non-household members and choose to carpool may be prevented from entering the clinical environment.

RELATED POLICIES AND GUIDELINES:

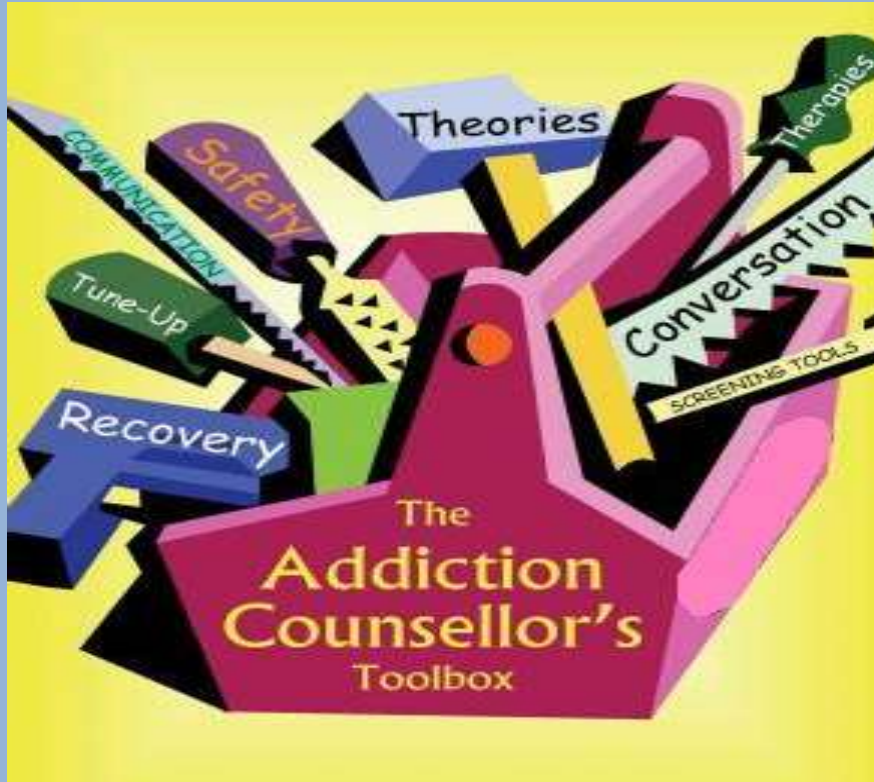
OTHER SPECIAL CONSIDERATIONS: COVID-19

ADCS 3050, 2021 Team Lead

Roles and Responsibilities of the Faculty Liaison Team Lead:

- Developing and delivering orientation sessions for newly assigned faculty liaisons/course instructors.
- Providing consultation to the faculty liaison(s) on the operationalization of the ADCS 3050 course.
- Working collaboratively with faculty liaison(s) to ensure consistency across sections of the ADCS 3050 course.
- Assisting the faculty liaison(s) as needed, via consultation, to determine the most appropriate course of action to take when difficulties or issues arise with regards to student and site supervisor relationships and internship site placements.
- Ensuring students first seek out their faculty liaison team lead prior to consulting with the Internship Coordinator concerning issues arising from the internship.
- Being available as the resource for faculty liaisons, field sites, site supervisors, and students to provide consultation regarding any matters pertaining to the ADCS 3050 course. When situations arise involving conflict that cannot be resolved by the team lead, the situation will first be referred to the Internship Coordinator and then the Director of the ACP and then to the Associate Dean of the Faculty of Health Sciences.

SECTION 1



ADDICTIONS COUNSELLING PROGRAM

- 1.1 Bachelor of Health Sciences – Addictions Counselling Program**
- 1.2 Core Assumptions**
- 1.3 Counselling Philosophical Framework**
- 1.4 The Wheel of Growth**

The purpose of learning is growth, and our minds, unlike our bodies, can continue growing as we continue to live. ~Mortimer Adler

1.1 BACHELOR OF HEALTH SCIENCES – ADDICTIONS COUNSELLING PROGRAM

The Addictions Counselling Program (ACP) is a bachelor's-level professional training program in the Faculty of Health Sciences at the University of Lethbridge (U of L). It provides intensive counsellor education and training (classroom and lab skills training) relating to addictions and mental health issues.

The ACP began in 1996 as a collaborative program between Medicine Hat College (MHC) and the University of Lethbridge (U of L) and has expanded to include transfer agreements with a number of colleges across Canada (see Appendix A). This four-year Bachelor's degree program prepares graduates for careers in the addictions field working with individuals, families and communities, and considers a range of intervention strategies to prevent and treat multiple dependencies such as problem gambling, substance abuse, sex addiction, and eating disorders.

The program provides students with the practical skills and theoretical knowledge needed for an effective and compassionate role in treatment, prevention and health promotion wherever addiction, or the potential for addiction, affects people's lives. During the first two years of the program, students may pursue their studies at a college where a transfer agreement is in place or at the U of L with the program focus on developing a foundation in addictions, clinical assessment and counselling skills.

Students complete the final two years of the program at the U of L campus. The senior level curriculum focuses on advanced counselling skills; research methods; socio-political and cultural contexts; in-depth study of specific addictions, populations, and mental health issues; and community development.

The program also includes two semesters of internship placement where students work closely with professionals in the addictions and mental health field. **Internship I** is for second-year students who have completed courses in basic counselling skills, individual counselling, assessment, and group counselling. **Internship II** is for fourth-year students who have already completed the **Internship I** as well as advanced courses in family counselling and specific issues in addictions and mental health.

Courses include:

1. Core Courses

- Addictions Counselling 1000 – Introduction to Addiction Studies
- Addictions Counselling 1020 – Introduction to the Counselling Interview
- Addictions Counselling 1220 – Counselling I (Individual Counselling)
- Addictions Counselling 2120 – Counselling II (Group Counselling)
- Addictions Counselling 2235 – First Nations Counselling
- Addictions Counselling 2245 – Assessment of Addictions
- Addictions Counselling 3002 – Health Education and Promotion
- Addictions Counselling 3120 – Counselling III (Family Counselling)
- Addictions Counselling 3130 – Diversity and Counselling
- Addictions Counselling 3140 – Behavioural Pharmacology
- Addictions Counselling 3150 – Adult Psychopathology
- Addictions Counselling 3240 – Concurrent Disorders
- Addictions Counselling 3260 – Research in Addictions
- Addictions Counselling 3420 – Ethics in Addictions Counselling
- Addictions Counselling 3729 – Studies in Specific Addictive Disorders (Series)
- Addictions Counselling 3739 – Addictions in Particular Populations (Series)
- Addictions Counselling 4200 – Community Development and Outreach
- Health Sciences/Psychology 3450 – Applied Statistics for Clinical Practice
- Native American Studies 1000 – Introduction to Native American Studies
- Psychology 1000 – Basic Concepts of Psychology
- Sociology 1000 – Introduction to Sociology
- Sociology 2050 – Social Inequality **OR** Sociology 2500 – Deviance, Conformity and Social Control



2. Internship Courses

- Addictions Counselling 3050 – Internship in Addictions Counselling I
- Addictions Counselling 4050 – Internship in Addictions Counselling II

Successful completion of the program earns the student a Bachelor of Health Sciences – Addictions Counselling (B.H.Sc.) degree.

1.2 CORE ASSUMPTIONS OF THE ADDICTIONS COUNSELLING PROGRAM (ACP)

The aim of the ACP is to provide graduates with the competencies required for interventions appropriate to individuals, families, and communities experiencing a variety of addictive and compulsive behaviours. This aim is based on the following core assumptions, which lay the

foundation for all curricula in the program. The core assumptions are reprinted from the Academic Quality Assurance Self-Study Report written by Nixon and Solowoniuk (2006).

Core Assumptions

- ✓ Addictions can be treated.
- ✓ Addictions affect individuals, families, and communities.
- ✓ Addictions counselling is a rapidly-evolving profession. Students are taught to value lifelong learning, flexibility, and diversity; to anticipate, recognize, and promote change to counselling practice when and where appropriate; and to apply professional standards to assess their practice methods and clients' progress.
- ✓ Addictions counsellors must have sufficient breadth of personal and professional knowledge and skills to identify and understand problems related to addictions as experienced by diverse people in different contexts. Their attitudes, beliefs, and values must facilitate, rather than impede, the process of helping.
- ✓ Meaningful practice and policy development must be guided by theory and research, which in turn contribute to theory and research.
- ✓ To be effective practitioners, graduates must be conversant with the development and application of practice, theory, research, and policy.
- ✓ Supervised practice in counselling individuals and families experiencing problems related to addictions is critical for the development of a helping practitioner. The curriculum reflects the primacy of supervised field experiences.
- ✓ Addictions counselling must be research-based. Graduates of the program must have the skills to use research literature appropriately, generate valid and reliable information as needed, and contribute to our growing understanding of the field.
- ✓ Our vision of health is holistic and includes physical, emotional, social, and spiritual dimensions of individuals, families, and communities.
- ✓ The achievement of a healthy society depends, first and foremost, upon promotion of behaviours and creation of social and physical environments that foster health. Consequently, health promotion among individuals, families, and communities is stressed without diminishing the importance of the maintenance, curative, and rehabilitative roles of health professionals.

1.3 COUNSELLING PHILOSOPHICAL FRAMEWORK: EMBRACING THE COUNSELLOR'S OWN JOURNEY

In addition to the core assumptions outlined above, a unique program such as the ACP also requires a core counselling philosophy/framework to provide the philosophical underpinnings that guide learner experiences in the acquisition of counselling skills.

The primary philosophy and framework promoted during counselling components within the ACP suggest that addicted individuals need to address their addiction issues from a holistic perspective, incorporating bio-psycho-social-spiritual dimensions. Therefore, the ACP focuses on healing the individual's addicted lifestyle and addresses systemic problems not exclusive to the individual, but problems that include family, group, and community; ultimately concentrating on primary, secondary, and tertiary levels. As a result, the ACP introduces and trains its students to understand and use an assortment of theoretical counselling approaches. Such an approach reflects a spectrum of healing, one that aids in the movement away from "addicted living," and in turn, promotes client self-efficacy and responsibility. (Nixon & Solowoniuk, 2006, pp. 25-26)

In the process of structuring learning experiences for students who are studying to become counsellors, the teaching staff also promotes the understanding that the counsellor's own journey is paramount and it is a journey that begins with the self. Faculty members recognize the importance of facilitating the counselling journey for students to develop the personal self that is the agent in the counselling interchange with clients. The following themes underscore the importance of self-exploration, self-awareness, and personal growth for the counsellor-in-training, as the self evolves from neophyte to counselling graduate. These themes are built into all components of the counselling curriculum and are emphasized in lab skill training experiences. These themes are reprinted from the article *Embracing the Counselling Journey*, in AADAC Developments (Nixon & McKibbin, 2001).

Gaining Self Awareness

We ask our students to become aware of the whole range of their own feelings, from sadness and melancholy to ecstasy and joy. This is a shock for some students, who initially claim they have no feelings or only two feelings: "good" and "bad." The students begin to see that if they cannot recognize their own feelings, they cannot reflect accurately the feelings of their clients, which is a major aspect of person-centered counselling.



This self-awareness process carries on to other issues like being in crisis or "hitting bottom." We ask students to recall their own crises in life, and the ways in which they dealt with them. Even though they may not have had to "hit bottom" with an addiction, they begin to understand, through their own life experiences, the feelings and behaviours associated with such an awakening and shift. Similarly, we allow students to grapple with the reality of loss and death and the accompanying grief

and despair. Students get in touch with the human desire to escape from our pain through addictive processes.

Understanding Our Patterns of Restricted Human Presence

We are all attracted to fancy counselling techniques such as the empty chair, action logs, and externalizing the problem. However, we continually stress to our students that being totally present with our clients is more important than the technique we choose. We, as instructors, strive to model being humanly present in our counselling labs with our students. There is nothing like the gift of being present when somebody is telling his or her story, an approach that seems simple but can be elusive. We all have ways to avoid being present in the moment.

As part of our group counselling training, we look at our patterns of avoidance and withdrawal from being present with a group. We detect feelings of anxiety and fear, preoccupation with safety and security, reliance on ego defenses, and other restricted ways of being. As students look at their own patterns of restricted openness, it becomes much easier to work with the patterns of others. Feeling their own need to be safe and secure helps counsellors have insight into and respect for other people's patterns of restriction.

Later in our program, we look at more complex issues, such as the "shadow" from Jungian psychology, which symbolizes what we loathe in others but refuse to look at in ourselves. Awareness and exploration of the shadow is an essential aspect of our growth. For example, one of us, when he first joined the faculty, was anxious to connect to the students and was shocked when it was pointed out to him that he really was just not setting effective boundaries and was in a sense being "co-dependent." Another common shadow theme is for a person to see him or herself as being a person of principle and standards while others see that person as being rigid and self-serving. We invite counsellors-in-training to really look at their blind spots.

Recognizing Roles and Myths from the Past

We emphasize the present moment as the opportunity for change, but the past sometimes affects us so much that we cannot be available for change in the present. Family of origin and childhood issues, if unfinished, come back to haunt us. We have found it helpful for students to examine their own family to identify roles and myths they brought with them from their childhood and the roles they typically fall into now. By making this process conscious, they realize how they can help clients understand the roles and myths they unconsciously play out in their lives.

Some students, through embracing their own counselling journey, have discovered abuse or trauma issues. We encourage them to work on these issues privately with a therapist. Our counsellor training program can help facilitate self-awareness, but we cannot intensively deal with trauma and abuse issues within the program.

Many students come to realize that much of their own inner pain stems from developmental issues and has been buried for some time. This awakening forces them to address these developmental issues now. These issues may indeed be rooted and embodied in current behaviours and body structures such as hunched shoulders, constricted breathing, and unnatural postures. By discussing these embodiments of the emotional trauma, the students can explore their issues from a place of recognition and strength, rather than severe trauma and disability.

Respecting Diversity

There are marginalized populations within our society that we as addictions counsellors have to be able to work with without replicating the marginalization. In facilitating the journey of our counselling students, we strongly emphasize a respect for diversity. Perceived and actual differences concerning gender, sexual identity, cultures (including spiritual views), socio-economic groups, and physical and emotional disabilities must be explored and understood. For example, we encourage students to honour traditions and experiences of First nations communities by honing counselling skills and styles that reflect a strong family and community tradition approach, in addition to the individual counselling styles.



A Lifelong Journey

As we facilitate the journey of counsellors-in-training in our program, we as faculty work to model this embracing of the journey. Our students watch diligently to see if we actually “walk the walk.” Can we actually model openness, presence, and beingness? Or do we hide behind our positions as instructors in the program?

By the end of the four years, we hope that the students in our program have one huge gift that they can take with them: an appreciation of the counselling journey as a lifelong personal process of awareness, understanding, self-reflection, and ongoing theory integration and deconstruction. We encourage students to be passionate about their



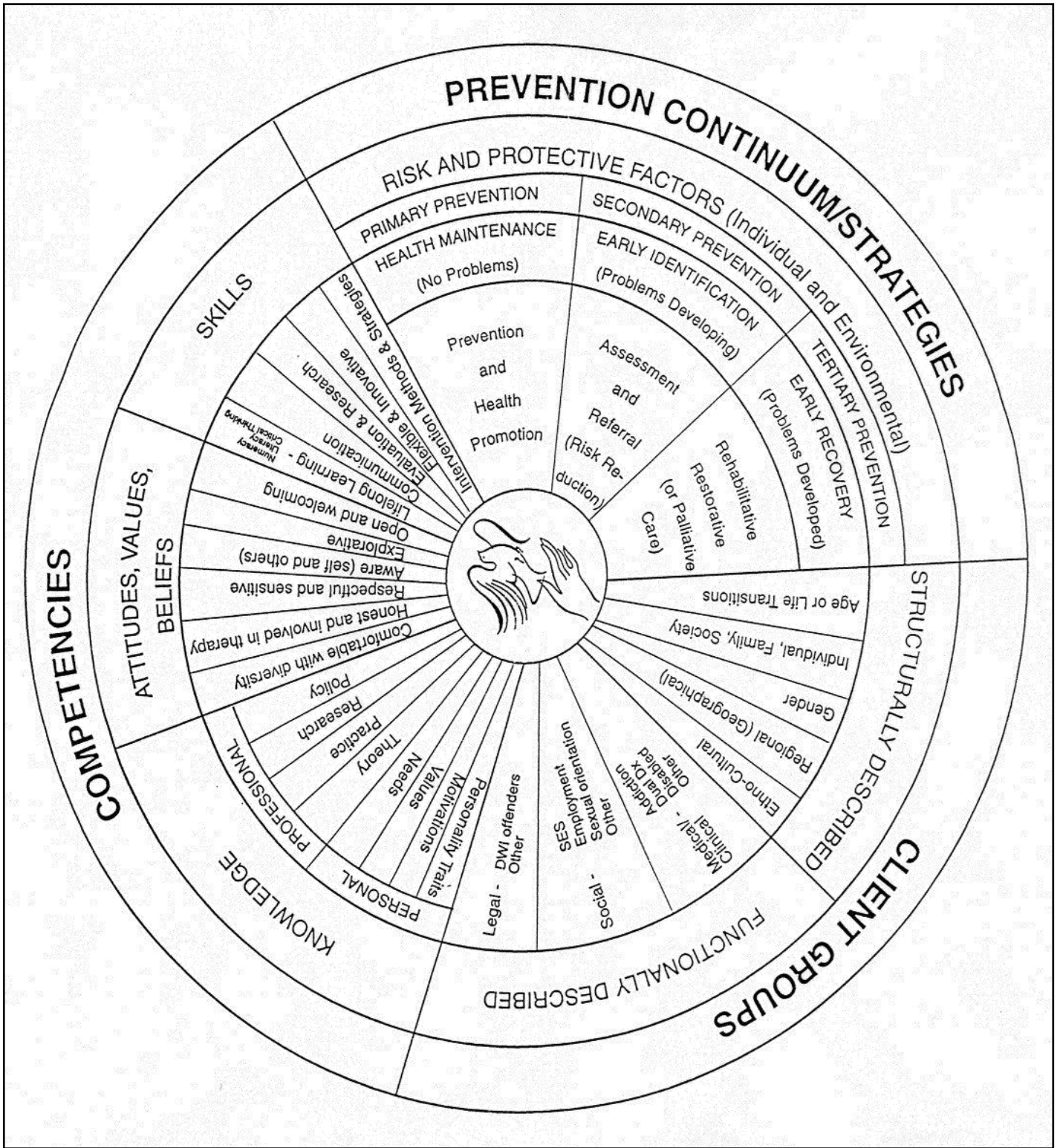
counselling journey, and we hope they realize that who they are as human beings is fundamental to the counselling process – and their own lives.

In summary, faculty members strive to incorporate the above philosophical underpinnings into their structured learning experiences for students. It is hoped that graduates at the end of the program will have developed competency with the use of a variety of counselling theories and skill sets, as well as be more personally developed and appreciate the importance of the self as an agent of change in the counselling process. The graduate, as counsellor, is more able to embrace self-awareness, enhance beingness in the present moment, identify personal blind spots, recognize deeply embedded personal roles and myths from the past, be motivated to work on their own issues, and respect diversity in meaningful ways.

1.4 THE WHEEL OF GROWTH: PUTTING IT ALL TOGETHER AND BECOMING AN EFFECTIVE ADDICTIONS COUNSELLOR

The figure on the following page, reprinted from the Academic Quality Assurance Self-Study report written by Nixon and Solowoniuk (2006), provides an overall diagram of the program's undertakings to develop competent addiction counsellors. It incorporates the program characteristics that include a focus on a continuum of treatment and prevention strategies, specific client groups, and populations, and integrates the importance of the counsellor's specific competencies of skills, knowledge, and awareness of one's personal attitudes, values, and beliefs.

The Wheel of Growth

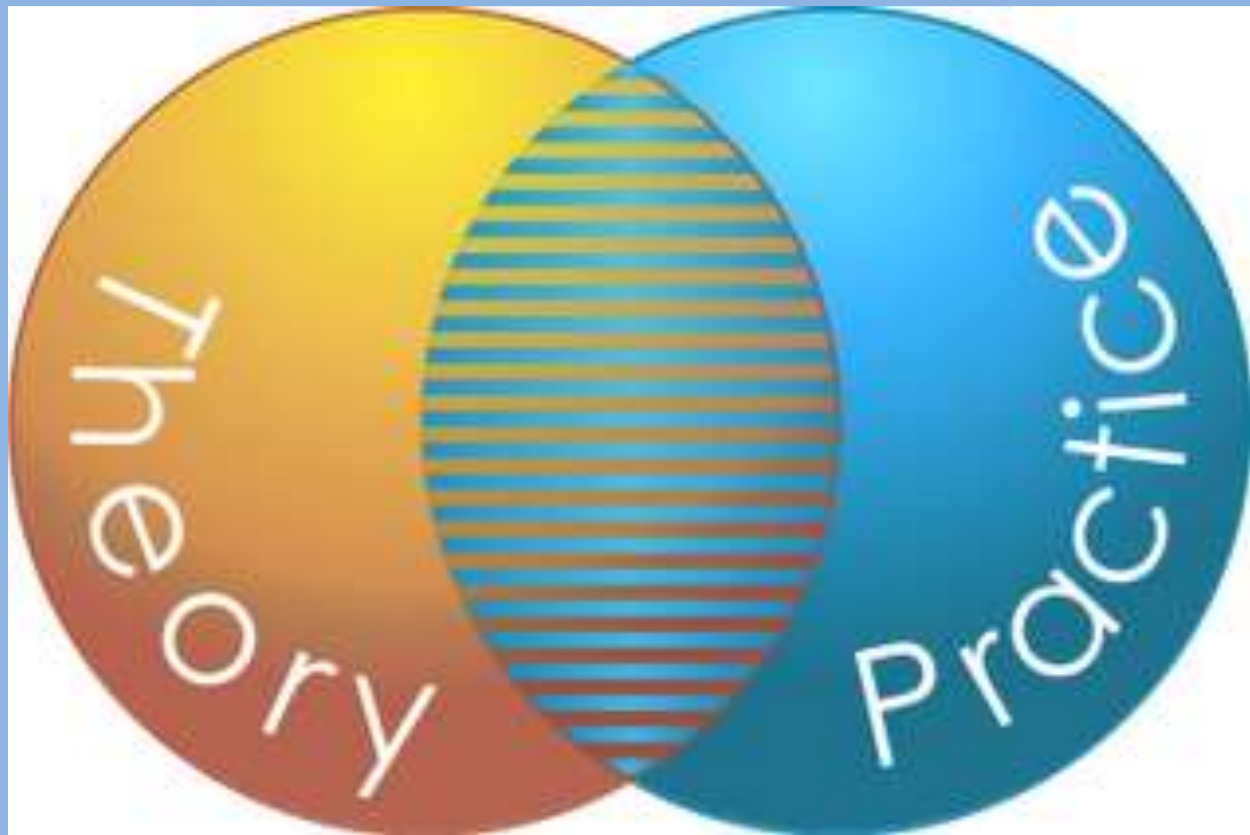


References

Nixon, G., & Solowoniuk, J. (2006). *Academic quality assurance self-study report*. Lethbridge, AB: School of Health Sciences, University of Lethbridge.

Nixon, G., & McKibon, D. (2001). Embracing the counselling journey. *AADAC Developments*, 21(2), 2-3.

SECTION 2



ADCS 3050: COURSE SYLLABUS

- 2.1 Preamble**
- 2.2 Recommended Course Syllabus**

“Thought and theory must precede all salutary action; yet action is nobler in itself than either thought or theory.”
~ Virginia Woolf

2.1 PREAMBLE

One of the core assumptions of the ACP is that supervised practice – counselling individuals, groups, and families experiencing addictions-related issues – is critical for the development of the helping practitioner. The curriculum of the program reflects the primacy of supervised field practice through internship experiences. Students in their second year of the program are required to register in ADCS 3050: Internship in Addictions Counselling I, which is an introductory-level course that places students in supervised practice at field sites with addictions and mental health practitioners.

The assigned ADCS 3050 course instructor functions as a faculty liaison for students and field site personnel. Depending on the number of students registered in the course, there may be two or more different faculty liaison personnel, each responsible for a specific course section and designated group of registered students. In this case, efforts are made to achieve consistency across course sections while at the same time allowing flexibility for each instructor to provide their own unique teaching style and contribution. Please see the recommended course syllabus provided below, which outlines the expectations of the course, combining supervised field site practice along with seminar attendance and course assignments to enhance professional development.

2.2 RECOMMENDED COURSE SYLLABUS FOR ADCS 3050

**UNIVERSITY OF LETHBRIDGE
FACULTY OF HEALTH SCIENCES
ADDICTIONS COUNSELLING PROGRAM
ADCS 3050 – INTERNSHIP IN ADDICTIONS COUNSELLING I
Course Syllabus – Spring, 20XX**

INSTRUCTORS	Erin Kardolus, CCC	Sandy Witdouck, Psychologist
OFFICE:	N/A	N/A
PHONE:	TBA	TBA
FAX:	TBA	TBA
E-MAIL:	erin,kardolus@uleth.ca	sandy.witdouck@uleth.ca
OFFICE HOURS:	By appointment	By appointment

INSTRUCTOR	Callista Chasse, MSW, RSW
OFFICE:	N/A
PHONE:	TBA
FAX:	TBA
E-MAIL:	callista.chasse@uleth.ca
OFFICE HOURS:	By appointment

CALENDAR STATEMENT: Students participate, at an introductory level, in the practice of addictions counselling in a fieldwork setting. Seminars facilitate the integration of theory, practice, and research.

