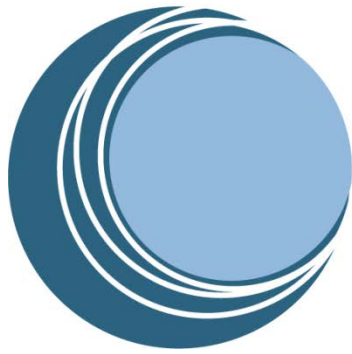


# **Addictions Studies Program Student Handbook**



**CENTRAL OREGON**  
community college

**2017-2018**

## WELCOME TO THE ADDICTIONS STUDIES PROGRAM

You are about to embark on the adventure of becoming an Addictions Studies professional.



During this journey you will be learning many new things, not all of which will be traditional academic or "book learning." Some of what you will experience is experiential or hands-