CREDIT VALUE:

15.0 Hours

PREREQUISITES:

Successful completion of all course requirements for the first three semesters of the Bachelor of Health Sciences – Addictions Counselling Program.

MINIMUM COURSE HOURS:

Class – Lab – Clinical – 3-0-32; Contact hours per week – 3-0-32

Pre-internship seminar {Dates}, 20XX (location: Room #) from 8:45 am – 4:00 pm

Approximately 32 hours per week at a community agency setting for 13 weeks, January XX – April XX, 20XX; Reading Week February XX-XX, 20XX (student's attendance at the Internship site during reading week will be determined at the discretion of the needs and/or requirements of the internship Field Supervisor). Seminar (3 hours per week): {Seminar details}.

NOTE: Students must remain at their internship sites until April XX, 20XX.

COURSE DESCRIPTION:

The internship course is offered as a full-time activity (35 hours per week) for the spring semester, of which 32 hours per week will be spent in a specific facility or community-based field site setting. The course is structured as an introductory-level internship training experience in a professional addictions and/or mental health counselling practice setting. Where possible, students are placed in community field site settings where they will experience addictions counselling practice in a combination of primary, secondary, and tertiary levels, which may include prevention and health promotion, harm reduction, case management, group facilitation, outreach and community development initiatives in addition to assessment and counselling services. The internship will also orient the student to ethical and professional practices. Students are assigned a designated field site supervisor at the field site and are evaluated by this site supervisor for the field placement component of the course. The course instructor, as the faculty liaison will liaise regularly with the field site supervisor and student and provide consultation as needed to enhance the student's learning experience. Both the student and/or Field Supervisor will contact the Faculty Liaison anytime s/he has a concern with an internship, and this should be done earlier rather than later in the internship process so appropriate feedback, interventions, and/or conflict resolution can be made.

Students also participate in a two-day pre-internship prior to commencement of the internship placement. Students will also participate in a bi-weekly seminar involving team discussions and collaborations around counselling, ethics and professional issues pertaining to their field experience throughout the course, and will also complete required course assignments. The course instructor is responsible for evaluating the student's seminar participation and completed assignments.

ADCS 3050 is designed as a Pass/Fail course and the student does not receive a letter grade at course completion. The final decision for the assignment of Pass/Fail for the overall course rests with the course instructor/faculty liaison. To pass the course students will be expected to have at least an overall 3.0 average of applicable competencies in the checklist evaluation of key competencies provided in the Policies & Procedures Manual, as well as a minimum cumulative average of 75% on graded assignments.

Students are encouraged to consult the ADCS 3050 Policies and Procedures Manual for specific policies and procedures pertaining to the course and the internship field site placement experience. The manual also provides information on various legislative acts, the Canadian Counselling and Psychotherapy Code of Ethics, and provides a list of recommended reading materials to further enhance the student's self-regulation and competency as a professional counsellor.

NATURE OF FIELD PLACEMENTS:

While every effort is made to accommodate the needs and preferences of individual learners, learners may have to travel to out-of-town placements during the fieldwork semester. Placement decisions are based on learner needs, placement/agency needs and appropriateness, and the outcome of placement interviews with agencies.

STANDARDS OF PROFESSIONAL CONDUCT:

The ethical and professional standards expected of students and faculty are those found in the Standards of Practice and Code of Ethics of the Canadian Counselling and Psychotherapy Association (2007). A student may be required to leave a clinical setting at any time if, in the opinion of either the Faculty Liaison and/or Field Supervisor, the student's practice threatens client safety or is disruptive to client centered care. Please consult the University of Lethbridge Calendar 2015-16 for further details.

COURSE OBJECTIVES:

During the internship field site placement, the site supervisors and faculty liaison expect students to continue to develop competency in the following established practice areas:

1. Maintain personal well-being through self-awareness, effective reflective practices, and self-care and self-management strategies.
2. Demonstrate skills in interpersonal effectiveness, collaboration, cooperation, and teamwork by:
 - ✓ using effective interpersonal communication skills (oral and written) to establish rapport and communicate effectively with others
 - ✓ accepting responsibility and being accountable for actions
 - ✓ effectively communicating, relating and working within an organization
 - ✓ working independently and with supervision
 - ✓ using problem-solving techniques and conflict management/resolution skills
 - ✓ contributing to team decision-making
 - ✓ functioning effectively in a variety of team relationships
3. Demonstrate an appropriate level of professionalism by:
 - ✓ engaging in reflective, analytical, and evaluative practice including taking an ongoing personal inventory of biases, attitudes and beliefs
 - ✓ recognizing professional roles, boundaries, limitations, and strengths
 - ✓ engaging in effective communication and effectively giving and receiving critical and constructive feedback
 - ✓ demonstrating skills essential and necessary to sustain life-long and continuous learning to update professional knowledge
 - ✓ preparing for and utilizing supervision effectively
 - ✓ applying ethical principles in professional conduct
 - ✓ demonstrating satisfactory professional development with a minimum cumulative average of 75% on all graded assignments to receive a passing grade
4. Demonstrate respect of diversity and appropriate cultural responsiveness by:
 - ✓ respecting diversity and working with others (individuals, groups, families) from a variety of cultural backgrounds to affirm their values and meet their needs and goals
5. Demonstrate professional practice skills by:
 - ✓ understanding and applying evidence/research-based practices and monitoring and evaluating client and/or program evaluation outcomes
 - ✓ understanding and applying a range of theoretical perspectives on counselling practice, addictions, and mental health, as appropriate

- ✓ applying direct interventions in the areas of assessment and counselling services (individual, group, family), prevention and health promotion, harm reduction, case management, group facilitation, outreach and community development initiatives as appropriate to the field site placement
 - ✓ working with and on behalf of others (individuals, groups, families) to develop others and facilitate positive growth, from an orientation of respect and a client-centered change
6. Demonstrate understanding of the addictions field by:
- ✓ understanding the addictive process continuum relating to substance use, abuse, and dependency as well as for the full range of addictive behaviors
 - ✓ knowing the facts and effects of addictive behaviors
 - ✓ understanding the addiction treatment continuum (i.e. prevention, harm reduction, formal treatment, aftercare)
 - ✓ understanding and articulating a theoretical model to explain addiction/recovery/healing

Canadian Centre for Substance Abuse (CCSA) Core Competencies Covered in this Course

Technical Competencies	Behavioral Competencies
<ul style="list-style-type: none"> • Case management * • Counselling * • Community development * • Crisis Intervention • Diversity and cultural responsiveness • Ethics and professionalism • Group facilitation * • Mental health * • Outreach * • Prevention and health promotion * • Teamwork • Screening and assessment * • Understanding substance use, abuse and dependency 	<ul style="list-style-type: none"> • Analytic thinking and decision making • Client service orientation • Collaboration and network building • Continuous learning • Developing others • Diversity and cultural responsiveness • Effective communication • Ethical conduct and professionalism • Interpersonal rapport/savvy • Self-care • Self-management • Team work and cooperation <p>*dependent upon internship site placement</p>

APPROACH TO LEARNING AND COURSE SCHEDULE:

The course includes three key components to facilitate the translation of addiction counselling theory into applied practice skills in the field. These include: i) mandatory pre-internship integrative seminar, ii) supervised internship practice experience at a field site, and iii) a weekly seminar discussion and required course assignments.

i) Pre-internship Seminar: The pre-internship integrative seminar is held for two days prior to the commencement of the internship placement. Attendance at the seminar is mandatory and completion is a requirement in order to pass the ADCS 3050 course. The focus of the seminar is on integrating issues in professional counselling practice with counsellor self-awareness and development and to prepare the student for the internship placement experience. Topics may vary to accommodate student needs and interests, and typically include:

- ✓ Review of the expectations for the internship experience
- ✓ Review of the roles and responsibilities for the student, site supervisor, faculty liaison
- ✓ Review of the ADCS 3050 Policies and Procedures Manual
- ✓ Review of the ADCS 3050 course syllabus and assignments
- ✓ Review of counselling theories and interventions
- ✓ Review of risk and safety issues
- ✓ Professional practice issues

- Ethics and legal limitations
 - Boundaries
 - Supervision
 - Reflective practice
 - Effective communication giving and receiving feedback
 - Conflict management/resolution skills
 - Interpersonal effectiveness
 - Managing anxiety
 - Self-care and vicarious trauma
 - Case conferencing
 - Seeking and providing consultation
- ✓ Continuing the counsellor's journey in self-awareness for personal and professional growth

ii) Supervised Internship at Field Site: The heart of this course centers on professional training experience, which is comprised of supervised practice at a field site placement. Students generally work 32 hours per week at the site over a thirteen-week period for a total of 416 hours. Generally, students work Monday to Thursday, but need to be flexible to fit the needs of the field site and so some students may be required to work evening, weekend, or Friday hours to be appropriately involved in the provision of services at the field site. The student may be given a variety of responsibilities related to client/ program services as appropriate to the field site placement, including counselling (individual, and/or group), screening and assessment, prevention and health promotion, harm reduction, psycho-educational initiatives, case management, group facilitation, outreach, advocacy, and community development initiatives, etc.). These experiences will enhance the development of skills, including application of theory to practice, counselling interventions, health promotion, and exposure to a clinical environment based on cooperation, teamwork and professionalism. Students will also participate in regular supervision with the site supervisor and complete a weekly time sheet.

Each student will be supervised by a designated site supervisor and will be formally evaluated at mid-term and at the end of the internship, according to the evaluation sheets provided in the ADCS 3050 Policies and Procedures Manual. The faculty liaison will maintain regular contact with the student and site supervisor, identify students at risk of failure, and intervene if necessary. Students are expected to be proactive in promoting a positive learning experience by immediately alerting the site supervisor and faculty liaison of emerging concerns or issues.

Successful completion of the field site placement component of the course will be determined by the site supervisor, and it will be graded on a Pass/Fail basis. To receive a Pass in this component of the course, students are required to have at least an overall 3.0 average of applicable key competencies in the evaluation checklist.

iii) Bi-Weekly Seminar and Required Course Assignments: Students are expected to participate in a bi-weekly online or on-campus seminar as determined by the course instructor/faculty liaison and to complete all course assignments. This component of the course requires approximately 3 hours bi-weekly of the student's time. The seminar and assignments are focused on enhancing collaborative learning and professional development and cover a range of topics related to professional clinical practice issues, self-awareness, self-care, self-management, personal and interpersonal development, and emerging trends in the addictions field. The aim of the seminar is to provide the opportunity to discuss what learners have experienced in their placements in conjunction with a range of theoretical and practical perspectives. In addition, team-based discussions will focus on professional and ethical issues of counselling practice. The seminar evaluation will consist of a combination of assignments which will be provided by the seminar instructor. Through participation in this component of the course, students are encouraged to take increased responsibility for engaging in reflective practice and modeling a high standard of professional conduct. The bi-weekly seminar and course assignments are described below.

Attendance and participation at seminars **are required** for the internship. Participation includes authenticity, openness, input, and reflections. All matters requiring the Faculty Liaison's attention must be sent to her/him directly. Students must notify the instructor in advance of any special circumstances which may lead to failure to meet the seminar requirements, and provide a medical letter for any absence due to illness. A Pass/Fail grade is assigned to the seminar component of the course.

STANDARDS OF PROFESSIONAL CONDUCT:

The ethical standards expected of students and faculty are those found in the Standards of Practice and Code of Ethics of the Canadian Counselling & Psychotherapy Association (CCPA) (2007). A student may be required to leave a clinical setting at any time if, in the opinion of the Faculty member, the learner's practice threatens client safety or is disruptive to client care. Please consult the University of Lethbridge Calendar for further details.

Please ensure that you have carefully reviewed the marking guides which will be used to grade course assignments.

LATE ASSIGNMENTS:

Late assignments will receive a 5% penalty of total assignment mark per day late unless alternative arrangements have been made with the instructor prior to the assignment's due date.

GRADING BREAKDOWN:

The grading system for this course is consistent with that established in the Faculty of Health Sciences, effective May, 2002 (updated June, 2018).

Letter	GPA	Percent	Letter	GPA	Percent
A+	4.00	95 - 100	C+	2.30	71 - 74.99
A	4.00	91 - 94.99	C	2.00	67 - 70.99
A-	3.70	87 - 90.99	C-	1.70	63 - 66.99
B+	3.30	83 - 86.99	D+	1.30	59 - 62.99
B	3.00	79 - 82.99	D	1.00	55 - 58.99
B-	2.70	75 - 78.99	F	0.00	0 - 54.99

PLAGIARISM STATEMENT:

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course may be submitted to this system to verify its originality. Students must be able to submit both electronic and hard copy versions of their work upon request.

ACCOMMODATIONS FOR STUDENTS WITH A DISABILITY:

Reasonable accommodations are available for students who have a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support. Please contact the Accommodated Learning Centre at 403-329-2766 to set up an appointment: <https://www.uleth.ca/ross/accommodated-learning-centre/>. After registering with the Accommodated Learning Centre, your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least ***two weeks*** in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process.

COPYRIGHT STATEMENT:

All University of Lethbridge students, faculty and staff must comply with Canadian law and institutional license agreements pertaining to copyright. At the same time, keeping abreast of our copyright obligations and options is a complex task as copyright matters locally and globally are in flux and are likely to remain so for at least the near future.

The University's Copyright website (www.uleth.ca/copyright) is a source of current copyright information that includes:

- answers to common copyright questions (see the [FAQs](#)),
- guidance on whether you need permission or a license to copy a particular work (see the [Copyright Permissions Flow Chart](#)),
- guidance on assessing whether fair dealing may apply to specific instances of copying you wish to undertake (see the [Guidelines for Copying under Fair Dealing](#)), and
- a [permissions look-up tool](#) to help you determine the kinds of copying and other uses permitted by the Library's license agreements covering specific online journals and other online resources.

You are encouraged to contact the University Copyright Advisor (copyright@uleth.ca) for assistance with any copyright questions or issues.

REQUIRED ASSIGNMENTS: WEIGHTING AND DUE DATES

Assignment	Weighting	Due Date
1. Pre-internship self-assessment	10%	Jan. XX
2. Bi-weekly On-line Reflective Practice Journal	30%	Schedule to be provided during pre-internship seminar
3. Learning Contract	20%	Jan. XX
4. Post-internship self-assessment	10%	Apr. XX
5. Bi-Weekly Seminar Discussions and participation	30%	Schedule to be provided during pre-internship seminar
6. Mid-term and Final Student Evaluations at Field Site (refer to ADCS 3050 Policies and Procedures Manual)	Will not be graded, but must be completed to a satisfactory level in order to receive a passing grade (i.e. an overall 3.0 average of applicable key competencies in the checklist)	Week # 6 & Week #13 (approximately)
7. Documentation of Hours	Will not be graded, but must be completed to a satisfactory level in order to receive a passing grade	Week #13

Assignment	Weighting	Due Date
8. Student Learner's Internship Evaluation	Will not be graded, but must be completed to a satisfactory level in order to receive a passing grade	Week #13

BI-WEEKLY SEMINAR AND REQUIRED ASSIGNMENTS: DESCRIPTION

1) Pre-Internship Self-Assessment (Due: XXXX) (10%)

Students will complete a 2-3 page single-spaced typewritten (Times New Roman 12 point font) Self-Assessment at the beginning of their internship that reflects upon areas of strength, weakness, and goals in regards to personal self, counselling skills & practices, relationship to both field supervisor and faculty liaison, the field site, self-care, and other emerging issues.

Please see the attached template and marking sheet for this assignment.

2) Bi-Weekly Online Reflective Practice Journal (Due: Schedule to be provided during pre-internship seminar) (30%)

As some students are placed outside of the Lethbridge area, regular contact with the faculty liaison can be difficult. Emailing a reflective practice journal to the designated course instructor/ faculty liaison at the end of every second week ensures that communication is kept ongoing between the student and the faculty liaison. All journal entries will be kept confidential between the student and the faculty liaison. The purpose of the journal is for students to reflect on the professional practices they are engaged in themselves and on the practices observed at their sites. Reflections can focus on progress related to successes and challenges, significant critical incidents, issues of professional competence and practice, ethical dilemmas, integrating theory and practice, issues with colleagues, supervision issues and processes, experiences with conducting individual and group counselling, and explorations of personal issues as these pertain to your development as a counsellor. Reflections involving clients will not disclose names or other identifying information. Each journal entry will be between 2-3 single-spaced typewritten (Times New Roman 12 point font) pages. The final submission is to include a summary of personal and professional insights and learning gained throughout the course.

Please see the attached template and marking sheet for this assignment

3) Learning Contract: (Due: XXXX) (20%)

The learning contract will help the student organize their learning needs for the internship site. This contract is designed to help the student, field site supervisor and faculty liaison to be clear about what the student wants to achieve from the internship and how the student will accomplish that. Please consult the learning contract template attached and the Technical and Behavioural Competencies set out by the Canadian Centre for Substance Abuse outlined in Appendix F to provide you with some guidance.

Considerable care and attention are required in developing your learning contract. You will likely have several in-depth discussions with your field site supervisor and possibly other professionals at the field site. You may also want to review available literature and other resources at the site when developing your learning contract. Successful completion of this assignment may take between 10 and 15 hours.

The final submission of the learning contract (with the understanding that this contract invites ongoing modification) is due three weeks after the start of the internship and is to be signed by the student and the field site supervisor. Students can submit their signed learning contract to their designated faculty liaison through dropping it off at the Health Sciences main office, faxing it to their faculty liaison at 403-329-2668, or scanning and emailing it as an attachment.

Please see the attached marking sheet for this assignment.

4) Post-Internship Self-Assessment (Due: XXXX) (10%)

Students will complete a 2-3 page single-spaced typewritten (Times New Roman 12 point font) Self-Assessment at the end of their internship that reflects upon areas of strength, weakness, and goals in regards to personal self, counselling skills & practices, relationship to both field supervisor and faculty liaison, the field site, self-care, and other emerging issues.

Please see the attached template and marking sheet for this assignment

5) Bi-Weekly Seminar Discussion (Schedule to be provided during pre-internship seminar) (30%)

Students are responsible for participating in each bi-weekly seminar, which will cover a range of topics related to experiences and practices at field sites, counselling issues, professional practice, personal growth, and emerging trends in the field. The seminar may be provided as either an in-person, on-campus format or as an on-line basis through accessing web-based resources. The purpose of the seminar is to focus on integrating research, practice and theory along with counsellor personal and professional development.

Within seminar, students will be asked to discuss their own personal and professional growth issues as they relate to the identified topic. Throughout the course, students will be expected to be reflective and self-aware and take increased responsibility for leading discussions and modeling professional practice. Students will receive an overall participation grade based upon both their contribution to discussions as well as their responses to others' input, questions, experiences etc. Assigned seminar topics will be provided by the faculty liaison facilitating the weekly seminar. Discussion topics may include, but not be limited to, professional issues and development, supervision, clinical practice and related issues, case studies, ethical dilemmas and personal growth and self-awareness issues affecting the counselor, etc.

Please see the attached marking sheet for the seminar participation.

6) Mid-Term and Final Student Evaluations (Due in approx. week 6 & week 13)

Please refer to the ADCS 3050 Policies and Procedures Manual (pp. 92-116) for the evaluation forms. These forms are completed at the field site by the site supervisor.

7) Documentation of Hours (Due in week 13)

Students will record a weekly total of hours worked at the field site on the form attached to this syllabus. The site supervisor must sign the form each week to verify the hours worked. The completed form is to be faxed to the faculty liaison at the end of the internship at 403-329-2668.

8) Student Learners Internship Feedback Form (Due in week 13)

Please refer to the ADCS 3050 Policies and Procedures Manual (pp 119-124) for the feedback form. **This form will be emailed out as an online survey** to students by the Faculty of Health Sciences Administration Office, to be completed towards the end of the internship.

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ADCS 3050 PRE/POST INTERNSHIP SELF-ASSESSMENT**

Due Dates: Pre-Assessment – XXXX; Post-Assessment – XXXX

Please submit by email to: {Email}

Student's Name: _____

Date Submitted: _____

Pre/Post-internship Assessment - identify areas of strengths, weaknesses, and goals for the following:

- 1) Personal (awareness of self, confidence, competence, patterns of relating and communicating, openness, anxiety, reactivity, openness, coping style, working style, mood, attitude, etc.)
- 2) Counselling (relationship to clients, interventions, triggers, challenges, counter-transference, etc.)
- 3) Supervision (relating to supervisor, openness to feedback, self-assertion, congruence, handling conflicts and differences, self-in-the-system, etc.)
- 4) Agency (specific agency issues, procedures, limitations of services, program and structures, routine, etc.)
- 5) Self-care (isolation, burn-out, professional and personal support, energy, coping, re-charging, etc.)
- 6) Faculty liaison (communication, self-disclosure, trust, support, barriers, etc.)
- 7) Other (feelings about counselling career, other internships, long term plans, areas for growth and learning, etc.)

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ADCS 3050 PRE/POST INTERNSHIP SELF-ASSESSMENT MARKING SHEET**

Due Dates: Pre-Assessment – XXXX, 20XX; Post-Assessment – XXXX, 20XX

Student's Name: _____

Pre-Internship Self-Assessment	/10
Post-Internship Self-Assessment	/10
Total	/20

Comments:

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SPRING 20XX
ADCS 3050 BI-WEEKLY ON-LINE REFLECTIVE PRACTICE JOURNAL

Student's Name: _____

Reporting Period: _____

Number of hours journaled this report: _____

Total Number of hours journaled to date: _____

Field Supervisor (Name/phone): _____

UL Faculty Liaisons: _____

Note: Typed reports are to be emailed to {Email}

Due dates: As posted in course syllabus and Moodle site.

1. Describe one or more accomplishments/successes/insights/learnings in the past week.

2. Describe one or more challenges/frustrations/self-doubt in the past week.

3. Describe how you are achieving one or more of either the goals listed in your learning contract or arising personal goals.

4. Describe your general feelings about your internship and performance during the past week.

5. Describe any ethical dilemmas which you encountered this week – what was the resolution?

6. Discuss one or more goals that you hope to achieve in the upcoming week.

7. Describe any general comments, insights, epiphanies or concerns that you may have.

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 BI-WEEKLY ON-LINE REFLECTIVE PRACTICE JOURNAL MARKING RUBRIC**

Reflective Practice Journal: Reflections can focus on progress related to successes and challenges, significant critical incidents, issues of professional competence and practice, ethical dilemmas, integrating theory and practice, issues with colleagues, supervision issues and processes, experiences with conducting individual and group counseling, and explorations of personal issues as these pertain to your development as a counsellor. Each journal entry will not exceed two single-spaced typewritten pages. The final submission is to include a summary of personal and professional insights and learnings gained throughout the course.

January XX	<i>/2</i>
February XX	<i>/3</i>
February XX	<i>/4</i>
March XX	<i>/7</i>
March XX	<i>/7</i>
April XX	<i>/7</i>
Total	<i>/30</i>

Comments: Will be provided in your journal.

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 LEARNING CONTRACT**

Student's Name: _____

Field Supervisor's Name and credentials: _____

Placement (full name, full address): _____

U of L Faculty Liaison's Name: _____

Learning Objectives <i>(List at least 3 main learning objectives and then explain/describe them in more detail)</i>	Activities that will help you meet the learning objective <i>(steps to get to your goal)</i>	Time frame/projected date to complete the activity	Monitoring/evaluating your progress <i>(Describe how the evaluation of completed tasks will occur; who are you going to report your progress to; and list at least one monitoring criteria for each characteristic listed in your learning objectives).</i>	Comments
Learning objective #1 Details/characteristics:				
Learning objective #2: Details/characteristics:				
Learning objective #3: Details/characteristics:				

Student's Name: _____ Signature: _____ Date: _____

Field Supervisor's Name: _____ Signature: _____ Date: _____

U of L Faculty Liaison Name: _____ Signature: _____ Date: _____

EXAMPLE:

Learning Objectives <i>(List at least 3 main learning objectives and then explain/describe them in more detail)</i>	Activities that will help you meet the learning objective <i>(steps to get to your goal)</i>	Time frame	Monitoring/evaluating your progress <i>(Describe how the evaluation of completed tasks will occur; who are you going to report your progress to; and list at least one monitoring criteria for each characteristic listed in your learning objectives).</i>	Comments
<p>Learning objective #1: To discuss and develop my counseling skills in individual, couple & family counseling.</p> <p>Details/characteristics:</p> <ul style="list-style-type: none"> a. To gain a fuller understanding of clinical engagement strategies with clients in each of these domains, especially as practiced at my practicum agency b. To demonstrate, apply, articulate and present basic theoretical and practice skills in each of these domains as identified at my practicum agency c. To demonstrate a deeper understanding of cultural issues faced by clients who attend this agency and to appreciate the impact these cultural underpinnings will have on the development and delivery of clinical treatment. 	<ul style="list-style-type: none"> a. My site supervisor will assist in connecting me with agency practitioners who will speak with me about engagement strategies and theories. I will observe and discuss about engagement strategies with at least three agency practitioners. I will come well prepared for each of these meetings by familiarizing myself with current literature on engagement. b. I will become familiar with theoretical and practice approaches at my practicum agency by reading as much material as is available on this topic. I will also schedule meetings with at least three agency practitioners and discuss treatment approaches with them in a scholarly and professional manner. 	<ul style="list-style-type: none"> a. I will read relevant material on engagement strategies within the first four weeks of my placement. b. I will review all agency documents and teaching aids that will bring clarity to the issue of engagement within the first four weeks of my placement. c. I will complete these activities within the first four weeks of my placement. 	<ul style="list-style-type: none"> a. I will meet with my supervisor and she/he will determine how successful I am at meeting this learning objective and will, if necessary, identify strategies that I will undertake to enhance my client engagement skills. b. I will present my findings to my supervisor or treatment team for a critique. We will discuss in detail my findings and we will identify any gaps in my understanding of the theoretical and practice skills. We will then revise this learning objective to reflect these new goals for learning. c. I will formally meet with my supervisor weekly to discuss my understanding of issues related to cultural competence with clients at my placement agency. I will discuss my emerging ideas, attitudes and practice approaches 	

	c. I will talk to at least 3 agency staff about cultural competency skills that are needed in the agency and I will review three clinical videotaped sessions of clinical cases that demonstrate cultural competency from my practicum agency.		based on my understanding of cultural competency at the seminar or with the facility liaisons in my on line reflective practice journal.	
Learning objective #2: Details/Characteristics				
Learning objective #3: Details/Characteristics				

Student's Name: _____ Signature: _____ Date: _____

Field Supervisor's Name: _____ Signature: _____ Date: _____

UofL Faculty Liaison Name: _____ Signature: _____ Date: _____

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ADCS 3050 LEARNING CONTRACT MARKING SHEET
Due Date: XXXX, 20XX**

Major Learning Objectives and Characteristics	/6
Activities for Realization of Objective with Time Frames	/8
Monitoring/Evaluation Criteria	/6
Total	/20

Comments:

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Presenting own personal and professional growth issues, self-awareness and self-reflection, as it relates to the identified topic	/10
Responding to others' input, questions, experiences etc.	/10
Attendance	/10
Total	/30

Comments:

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 SPRING 20XX
 ADCS 3050 DOCUMENTATION OF HOURS FORM
 (This must be signed by your supervisor and faxed to 403-329-2668 in week 13)**

Student: _____

Internship Site: _____

Supervisor: _____

(Please note: The student works approximately 32 hours per week for 13 weeks up to a total of 416 hours)

Week	# of Hours Worked	Supervisor's or Faculty Liaison Signature
Pre-internship Seminar	16	
Bi-weekly Seminar Discussions	18	
Week #1		
Week #2		
Week #3		
Week #4		
Week #5		
Week #6		
Week #7		
Week 8		
Week #9		
Week #10		
Week #11		
Week #12		

Total Hours Worked: _____

SECTION 3



INTERNSHIP OVERVIEW

- 3.1 Preamble**
- 3.2 Overview of Personnel Involved in ADCS 3050**
- 3.3 Internship Coordinator Responsibilities**
- 3.4 Synopsis of Expectations for Internship I**
- 3.5 The Nature of Field Placement Sites**
- 3.6 Pedagogy of Internship Learning**

*Taking charge of your own learning is a part of taking charge of your life,
which is the sine qua non in becoming an integrated person.*

~ Warren G. Bennis

3.1 PREAMBLE

This section is included to provide a brief orientation to the internship experience before proceeding with the specific policies and procedures provided in subsequent sections. Included here are a brief overview of the personnel involved, the expectations for the internship, the nature of field sites involved, and the pedagogy that guides internship learning.

3.2 OVERVIEW OF PERSONNEL INVOLVED IN ADCS 3050

The ADCS 3050: Internship in Addictions Counselling I course is the introductory internship course, which provides Addictions Counselling Program (ACP) students the opportunity to work in a field site placement setting with professionals in the addictions and mental health field to develop their applied skills as addictions counsellors. Four different personnel roles are involved in the ADCS 3050 internship course. These are the Student/Learner, the Field Site Supervisor, the Internship Placement Specialist, the Faculty Liaison/Course Instructor, and the Internship Coordinator. A brief description of each role is provided below. The responsibilities for each role will be outlined separately in the following sections, which describe the pre-internship, internship, and post-internship processes.

STUDENT/LEARNER

The student, or learner, is a second-year ACP student who has completed all pre-requisite courses and is registered in the ADCS 3050 course. A detailed description of student responsibilities is included within each of the following sections of the manual that describe the pre-internship, internship, and post-internship processes.



FIELD SITE SUPERVISOR

The field site supervisor is the professional at the field site who is designated to provide on-site supervision to the student throughout the internship placement. This person is generally expected to have a minimum of a Bachelor's degree within a human service-related discipline and have a few years' experience working within the human services field (preferably addictions and mental health-related). A detailed description of the field site supervisor's responsibilities is included within each of the following sections of the manual that describe the pre-internship, internship, and post-internship processes.



INTERNSHIP SPECIALIST

The internship placement specialist is responsible for securing placement for the U of L ADCS 3050 course. A detailed description of the internship placement specialist's responsibilities is included within

each of the following sections of the manual that describe the pre-internship, internship and post-internship processes.

FACULTY LIAISON/COURSE INSTRUCTOR



The faculty liaison is the U of L ADCS 3050 course instructor. A detailed description of the faculty liaison's responsibilities is included within each of the following sections of the manual that describe the pre-internship, internship, and post-internship processes. Depending on the number of students registered in the ADCS 3050 course, there may be two or more different faculty liaison personnel, each responsible for a designated group of students.

INTERNSHIP COORDINATOR

The Internship Coordinator is appointed by the Dean of the Faculty of Health Sciences. This role is responsible for overseeing all of the processes involved in the ADCS 3050 course, monitoring the operationalization of the course within the university and between the university and the larger community, and making recommendations for quality improvement. The faculty liaison and the Internship Coordinator may be the same person. A detailed description of this coordination role and associated responsibilities is provided below.



3.3 INTERNSHIP COORDINATOR RESPONSIBILITIES

INTERNSHIP COORDINATOR RESPONSIBILITIES



*The only way in which anyone can lead students is to ensure
their belief in their own guidance.*
~ Jimmy Johnson

For the purpose of the ADCS 3050 course, the Internship Coordinator at the University of Lethbridge is responsible for:

- ✓ In collaboration with the Internship Placement Specialist, contacts new potential field sites to provide education about the ACP, relay what the internship experience offers the site, and determine the interest in becoming a field placement site.
- ✓ Assessing agencies and programs as appropriate field placement sites and work to improve current field placement opportunities.
- ✓ In collaboration with the Internship Placement Specialist, makes face-to-face contacts with field site personnel at prospective field placement sites.

- ✓ Reviewing the number of students potentially registering for the Spring ADCS 3050 course and consulting with the Director of the ACP regarding faculty liaison/course instructor assignments.
- ✓ Working with the faculty liaison(s) to generate a list of students to be assigned to each faculty liaison; monitoring and updating the list to reflect changes.
- ✓ Liaising with U of L Risk and Safety Services to ensure internship practices are carried out in conjunction with U of L policies and procedures.
- ✓ Liaising with the ADCS Financial Analyst regarding budgetary considerations for the ADCS 3050 course (e.g. travel expenses for faculty liaison travel to field sites for student evaluations).
- ✓ Ensuring that all documents and forms used within the internship course are relevant, up to date, and appropriately and adequately reflect the current practices of the ADCS 3050 course.
- ✓ Ensuring that all documents and forms used within the internship course meet Academic Quality Assurance Review standards.
- ✓ Annually updating and revising the ADCS 3050 Policies and Procedures Manual.
- ✓ Ordering the appropriate number of hard copies of the ADCS 3050 Policies and Procedures Manual for distribution at the pre-internship seminars and to be post-mailed out to current field sites.
- ✓ Ensuring that a schedule for the pre-internship integrative seminar(s) has been established.
- ✓ Developing and delivering orientation sessions for field site supervisors.
- ✓ Developing and delivering, in conjunction with the faculty liaison(s), training and educational seminars and materials for field site personnel (e.g. internship expectations, supervision processes, etc.)
- ✓ Organizing and planning, in conjunction with the faculty liaison(s), appreciation events and/or materials for field site personnel.
- ✓ Developing and delivering orientation sessions for newly-assigned faculty liaisons/course instructors.
- ✓ Providing consultation to the faculty liaison(s) on the operationalization of the ADCS 3050 course.

- ✓ Working collaboratively with faculty liaison(s) to ensure consistency across sections of the ADCS 3050 course.
- ✓ Assisting the faculty liaison(s) as needed, via consultation, to determine the most appropriate course of action to take when difficulties or issues arise with regards to student and site supervisor relationships and internship site placements.
- ✓ Ensuring students first seek out their faculty liaison prior to consulting with the Internship Coordinator concerning issues arising from the internship.
- ✓ Being available as the resource for faculty liaisons, field sites, site supervisors, and students to provide consultation regarding any matters pertaining to the ADCS 3050 course. When situations arise involving conflict that cannot be resolved by the Internship Coordinator, the situation will first be referred to the Director of the ACP and then to the Dean of the Faculty of Health Sciences.

3.4 SYNOPSIS OF EXPECTATIONS FOR INTERNSHIP I

ADCS 3050 is the introductory internship course, which provides students with the opportunity to work in a field site placement setting with professionals in the addictions field and develop their applied skills as addictions counsellors. In general, the internship is based on the student's interest, previous experience, and availability of field placements; and is designed to build on the internship experience. The essence of internship training is to prepare the student for employment and marketability within the addictions counselling field. A brief synopsis of the expectations for internship I is provided below, as an introduction to the internship experience.

The basics of the internship are:

- ✓ The introductory internship is for second-year ACP students who have already completed a variety of addictions counselling courses including basic counselling skills, individual counselling, assessment, and group counselling.
- ✓ The essence of internship I is to enhance student understanding and development of helping skills and professional identity through students' direct involvement with integrating theory, practice, and research with established community organizations' services and programming.
- ✓ A student may also work on other initiatives such as program development and new initiatives, prevention and health promotion, early intervention, outreach, education, research, advocacy, harm reduction, one-to-one support, etc. The primary focus of the student's work may relate to addictions issues or other mental health and counselling issues as well.

- ✓ In order to respect students' interests, a field placement site may be chosen that does not offer counselling services. As an alternative to a counselling internship placement, the student may choose to be placed at a field site with a different skill focus such as program development, prevention and health promotion, early intervention, outreach, life skill development, education, research, advocacy, harm reduction, one-to-one support, etc. In this case, the student must clarify their interest before the field placement site is secured.
- ✓ The start date of the internship coincides with the first day of classes of the U of L Spring term.
- ✓ The student is required to complete 416 hours of work at the site over a thirteen-week period (i.e. early September to early December).
- ✓ Generally, the student is expected to complete 32 hours per week at the site and work Monday to Thursday. However, students need to be flexible to fit the needs of the field site and so some students may be required to work evening, weekend, or Friday hours to be appropriately involved in the provision of services at the field site if services are provided during evening or weekend hours or on a 24-hour basis. If the student works more than 32 hours per week, s/he still cannot finish the practicum prior to the University of Lethbridge's last class scheduled date.
- ✓ The student is required to document the hours worked and will bring the appropriate documentation form with them to the field site.
- ✓ The student does not receive any remuneration for any hours worked at the field site.
- ✓ Students will also begin their internship by completing a two-day pre-internship orientation held at the U of L, which will count towards their total internship hours..
- ✓ As a course requirement, the student is required to develop learning goals and objectives which form the basis of a learning contract with the site supervisor. The student is provided with a specific template to use, and will bring this to complete with the field supervisor once the internship commences.
- ✓ At the field placement site, a field supervisor is assigned the responsibility of structuring and overseeing the student's internship experience and providing regular supervision.
- ✓ The field site supervisor is generally expected to have a minimum of a Bachelor's degree in a human services-related discipline and have a few years' experience working within the human services field (preferably addictions and mental health-related).
- ✓ The student receives a minimum of one hour per week of supervision from the field site supervisor with the opportunity for ongoing consultation as needed.

- ✓ The field site supervisor completes a mid-term and final evaluation with the student, using the forms in the manual. The faculty liaison attends the mid-term evaluation.
- ✓ When the student is accepted for the internship, a standard contract is signed between the practicum site and the University of Lethbridge.
- ✓ The faculty liaison attends, in person, the mid-term evaluation where possible. A conference call may be used under extenuating circumstances and for the final evaluation where appropriate.
- ✓ The U of L requests that all field sites contributing to ACP student internship experiences sign a general placement agreement contract (see Appendix B). The agreement outlines the responsibilities specific to the field site and the university, as well as mutual responsibilities which contribute to the student receiving a valuable learning experience as part of their education. Once it is signed, this agreement serves as an ongoing contract for further internship student placements.
- ✓ The faculty liaison is available to provide consultation to assist the site supervisor in structuring the internship prior to the student arriving if needed, and is available for consultation on an ongoing basis throughout the internship process regarding questions or concerns that arise.

3.5 THE NATURE OF FIELD PLACEMENT SITES

Field placement sites are secured both locally, provincially, and with special exceptions, out-of-province. Consequently, students may be required to travel and relocate for nonlocal, out-of-town placements during the internship semester. Every effort is made to accommodate the needs and preferences of individual students. For a list of active field placement sites please consult the U of L website (<http://www.uleth.ca/healthsciences/internship-forms>) and click on “Internship Placement Directory” under “Addictions Counselling 3050 Internship in Addictions Counselling I”).

The type of field placements is varied to meet student interests. An example of the broad range of placements utilized to date include government-based outpatient addictions counselling clinics, community-based non-profit counselling agencies, residential addictions treatment programs, substance abuse detoxification programs and facilities, schools, outreach programs for at-risk populations, and harm reduction programs for marginalized populations, just to name a few.

3.6 PEDAGOGY OF INTERNSHIP LEARNING

The ACP is dedicated to preparing students for careers as professional, competent, critical and knowledgeable addictions counsellors. The primary objective of the program is to attain the highest standards in academic scholarship and professional practice by providing students with the optimum learning opportunities and experiences to succeed. The growth and development of each student is fostered by promoting learning



environments based on critical discussion, respect, cooperation, and experiential learning. The most critical aspect of experiential learning within the ACP is provided by the internship experience at a field site, where students work under the supervision of a professional in the addictions and/or mental health field. Experience in this professional setting contributes to shaping the student's developing sense of a professional self while fostering the transfer of theoretical knowledge to the development of applied skills.

The ACP ascribes to learner-centered pedagogy in the classroom as well as the internship setting. This means that the student, as a learner, is:

- ✓ not just a receiver but also a co-constructor of knowledge through critically discussing, analyzing, and questioning received knowledge
- ✓ engaged in the transfer of theoretical knowledge into applied skills, the most critical experiences occurring within the internship field setting
- ✓ responsible for being engaged in the learning process as a cooperative and collaborative agent
- ✓ responsible for taking initiative as an active agent within the learning process and becoming independent and autonomous as a learner
- ✓ actively engaged in self-reflection for personal and professional growth
- ✓ actively engaged in the learning process through the increased ability to give and receive feedback regarding learning endeavours, in a respectful manner
- ✓ responsible for conducting him/herself as a respectful inquirer in learning environments
- ✓ inspired to be a life-long learner
- ✓ able to experience those in the positions of course instructor/faculty liaison and field site supervisor as models of the above

SECTION 4



PRE-INTERNSHIP POLICIES & PROCEDURES

- 4.1 Preamble**
- 4.2 Student Responsibilities**
- 4.3 Field Site Personnel Responsibilities**
- 4.4 Faculty Liaison Responsibilities**
- 4.5 Scholarships**
- 4.6 Mandatory Pre-internship Seminar**

*Learning is not attained by chance, it must be sought for
with ardour and diligence.*

~ Abigail Adams

4.1 PREAMBLE

Prior to the ADCS 3050 course commencing, many tasks need to be undertaken by the various personnel involved to secure an internship placement at an appropriate field site for each student. This *pre-internship process* involves different responsibilities for the student, the field site personnel, the internship placement specialist and the faculty liaison. The responsibilities corresponding to each role are outlined below.

In addition to securing an internship placement, students may need to consider their financial resources and eligibility for potential scholarships, along with their availability to attend a pre-internship seminar prior to identifying where they would like to be placed for the internship. These pre-internship considerations are discussed briefly in the following sections.



4.2 STUDENT RESPONSIBILITIES

STUDENT RESPONSIBILITIES



“Life is a gift, and it offers us the privilege, opportunity, and responsibility to give something back by becoming more.”

For All Sites

- i) A list of all potential students who may qualify to register in internship I is generated by the ACP Academic Advisor.
- ii) The first contact between the Internship Placement Specialist and potential internship students occurs near the end of the Spring term, when the Internship Placement Specialist makes a presentation to students in the ADCS 1220: Counselling I (Individual) course outlining the pre-internship process, policies, and procedures for securing an internship placement. If more than one faculty liaison is involved in the ADCS 3050 course, students will be given information regarding to whom they will be assigned.

- iii) An email is circulated to these students with the Pre-Internship Placement Survey (see Appendix C) attached, with instructions for the student to complete it and indicate their areas of interest, possible agencies, preferred geographic location, and any special circumstances of which to apprise the internship placement specialist
- iv) Prior to completing the survey, students are to review the Directory of Internship Placements, which includes a list of placement sites that have previously accepted ACP students. For this directory please consult the ACP information on the U of L website at (<http://www.uleth.ca/healthsciences/internship-forms>) and click on “Internship Placement Directory” under “Addictions Counselling 3050 Internship in Addictions Counselling I”). Students can select an internship site from the list to indicate on the survey form.
- v) Students may also indicate on the survey form a specific internship site that is not in the directory by doing their own research and identifying a program or service that matches their interests more closely.
- vi) Once the student completes the survey form by identifying a type of placement and/or a specific site of interest along with a geographic location and the other requested information, the survey form is returned via email to the Faculty of Health Sciences at ADCS@uleth.ca by the stipulated April deadline.
- vii) A student is not considered to be eligible for placement until the survey form is completed and returned.
- viii) All students are also required to apply for a criminal record check (vulnerable populations sector), child intervention check and have these documents in their personal possession by the stipulated deadline. Some students may also need to produce an up-to-date immunization record, and also have a TB test completed, depending on their site. It is the student’s responsibility to determine at their site interview what types of record checks and documentation are required by the site and to pay all associated application fees.
- ix) The Internship Coordinator and the Internship Placement Specialist will then collaboratively assign students to a particular potential placement site based upon the students’ indicated preferences, availability of participating agencies, and minimizing competition and multiple applicants to a specific potential field placement site. The Internship Placement Specialist will then inform the students of their potential internship site match and discuss students’ questions, concerns, preferences, and suitability with this identified student-site match. Information pertinent to determining and confirming this match will be discussed such as history of criminal record, addictions and recovery issues, personal support system, personal coping mechanisms, etc., and any potential risk factors that may be associated with a placement. Following this meeting, should the identified student-site match appear appropriate and agreeable to the student, then the Internship Placement Specialist will be provided the contact information for the participating field site to apply to. Should the

student-site match be deemed inappropriate and/or not agreeable to the student, then the Internship Placement Specialist in consultation with the internship coordinator will make efforts to discuss and actively explore alternative placement options for the student.

- x) This meeting should occur before mid-September.
- xi) Once this meeting has occurred, the student is required to keep the Internship Placement Specialist informed, via email, about each step taken throughout the placement process. This pertains to all applications, interviews, and decisions occurring throughout the placement process.
- xii) After meeting with the Internship Placement Specialist the student should start developing a professional resume and a letter of introduction as to why s/he is interested in an internship at the chosen site(s) and what their goals may be for a potential placement there.
- xiii) The Internship Placement Specialist will make the first contact with the site of interest and ensure that the site has an informed understanding of the ACP and the expectations for the internship experience. The Internship Placement Specialist will determine whether the site will accept an application from an ACP student for a spring internship and, if so, find out the site's application process and the contact person to whom the student should submit their application.
- xiv) Via email, the Internship Placement Specialist then refers the student to the selected site by providing the contact information and the application process.
- xv) The student then contacts the designated site and forwards their resume and letter as per the recommended application process.
- xvi) Generally only one student may apply to the same internship site position, unless the participating field site requests more than one applicant.
- xvii) The site personnel contact the student to schedule and conduct a telephone or in-person interview. This is very much like a job interview in the field. Students should be prepared to answer questions about the counselling theory and model of addictions to which they ascribe, how to do an assessment, and be prepared to answer case scenario questions.
- xviii) Prior to the interview, the student is to prepare him/herself by reviewing the document "How to Prepare for an Internship Placement Interview" (see Appendix D).
- xix) Many sites require the student to complete a criminal record check, produce an up-to-date immunization record, and also have a TB test completed. It is the student's responsibility to determine at the interview what types of record checks and documentation are required by the site and to pay all associated fees.

- xx) It is solely the site's decision whether or not to accept the student applicant for the internship placement.
- xxi) Once an internship placement is offered to, and accepted by, the student, s/he will inform the Internship Placement Specialist.
- xxii) Once a placement is accepted, the student then takes responsibility for ensuring that all required documents are submitted to the site. Please be aware that documents of an official nature may have an associated cost. If a student is interested, s/he can apply for a reduced fee for the request of a criminal record check by presenting a letter from the U of L at the time of application at the local police department. This letter can be secured by contacting the Internship Placement Specialist, Marina Christman, at 403-329-2576 or marina.christman@uleth.ca.
- xxiii) If a student is offered a placement and decides not to accept it, s/he must consult with the Internship Placement Specialist prior to declining the offer. Declining an offer must be done in a professional manner and be supported by sufficient reason. It is the student's responsibility to communicate their decision to the site.
- xxiv) Once the student has accepted an offer for internship placement at a specific site no further applications to additional sites or site changes will be made.
- xxv) The student takes responsibility for sending a thank-you card or email to all sites where interviews occurred.
- xxvi) The student is responsible for registering in the appropriate section of the ADCS 3050 course which corresponds with their assigned faculty liaison for the appropriate Fall term.
- xxvii) Once the internship placement has been secured, the Internship Placement Specialist will send an email to the student informing him/her of the date and on-campus location of the two-day mandatory pre-internship seminar. Completion of the pre-internship seminar is required as a partial requirement of the course. The seminar is generally scheduled in the first week of the spring semester, at the beginning of the internship.
- xxviii) Once an internship placement has been accepted by the student, they will be required to remain with their selected placement. Changing an internship placement once accepted and secured may ONLY be permitted under special extenuating circumstances supported by sufficient reason, and upon approval by the Internship Coordinator.

For Provincial Sites

- i) Prior to applying to a non-local internship site within Alberta or another province, the student should consider the following:
- ✓ While the Internship Placement Specialist will recommend to the field site that a telephone pre-internship interview be conducted with the student in lieu of an in-person interview, the site may require the in-person format. If so, the student is responsible for bearing the costs associated with travel to and from the site for the interview.
 - ✓ Temporarily relocating to a new community where the student does not have a support network can increase feelings of isolation and loneliness, decrease the ability to foster a social life and live a balanced life, and add to the stress of the internship experience. Students considering a distance internship placement need to be prepared to make arrangements to have a support network available and be prepared to enlist personal support in addition to the faculty liaison and student peers. As well, the student must have well-developed self-care and coping strategies.
 - ✓ The costs associated with relocating to and living in a new community are the responsibility of the student. A realistic budget, including financial resources and expenditures, should be developed to determine if a distance placement is feasible.
 - ✓ Please consider the scholarship information in Section 4.5 below.
- ii) When the student has been accepted by a non-local internship site within Alberta or another province and is required to move residence, then the student should consider the following:
- ✓ The student is required to complete the pre-internship seminar as a partial requirement of the course. This seminar is generally scheduled the week prior to the spring semester, at the beginning of the internship.
 - ✓ It is the student's responsibility to find accommodation in the community where the internship placement has been accepted.
 - ✓ It is the student's responsibility to arrange for moving to the new location and for daily transportation to and from the site.
 - ✓ If accepting a placement in a different province, it is the student's responsibility to determine if there is legislation in the destination province requiring specific documentation to work with the population served by the chosen internship site (e.g. children or vulnerable persons).
 - ✓ Upon arriving at the destination community the student is required to phone or email the faculty liaison and notify them that they have arrived safely or if there are any concerns, prior to the start of the internship.

For Out-of-Province Sites

Given the developmental structure of the Addictions Counselling Program, out-of-province sites are contraindicated for optimum student skill development, personal growth, and academic success. Only extraordinary situations will be given consideration, and are to be addressed with the Internship Coordinator.

4.3 FIELD SITE PERSONNEL RESPONSIBILITIES



For All Sites

- i) Prior to the commencement of a student’s internship placement at a field site, the field site personnel are contacted by the Internship Placement Specialist (by mail or telephone) to determine if there is an interest in accepting student applications from the ACP for a spring internship placement. This initial contact may be with a senior-level management person who can make the decision and delegate responsibilities to other personnel for interviewing applicants and supervising accepted internship students.

- ii) The Internship Placement Specialist will make the first contact with the field site and ensure that the site has an informed understanding of the ACP and expectations for the internship.
- iii) The Internship Placement Specialist determines whether the site will accept an application from an ACP student for a spring internship and, if so, will determine the site's application process and the contact person to whom the student should submit their application.
- iv) If the field site is interested in receiving applications, then the Internship Placement Specialist will email an attachment of the "Synopsis of Expectations for Internship I" to the field site. Field site personnel are required to review this document and follow up to the faculty liaison with any questions that arise.
- v) Via email, the Internship Placement Specialist then refers the student to the selected site by providing the contact information and the application process.
- vi) The student then contacts the designated site and forwards their resume and letter as per the recommended application process.
- vii) The field site is informed by the Internship Placement Specialist if more than one student will be applying.
- viii) The Internship Placement Specialist informs the field site that it is expected that students will be interviewed by the field site, similar to a job interview, to determine whether the student is a good fit for the services offered there.
- ix) For local field sites and those in southern Alberta, an in-person interview is recommended. For provincial, a telephone interview is recommended.
- x) Once a student application is received, the field site personnel contact the student to schedule and conduct the interview.
- xi) Many sites require the student to complete a criminal record check, produce an up-to-date immunization record, and also have a TB test completed. It is the field site's responsibility to inform the student, at the interview, of the types of record checks and documentation required should the student be accepted for an internship. The field site is also responsible for informing the Internship Placement Specialist of all required documentation.
- xii) It is solely the field site's decision as to whether or not to accept the student applicant for the internship placement.
- xiii) Once a decision is made about whether or not to accept a student for the internship placement, the field site is responsible for contacting the student and informing them of the outcome of the interview.

- xiv) The field site is then responsible for contacting the Internship Placement Specialist and informing them of the outcome of the interview and whether or not a placement was offered to and accepted by a student.
- xv) Once a placement is accepted, the student then takes the responsibility for ensuring all required documents are submitted to the site.
- xvi) Once an internship placement has been offered by the field site and accepted by the student, the Internship Placement Specialist will send an email to the field site to confirm the placement and provide any further information as needed, followed by a post mailed letter to the same effect. A current edition of the ADCS 3050 Policies & Procedures manual will be included with the email. Hard copies of the manual may be provided upon request.
- xvii) The University of Lethbridge requests that all field sites contributing to ACP student internship experiences sign a general placement contract (see Appendix B). The agreement outlines the responsibilities specific to the agency and the university, as well as mutual responsibilities that contribute to the student receiving a valuable learning experience as part of their education. If a field site has accepted a student and does not have a contract in place, a letter from the Dean of Health Sciences and the contract will post mailed to the site. The contract is to be signed by the appropriate person and returned to the University. Once it is signed, this contract serves as an ongoing contract for further internship placements.
- xviii) The Internship Placement Specialist and field site personnel are engaged in regular telephone and email contact throughout the application and placement process for consultation purposes.

4.4 INTERNSHIP PLACEMENT SPECIALIST RESPONSIBILITIES

Internship Placement Specialist RESPONSIBILITIES



*“Give students enough guidance to make the decisions you want them to make. Don't tell them what to do, but encourage them to do what is best.”
~ Jimmy Johnson*

For All Sites

- i) Contacting the ACP Academic Advisor in March of the Spring term to request a list of potential students who are eligible to register in the ADCS 3050 course in the subsequent Spring term.
- ii) The Internship Placement Specialist contacts the course instructor for ADCS 1220: Counselling I (Individual), and schedules and delivers a presentation to students in this class at the end of the spring term. This presentation outlines the pre-internship process and procedures for securing an internship placement.

- iii) After the presentation, the Internship Placement Specialist circulates an email to the list of potential students that was generated by the ACP Academic Advisor with the Pre-Internship Placement Survey (see Appendix B) attached. This email instructs students to complete the survey and indicate their areas of interest, possible field sites, preferred geographic location, and any special circumstances of which to apprise the Internship Placement Specialist. The deadline for the return of the survey is April.
- iv) A student is not considered to be eligible for placement until the survey form is completed and returned.
- v) The Internship Placement Specialist sets up an Excel spreadsheet and input all completed survey information via student name. This spreadsheet is located on the confidential Faculty shared drive.
- vi) Keeping track of students who have returned the survey and contact those who have not complied, via email, to remind them to do so.
- vii) The Internship Placement Specialist works with the Internship Coordinator to generate a list of potential students to be assigned to their course sections, and by the beginning of September will collaboratively assign students to a particular potential placement site based upon students' indicated preferences, availability of participating agencies, and minimizing competition and multiple applicants to a specific potential field placement site.
- viii) At the beginning of September the Internship Placement Specialist sends an email out to remind assigned students that they are responsible for attending an in-person meeting with the Internship Placement Specialist. This meeting should occur before mid-September.
- ix) At the meeting with the student, the Internship Placement Specialist will then inform the student of their potential internship site match and discuss the student's questions, concerns, preferences, and suitability with this identified student-site match. Information pertinent to determining and confirming this match will be discussed, such as history of criminal record, addictions and recovery issues, personal support system, personal coping mechanisms, etc., and any potential risk factors that may be associated with a placement. Following this meeting, should the identified student-site match appear appropriate and agreeable to the student, then the Internship Placement Specialist will provide the contact information for the participating field site to which the student should apply. Should the student-site match be deemed inappropriate and/or not agreeable to the student, then the Internship Placement Specialist, in collaboration with the internship coordinator, will make efforts to discuss and actively explore alternative placement options for the student.

- x) On the basis of the discussions at the student- internship placement specialist meeting, a student's assignment to initial potential field sites will be finalized and both the student and the Internship Placement Specialist will begin preparations for applying for the internship placement.
- xi) The Internship Placement Specialist will make the first contact with the student's site(s) of interest, via telephone or email, to determine if the site has an informed understanding of the ACP and the expectations for the introductory internship.
- xii) The Internship Placement Specialist will determine if the site will accept an application from an ACP student for a spring internship and, if so, find out the site's application process and the contact person to whom the student should submit their application. The Internship Placement Specialist indicates that it is expected that students will apply with a resume and cover letter and are to be interviewed much like a job interview, and that the decision to accept the student for an internship placement is solely the site's decision.
- xiii) Following this call, an email should be sent to the field site personnel with an attachment of the "Synopsis of Expectations for the introductory Internship," along with a summary of the phone call.
- xiv) For out-of-town field sites, and provincially-based sites, the Internship Placement Specialist will recommend that a telephone interview be conducted by the field site personnel.
- xv) The Internship Placement Specialist asks the site contact person to contact them once the student is interviewed, to be apprised of the outcome and if a placement is offered to and accepted by the student.
- xvi) The Internship Placement Specialist emails the student with the application process and contact person and information at the selected site for the student to follow up and complete the application process.
- xvii) The Internship Placement Specialist instructs assigned students to keep them informed, via email, about each step taken throughout the placement process. This pertains to all applications, interviews, and decisions occurring throughout the placement process.
- xviii) The Internship Placement Specialist keeps track of where each student is within the application process and contacts those who have not yet complied. The Internship Placement Specialist ensures that students have completed their assigned interviews within the time period allowed.

- xix) If a student is offered a placement and decides not to accept it, then they must consult with the Internship Placement Specialist prior to declining the offer. The Internship Placement Specialist provides information to assist the student in communicating to the site in a professional manner. Declining an offer must be done in a professional manner and be supported by sufficient reason. It is the student's responsibility to communicate the decision to the site.
- xx) When a student declines a field site offer of placement, then the Internship Placement Specialist places a follow-up phone call to the field site to ensure that no resulting disruption in the working relationship has arisen.
- xxi) Once the Internship Placement Specialist is notified by both the internship site and the student that a placement has been offered and accepted, they are responsible for:
- ✓ Sending an email to the student informing them of the date and on-campus location of the two-day mandatory pre-internship seminar.
 - ✓ Sending an email and writing a letter to the field site confirming the student's placement and expected internship start date. For sites that have an existing signed contract (see Appendix B) with the U of L, this serves as an ongoing agreement and another contract does not need to be signed. The letter of confirmation serves to finalize the placement agreement for the student in question. In the email, indicate that the internship placement has been secured with the following information.
 - Name of student
 - Name, mailing address, website address, and fax number of the internship site
 - Name of contact person and supervisor (if different) at the site and their respective phone numbers and email addresses.
 - Notification as to whether the site has an existing contract with the U of L or is a new site and requires a contract to be mailed out, signed, and returned.
 - Attachment of the letter of confirmation to be formatted onto U of L letterhead, signed by the internship coordinator, and post and/or emailed to the site.
 - Instructions to post mail the most current ADCS 3050 Policies and Procedures Manual (if requested) along with the confirmation letter.
- xxii) The Internship Placement Specialist takes responsibility for making all documents out to the field site as indicated in the email and recording information regarding secured placements and signed contracts in a spreadsheet on the confidential Faculty of Health Sciences shared drive.
- xxiii) Once the confirmation letter and ADCS 3050 Policies and Procedures Manual have been mailed out (if requested) and a signed contract is returned (if needed), then the placement is considered finalized and secured.

xxiv) The Internship Placement Specialist and field site personnel are engaged in regular telephone and email contact throughout the application and placement process for consultation purposes.

xxv) By the end of September, the Internship Coordinator determines the dates of the Pre-Internship Seminar. The Internship Placement Specialist makes arrangements with faculty Administrative Support staff to book a room for these dates to accommodate the anticipated number of students.



xxvi) By the end of September the Internship Placement Specialist contacts the Risk & Safety Services office (Toby Clark) to schedule a risk and safety presentation to be given at the pre-internship seminar.

Contact Information: Phone: 403-329-2099 **Email:** clarkt@uleth.ca

xxvii) The Internship Placement Specialist ensures that the ADCS 3050 Internship Placement Directory is updated annually and uploaded onto the U of L ADCS webpage.

xxviii) The Internship Placement Specialist ensures that all documents on the U of L ADCS webpage pertaining to the ADCS 3050 course are up to date and accurate.

xxix) The Internship Placement Specialist ensures that all post-internship processes are completed:

- ✓ Thank-you letters to all site supervisors and contact personnel
- ✓ Compilation of all information on the Student and Site Supervisor Feedback Forms
- ✓ Updating the Internship Placement Directory

4.5 SCHOLARSHIPS

Students registered in ADCS 3050 need to consider the financial implications of accepting non-local internship placements. Students may be eligible for scholarships to assist with travel expenses for internship placements at field sites that are nationally or internationally based. Three specific scholarships pertain to internship travel. They are:

- ✓ Province of Alberta, Scholastic Activity Fund for Individual Study Program/Tour or Research Projects
- ✓ University of Lethbridge Student Union Placement Bursary
- ✓ Louis Sherman Turcotte Memorial Travel Scholarship

Scholarship applications need to be completed and submitted prior to the start of the fall term and the internship placement. Students are advised to consult the U of L Scholarships & Student Finance office for funding guidelines, applications, and up-to-date scholarship information. Contact information is:

Location: AH115

Phone: 403-329-2585

Email: fin.aid@uleth.ca

4.6 MANDATORY PRE-INTERNSHIP SEMINAR

Prior to the start of the ADCS 3050 course, a pre-internship seminar is offered to prepare students for the internship placement experience. Attendance is mandatory, as completion of this seminar is a partial requirement to pass ADCS 3050.

Topics are covered to prepare students for the internship process. These include, but are not limited to:

- ✓ Review of the expectations for the internship experience
- ✓ Review of the roles and responsibilities for the student, site supervisor, and faculty liaison
- ✓ Review of the ADCS 3050 Policies & Procedures Manual
- ✓ Review of the ADCS 3050 course syllabus and assignments
- ✓ Review of counselling theories and interventions
- ✓ Review of risk and safety issues
- ✓ International internship requirements
- ✓ Professional practice issues:
 - Ethics and legal limitations
 - Boundaries
 - Supervision
 - Reflective practice
 - Effectively giving and receiving feedback
 - Managing anxiety
 - Self-care and vicarious trauma
 - Case conferencing and consultation
- ✓ Continuing the counsellor's journey in self-awareness and personal and professional growth



SECTION 5



INTERNSHIP POLICIES & PROCEDURES

- | | |
|---|--|
| 5.1 Preamble | 5.8 The Use of Restrictive Practice at the Field Site |
| 5.2 Commitment to Academic Scholarship, Professionalism and Professional Standard | 5.9 Transportation of Clients |
| 5.3 Professional and Ethical Conduct | 5.10 The Use of Student's Personal Vehicle |
| 5.4 General Expectations for the Internship | 5.11 Workers' Compensation |
| 5.5 Supervision | 5.12 Professional Comprehensive Liability & Insurance Coverage |
| 5.6 Students at Risk of Failure or Early Termination | 5.13 Student Responsibilities |
| 5.7 Grade Appeals | 5.14 Field Site Supervisor Responsibilities |
| | 5.15 Faculty Liaison Responsibilities |

"Leadership and learning are indispensable to each other."

~ John F. Kennedy

5.1 PREAMBLE

Section 5 outlines the various aspects of the internship experience to be considered and embraced for fostering a successful internship once the student arrives at the field site. Important aspects of practice such as standards and ethics, expectations for the internship, and supervision are discussed. Specific responsibilities of the student, field site supervisor, and faculty liaison are outlined, along with evaluation procedures and internship policies and procedures.

5.2 COMMITMENT TO ACADEMIC SCHOLARSHIP, PROFESSIONALISM AND PROFESSIONAL STANDARDS

The ACP is dedicated to preparing students for careers as professional, competent, critical, and knowledgeable addiction counsellors. The primary objective of the program is to attain the highest standards in academic scholarship and professional practice by providing students with the optimum learning opportunities and experiences to succeed. The growth and development of each student is fostered by promoting learning environments based on critical discussion, respect, cooperation, and experiential learning. The most critical aspect of experiential learning within the ACP is provided by the internship experience at the field site, where students work under the supervision of a professional in the addiction and/or mental health field. Experiences in this professional setting contribute to shaping the student's developing sense of a professional self while fostering the transfer of theoretical knowledge to the development of applied skills.

The ACP aims to maintain high standards of practice, academic quality, and professional standards. This includes the commitment of the faculty liaison, field site supervisors, and students to:

- ✓ Assure the quality of the ACP through discussion, responsible criticism, and facilitating evaluation of the ACP.
- ✓ Share knowledge and promote the ethics, values, core principles and goals of the ACP.
- ✓ Act in a manner which is professional and upholds the integrity of the ACP and its faculty, field supervisors, and students.
- ✓ Be dedicated to continuing education in order to maintain a level of awareness of current professional, scientific and social knowledge in their field.
- ✓ Take steps to maintain competence in skills and be current with the issues surrounding diversity.

- ✓ Ensure that the faculty, field supervisors, and students refrain from offering or accepting professional responsibilities when they are experiencing physical, mental, or emotional problems that may cause undue harm to others. This includes being aware of signs of impairment, seeking assistance for problems, and, if necessary, suspending, limiting and/or terminating professional duty.

5.3 PROFESSIONAL AND ETHICAL CONDUCT

The ACP, including all students and those who represent and work for the ACP, acknowledges and embraces human, social, and cultural diversity by supporting and practicing, in all circumstances, actions and behaviors which protect the worth, dignity, potential, rights and uniqueness of all individuals. These considerations are not intended to replace, but to supplement any code of conduct that may be in place at various field placement sites. The ACP subscribes to the dictates of the Canadian Counselling and Psychotherapy Association Code of Ethics for conduct within both the academic and field settings. This code may be accessed at:



[Http://www.ccpa-accp.ca/_documents/CodeofEthics_en_new.pdf](http://www.ccpa-accp.ca/_documents/CodeofEthics_en_new.pdf)

In regards to personal and professional conduct, the core values espoused by the ACP include respecting others, working and acting in a manner which protects and promotes the dignity and worth of others. This includes the following responsibilities of faculty liaisons, field site supervisors, and students to:

- ✓ Act in a manner that does no harm to others and treats all people equally and fairly.
- ✓ Act in a manner that respects individuality, autonomy, and freedom of choice.
- ✓ Act in a manner that is honest, trustworthy, and which faithfully honours commitments made.
- ✓ Accept responsibility to be aware of these ethical considerations and their implications.
- ✓ Accept responsibility to be understanding and knowledgeable about issues of cultural, human, and social diversity, including an understanding of how individual perspectives and backgrounds have an impact on others.
- ✓ Refrain from engaging in and/or condoning any behavior or practice that is discriminatory against any individual based on their age, cultural diversity, religious background, sexual orientation, class, race, ability, gender, or political affiliation.
- ✓ Understand and abide by the principle of confidentiality, including respecting the confidences of others and their right to privacy by not disclosing any confidential information unless professionally or legally obligated to do so. Please carefully peruse Section 8 of this Manual for Alberta Legislative Acts pertaining to client care. For students placed outside the province of

Alberta, it is their responsibility to ensure that they are apprised of pertinent legislation regulating practices at the field site.

5.4 GENERAL EXPECTATIONS FOR THE INTERNSHIP

- ✓ Internship I is for second-year bachelor's degree program students who have already completed a variety of addictions counselling course including basic counselling skills, individual counselling, assessment, and group counselling.
- ✓ The essence of the internship is to enhance student understanding and development of helping skills and professional identity through students' direct involvement with integrating theory, practice, and research with established community organizations' services and programming.
- ✓ A student may also work on other initiatives within their counselling internship such as program development and new initiatives, prevention and health promotion, early intervention, outreach, research, advocacy, one-to-one support, etc. The primary focus of the student's work may relate to addictions issues or other mental health and counselling issues as well.
- ✓ In order to respect students' interests, a field placement site may be chosen that does not offer counselling services. As an alternative to a counselling internship placement, the student may choose to be placed at a field site with a different skill focus such as program development, prevention and health promotion, early intervention, outreach, life skill development, education, research, advocacy, harm reduction, one-to-one support, etc. in this case, the student must clarify their interest before the field placement site is secured.
- ✓ The start date of the internship coincides with the first day of classes of the U of L Spring term.
- ✓ The student is required to complete 416 hours of work at the site over a thirteen-week period (i.e. early January to mid-April).
- ✓ Generally, the student is expected to complete 32 hours per week at the site and work Monday to Thursday. However, students need to be flexible to fit the needs of the field site and so some students may be required to work evening, weekend, or Friday hours to be appropriately involved in the provision of services at the field site if services are provided during evening or weekend hours or on a 24-hour basis. The internship is structured four days per week to allow students time to work on additional course assignments as well as participate in either virtual or face-to-face seminars. If the student works more than 32 hours per week they still cannot finish the practicum prior to April 1.
- ✓ The student is required to document the hours worked and will bring the appropriate form with them to the field site.
- ✓ The student does not receive any remuneration for any hours worked at the field site.

- ✓ As a course requirement, the student is required to develop learning goals objectives which form the basis of a learning contract with the site supervisor. The student is provided with a specific template to use and will bring this to complete with the field supervisor once the internship commences.
- ✓ At the field placement site, a field supervisor is assigned the responsibility of structuring and overseeing the student's internship experience and providing regular supervision.
- ✓ The field site supervisor is generally expected to have a minimum of a Bachelor's degree in a human services-related discipline and have a few years' experience working within the human services field (preferably addictions and mental health-related).
- ✓ The student receives a minimum of one hour per week of supervision from the field site supervisor, with the opportunity for ongoing consultation as needed.
- ✓ The field site supervisor completes a mid-term and final evaluation with the student using the forms in the manual. The faculty liaison attends the mid-term evaluation in person where possible. A conference call may be used under extenuating circumstances and for the final evaluation where appropriate.
- ✓ Additionally, an optional online supervisors' orientation is planned to be available to all participating site supervisors prior to the internship commencing, in order to assist in preparation for Internship I.
- ✓ The U of L requests that all field sites contributing to ACP student internship experiences sign a general placement agreement contract (see Appendix B). This agreement outlines the responsibilities specific to the field site and the university, as well as mutual responsibilities that contribute to the student receiving a valuable learning experience as part of their education. Once it is signed, this serves as an ongoing contract for further student internship placements.
- ✓ The faculty liaison is available to provide consultation to assist the site supervisor in structuring the internship prior to the student arriving if needed, and is available for consultation on an ongoing basis throughout the internship process with respect to questions or concerns that arise.

5.5 SUPERVISION

The supervision process and the supervisory relationship between the field site supervisor and the student are the primary vehicle through which the student acquires a sense of professional self and an assessment of their effectiveness as a counselling professional. Investment into building a trusting supervisory relationship with open and authentic communication is essential for success. This requires a frank discussion at the beginning of the internship about the expectations of both parties, with regular check-ins on the process throughout the term of the internship.



A hallmark of an effective supervision process is that there should be “no surprises.” This means that the student appraises the supervisor of concerns or potential problems, and outlines limitations to their own skills and practice. Supervisors provide effective and timely feedback to the student to support student strengths and address identified challenges. Depending upon the model of supervision used at the field site, discussions in supervision may also involve identification of the student’s personal issues that may affect professional practice. These types of reflective discussions are considered appropriate by the ACP to help the student identify blind spots within their counselling practice as well as transference and counter-transference issues with clients. The faculty liaison is available to both the site supervisor and the student to provide consultation on supervision issues.

5.6 STUDENTS AT RISK OF FAILURE OR EARLY TERMINATION AND THE REVIEW PROCESS

Early Intervention Strategies

Some students may experience difficulties during the field placement. To promote the success of each student, the faculty liaison and field supervisor have the responsibility to offer the student the opportunity to improve. If the result of an evaluation is unsatisfactory to the point where the success of the placement is in jeopardy, the faculty liaison, supervisor and student should cooperate to initiate the following early intervention strategies. The purpose of the review process is to allow the student faculty liaison and field supervisor to evaluate the situation within its entire context and develop strategies for improvement. Initiating the early intervention process will include the following stages and procedures:

For the Field Site Supervisor

The responsibility of the field site supervisor, if they detect a difficulty in student performance, is to:

- ✓ document the difficulty with specific examples;
- ✓ immediately share their concerns with the student and the faculty liaison and collaboratively develop possible strategies for improvement;
- ✓ supplement their perspective with written documentation and the student’s evaluation forms;



- ✓ meet with the student and faculty liaison to develop possible strategies for improvement; and
- ✓ set a time and date for the student and field supervisor to meet again and re-assess the student's progress.

For the Student

The responsibility of the student, in the case of a field supervisor detecting a difficulty in their performance, is to:

- ✓ ask for an assessment of the difficulty in writing with specific examples;
- ✓ share any concerns with the field supervisor regarding the evaluation;
- ✓ identify to the field supervisor and faculty liaison, in writing if need be, what the student's needs are, which should include suggested strategies for improvement;
- ✓ participate collaboratively in the early intervention strategies showing a positive attitude toward learning and a willingness to improve; and
- ✓ consult with the field supervisor and faculty liaison immediately, with written documentation and examples, if the student disagrees with the evaluation.



If Terminating the Internship Is a Possibility

If the continuation of the internship is in jeopardy, the faculty liaison should notify the Internship Coordinator immediately. The Internship Coordinator should be briefed regarding the situation, including a review of all correspondence from the early intervention review process.

The field supervisor and faculty liaison may request ending the internship if the student:

- ✓ shows disregard for the policies and procedures of the field agency or the program policies;
- ✓ fails to meet the expectations or objectives of the program as specified in the student evaluation form; or
- ✓ violates professional standards with unethical behavior or any other unacceptable conduct.

If the faculty liaison or field supervisor request or contemplates ending the internship, the Internship Coordinator will conduct a formal review that may result in the following action:

- ✓ he or she will ask the student to leave the field placement with the option to repeat the course at another time; or
- ✓ he or she will ask the student to leave the field placement with the recommendation that they withdraw from the program or be placed on academic probation.

Other Determinants of Unplanned Internship Completion

At some point, a situation may arise in which the student is at risk of failure. This may not be due to their performance. Unforeseen circumstances might arise with the field site or the field supervisor that may make the completion of the internship unsafe in some way for the student or not in their best educational interest. It may also be the case that it is no longer possible for the site to provide an adequate educational experience to the student. Although these circumstances may not arise very often, if at all, the student, the field supervisor, or the faculty liaison may initiate the review process any time during the 13-week course to deal with such circumstances. If it is possible that the completion of the internship is in jeopardy, the faculty liaison will conduct a formal review and apprise the Internship Coordinator. The decision may be made to remove the student from the field site and place them in an alternative agency where the student continues the internship with a possible time extension. In the case of student illness, family crisis or any other unforeseen circumstances, the field supervisor and the faculty liaison will determine alternative procedures for the completion of the internship in the student's best interest.

5.7 GRADE APPEALS

Students have the right to appeal their ADCS 3050 final grade. The Grade Appeal process for the internship is consistent with that presented in the current Academic Calendar of the University of Lethbridge. Please refer to the current calendar.

5.8 THE USE OF RESTRICTIVE PRACTICE AT THE FIELD SITE

The ACP prohibits students, in their internship capacity, from carrying out any procedure deemed a restrictive practice at the field sites with field site clientele.

5.9 TRANSPORTATION OF CLIENTS

The ACP prohibits students driving a field site vehicle or their own personal vehicle to transport the clients of a field site.

5.10 THE USE OF STUDENTS' PERSONAL VEHICLES

A student who is using their own personal vehicle for personal transportation to and from the field site is required to be in possession of a minimum of \$1 million liability insurance, which insures them for transportation to and from the workplace. This means that the student is required to inform their insurance agent and determine if additional insurance is required.

The student is also required to sign a Driver Agreement with the U of L. This form can be located at the following link: <http://www.uleth.ca/risk-and-safety-services/university-driver-agreement>



Students should be aware that if an accident or incident occurs arising out of the use of their vehicle this must be reported to their own insurer. The University's insurance does not respond to any liability or physical damage claims arising out of the use of a student's vehicle.

Students who are engaged in academic initiatives, inclusive of their internship activities, are covered by Alberta Workers' Compensation. If an accident were to occur while the student is engaged in an activity associated with their internship, an Campus Accident/Incident Report (CAIR) must be completed. The CAIR can be accessed as follows:

<http://www.uleth.ca/risk-and-safety-services/campus-accident-incident-report-cair>

5.11 WORKERS' COMPENSATION

A student of the University of Lethbridge is covered under Alberta Workers' Compensation. Students registered at and attending a post-secondary institution in Alberta are covered while in class or a class-related activity, which includes internship placement experience. Please see:

<https://wcb.ab.ca/resources/for-workers/fact-sheets.html>

Throughout the time of internship placement, the student will be covered under the extension of the student coverage for students registered at and attending the University of Lethbridge as defined under Section 7(1)(c) of the Alberta Workers' Compensation Regulations. WCB will extend coverage for a student going out of province as long as it is confirmed that this individual does in fact meet the requirements of the WCB extension of coverage under Section 28(1) of the Alberta Workers' Compensation Act. These conditions include, but may not be limited to:

- ✓ The student is a resident of Alberta
- ✓ The student is registered at and attending the University of Lethbridge
- ✓ The practicum is a requirement for completion of the course
- ✓ The time period is less than 12 consecutive months out of the province (an extension for coverage beyond 12 months may be granted if necessary).

Any student who becomes injured or ill in the course of their internship experience must notify the field site supervisor and their faculty liaison as well as complete the University's Campus Accident/Incident Report form at:

<http://www.uleth.ca/risk-and-safety-services/campus-accident-incident-report-cair>

Students who become injured or ill in the course of their internship experience may be entitled to WCB benefits. The University's Wellness Coordinator administers any WCB claims involving the University's students and staff. They can be reached at 403-332-5217.

5.12 PROFESSIONAL LIABILITY AND COMPREHENSIVE GENERAL LIABILITY INSURANCE COVERAGE FOR INTERNSHIP

The University of Lethbridge insurance program extends coverage to "any person, while registered as a student at the University of Lethbridge, in respect of any activity related to the discipline in which so registered, in furtherance of his or her education or training in such discipline, whether conducted on or off campus." **If a student requires verification of insurance coverage for their internship placement, this can be arranged by contacting Risk and Safety Services at 403-329-2099.**

Any accidents or incidents that occur during the course of the internship experience and which may give rise to a claim and/or a potential claim must be reported. This is a strict requirement of the University's insurer. Reporting can be completed online at the following link:

<http://www.uleth.ca/risk-and-safety-services/campus-accident-incident-report-cair>

or by contacting Risk and Safety Services at 403-329-2099.

5.13 STUDENT RESPONSIBILITIES

STUDENT RESPONSIBILITIES



“Life is a gift, and it offers us the privilege, opportunity, and responsibility to give something back by becoming more.”

General Course and Field Site Responsibilities

The student is expected to prepare for the internship experience by preparing their goals, objectives, and expectations. The student is responsible for participating in their learning experience through the development of a learning contract, and for working cooperatively with the field supervisor and faculty liaison. The responsibilities of the student are to:

- ✓ Ensure that they are aware of any and all contractual responsibilities to, and policies and procedures of, the field site in which they are placed.
- ✓ Participate in the professional issues seminar (on-campus/online) provided by the faculty liaison, and complete assignments (which are submitted to the faculty liaison).

- ✓ Be familiar with and abide by the policies and procedures of the internship outlined in the ADCS 3050 Policies & Procedures Manual.
- ✓ Exhibit an understanding and appreciation for ethical considerations and confidentiality.
- ✓ Demonstrate knowledge and understanding in the key competency areas.
- ✓ Seek a clear understanding of the roles and responsibilities of each key person involved in the internship experience.
- ✓ Work and complete task assignments.
- ✓ Immediately notify the field supervisor in case of an absence and provide documentation if required to do so.
- ✓ Immediately notify the course instructor/faculty liaison in case of an absence and provide documentation if required to do so.
- ✓ Abide by the prescribed expectations, guidelines, and policies of the field site in which they are placed.
- ✓ Dress in a professional manner.

Behave in a professional manner as directed by the Canadian Counselling and Psychotherapy Association Code of Ethics, located at: [Http://www.ccpa-accp.ca/_documents/CodeofEthics_en_new.pdf](http://www.ccpa-accp.ca/_documents/CodeofEthics_en_new.pdf)

- ✓ Work in cooperation with the field site supervisor by reviewing and analyzing the internship learning experiences, goals, and expectations.
- ✓ Work collaboratively with the field site supervisor to establish an effective supervisory relationship.
- ✓ Respond openly to feedback and make use of feedback from the field supervisor, integrate it to make positive changes, and return constructive feedback as appropriate.
- ✓ Fulfill all course assignments as outlined in the course syllabus.
- ✓ Complete 416 hours over a 13-week period during the Spring semester at the field site.
- ✓ Attempt to resolve any conflict in a professional manner, and ask for assistance from the field supervisor and/or faculty liaison and/or peers when necessary.
- ✓ Develop the learning contract with the field supervisor, and review and have it approved by the faculty liaison.

- ✓ Keep the faculty liaison up to date if any concerns or problems arise at the field site.
- ✓ Provide contact information where they can be reached outside of office hours to the faculty liaison.
- ✓ Inform the faculty liaison when they arrive at the destination in the province, country, and community of a non-local placement. Either phone or email is appropriate.
- ✓ Act in a manner that respects the dignity and rights of all persons without prejudice to religious beliefs, colour, gender, physical characteristics, age, ancestry, or place of origin.
- ✓ Treat patients/clients, peers, agency personnel, and faculty with dignity, respect, and consideration of their experiences.
- ✓ Act in a responsible manner which includes being punctual, dependable, trustworthy, consistent, and reliable.
- ✓ Demonstrate empathy for others by showing concern or an understanding of the feelings and/or ideas of others.
- ✓ Maintain positive interpersonal relationships with peers, faculty, clinical personnel, and clients by contributing, cooperating, participating, and working with others in a flexible and adaptable manner.
- ✓ Contact appropriate personnel at the field site in advance of unavoidable absences, in recognition that attendance at all experiences is a professional responsibility.
- ✓ Demonstrate maturity and judgment.
- ✓ Demonstrate enthusiasm and initiative by being actively involved as a participant while encouraging the involvement and participation of others.
- ✓ Demonstrate a commitment to addictions counselling through an interest in learning about addictions through consultations, reading, questions, and discussions.
- ✓ Criticize (verbally or in writing) the professional competence or professional reputation of others only in confidence and to appropriate officials.
- ✓ Respect the confidentiality of information about clients, agency personnel, peers, or faculty that is received in confidence during the course of professional duties.
- ✓ Act in a manner that maintains the honour and dignity of the profession and the ACP.

Personal and Professional Growth Responsibilities

In the introductory internship experience, the student is expected to take responsibility for their personal and professional growth towards becoming an effective addictions counselling professional. The following areas highlight significant aspects of this growth process for the student to be mindful of as they proceed through the internship, and provides a model for students to begin analyzing their individual journeys to becoming effective, critical, knowledgeable, and professional addictions counsellors.



✓ Starting your internship experience involves:

- Reviewing your motivation for becoming an addictions counsellor
- Recognizing what you need to learn, experience, and develop in order to become a professional counsellor
- Establishing goals and objectives
- Being open to new experiences, challenges, and learning opportunities
- Understanding the learning contract
- Making a commitment to your field supervisor and agency
- Preparing yourself for your individual journey
- Identifying clinical competencies
- Identifying personal and professional competencies

✓ Managing yourself involves:

- Developing a personal and professional self
- Developing efficient time management, communication, and organizational skills



✓ Self-awareness involves:

- Understanding ethical considerations
- Exploring issues of diversity
- Taking an inventory of your values, beliefs, and biases
- Understanding social, economic, and political contexts of diversity
- Defining your strengths and limitations
- Making an inventory of personal signs and symptoms of stress



✓ Understanding your field site and associated services involves:

- Examining your role within the field site
- Identifying the mission and purpose of the field site
- Identifying the programs, services, and resources of the field site
- Viewing the field site within the context of the community (particularly important for international placement locations where cultural differences influence perception)



✓ **Assessing your learning opportunities involves:**

- Maintaining a positive attitude towards learning
- Considering and integrating both positive and constructive feedback
- Viewing your evaluation as a positive learning experience

✓ **Working with clients involves:**

- Providing the best possible care
- Recognizing your strengths and limitations
- Screening and assessing clients
- Developing appropriate long- and short-term treatment plans, goals, and follow-through
- Providing counselling services
- Identifying and reflecting on client progress
- Preparing clients for closure and referral



✓ **Self-care involves:**

- Striving to maintain a conscious inventory of personal signs and symptoms that signal undue stress
- Striving to develop effective coping strategies to relieve stress and build and maintain an effective balance between work, social, and home life
- Being aware of the signs and symptoms of burnout, vicarious trauma, and compassion fatigue; and being prepared to discuss any identified signs with the site supervisor and make a plan to manage these effectively



✓ **Responding to supervision involves:**

- Understanding the role of your supervisor
- Maintaining open communication with your supervisor
 - Preparing for supervisory meetings
 - Expressing yourself professionally
- Using your supervisor as a resource and model
- Developing an understanding of the profession through the experience of your supervisor
- Acknowledging and adapting to change as you develop into a professional counsellor, including greater accountability, greater responsibility, more independence, and greater reliance on self



✓ **Feeling empowered involves:**

- Changing and being critical about personal perspectives and opinions
- Trusting yourself
- Integrating practice, research, and theory
- Accessing new resources
- Accepting new challenges and experiences
- Developing a sense of self-reflection
- Developing a greater sense and understanding of the social context of the professional of addictions counselling
- Feeling satisfied with growing experience
- Creating an identity as an educated and trained professional
- Accepting learning as a lifelong process



Responsibility to Clients

The primary considerations during the field placement are the needs of clients. The ACP subscribes to the dictates of the Canadian Counselling and Psychotherapy Association Code of Ethics for conduct within both the academic and field site settings. This code may be accessed at:

[Http://www.ccpa-accp.ca/_documents/CodeofEthics_en_new.pdf](http://www.ccpa-accp.ca/_documents/CodeofEthics_en_new.pdf)

Students also need to be aware of the provincial, national, and international legislation acts which govern the services in which they are completing internships. For students engaged in internships in Alberta please refer to Section 8 – “Important Legislative Acts.” For students at national or international field sites, it is their responsibility to become informed of any legislation guiding work with clients.

While promoting their wellbeing, protecting clients’ welfare, and working to advance their best interest, students have the following responsibilities:

- ✓ Provide competent service which enhances the clients’ capacity to address their own needs.
- ✓ Respect clients’ self-determination, sneering informed consent and making sure clients are aware of what services are being provided by students.
- ✓ Obtain informed consent for any videotaping, recording, or third-party observation.
- ✓ Be alert to any conflicts of interest, especially those that may result in undue harm to clients, their progress or wellbeing.
- ✓ Respect clients’ need for confidentiality and right to privacy by not disclosing any confidential information unless obligated legally or professionally to do so.

- ✓ Refrain from sexual or intimate relationships with clients and avoid subjecting them to any form of personal harassment.
- ✓ Ensure the trust and dependency of clients is not exploited.
- ✓ Consider the care and interest of the client when terminating the counselling relationship by making proper referrals or arrangements to accommodate clients' continuing needs.

5.14 FIELD SITE SUPERVISOR RESPONSIBILITIES

FIELD SITE SUPERVISOR RESPONSIBILITIES



“The conventional definition of supervision is getting work done through people, but real supervision is developing people through work.”

~ Albert Schweitzer

Field Site Supervisor General Responsibilities

The field site supervisor is the primary role model for the student during the internship. The supervisor is responsible for the quality and success of the instructional aspect of the internship experience. Among other responsibilities, the field supervisor is invested with the role of orienting the student to the field site, the profession, and the practice of addictions counselling. The person who fills this position will be knowledgeable and informed in the area of addictions counselling, and will have a willingness and ability to share and relate that information to the student. The person filling this role will:

- ✓ Facilitate the student's understanding of the integration of theory with practice.
- ✓ Be able to adapt to the needs and abilities of the student as well as to the student's individual learning style.
- ✓ Work cooperatively with the student to develop appropriate goals, objectives and learning contract.
- ✓ Monitor and record the student's attendance.
- ✓ Provide, develop, and administer appropriate task assignments and diverse learning experiences for the student that challenge the student, serve the needs of the field site, and reflect the objectives in the learning contract and evaluation.
- ✓ Orient the student to professionals at the field site and on-site programs, and clarify for the student their role in relation to the supervisor and agency.
- ✓ Ensure the protection and quality care of student service to the client population at the field site.
- ✓ Using the evaluation forms provided in Section 6, evaluate and monitor the student's performance and provide effective, useful written feedback to the student regarding their progress and professional development on an ongoing and consistent basis.
- ✓ Schedule the mid-term and final evaluation meetings with the faculty liaison and student for approximately the 6th and 13th week of the internship placement. The faculty liaison will attend in person where possible. In-person attendance by the faculty liaison is emphasized for the mid-term evaluation meeting. When in-person attendance by the faculty liaison is not possible, arrangements will be made for a telephone conference call.
- ✓ Offer individual support and guidance to the student on a consistent basis, and meet with the student a minimum of one hour per week at mutually agreed-upon times for regular supervision meetings.
- ✓ Be prepared to address any conflicts, meet with the faculty liaison if necessary, and act effectively to intervene at an early stage should the student be at risk of failure.
- ✓ Submit a recommended pass/fail grade and complete the required evaluation forms before the set deadline.
- ✓ Abide by the policies of the ADCS 3050 Policies & Procedures Manual and the established ethical considerations, while ensuring a safe, quality, and trusting environment for the student's internship experience.

Responsibility to Students

Field site supervisors have a commitment to protect the wellbeing of students. While working to advance their best interests, promote success, and ensure students are treated fairly, field supervisors have the following responsibilities:

- ✓ Ensure the trust and dependency of students are not exploited.
- ✓ Not allow students to hold themselves as competent to perform professional services beyond their training level, experience, and competence.
- ✓ Evaluate and appraise student performance in a fair manner which is consistent with the stated evaluation criteria.
- ✓ Maintain quality and competent supervisory skills in order to provide, within means, the best learning opportunities for students.
- ✓ Clearly establish appropriate social and professional boundaries with the student.
- ✓ Avoid subjecting students to any form of personal or workplace harassment.
- ✓ Refrain from endorsing the completion of the internship or a passing grade if the supervisor believes the student is not qualified. Supervisors and faculty liaisons should take all steps possible to assist students who are experiencing difficulty during the practicum.
- ✓ Make sure field site placements continue to be appropriate and safe.
- ✓ Make sure the field site continues to support and practice fair and just personnel practices.

5.15 FACULTY LIAISON RESPONSIBILITIES

FACULTY LIAISON RESPONSIBILITIES



“Give students enough guidance to make the decisions you want them to make. Don't tell them what to do, but encourage them to do what is best.”
~ Jimmy Johnson

Faculty Liaison General Responsibilities

The faculty liaison is a faculty member responsible for maintaining linkages between the ACP and the field site. The role of the liaison is to provide guidance, consultation, and information to the various personnel involved in the internship and ensure that ACP policies and procedures are embraced. The person responsible for this role will:

- ✓ Be available to students, field supervisors, and other field site personnel for consultation and/or information pertaining to the progress of the internship or the status of any placement.
- ✓ Liaise regularly between the U of L, field supervisors, and students.

- ✓ Ensure that the policies, procedures, and guidelines of the program are followed.
- ✓ Participate in field orientation meetings for students and field supervisors.
- ✓ Provide an online and/or on-campus professional issues and support seminar for students, and grade all course assignments.
- ✓ Work cooperatively with field sites and students to develop and improve the field placement opportunities and the practicum experience.
- ✓ Review and approve the learning contract.
- ✓ Schedule the mid-term and final evaluation meetings with the site supervisor and student for approximately the 6th and 13th weeks of the internship placement, and attend in person where possible. In-person attendance is emphasized for the mid-term evaluation meeting. When in-person attendance is not possible, arrangements will be made for a telephone conference call.

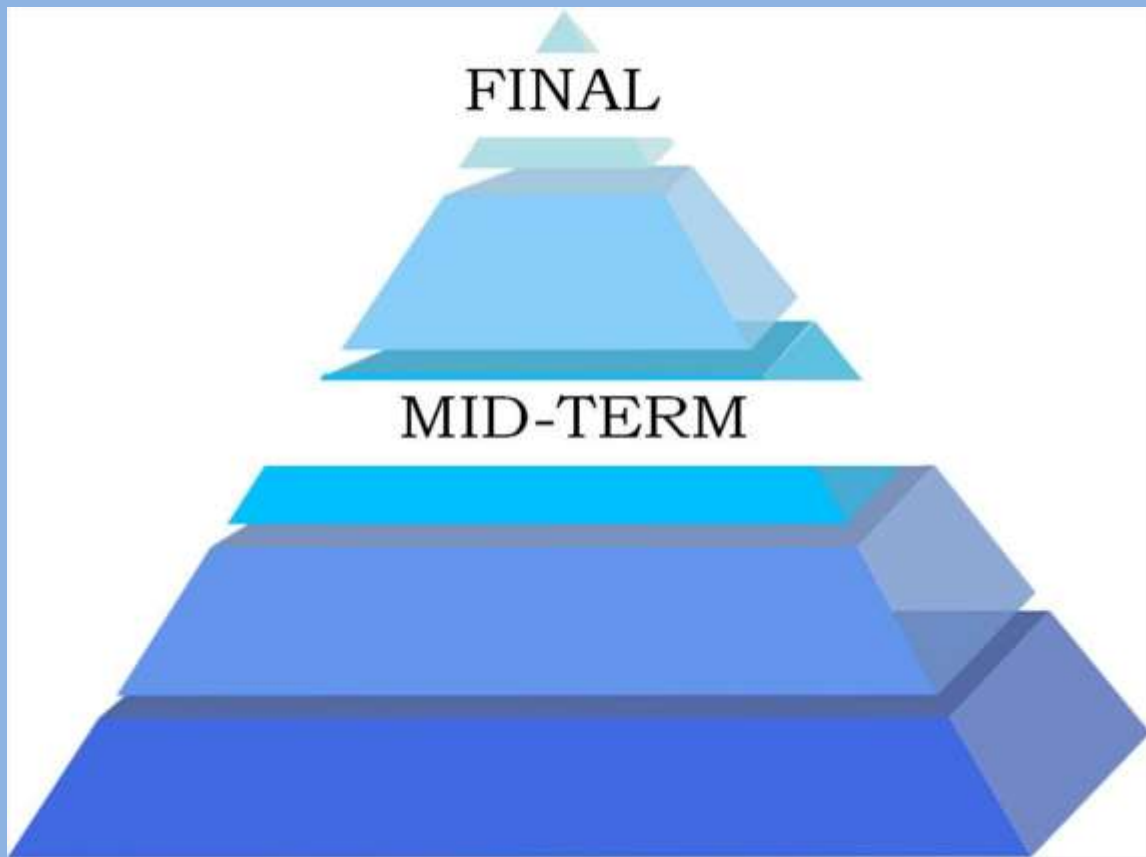
Responsibility to Students

The faculty liaison has a commitment to protect the wellbeing of students. While working to advance their best interests, promote success and ensure students are treated fairly, the faculty liaison has the following responsibilities:

- ✓ Ensure the trust and dependency of students are not exploited.
- ✓ Not allow students to hold themselves as competent to perform professional services beyond their training level, experience, and competence.
- ✓ Ensure that students are evaluated in a fair manner which is consistent with the stated evaluation criteria.
- ✓ Clearly establish appropriate social and professional boundaries with the student.
- ✓ Avoid subjecting students to any form of personal or workplace harassment.
- ✓ Refrain from endorsing the completion of the ADCS 3050 course or a passing grade if the student has not met course requirements.
- ✓ Provide consultation to the student regarding professional, ethical, and interpersonal conduct issues relating to the internship experience as appropriate.
- ✓ Refer the student to additional resources as appropriate.

- ✓ Provide timely feedback to the student on course assignments.
- ✓ Be a model of appropriate professional conduct.

SECTION 6



EVALUATION PROCESS & INSTRUMENTS

- 6.1 Preamble**
- 6.2 Components of the Evaluation Process**
- 6.3 Evaluation Procedures and Instruments**

*“Take the attitude of a student, never be too big to ask questions,
never know too much to learn something new.”*

~Og Mandino

6.1 PREAMBLE

This section of the manual outlines the evaluation process and evaluation forms to be used in formally assessing the student's progress within the field internship placement. The focus is on each student's individual experience. Within their respective placements, students are evaluated by observing and assessing their level of skill in core areas of competency and how they have changed or improved throughout the internship. Part of the focus will also be on identifying how student gain skills and knowledge by collaborating and sharing with others and discussing issues professionally, with an open and critical mind.

6.2 COMPONENTS OF THE EVALUATION PROCESS

The evaluation process attempts to measure the student's abilities to demonstrate:

- ✓ the development and use of specific skills in core areas of competency in addictions practice
- ✓ a sincere willingness to learn, develop, and grow, both personally and professionally, from their experience
- ✓ an ability to synthesize their academic, clinical, and personal experiences into a broadened perspective while understanding the profession of Addictions Counselling
- ✓ an ability to nurture an expansive, analytical, evaluative, and critical self-awareness by dedicating and building on their abilities, knowledge base, and limitations
- ✓ a sincere care for oneself coupled with a sense of passion for helping others that offers the potential to become an effective addictions counsellor and/or addictions-related professional

The evaluation process involves two critical time periods within the internship placement, which are respectively called the mid-term and final evaluations. At the mid-term mark, approximately six weeks into the internship, a formative evaluation is completed using the evaluation form provided below. The intention of the formative evaluation is to highlight the student's strengths, identify limitations and challenges that need to be addressed within the remainder of the placement time, and develop goals and practical strategies to address these.

Nearing the end of the internship placement (i.e. at or close to the completion of the required 416 hours), a final summative evaluation is completed. At this time, a Pass/Fail mark is also determined by the field site supervisor for the internship component of the course.

The evaluation process includes two instruments – the Skills Evaluation Checklist and the Narrative Appraisal Form. While the Skills Evaluation Checklist form is completed at both the mid-term and final evaluation time, the Narrative Appraisal Form is only completed for the final evaluation. The narrative appraisal is a summative evaluation of the student's accomplishments, which allows the site supervisor

to offer a professional opinion of the student's ability to be an effective counsellor. These two evaluation instruments are used in the final appraisal to enhance the strengths and offset the weaknesses of each, and to accomplish a balanced approach to the evaluation process.

Skills Evaluation Checklist Form

This form is a numerically scored rubric, which identifies a multitude of skills in core areas of competency within the addictions field. While the emphasis is on competencies related to addictions counselling, other areas of professional practice are included to allow for evaluation of students whose internship responsibilities are not counselling related.

The form allows the student and the site supervisor to pinpoint the student's strengths and limitations. It also gives a concrete basis for the student to develop short-term, practical goals to overcome limitations. The numeric scoring provides an easy method for the student to view their growth and improvement in evaluated skills over a period of time. The weak point of this type of evaluation is that it tends to fragment the student and not give an accurate picture of their overall potential to be an effective addictions counsellor. The checklist should be completed by the field supervisor at the mid-term point of the internship and again for the final evaluation.

Narrative Appraisal Form

This type of evaluation is summative and focuses on final outcomes. This evaluation component is intended to allow the field site supervisor to voice their professional opinions about the student's abilities and accomplishments throughout the internship, and an overall professional opinion on the student's ability to be an effective counsellor and/or professional within the addictions field. The narrative appraisal is intended to support the rubric approach of numerical skill evaluation in the skills checklist. The narrative appraisal should be completed only at the end of the internship by the field site supervisor.

6.3 EVALUATION PROCEDURES AND INSTRUMENTS: STUDENT, FIELD SITE SUPERVISOR, AND FACULTY LIAISON RESPONSIBILITIES



Mid-Term Evaluation Procedures

The responsibilities of the student, field site supervisor, and faculty liaison for the evaluation process are as follows:

- i) The faculty liaison will telephone the field site supervisor by the third week of the internship placement and will schedule a mid-term evaluation meeting for approximately the sixth week of the internship placement. The meeting occurs at the field site unless it is requested and mutually agreed upon to be held at a different location.
- ii) Depending on the number of students assigned to the faculty liaison and the schedules of the various personnel involved, finding a mutually agreed-upon time may necessitate the mid-term evaluation being scheduled as late as the eighth week.
- iii) Every effort will be made for the faculty liaison to attend the mid-term evaluation in person. However, for nationally and internationally located field sites, a telephone conference call may be required in lieu of an in-person meeting.
- iv) Prior to the mid-term evaluation meeting date, the student and field site supervisor will locate the Skills Evaluation Checklist form in the manual and each make a copy for their own use. Sections I and II of the checklist must be completed for each student. The remaining sections will be completed as mutually determined between the field site supervisor and student as to which core areas of competency skills apply to the student's internship responsibilities.
- v) It is recommended that both the student and the field site supervisor complete the form independently. It is best if the field site supervisor reviews the mid-term evaluation ratings with the student prior to the formally scheduled evaluation meeting with the faculty liaison. The discussion can include a review of both the student's and the field site supervisor's skill assessment to determine whether their respective perceptions of assessed skill are similar or different. The final rating for each skill assessed is the responsibility of the field site supervisor.

- vi) At the mid-term evaluation meeting, the student, the field site supervisor and the faculty liaison are in attendance. The meeting shall proceed by discussing the student's strengths and limitations as assessed on the checklist form. It is not necessary to review the form line by line. Students' self-ratings can also be discussed. In addition, action plans to address assessed limitations are identified. It is at this time that student at risk of failure need to be identified. Please refer to the policies in Section 5 pertaining to this type of occurrence.
- vii) After discussing the ratings on the checklist form, it is to be signed and dated by the student, the field site supervisor and the faculty liaison. A copy is to be provided to the student and the field site supervisor, and the original kept by the faculty liaison.
- viii) At the mid-term evaluation meeting, a review of the student's learning contract also occurs to determine if goals and objectives are being met and if adjustments to the contract need to be made.
- ix) Before the mid-term evaluation meeting ends, the final evaluation date is scheduled and it is determined if an in-person meeting or a telephone conference call will be utilized to include the faculty liaison's participation.

Final Evaluation Procedures

- i) The final evaluation is completed near the end of the internship, as the student nears completion of the required 416 hours of supervised practice.
- ii) Prior to the date of the final evaluation meeting, the student and field site supervisor will locate the Skills Evaluation Checklist form and the Narrative Appraisal form in the manual. Again, it is recommended that both the student and the field site supervisor complete the skills checklist independently, remaining consistent with the core areas of competency evaluated at mid-term. However, the narrative appraisal is only completed by the field site supervisor. It is best if the field site supervisor reviews the final evaluation ratings and narrative appraisal with the student prior to the formally scheduled evaluation meeting with the faculty liaison.
- iii) At the final evaluation meeting involving the student, the field site supervisor and the faculty liaison, the student's strengths and limitations are discussed as assessed on the checklist form. The site supervisor also provides an oral summary of the narrative appraisal and recommends a "Pass/Fail" grade for the internship component of the course. In order to be considered as performing at a satisfactory level to receive a passing grade, an overall 3.0 average must be attained on skills rated in the applicable core areas of competency on the checklist.
- iv) It is imperative to remember that any student at risk of failing should have been identified well before this point in the internship and remedial actions outlined. Please refer to the procedures in Section 5 pertaining to such an occurrence.

- v) After discussing the ratings on the checklist form, the contents of the narrative appraisal, and the site supervisor's "Pass/Fail" recommendation, the Supervisor's Recommendation Form is signed and dated by the student, the field site supervisor, and the faculty liaison. A copy of all forms is to be provided to the student and the field site supervisor; the original is kept by the faculty liaison.

Evaluation Instruments

The following pages provide instructions and copies of the two evaluation instruments used in the evaluation process outlined above. The instruments may be photocopied for use. A fillable PDF version of the evaluation instruments will be provided to both the student and the site supervisor.

UNIVERSITY OF LETHBRIDGE
ADDICTIONS COUNSELLING PROGRAM
ADCS 3050: INTERNSHIP IN ADDICTIONS COUNSELLING I
MID-TERM AND FINAL SKILLS EVALUATION CHECKLIST FORM

INSTRUCTIONS FOR THE FIELD SITE SUPERVISOR

The Skills Evaluation Checklist Form provided below is completed for the student's mid-term and final evaluations, using the following instructions:

- ✓ The mid-term evaluation needs to be completed in week six of the student's internship. The final evaluation is completed near the end of the internship, as the student nears completion of the required 416 hours of supervised practice.
- ✓ Prior to the mid-term evaluation, the student and field site supervisor will photocopy the Skills Evaluation Checklist Form provided below, each make a copy for their own use, and mutually determine which core competency skills apply to the student's internship responsibilities. Sections I and II must be completed for all students.
- ✓ It is recommended that both the student and the field site supervisor complete the form independently.
- ✓ It is best if the field site supervisor reviews the mid-term evaluation ratings with the student prior to the formally scheduled evaluation meeting with the faculty liaison.
- ✓ The final rating for each skill assessed is the responsibility of the field site supervisor.
- ✓ The faculty liaison will attend the mid-term evaluation meeting with the student and the site supervisor.
- ✓ After discussing the ratings on the checklist form at the mid-term meeting, it is to be dated and signed by the student, the field site supervisor, and the faculty liaison. The student and field site supervisor each receive a copy of the form; the faculty liaison keeps the original.
- ✓ At the end of the internship the site supervisor repeats the process above using the checklist form. The site supervisor recommends a "Pass/Fail" grad for the internship component of the course. In order to be considered as performing at a satisfactory level to receive a passing grade, an overall 3.0 average must be attained on the skills rated in the applicable core competencies on the Skills Evaluation Form.

SKILLS EVALUATION CHECKLIST FORM

Mid-Term/Final Evaluation (please circle one)

Student's Name: _____

This form identifies a multitude of skills in core areas of competency within the addictions field, which are to be numerically rated. While the emphasis is on competencies related to addictions counselling, other areas of professional practice are included to allow for evaluation of students whose internship responsibilities are not counselling related. Prior to completing the checklist, the student and field site supervisor mutually agree on the areas of core competency that apply to the student's internship responsibilities. Sections I and II must be completed for all internship students. The remainder of the sections are chosen based on the student's internship responsibilities.



Using the marking key provided below, describe the student's ability and current skill level by circling the appropriate number on the continuum.

Marking Key

Not Implemented: 1 = The student did not demonstrate knowledge of or implement the necessary skill when required.

Foundational: 2 = The student demonstrated limited knowledge of concepts related to the skill; was able to apply the skill consistently and effectively in restricted situations; but needs improvement.

Basic: 3 = the student demonstrated basic knowledge and understanding of the skill; was able to apply the skill consistently and effectively in routine situations.

Intermediate: 4 = The student demonstrated considerable knowledge and understanding of the skill; was able to apply the skill consistently and effectively in a variety of situations and appropriate to the context.

Advanced: 5 = The student demonstrated advanced knowledge and understanding of the skill; was able to apply the skill consistently and effectively across a broad range of increasingly complex situations and appropriate to the context.

Not Applicable: N/A = The student had no opportunity to use this skill. It cannot be assessed.

SECTION I: PERSONAL AND PROFESSIONAL COMPETENCY

The knowledge and skill required to engage in reflective practice and conduct oneself effectively as a professional within an organizational structure and the broader community.

COMPETENCY

KEY

PERSONAL AND PROFESSIONAL	1 Not Implemented	2 Foundational	3 Basic	4 Intermediate	5 Advanced	n/a not applicable
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<i>Personal and Professional Role</i>						
1. Maintains personal well-being	1	2	3	4	5	n/a
2. Continues to take personal inventory of biases, attitudes and beliefs	1	2	3	4	5	n/a
3. Accepts responsibility and is accountable for actions	1	2	3	4	5	n/a
4. Recognizes professional roles, boundaries, limitations, and strengths	1	2	3	4	5	n/a
5. Accesses appropriate self-care and support networks to maintain personal health	1	2	3	4	5	n/a
6. Uses a variety of strategies to update professional knowledge	1	2	3	4	5	n/a
7. Works and communicates effectively within the organization	1	2	3	4	5	n/a
8. Relates and works effectively within the organization	1	2	3	4	5	n/a
9. Gives and receives critical and constructive feedback	1	2	3	4	5	n/a
10. Is prepared for and utilizes supervision effectively	1	2	3	4	5	n/a
11. Works independently and with supervision	1	2	3	4	5	n/a
12. Respects diversity of culture and perspective	1	2	3	4	5	n/a

COMPETENCY

KEY

PERSONAL AND PROFESSIONAL	1 Not Implemented	2 Foundational	3 Basic	4 Intermediate	5 Advanced	n/a not applicable
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<i>Effective Communication</i>						
1. Uses effective interpersonal communication skills	1	2	3	4	5	n/a
2. Develops and demonstrates working vocabulary of terms used in the field	1	2	3	4	5	n/a
3. Effectively summarizes relevant information	1	2	3	4	5	n/a
4. Writes summative reports and evaluations	1	2	3	4	5	n/a
5. Completes written communication within time lines	1	2	3	4	5	n/a
<i>Interacts Effectively With Professional Colleagues & Community Relations</i>						
1. Contributes constructively to meetings and shares relevant information	1	2	3	4	5	n/a
2. Uses problem-solving techniques	1	2	3	4	5	n/a
3. Takes responsibility for delegated work	1	2	3	4	5	n/a
4. Represents clients in a professional manner	1	2	3	4	5	n/a
5. Validates other participants/contributions	1	2	3	4	5	n/a
6. Facilitates/contributes to group decision-making	1	2	3	4	5	n/a
7. Handles conflict/controversy professionally	1	2	3	4	5	n/a
8. Functions effectively in a variety of team relationships	1	2	3	4	5	n/a
9. Applies knowledge of consulting roles and processes	1	2	3	4	5	n/a
10. Promotes client access to resources	1	2	3	4	5	n/a
11. Participates in community events	1	2	3	4	5	n/a
12. Establishes contact with key community groups	1	2	3	4	5	n/a
13. Is sensitive to community issues	1	2	3	4	5	n/a

SECTION II: UNDERSTANDING OF ADDICTIONS FIELD COMPETENCY

The skill and knowledge required to understand the continuum of use, abuse, and dependency relating to a range of addictive behaviours. This includes the skills and knowledge required to understand the diverse social, political, economic and cultural contexts within which the addiction continuum exists, including risk and resiliency factors and be able to apply this to understanding the development of effective, appropriate and respectful strategies.

COMPETENCY

KEY

UNDERSTANDING OF ADDICTIONS FIELD	1 Not Implemented	2 Foundational	3 Basic	4 Intermediate	5 Advanced	n/a not applicable
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<i>Understanding of Addictions Field</i>						
1. Understands the addictive process continuum relating to a range of addictive behaviours	1	2	3	4	5	n/a
2. Knows the facts and effects of addictive behaviours	1	2	3	4	5	n/a
3. Understands the addiction treatment continuum (i.e. prevention, harm reduction, formal treatment)	1	2	3	4	5	n/a
4. Understands the philosophies of various self-help groups (e.g. AA) and mutual aid	1	2	3	4	5	n/a
5. Knows the facts and effects of various treatment methods and processes	1	2	3	4	5	n/a
6. Understands the diverse social, political, economic and cultural factors that impact the development and treatment of addictions	1	2	3	4	5	n/a
7. Is aware of community resources and their approaches/philosophy (e.g. RCMP, NA, AA, financial assistance programs, etc.)	1	2	3	4	5	n/a
8. Understands and articulates a theoretical model to explain addiction	1	2	3	4	5	n/a

SECTION III: COUNSELLING SKILLS AND PROCESSES COMPETENCY

The knowledge and skill required to adopt and apply a comprehensive range of evidence-informed counselling styles and techniques aimed at improving the client's overall bio/psycho/social/spiritual health. This includes knowing how to motivate and engage the person or group in a treatment process and how to elicit intentional behavior change, guided at all times by the highest ethical standards of clinical practice.

COMPETENCY

KEY

COUNSELLING SKILLS & PROCESSES	1 Not Implemented	2 Foundational	3 Basic	4 Intermediate	5 Advanced	n/a not applicable
<i>Interviewing & Assessment Skills</i>						
1. Obtains information with approved screening & assessment procedures	1	2	3	4	5	n/a
2. Remembers, records, interprets and uses significant client information	1	2	3	4	5	n/a
3. Effective time use in assessment	1	2	3	4	5	n/a
4. Sets an atmosphere conducive to treatment	1	2	3	4	5	n/a
5. Sets short- & long-term treatment goals	1	2	3	4	5	n/a
<i>Counselling Skills</i>						
1. Listens actively, paraphrases and summarizes	1	2	3	4	5	n/a
2. Uses and interprets body language	1	2	3	4	5	n/a
3. Uses open-ended questions	1	2	3	4	5	n/a
4. Perceives and reflects client's feelings	1	2	3	4	5	n/a
5. Uses self-disclosure appropriately	1	2	3	4	5	n/a
6. Recognizes and deals appropriately with client resistance	1	2	3	4	5	n/a
7. Uses supportive confrontation	1	2	3	4	5	n/a
8. Plans interventions that are guided by counselling theory	1	2	3	4	5	n/a
9. Practices advanced counselling skills appropriate to client issues	1	2	3	4	5	n/a
10. Assesses potential risk of client to self and/or others, and refers to appropriate care	1	2	3	4	5	n/a

COMPETENCY

KEY

COUNSELLING SKILLS & PROCESSES	1 Not Implemented	2 Foundational	3 Basic	4 Intermediate	5 Advanced	n/a not applicable
<i>Works with Therapeutic Process</i>						
1. Establishes a therapeutic relationship	1	2	3	4	5	n/a
2. Recognizes how personal feelings and experiences affect counselling process	1	2	3	4	5	n/a
3. Maintains a positive attitude towards client's potential for recovery	1	2	3	4	5	n/a
4. Demonstrates respect towards client as individual	1	2	3	4	5	n/a
5. Encourages client toward positive change	1	2	3	4	5	n/a
6. Maintains therapeutic confidentiality	1	2	3	4	5	n/a
7. Assists client in identifying problems in major life areas	1	2	3	4	5	n/a
8. Builds on client's strengths for treatment process	1	2	3	4	5	n/a
9. Explores alternatives with clients	1	2	3	4	5	n/a
10. Facilitates the change process	1	2	3	4	5	n/a
11. Prepares client for referral and closure	1	2	3	4	5	n/a
<i>Group Facilitation</i>						
1. Establishes group goals and guidelines	1	2	3	4	5	n/a
2. Selects and facilitates a group process appropriate to client needs	1	2	3	4	5	n/a
3. Accepts responsibility for direction of the group	1	2	3	4	5	n/a
4. Co-facilitates group sessions	1	2	3	4	5	n/a

COMPETENCY

KEY

	1 Not Implemented	2 Foundational	3 Basic	4 Intermediate	5 Advanced	n/a not applicable
5. Understands and utilizes group dynamics	1	2	3	4	5	n/a
6. Involves all individuals in the group process	1	2	3	4	5	n/a
7. Recognizes when to use directive/non-directive approaches	1	2	3	4	5	n/a
8. Works with group members' feelings	1	2	3	4	5	n/a
<i>Psycho-Educational Presentations</i>						
1. Leads discussion and skill training groups	1	2	3	4	5	n/a
2. Develops teaching goals, objectives and strategies	1	2	3	4	5	n/a
3. Can design presentations with appropriate media and materials	1	2	3	4	5	n/a
4. Uses a variety of instructional techniques and presentation skills (e.g. role play)	1	2	3	4	5	n/a
5. Is sensitive to the emerging needs of the group	1	2	3	4	5	n/a
6. Can operate audio and video equipment	1	2	3	4	5	n/a
7. Can implement an evaluation model and process	1	2	3	4	5	n/a

SECTION IV: PREVENTION AND HEALTH PROMOTION COMPETENCY

The knowledge and skill required to effectively prevent, delay or reduce immediate and long-term harms related to addictions through the design and delivery of prevention and health promotion programs/services in a variety of settings to diverse communities and groups.

COMPETENCY

KEY

PREVENTION AND HEALTH PROMOTION	1 Not Implemented	2 Foundational	3 Basic	4 Intermediate	5 Advanced	n/a not applicable
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<i>Prevention and Health Promotion</i>						
1. Demonstrates an understanding of models of prevention and a variety of prevention/health promotion strategies	1	2	3	4	5	n/a
2. Demonstrates an understanding of the diverse factors impacting the population and behaviors of concern that are targeted for prevention/health promotion activities	1	2	3	4	5	n/a
3. Participates in the development of various prevention/health promotion activities	1	2	3	4	5	n/a
4. Participates in the delivery of various prevention/health promotion activities	1	2	3	4	5	n/a
5. Provides ideas and activities appropriate to the target audience and issues selected for prevention/health promotion strategies	1	2	3	4	5	n/a
6. Works collaboratively with team member in the development and delivery of services	1	2	3	4	5	n/a
7. Is aware of the significance of the role of community-based resources, policy factors and key stakeholders in planning and delivering prevention/health promotion services and conducts self accordingly	1	2	3	4	5	n/a

SECTION V: OUTREACH COMPETENCY

The knowledge and skill required to design and/or deliver effective outreach services targeting prevention and health promotion, early intervention, treatment and/or aftercare services to a broad range of client populations including those at risk for or experiencing addictions.

COMPETENCY

KEY

OUTREACH	1 Not Implemented	2 Foundational	3 Basic	4 Intermediate	5 Advanced	n/a not applicable
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<i>Outreach</i>						
1. Demonstrates an understanding of the role and scope of outreach services in the delivery of prevention, early intervention, treatment and/or aftercare services	1	2	3	4	5	n/a
2. Demonstrates an ability to engage with clients or potential clients in the contexts of their day to day lives rather than in an institutional or clinical setting	1	2	3	4	5	n/a
3. Participates in the delivery of selected outreach services, often as a part of a team	1	2	3	4	5	n/a
4. Demonstrates an understanding of the outreach needs of the populations(s) being served by outreach services	1	2	3	4	5	n/a
5. Works effectively as a team member	1	2	3	4	5	n/a
6. Works in partnership with other organizations to best address the needs of the target population	1	2	3	4	5	n/a

SECTION VI: COMMUNITY DEVELOPMENT COMPETENCY

The knowledge and skill required to facilitate the planned evolution of all aspects of community well-being. It is a process whereby community members come together to take collective action and generate solutions to common problems. Effective community development should be sustainable, well-planned, inclusive and equitable, holistic and integrated, initiated and supported by community members, of benefit to the community, and grounded in experience that leads to best practice.

COMPETENCY

KEY

COMMUNITY DEVELOPMENT	1 Not Implemented	2 Foundational	3 Basic	4 Intermediate	5 Advanced	n/a not applicable
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<i>Community Development</i>						
1. Shows respect for community members and stakeholders	1	2	3	4	5	n/a
2. Demonstrates ability to work collaboratively with community groups/members	1	2	3	4	5	n/a
3. Demonstrates knowledge of community resources and referral sources	1	2	3	4	5	n/a
4. Demonstrates knowledge of community development practices	1	2	3	4	5	n/a
5. Promotes fairness and good judgment in the application of community development practices	1	2	3	4	5	n/a
6. Supports and promotes community participation in decision-making and community ownership of constructive changes aimed at addressing and enhancing the community's health	1	2	3	4	5	n/a
7. In partnership with key stakeholders, performs needs assessments and utilizes stakeholders to assess and prioritize needs, issues and resources	1	2	3	4	5	n/a
8. Collaborates with stakeholders to plan, develop, implement, and evaluate needed services with sensitivity to cultural factors	1	2	3	4	5	n/a
9. Recognizes community capacity and uses available community resources creatively	1	2	3	4	5	n/a
10. Acts as a catalyst to mobilize stakeholders to take a more active role in health promotion and practice	1	2	3	4	5	n/a

SIGNATURE PAGE FOR MID-TERM AND FINAL EVALUATION

Field Supervisor's Name: _____

Signature: _____

Date: _____

Student's Name: _____

Signature: _____

Date: _____

Faculty Liaison's Name: _____

Signature: _____

Date: _____

Please note: In the development of this evaluation checklist, the evaluation manual titled "Competencies for Canada's Substance Abuse Workforce" provided by the Canadian Centre on Substance Abuse (CCSA) was heavily relied upon, particularly the material on "Technical Competencies."

**UNIVERSITY OF LETHBRIDGE
ADDICTIONS COUNSELLING PROGRAM
ADCS 3050: INTERNSHIP IN ADDICTIONS COUNSELLING I
FINAL EVALUATION AND NARRATIVE APPRAISAL FORM**

INSTRUCTIONS FOR THE FIELD SITE SUPERVISOR

The Narrative Appraisal Form provided below is completed for the student's final evaluation, using the following instructions:



- ✓ Before completing the Narrative Appraisal Form, first re-do the Skills Evaluation Checklist Form that was used for the mid-term evaluation, using the instructions attached to that form, and remaining consistent with the areas of core competency selected for the mid-term period.
- ✓ The final evaluation is completed near the end of the internship, as the student nears completion of the required 416 hours of supervised practice; in approximately week 13 of the internship.
- ✓ After completing the checklist, provide a written narrative to discuss the student's abilities, accomplishments, and development in each of the areas outlined in the narrative appraisal form.
- ✓ Once both forms are complete, please review them with the student prior to the final evaluation meeting with the faculty liaison.
- ✓ The final evaluation is complete once the Supervisor's Recommendation Form has been signed and dated by the student, the site supervisor, and the faculty liaison.
- ✓ The student and site supervisor each receive a copy of the final evaluation forms; the faculty liaison keeps the original.
- ✓ If the faculty liaison does not attend the final evaluation meeting in person, the forms must be faxed to the faculty liaison within one week of the completion of the internship, and the originals post mailed in.

NARRATIVE APPRAISAL FORM

After re-doing the Skills Evaluation Checklist for the final evaluation, please proceed to the narrative appraisal. The narrative evaluation is a summative evaluation of the student's abilities, achievements, and stage of development. This form should be completed at the end of the internship for the final evaluation.

Provide a written narrative discussing your perceptions of the student's abilities and development in each area. Please note the student's willingness to learn, their ability to deal with constructive criticism, and their overall ability to become an effective addictions counsellor and/or addictions professional.

Student's Name: _____

Site Supervisor(s): _____

DISCUSs the student's abilities, accomplishments, and developments in each area of core competency provided below which apply to their responsibilities during their internship. Sections I and II must be completed for all students.

Section I: Personal and Professional Competency

Development of a Personal and Professional Self

Communicating Effectively with Others

Participating Effectively with Colleagues and Other Community Professionals

SECTION II: UNDERSTANDING OF ADDICTIONS FIELD COMPETENCY

Skills and Knowledge

SECTION III: COUNSELLING SKILLS AND PROCESSES COMPETENCY

Interviewing and Assessing Clients

Counselling Clients

Facilitating Groups

SECTION IV: PREVENTION AND HEALTH PROMOTION COMPETENCY

Skills and Knowledge

SECTION V: OUTREACH COMPETENCY

Skills and Knowledge

SECTION VI: COMMUNITY DEVELOPMENT COMPETENCY

Skills and Knowledge

**UNIVERSITY OF LETHBRIDGE
ADDICTIONS COUNSELLING PROGRAM
ADCS 3050: INTERNSHIP IN ADDICTIONS COUNSELLING I
FINAL EVALUATION AND NARRATIVE APPRAISAL FORM**

SUPERVISOR'S RECOMMENDATION FORM

After completing the checklist and narrative evaluations, consider the student's overall achievement throughout the internship placement and assign your recommendation of a Pass or Fail grade for the internship course below. Please remember that an average of 3.0 is required on the checklist to receive a Pass.

PASS: _____

FAIL: _____

Field Supervisor's Name: _____

Signature: _____

Date: _____

Student's Name: _____

Signature: _____

Date: _____

Faculty Liaison's Name: _____

Signature; _____

Date: _____

SECTION 7



POST-INTERNSHIP POLICIES & PROCEDURES

- 7.1 Preamble**
- 7.2 Student Responsibilities**
- 7.3 Field Site Supervisor Responsibilities**
- 7.4 Faculty Liaison Responsibilities**

*Your current safe boundaries were once unknown frontiers.
~ Unknown*

7.1 PREAMBLE

Once the internship experience culminates with the completion of the required hours and the student's final evaluation, a few more tasks are required of the student, the site supervisor, and the faculty liaison. These are outlined below.

7.2 STUDENT RESPONSIBILITIES



At the completion of the internship placement experience, the student is responsible for:

- i) Sending a thank-you card or letter to the site supervisor and field site personnel for the learning and personal growth experienced throughout the internship placement.
- ii) Completing the Student Feedback Form online survey as per the instructions in the emailed invitation. All feedback is welcome and the results of this survey are critical for program and course planning and quality assurance purposes. The results of the feedback will be tabulated by U of L administrative support staff to keep specific comments anonymous. Please see the form below.

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ADCS 3050: INTERNSHIP IN ADDICTIONS COUNSELLING I**

STUDENT LEARNER INTERNSHIP FEEDBACK FORM

The Student Learner Internship Feedback Form and instructions for completing the form will be emailed out to students by the Faculty of Health Sciences Administration Office; it is to be completed towards the end of the internship.

In efforts to further enhance the quality of students' Internships, the Addictions Counselling Program requires student learners' feedback about their internship experience. Please take the time to provide thoughtful, honest, and fair responses; and to provide specific comments about aspects of the course you valued and aspects you believe could be improved.

We guarantee your responses will remain anonymous. A summary of responses, together with written comments, will be given to your instructor after all grades for all courses have been submitted to the Registrar's Office. Please note that this process is confidential. Your participation in this process is important and appreciated. Thank you.

The University of Lethbridge encourages constructive, anonymous feedback from students through the course evaluation process. Such feedback provides an opportunity for academic staff to reflect on their teaching effectiveness in order to benefit future generations of students. When you provide your feedback, please ensure that your comments reflect the expectations outlined in the Principles of Student Citizenship as found in the Academic Calendar (p.12). These principles communicate the expectation that students respect the health, safety, and welfare of every member of The University of Lethbridge community. While we encourage you to provide open and honest feedback, please do so within the bounds of civility.

This survey will be administered electronically via Qualtrics survey software. Students will receive an email invitation from Faculty administrative staff containing a link to the survey.

7.3 FIELD SITE SUPERVISOR RESPONSIBILITIES

FIELD SITE SUPERVISOR RESPONSIBILITIES



“The conventional definition of supervision is getting work done through people, but real supervision is developing people through work.”
~ Albert Schweitzer

At the completion of the internship placement experience, the field site supervisor is responsible for:

- i) Completing the Field Site Supervisor Feedback Form as per the instructions in the emailed survey invitation. All feedback is welcome and the results of this survey are critical for program and course planning and for quality assurance purposes. Please see the form below.

**UNIVERSITY OF LETHBRIDGE
ADDICTIONS COUNSELLING PROGRAM
ADCS 3050: INTERNSHIP IN ADDICTIONS COUNSELLING I**

FIELD SITE SUPERVISOR FEEDBACK FORM

The Field Site Supervisor Feedback Form and instructions for completing the form will be emailed out to Field Site Supervisors by the Faculty of Health Sciences Administration Office, to be completed towards the end of the internship.

In efforts to further enhance the quality of students' Internships, the Addictions Counselling Program requests Field Site Supervisors' feedback about the internship experience. Please take the time to provide thoughtful, honest and fair responses, and to provide specific comments about aspects of the course you valued and aspects you believe could be improved.

We guarantee your responses will remain anonymous. A summary of responses, together with written comments, will be given to the faculty liaison after all grades for all courses have been submitted to the Registrar's Office. Please note that this process is confidential. This form will also be emailed out to internship students by the Faculty of Health Sciences Administration Office, to be completed towards the end of the internship.

The Addictions Counselling Program administrators would like to hear your feedback about your experience being an internship field site supervisor. This feedback will be used to improve the internship experience for both students and field site supervisors. Your responses will be held in confidence by the University of Lethbridge. A summary of responses, together with written comments, will be given to the faculty liaison following completion of the internship. Your participation in this process is important and appreciated. Thank you.

This survey will be administered electronically via Qualtrics survey software. Site supervisors will receive an email invitation from Faculty administrative staff containing a link to the survey.

7.4 FACULTY LIAISON RESPONSIBILITIES

FACULTY LIAISON RESPONSIBILITIES



*“Give students enough guidance to make the decisions
you want them to make. Don't tell them what to do, but
encourage them to do what is best.”
~ Jimmy Johnson*

At the completion of the internship placement experience, the faculty liaison is responsible for:

- i) Reminding all site supervisors to complete and forward the “Field Site Supervisor Feedback Form.”
- ii) Reminding all students to complete and forward the “Student Feedback Form.”
- iii) Monitoring who has completed the feedback forms and contacting those who have not to encourage completion.
- iv) Ensuring that the results of the feedback forms are tabulated and stored for program planning and quality assurance purposes; sharing and discussing the results of the compilation of the feedback forms with the Director of the ACP and the Internship Coordinator.
- v) Writing and forwarding thank-you letters to all contact personnel and supervisors at the field placement sites.

SECTION 8



POLICIES & PROCEDURES

- 8.1 Preamble**
- 8.2 Personal and Workplace Harassment Considerations**
- 8.3 Student Behavioural Incident Policy and Protocol**
- 8.4 Principles of Student Citizenship**

Zeal without knowledge is fire without light.
~ Thomas Fuller, M.D.

8.1 PREAMBLE

The previous sections outline policies and procedures specific to the ADCS 3050 course and internship placement experience. The following section provides policies that pertain to all University of Lethbridge endeavors and apply to students involved in internship experiences.

8.2 PERSONAL AND WORKPLACE HARASSMENT CONSIDERATIONS

The ACP is committed to providing a non-discriminatory, safe learning and working environment free from personal or sexual harassment for the faculty, students, and field site supervisors of the ACP. The ACP will not tolerate, condone, or authorize any form of harassment or discrimination. Personal or sexual harassment and discrimination is strictly prohibited against any person.

Any form of harassment or discrimination is illegal and violates the fundamental human rights of an individual under the Canadian Charter of Rights and Freedoms and the Alberta Human Rights, Citizen and Multiculturalism Act.

Discrimination and harassment violate fundamental rights, personal dignity, and personal integrity. The University of Lethbridge is committed to a healthy, harassment-free environment. The University of Lethbridge will not tolerate discrimination or harassment of its employees and learners, and will act quickly, appropriately, and discreetly when a complaint is made. Student should be aware of this policy and inquire at their field agency about policies and procedures in place to deal with personal and workplace harassment issues.

The Addictions Counselling Program strictly prohibits any retaliation or reprisal against anyone who reports, complains about, or investigates personal or sexual harassment behaviour.

If you feel a client is being harassed by a student:

As a field site supervisor or faculty liaison, if you feel a client is being harassed by the student the faculty liaison should **immediately** be contacted. As quickly as possible, for the safety of the client and the student, the student should be removed from the situation if it is either suspected or detected that a client is being, or has been, harassed by the student. The Addictions Counselling Program will take appropriate measures to deal with the student's conduct according to the student conduct policy of the University of Lethbridge.

If you are a student or faculty liaison and you feel harassed:

Note that whether you are considering making a formal complaint, dealing with the situation informally or not acting at all, it is a wise course of action to document the dates, times, and specific descriptions of the harassment incidents and how you felt when the harassment occurred, in case you decide to take more formal action. The documents you keep should be kept in confidence.

If you feel you have been harassed or have any questions you would like to ask in confidence, feel free to contact:

**Alberta Human Rights Commission
Northern Regional Office**

800 Standard Life Centre
10405 Jasper Avenue
Edmonton, Alberta T5J 4R7
Confidential Inquiry Line 780-427-7661
Fax: 780-427-6013

**Alberta Human Rights Commission
Southern Regional Office**

Suite 310, 525 – 11 Avenue SW
Calgary, Alberta T2R 0C9
Confidential Inquiry Line 403-297-6571
Fax: 403-297-6567

To call toll-free within Alberta, dial 310-0000 and then enter the area code and phone number. For province-wide free access from a cellular phone, enter *310 (for Rogers Wireless) or #310 (for Telus and Bell), followed by the area code and phone number. Public and government callers can phone without paying long distance or airtime charges.

A complaint must be made to the Commission within one year after the alleged incident of discrimination. The one-year period starts the day after the date on which the incident occurred. For help calculating the one-year period, contact the Commission

8.3 STUDENT BEHAVIOURAL INTERVENTION POLICY AND PROTOCOL

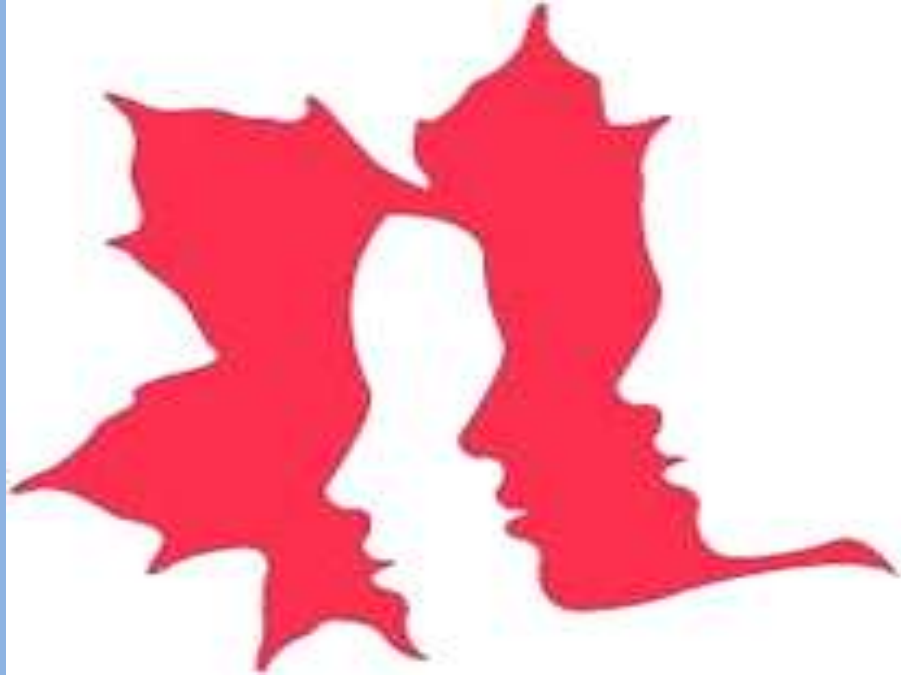
For a copy of the full policy please refer to the U of L website as follows:

Go to: www.uleth.ca/policy/sites/policy/files/policy/Behavioural%20Intervention_Dec%2011-14.pdf

8.4 PRINCIPLES OF STUDENT CITIZENSHIP

For a copy of the full policy please refer to the current U of L Academic Calendar, Principles of Student Citizenship (pg. 12).

SECTION 9



IMPORTANT LEGISLATIVE ACTS

- | | |
|------------|--|
| 9.1 | Preamble |
| 9.2 | The Child, Youth & Family Enhancement Act |
| 9.3 | Mental Health Act |
| 9.4 | Protection of Persons in Care Act |
| 9.5 | Health Information Act |
| 9.6 | PIPA and PIPIDA |
| 9.7 | FOIP (provincial and federal) |

9.1 PREAMBLE

The following legislative acts apply to field sites within the province of Alberta. Students are responsible for being apprised of similar legislation guiding professional practice when placed at national or international field sites. It is the student's responsibility to request this information from the site supervisor.

9.2 THE CHILD, YOUTH, AND FAMILY ENHANCEMENT ACT

The *Child, Youth, and Family Enhancement Act* (which has replaced the previous *Child Welfare Act*) has been in place since November 1, 2004. This Act is the legal authority in Alberta for providing protective intervention services when there are concerns that a child or youth is being neglected or abused by their parent or guardian. It is through the *Enhancement Act* that Alberta Children and Youth Services staff conduct the day-to-day business of child intervention, foster care, and adoption services. The principles of the *Enhancement Act* guide caseworkers in their work with families. The *Enhancement Act* stresses the importance of family. It provides for support services for families to ensure that a child will only be removed from home if other, less intrusive measures are not sufficient to protect the child. The *Enhancement Act* specifies the circumstances under which a child may be in need of intervention through Alberta Children's Services, recognizes the contributions of foster parents, and establishes the role of Child & Youth Advocates who ensure the views and interests of children are heard and represented.

The *Enhancement Act* outlines that a child is in need of intervention if there are reasonable and probable grounds to believe that the survival, security, or development of the child is endangered because of any of the following:

- (a) the child has been abandoned or lost;
- (b) the guardian of the child is dead and the child has no other guardian;
- (c) the child is neglected by the guardian;
- (d) the child has been or there is substantial risk that the child will be physically injured or sexually abused by the guardian of the child;
- (e) the guardian of the child is unable or unwilling to protect the child from physical injury or sexual abuse;
- (f) the child has been emotionally injured by the guardian of the child;
- (g) the guardian of the child is unable or unwilling to protect the child from emotional injury;
- (h) the guardian of the child has subjected the child to or is unable or unwilling to protect the child from cruel and unusual treatment or punishment.

Under the Child, Youth, and Family Enhancement Act:

- ✓ Any person who has “reasonable and probable grounds” to believe that a child is being harmed or in danger of being harmed by their parent or guardian has an obligation to report it, so caseworkers can assess the situation.
- ✓ To believe that a child is in need of intervention requires that the concerned person shall forthwith report the matter to a designated Child, Youth, and Family Enhancement Director.
- ✓ No action lies against a person reporting unless the reporting is done maliciously or without reasonable and probable grounds for the belief.
- ✓ Any person who fails to report suspected or known child abuse is guilty of an offence and liable to a fine of not more than \$2,000 and in default of payment, to imprisonment for a term of not more than 6 months.

Students should be aware of this policy and inquire at their field agency about policies in place to deal with Child, Youth, and Family Enhancement Act issues.

If you suspect a child is being abused, call 310-0000 to get the telephone number of your local office or call the Child Abuse Hotline at 1-800-387-5437 (1-800-387-KIDS).

To view and download a copy of the act, please visit:

http://www.qp.alberta.ca/570.cfm?frm_isbn=9780779795291&search_by=link

What do I do if a child tells me they are being abused?

Do...

- ✓ Remain calm.
- ✓ Listen carefully to what the child says.
- ✓ Let the child tell you what happened in their own words.
- ✓ Write down what you heard and saw:
 - As soon as possible
 - Using the same words the child did
 - Using words that describe things you can see or hear
 - Keeping your notes confidential and secure

- ✓ Acknowledge how the child is feeling (e.g. sad, scared, embarrassed, hurt, angry).
- ✓ Reassure the child that it is right to tell.
- ✓ Let the child know that you believe what they said.
- ✓ Say “I will try to help.”
- ✓ Call your local office or the Child Abuse Hotline as soon as possible.

Do not...

- ✓ interrupt the child’s story
- ✓ ask the child too many questions – leave that to the experts
- ✓ overreact by showing anger, shock, disbelief or fear
- ✓ let the child think that the abuse is their fault
- ✓ provide opinions or judgments
- ✓ confront the parent(s)
- ✓ promise to keep it a secret, as this is a promise you cannot keep
- ✓ promise the child what the next steps will be

9.3 MENTAL HEALTH ACT OF ALBERTA

The *Mental Health Act of Alberta* is a provincial statute or law that was enacted in January 1990 to provide safeguards, supports, and supervision for mentally ill individuals. It allows for the involuntary (against one’s will and/or without consent) detention and treatment of persons with mental illness under certain conditions. There have been a number of amendments since that date to ensure the act remains responsive to the needs of involuntary patients.

The *Mental Health Act* stipulates that **a person must meet all three of the following conditions** to be admitted and detained in a hospital involuntarily:

1. Have a mental disorder or be apparently suffering from a mental disorder. A mental disorder is defined in the *Act* as “a substantial disorder of thought, mood, perception, orientation or memory that grossly impairs judgment, behaviour, capacity to recognize reality, or ability to meet the ordinary demands of life.”
2. Must be in a condition that presents a danger to oneself or others, or is likely to do so. According to the *Act*, presenting a danger “means there is a prediction that an act or state of harm is likely to materialize.” The dangerousness must be associated with the mental disorder. This means that a client cannot be kept just because they might pose a danger at some point in time. The danger has to be in the near future. Examples of such dangers include suicide attempts, self-destructive behaviour, or violence towards others.
3. Be unsuitable for admission in any other way (generally understood to mean that a client refuses to be admitted voluntarily).

There are two stages in the process of involuntary admittance to a hospital, including i) the **apprehension** and detention for examination, and ii) the **admission** to a hospital as a formal patient.

Apprehension means that a person must be taken to a designated facility by a family member, friend, or a police officer, for example. This apprehension may result in the person being detained for up to a 24-hour period for assessment. During this time the person may be cared for, controlled, examined, and treated. Under certain conditions, any one of the following persons can order the apprehension:

1. A physician
2. A judge
3. A police officer

The second stage in the **Admission** process happens once a person has arrived at the hospital. The only person who can decide to admit is a physician. He or she must examine the person and decide if they meet all three of the conditions mentioned previously for admission as an involuntary patient. Under the *Act* a person may be involuntarily admitted for a period ranging from 24 hours up to one month if required criteria and procedures are met.

The *Mental Health Act* is relevant to students, field supervisors, and faculty in regards to the ways in which they uphold professional responsibilities to protect others from potentially dangerous clients, and to protect clients from themselves. This includes three primary duties:

1. Identifying clients who are likely to do physical harm to themselves or third parties.
2. Protecting clients from themselves and/or third parties from those clients judge potentially dangerous.
3. Treating those clients who are at imminent risk of being dangerous.

Consequently students, field supervisors and faculty will sometimes be required to breach client confidentiality in efforts to prevent harm and/or preserve the safety of the client and/or others; while

being as mindful and respectful as reasonably possible of concerned parties' best interests and rights. Should a client indicate intentions of harming themselves and/or others, students should consult with the appropriate resources (field site supervisor, agency policies and procedures, etc.). If the client's behaviours and/or statements indicate serious potential of imminent risk of harm to others, you have a duty to make every reasonable effort to communicate the threat to the identified victim(s) and to a law enforcement agency (e.g. police). Failure to reasonably assess a client's potential levels of imminent danger, and/or failure to warn potential victims and law enforcement agencies may be subject to legal liability. Should a client meet all three criteria for being admitted and detained in a hospital involuntarily under the *Mental Health Act*, every reasonable effort should be made to have the client transported to the nearest hospital for assessment while ensuring the safety of all involved and adhering to agency policies on transportation of clients.

Students should be aware of this *Act* and inquire at their field agency about policies in place to deal with the duty to warn and *Mental Health Act of Alberta* issues. Agencies operating within other provinces will be governed by similar provincial Mental Health Act legislation with which students should familiarize themselves.

9.4 PROTECTION FOR PERSONS IN CARE ACT

The Government of Alberta *Protection for Persons in Care Act (PPCA)* has been in place since 2000 to prevent abuse of adults. It helps Albertans, especially those who are vulnerable, live with dignity and respect.

A revised *Act* has been in effect since July 1, 2010. The PPCA is designed to improve protection for adults receiving direct or indirect government-funded care or support services in care facilities through the prevention of abuse. In addition, the *Act* requires the reporting of abuse and independent reviews of reports of abuse.

The *Act* defines abusers, makes it mandatory for people who suspect abuse to report it, protects people who report abuse in good faith from retaliatory action, establishes a toll-free phone line where people can report abuse, requires criminal record checks for new employees and volunteers at care facilities, specifies penalties for failing to report suspected abuse and for knowingly making false reports, and sets out a process for investigating and resolving reports of abuse.

The revised *Act* defines "abuse" as an act or omission to a patient/client/resident receiving care or support services that causes serious bodily or emotional harm, inappropriate administration/withholding/prescribing of medication resulting in serious bodily harm, misappropriating money or other valuable possessions, failure to provide adequate nutrition/medical attention/other necessities of life without valid consent, resulting in serious bodily harm. Under the *Act* "abuse" may be caused by: the patient/client/resident's spouse, family member, or friend; a service provider employee; a volunteer/contractor; or another patient/client/resident/person.

The *Protection for Persons in Care Act* is relevant to Alberta students, field agencies/supervisors, and faculty, to ensure “service providers” adhere to the following regulations:

- ✓ Known and/or suspected incidents of abuse of persons in care are reported.
- ✓ Reasonable steps are taken to protect people from abuse while providing care or support services to a patient/client/resident.
- ✓ Maintain a reasonable level of safety for people.
- ✓ Take all reasonable steps to provide for the immediate safety, security, and wellbeing of a patient/client/resident for whom a report of abuse is made and for any other person who may be at risk of abuse when an agency/facility is notified that a report of abuse has been made.

Students should be aware of this policy and inquire at their field agency about policies in place to deal with PPCA issues. Agencies in other provinces will be governed by similar legislation.

The PPCA does not apply if the abuse happened before the patient/client/resident received care from the service provider or while the patient/client/resident was not in any government-funded agency’s care and/or custody.

If you have “reasonable grounds to believe” that there is, or has been, abuse of an adult person in care while under service provision, you must report it “as soon as reasonably practical.” Failure to report the abuse may result in an individual being fined up to \$10,000 and an agency/facility being fined up to \$100,000.

If a person’s wellbeing is in immediate danger, call the police or an ambulance. In a non-crisis situation, call the Government of Alberta Protection for Persons in Care reporting line: **1-888-357-9339** (toll free) to report abuse.

For more information about the PPCA: <http://www.health.alberta.ca/services/PPC-Act-summary.html> or <http://www.albertahealthservices.ca/info/Page2139.aspx>

9.5 HEALTH INFORMATION ACT OF ALBERTA (HIA)

The *Health Information Act* (HIA) was passed by the Alberta Legislature in 1999 and came into effect on April 25, 2001. The purpose of HIA is twofold – first, it provides individuals the right to access or correct their own health records (except under limited and specific exceptions) and prevents another person from seeing your health information without your consent yet enabling health information to be shared and accessed to provide health services and manage the health system. Second, it outlines a framework to health record custodians in the collection, use, and disclosure of health information resulting from health services provided by a custodian. Custodians are defined in Section 1(1)(f) of the HIA, and include:

- ✓ The Minister and Department of Alberta Health and Wellness;
- ✓ A health service provider designated as a custodian under the *Health Information Amendment Regulation*;
- ✓ Pharmacies;
- ✓ Regional Health Authorities and provincial health boards (Alberta Health Services, Covenant Health, and the Health Quality Council of Alberta); and
- ✓ Nursing home operators.

Individuals can also complain to the Commissioner if they believe their health information has been collected, used, or disclosed in violation of the HIA.

The HIA is relevant to the way in which students, field supervisors and faculty collect, store, disclose, and transfer personal information and records; as well as having strict controls over how information is accessed, used, and disposed of. As the Act pertains to many field agencies where students are placed (e.g. Alberta Health Services – AHS), students should be aware of this policy and inquire at their field agency about policies in place to deal with HIA issues. Agencies in other provinces will be governed by similar legislation.

The *Health Information Act* (HIA) help desk can be reached from 8:15 a.m. – 4:30 p.m. (Monday-Friday, excluding statutory holidays) at 780-427-8089, or toll free in Alberta by dialing 310-0000 then 780-427-8089.

For a copy of the Act:

http://www.qp.alberta.ca/574.cfm?page=H05.cfm&leg_type=Acts&isbncln=9780779724758

9.6 PERSONAL INFORMATION PROTECTION ACT (PIPA) AND PERSONAL INFORMATION PROTECTION AND ELECTRONIC DOCUMENTS ACT (PIPEDA)

Alberta's *Personal Information Protection Act* (PIPA) became law on January 1, 2004. The purpose of the Act is to govern the collection, use, and disclosure of personal information by organizations in a manner that recognizes both the right of an individual to have their personal information protected, and the needs of organizations to collect, use, and disclose personal information for reasonable purposes. The Act pertains to all public bodies, including private-sector organizations (i.e. businesses, non-profit organizations, and professional regulatory organizations).

Some of the Act's requirements are:

- ✓ Organizations may collect personal information only to the extent that is reasonable for meeting the purposes for which the information is collected.
- ✓ Organizations may use or disclose personal information only for the purposes for which the information was originally collected, except with the consent of the individual or as permitted by the law.
- ✓ When an organization collects personal information from an individual, it must give notice of the purpose of collection and a contact for questions.
- ✓ Organizations must make a reasonable effort to ensure that any personal information it collects, uses, or discloses is accurate and complete.
- ✓ Organizations must make reasonable security arrangements to protect personal information against security risks.
- ✓ Organizations must notify the Information and Privacy Commissioner if an incident occurs that involves loss of or unauthorized access to or disclosure of personal information that may pose a real risk of significant harm to individuals.
- ✓ Organizations must provide an individual with access to their own personal information, and allow for corrections to that information, as long as the request is reasonable and exceptions do not exist that prevent access or corrections. The organization may charge reasonable fees for providing access.
- ✓ An organization is responsible for the personal information in its custody or under its control, and must designate one or more individuals who are responsible for ensuring the organization complies with the Act.

Under PIPA, "Personal Information" is defined as any identifiable information, including (but not limited to): demographic/home/business/contact information, marriage status, medical and healthcare information, biometric information, assigned numbers/symbols, fingerprints, educational/financial/employment/criminal/purchases information.

Organizations may not need to obtain an individual's consent to collect, use, and/or disclose personal information under the following circumstances:

- ✓ an individual's personal information is collected from a public source (e.g. a telephone book)
- ✓ when required by law

- ✓ the information is needed for an investigation or legal proceeding
- ✓ credit reporting or debt collection purposes.

PIPA is relevant to the way in which students, and field supervisors operating within public bodies, collect, use, store, disclose, and transfer personal information and records. As the Act pertains to many field agencies where students are placed, students should be aware of this policy and inquire at their field agency about policies in place to deal with PIPA issues. Agencies in other provinces will be governed by similar legislation. Quebec has had private sector privacy legislation in effect since 1994. PIPA came into effect in British Columbia on January 1, 2004. The *Personal Information Protection and Electronic Documents Act* (PIPEDA) applies in all other provinces. PIPEDA stands for the *Personal Information Protection and Electronic Documents Act*. This is a federal act that specifies how private-sector companies may collect, use, or disclose personal information in the course of commercial activities. Further information on PIPEDA can be found at:

https://www.priv.gc.ca/en/privacy-topics/privacy-laws-in-canada/the-personal-information-protection-and-electronic-documents-act-pipeda/r_o_p/

Additional information and resources about PIPA are available at: <http://pipa.alberta.ca/index.cfm>

9.7 FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT (FOIP) – CONFIDENTIALITY

As of October 1, 1995 Alberta enacted the *Freedom of Information and Protection of Privacy Act* (FOIP). The Alberta Act is similar to other statutes across Canada. The purpose of the Act is to make public bodies open and accountable to the public in the way they acquire, use, and dispose of information. The Act pertains to all public bodies including boards, hospitals, universities, agencies, commissions, corporations, and local government bodies. The Act is something all should be aware of and make an effort to understand. The ramifications of the Act include severe penalties for disclosing, using, or collecting personal information about a person in a way which is harmful to them or violates their right to privacy and confidentiality. The FOIP Act does not apply to private businesses, non-profit organizations or professional regulatory organizations operating in Alberta; these fall under governance by Alberta's *Personal Information Protection Act* (PIPA).

The five key principles of the FOIP Act are:

1. The public has a RIGHT OF ACCESS, subject to specific exceptions.
2. PERSONAL PRIVACY IS PROTECTED by rules governing the collection, use, protection, and disclosure of personal information.
3. You have the RIGHT TO SEE PERSONAL INFORMATION about yourself.
4. You have the RIGHT TO REQUEST CORRECTION of your personal information.
5. The Act provides for an INDEPENDENT REVIEW of decisions about disclosure of information and possible violations of individual privacy.

Under FOIP, “personal information” includes (but is not limited to): demographic information, home and/or business information, assigned numbers/symbols, fingerprints, biometric information, health and healthcare information, and educational/financial/employment/criminal information.

The Act also identifies “records” to include (but not limited to): documents, handwritten notes, Post-its, letters, papers, emails, voice mails, information in electronic formats (i.e. databases), and photographs.

FOIP is relevant to the way in which students, field supervisors, and faculty collect, store, disclose, and transfer personal information and records; as well as having strict controls over how information is accessed, used, and disposed of. As the Act pertains to many field agencies where students are placed, students should be aware of this policy and inquire at their field agency about policies in place to deal with FOIP issues. Agencies in other provinces will be governed by similar legislation.

FOIP advocates that students, field supervisors, and faculty practice creating records with access in mind by considering:

- ✓ Your record (letters, memos, emails, notes, reports) could be the subject of FOIP requests.
- ✓ Use professional language and be prepared to justify what you wrote.
- ✓ Record professional observations, not personal opinions.

Please carefully peruse the FOIP Alberta website at:

<http://www.servicealberta.gov.ab.ca/foip/index.cfm>

SECTION 10



APPENDICES

Appendix A

Appendix B

Appendix C

Appendix D

Appendix E

Appendix F

Appendix G

**APPENDIX A: COLLEGES THAT HAVE TRANSFER AGREEMENTS WITH THE
ADDICTIONS COUNSELLING PROGRAM**

Transfer Agreement for Post-Diploma Program

1. Addictions Counselling Program
Medicine Hat College
2. Drug and Alcohol Program
Sir Sanford Fleming College
3. Human Services Program (Addictions Counselling Concentration)
Nova Scotia Community College
4. Child & Youth Care Program (effective May 2012)
Lethbridge College

APPENDIX B: SAMPLE CONTRACT BETWEEN THE UNIVERSITY OF LETHBRIDGE AND THE FIELD SITE

ADDICTIONS COUNSELLING STUDENT PLACEMENT AGREEMENT

THIS AGREEMENT IS MADE BETWEEN:

<<AGENCY NAME>>
<<Street Address>>
<<City, Province>>
(hereinafter called the "Agency")

- and -

THE GOVERNORS OF THE UNIVERSITY OF LETHBRIDGE
4401 University Drive West
Lethbridge, Alberta
(hereinafter called the "University")

WHEREAS the University wishes to utilize the facilities of the Agency for the practical education of the Students enrolled in its Faculty of Health Sciences programs at the University (hereinafter the "Students");

AND WHEREAS the Agency has agreed to provide opportunities to the Students to participate in educational programs of training or to participate in a clinical setting of the Agency for educational purposes or research from time to time related to Addictions Counselling;

NOW THEREFORE THIS AGREEMENT WITNESSETH and the parties hereto agree each with the other as follows:

ARTICLE I - GENERAL AGREEMENT

1. Students enrolled at the University may utilize facilities of the Agency for clinical training, special projects or research, as agreed upon by the Agency.
2. It is agreed that the facilities provided by the Agency may be utilized by the Students and teaching staff of the University for clinical training, special projects or research in agreed-upon areas of the Agency, with such areas to be available to the Students and teaching staff at the times arranged by the administrative officers of the University or their designates in consultation with the chief executive officer of the Agency or his/her designate.
3. The term of this Agreement shall be for five (5) years unless otherwise terminated in accordance with its terms. Either party shall have the right to terminate this agreement by giving the other party not less than Sixty (60) days notice in writing of its intention to terminate; PROVIDED HOWEVER that this Agreement shall continue in full force and effect until the expiration of the University's semester which

may be in effect at the time or receipt of such notice and any Student in a placement at the time of the notice shall be entitled to complete such placement.

ARTICLE II - RESPONSIBILITIES OF THE UNIVERSITY

1. The University will consult with the Agency about the educational goals and objectives, appropriate learning opportunities (which may include special projects and/or research), and expectations for Student performance; and the roles and responsibilities of key persons in the placement.
2. The University will inform Students and University staff who take part in the placement of the Agency's requirement that they familiarize themselves with and abide by those policies, procedures, programs, operating standards, rules and regulations of the Agency that may from time to time be in effect while the facilities of the Agency are being utilized by the Student and or University staff.
3. The University, in liaison with the Agency, will provide for Students supervision, instruction and evaluations (which may be by way of electronic conference) required in the teaching program unless in specific instances other mutually agreeable provisions are made.
4. The University teaching staff will collaborate with Agency staff to assure adequate guidance of Students.
5. The University will use its best efforts to assure the health of the Students.
6. Students and teaching staff at the University shall hold in confidence any information pertaining to the Agency or the staff or the clients of the Agency which come to their knowledge during the conduct of the program.
7. The University supervisor is responsible for: required communication with the Agency in order to resolve problem situations; the assessment of the Agency evaluation and the translation of this assessment into a course grade; responding promptly to any concern regarding the Student's performance in the course of the placement.
8. The University agrees to fullest extent permitted by law, to indemnify and hold harmless the Agency against any damage, liability or costs to the extent caused by the Student or the University's negligent acts, errors or omissions in the performance of the services provided under this Agreement and those for whom the University is legally liable. The University is not obligated to indemnify the Agency in any manner whatsoever for the Agency's own negligence or for the negligent acts of those for whom the Agency is fully responsible.

ARTICLE III - RESPONSIBILITIES OF THE AGENCY

1. The Agency shall provide opportunities to the Students to participate in the Program in accordance with the provisions of this Agreement and the Program objectives as set out in Schedule 'A'.
2. The Agency will provide orientation, and evaluation in accordance with the accepted procedures of the University; to enhance the Student's integration of theoretical, practical and/or research knowledge in the course of their academic program as outlined in Schedule "A" that the Student is enrolled in at the University.
3. The Agency will afford time for field instruction and supervision in accordance with the educational objectives, learning opportunities and performance expectations of the University as outlined in Schedule "A".
4. The Agency may assist in evaluation of the program and will complete written evaluations of the assigned Student's achievement as set out in Schedule "A". The Agency will communicate to the University as soon as practicable any concern regarding the Student's performance and any accident, incident or illness during the course of the placement.
5. The Agency will provide a description of the Student roles and responsibilities as applied to a placement, inclusive of any and all duties provided to regular staff of the Agency and/or the specifics of any special projects or research that encompasses the placement experience.
6. The Agency shall make information concerning the program placement as outlined in Schedule "A" to its employees and facility staff where necessary.
7. The Agency will provide educationally focused learning and/or research opportunities and not use Students to replace regular staff.
8. The Agency will integrate the Student into the normal activities and operations of the Agency and provide a reasonable and acceptable working space for the Student. The Agency shall also orientate the Student to their safety policies and protocol, inclusive of their emergency response procedures.
9. The Agency agrees to the fullest extent permitted by law, to indemnify and hold harmless the University, its governors, directors, its student(s) and staff from any damage, liability and costs, to the extent caused by the Agency's negligent acts, errors or omissions in connection with the services under this Agreement inclusive of the negligent acts of those for whom the Agency is legally liable. The Agency is not obligated to indemnify the University in any manner whatsoever for the University's own negligence or for the negligent acts of those for whom the University is fully responsible.

ARTICLE IV - GENERAL

1. The terms of this agreement shall also apply to research and special projects conducted by the University in conjunction with the Agency, and such projects shall be conducted both in accordance with the Ethics and Standards of the profession for which the University's students are training to qualify and of the Mission, Statements of Belief and Code of Ethics of the Agency.
2. The Agency and the teaching staff of the University will cooperate in the development of concurrent and terminal evaluation of the program.
3. Where applicable, the parties acknowledge that the Agency has complete responsibility for the provision of client and patient care and that the Student will be permitted to provide service only when (a) authorized and (b) supervised by approved agency staff or their Instructor. In exercising this responsibility the Agency at all times reserves the right to refuse access to clinical facilities to any student from the University. The University requires written notification if Student is denied access to the facility.
4. During the term of this Agreement either party may make confidential information (which may include business information, health information pursuant to the Health Information Act, personal information as defined in the FOIP Act, student information as defined in the Post Secondary Learning Act) available to the other party. All confidential information shall remain the property of the disclosing party. Unless otherwise agreed in writing, or as required by law, the receiving party shall only use confidential information for the purposes of carrying out its obligations under this Agreement, to hold and maintain such confidential information in confidence and not to disclose such confidential information to any third party.
5. The parties agree that the placement is an educational opportunity and as such the Student and the University's staff are not employees of the Agency and are not entitled to financial remuneration during the term of the placement. This does not preclude the Agency in providing the Student with a stipend for expenses incurred in fulfilling duties at the Agency during the term of the placement.
6. The University acknowledges that the Agency has the right to terminate the Student from the Agency placement after due discussion with the Student and the University and upon written notice to the University, when inappropriate or inadequate skills or behaviours have not been corrected in the specified time period as documented and discussed. If the Student's behaviour presents a danger to himself/herself and others, or if the Student refuses to act upon the reasonable requests and instructions of an Agency supervisor, the Agency has the right to immediately terminate the placement of the Student.
7. The University and the Agency agree that each will obtain and maintain a comprehensive insurance program extending to comprehensive general liability, education errors and omissions and

professional malpractice coverage for limits of no less than \$2,000,000 per occurrence. Either party at the request of the other provide evidence such insurance by way of a Certificate of Insurance.

8. In the event of any dispute arising between the Agency and the University relating to this Agreement, the Parties shall use their reasonable endeavors to settle such differences amicably. Any dispute arising out or in connection with this Agreement, which cannot be resolved by amicable settlement between the parties, shall be finally settled pursuant to the provisions of the *Arbitration Act (Alberta)*.
9. The Agreement shall be construed in accordance with the laws of the Province of Alberta and the parties attorn to the exclusive jurisdiction of the courts of the Province of Alberta.
10. Any notices to be given under this agreement shall be given to the address' as set out on the first page of this Agreement.
11. This Agreement may be executed in counterpart, each of which shall be deemed as an original and all of which will constitute one document. Delivery of a counterpart by way of facsimile shall be deemed as delivery of an originally executed counterpart.

IN WITNESS WHEREOF the parties hereto have duly executed this Agreement to be effective as of the date the Agreement is last signed by the parties.

THE AGENCY

Per: _____
Name:
Position:

Per: _____
Name:
Position:

Date: _____

THE GOVERNORS OF THE UNIVERSITY OF LETHBRIDGE

Per: _____
Name:
Position: Provost & Vice-President, Academic

Per: _____
Name:
Position: Dean, Faculty of Health Sciences

Date: _____

SCHEDULE “A”
Addictions Counselling Degree Program
BHSc Addictions Counselling

The Addictions Counselling major at the University of Lethbridge is the only one of its kind in Canada. The Bachelor of Health Science (BHSc) degree in Addictions Counselling program gives students the skills to guide people through the addiction recovery process.

COURSE OBJECTIVES:

During the internship field site placement, the site supervisors and faculty liaison expect students to continue to develop competency in the following established practice areas:

1. Maintain personal well-being through self-awareness, effective reflective practices, and self-care and self-management strategies.
2. Demonstrate skills in interpersonal effectiveness, collaboration, cooperation, and teamwork by:
 - ✓ using effective interpersonal communication skills (oral and written) to establish rapport and communicate effectively with others
 - ✓ accepting responsibility and being accountable for actions
 - ✓ effectively communicating, relating and working within an organization
 - ✓ working independently and with supervision
 - ✓ using problem-solving techniques and conflict management/resolution skills
 - ✓ contributing to team decision-making
 - ✓ functioning effectively in a variety of team relationships
3. Demonstrate a high level of professionalism by:
 - ✓ engaging in reflective, analytical & evaluative practice, including taking an ongoing personal inventory of biases, attitudes and beliefs
 - ✓ recognizing professional roles, boundaries, limitations, and strengths
 - ✓ engaging in effective communication and effectively giving and receiving critical and constructive feedback
 - ✓ demonstrating skills essential and necessary to sustain life-long and continuous learning to update professional knowledge
 - ✓ preparing for and utilizing supervision effectively
 - ✓ applying ethical principles in professional conduct
 - ✓ demonstrating satisfactory professional development with a minimum cumulative average of 75% on all graded assignments to receive a passing grade.
4. Demonstrate respect of diversity and appropriate cultural responsiveness by:
 - ✓ respecting diversity and working with others (individuals, groups, families) from a variety of cultural backgrounds to affirm their values and meet their needs and goals
5. Demonstrate professional practice skills by:
 - ✓ understanding and applying evidence/research-based practices and monitoring and evaluating client and/or program evaluation outcomes
 - ✓ understanding and applying a range of theoretical perspectives on counselling practice, addictions, and mental health, as appropriate
 - ✓ applying direct interventions in the areas of assessment and counselling services (individual, group, family), prevention and health promotion, harm reduction, case management, group facilitation, outreach and community development initiatives as appropriate to the field site placement
 - ✓ working with and on behalf of others (individuals, groups, families) to develop others and facilitate positive growth from an orientation of respect and client-centered change
6. Demonstrate understanding of the addictions field by:
 - ✓ understanding the addictive process continuum relating to substance use, abuse, and dependency as well as for the full range of addictive behaviours
 - ✓ knowing the facts and effects of addictive behaviours
 - ✓ understanding the addiction treatment continuum (i.e. prevention, harm reduction, formal treatment, aftercare)
 - ✓ understanding and articulating a theoretical model to explain addiction/recovery/healing

APPENDIX C: PRE-INTERNSHIP PLACEMENT SURVEY

**ADCS 3050: INTERNSHIP IN ADDICTIONS COUNSELLING I
SPRING 20XX
PRE-INTERNSHIP PLACEMENT SURVEY**

Email completed form to: ADCS@uleth.ca

In the SUBJECT area of your email, write: **ADCS 3050 Spring 20XX**

To be completed by April, 20XX by all students completing a Spring 20XX Addictions Counselling Internship I

Student's Full Name:

1. Areas of Interest:

2. Possible Agencies:

3. Preferred Geographical Location:

4. Special Considerations:

APPENDIX D: HOW TO PREPARE FOR AN INTERNSHIP PLACEMENT INTERVIEW

ADCS 3050: INTERNSHIP IN ADDICTIONS COUNSELLING I SPRING 20XX PREPARING FOR YOUR INTERVIEW

When a student is ill-prepared for an interview at a potential internship placement site, this reduces their chances of being accepted for placement. Prior to your interview, review the areas identified below to enhance your ability to be able to speak to them and answer questions in the interview. Don't worry about memorizing; just review and be able to speak knowledgeably about some of these areas.

Internship/Practicum Experience

Be able to describe:

- what you specifically want from the internship experience. This means you should do a bit of research and know about the programs at the site where you are being interviewed and relate this to your career goals and what you want to learn.

Sample questions you may be asked:

- What do you want to learn in the internship/practicum? What are your goals?
- What makes you want to do your internship at the site where you are being interviewed?

Addictions and Counselling Issues

Be able to utilize theory about addictions and counselling in responding to questions asked of you.

Theoretical areas to review:

- Definition or model of addiction
- Basic physiology of addiction
- Counselling theory or theories that you ascribe to and see yourself being guided by
- Assessment of addictions
- Stages of Change and Motivational Interviewing
- 12-Step Approach
- Prevention
- Harm Reduction
- Ethics: confidentiality and limits, boundaries with clients etc.

Sample questions you may be asked:

- What are the important aspects of assessment?
- What counselling frameworks or models of counselling have you used or what do you ascribe to?
- How do you see the change process?
- What is your definition of addiction?
- What is your understanding of prevention?
- How does harm reduction fit into your view of service provision?

Behavioural Scenarios

Often, in an interview, you will be asked how you would deal with a hypothetical situation or asked to describe a workplace situation you have dealt with in the past.

Sample questions you may be asked:

- How would you respond in a conflict situation with a co-worker?
- How have you dealt with conflict with a supervisor in the past?

Personal

- For in-person interviews, it is important to dress in a professional manner for the interview such as a pair of dress pants and a professional-looking shirt or sweater.
- Make a list of your positive qualities and personality characteristics (e.g. non-judgmental, good sense of humour, warm, etc.)
- Make a list of the skills and work experience you would be bringing to the site (e.g. good communication skills, excellent writing skills, good time management/organization, etc.)
- Make a list of your own questions to ask about the site and what you would be involved in there so that you can get an idea whether it will be a good fit for you.

Sample questions you may be asked:

- How would your friends describe you?
- What assets would you bring to this internship?
- What are some areas for growth that you need to work on?

Also be prepared to ask questions to assess whether the program/site is a good fit for your interests.

Prepare some questions to ask prior to the interview. Sample questions **you** could ask:

- What is the model of supervision that you use here?
- What would the work schedule be like?

- What specific roles and responsibilities would I be able to participate in (e.g. individual/group/family counselling, outreach, prevention, assessment, carrying a caseload, etc.)?
- When will you be making your decision?

After the Interview

After the interview, always send a thank-you card or an email expressing your appreciation for the interview and for being interviewed and considered.

**APPENDIX E: CANADIAN CENTRE ON SUBSTANCE ABUSE (CCSA)
COMPETENCIES FOR CANADA’S SUBSTANCE ABUSE WORKFORCE**

The Canadian Centre on Substance Abuse (CCSA) has identified a number of essential and measurable skills, knowledge, attitudes, and values required to effectively perform a particular function or role for persons working within and/or allied with the substance abuse field (CCSA, 2007). These core competencies for effective performance within the substance abuse field are categorized as either Technical Competencies (specific skills and knowledge required) or Behavioural Competencies (specific attitudes, values, and abilities). Below is a list of the 36 core competencies outlined by the CCSA. For further information on these core competencies, please go to <http://www.ccsa.ca/2010%20CCSA%20Documents/ccsa-011799-2010.pdf>

CCSA Core Competencies for Canada’s Substance Abuse Workforce

Technical Competencies	Behavioural Competencies
1. Case management	1. Adaptability/flexibility
2. Community development	2. Analytical thinking and decision making
3. Conflict management	3. Client-centered change
4. Counselling	4. Client service orientation
5. Crisis intervention	5. Collaboration and network building
6. Diversity and cultural responsiveness	6. Continuous learning
7. Ethics and professionalism	7. Creativity and innovation
8. Family and social support	8. Developing others
9. Group facilitation	9. Diversity and cultural responsiveness
10. Mental health	10. Effective communication
11. Outreach	11. Ethical conduct and professionalism
12. Pharmacology	12. Interpersonal rapport/savvy
13. Prevention and health promotion	13. Leadership
14. Program development, implementation and evaluation	14. Planning and organizing
15. Screening and assessment	15. Self-care
16. Teamwork	16. Self-management
17. Treatment planning	17. Self-motivation and drive
18. Understanding substance use, abuse and dependency	18. Teamwork and cooperation

Canadian Centre on Substance Abuse (CCSA). 2007. *Technical competencies for Canada’s substance abuse workforce v.1: Final report*. Ottawa, ON: CCSA.

APPENDIX F: LETTER FROM THE DEAN

Interim Dean Spenceley
Faculty of Health Sciences
University of Lethbridge

Date

To Whom it May Concern:

This letter is to confirm that {Student's Name} is a full-time student currently enrolled in the Bachelor of Health Sciences – Addictions Counselling Program at the University of Lethbridge in Alberta, Canada. As partial requirement for completion of this program students are required to complete a 13-week internship at a field site placement in the addictions and/or mental health field. The internship experience is a critical and mandatory component of the student's academic education in Canada. It is solely a training experience for which students are not allowed to receive remuneration. The student is required to maintain full medical and dental insurance while abroad and is also covered by the University's Worker's Compensation program as well as the University of Lethbridge's liability insurance program for the activities they engage in relating to the internship experience.

Please be informed that Ms./Mr. {Student's Name} has been accepted for his/her internship training at XXXXXX (agency name and address), which will commence in early September, 20XX and continue for a 13-week period. Ms./Mr. {Student's Name} is required to return to Canada and the University of Lethbridge at the end of the internship experience to complete additional course work and to finish the academic program leading to a B.Sc. degree. The degree will be conferred upon return to Canada and completion of the program.

Sincerely,

Interim Dean Shannon Spenceley
Faculty of Health Sciences
University of Lethbridge

APPENDIX I: CODE OF ETHICS

The Addictions Counselling Program ascribes to the Canadian Counselling and Psychotherapy Association Code of Ethics to guide the interactions of students involved in classroom and internship settings. The code can be located at:

[Http://www.ccpa-accp.ca/_documents/CodeofEthics_en_new.pdf](http://www.ccpa-accp.ca/_documents/CodeofEthics_en_new.pdf)

APPENDIX J: MANDATORY STUDENT CONSENT BUNDLE

Faculty of Health Sciences students are required to review and complete the four documents included in the consent bundle prior to attending placement. These include:

1. University of Lethbridge Informed Consent Risk and Indemnity Agreement
2. Hazard Assessment and Control Report Form
3. Waiver, Release, Assumption of All Risk, Indemnification of all Claims and Covenant Not to Sue The Governors of the University of Lethbridge
4. Faculty of Health Sciences Work-Integrated Learning (WIL) For Students

Documents are located at:

https://uleth.qualtrics.com/jfe/form/SV_3ZQJL98JOMUV7O5

APPENDIX K: RECOMMENDED READING LIST

- Beck, A.T., Wright, F.D., Newman, C.F., & Liese, B.S. (1993). *Cognitive therapy of substance abuse*. New York: The Guilford Press.
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- Ladany, N., Walker, J.A., & Melincoff, D.S. (2001). Supervisory style: Its relation to the supervisory working alliance and supervisor disclosure. *Counselor Education & Supervision*, 40, 263-275.
- Leonard, L.S. (2001). *Witness to the fire: Creativity and the veil of addiction*. Boston: Shambhala.
- Miller, D. & Guidry, L. (2001). *Addictions and trauma recovery: Healing the body, mind & spirit*. New York: W.W. Norton.
- Miller, P. (2006). *Ethical decision making in social work and counselling*. Toronto: Thomson.
- Miller, S. & Berg, I.K. (1995). *The miracle method: A radically new approach to problem drinking*. New York: Norton.
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APPENDIX L: CODE OF ETHICS

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[Http://www.ccpa-accp.ca/_documents/CodeofEthics_en_new.pdf](http://www.ccpa-accp.ca/_documents/CodeofEthics_en_new.pdf)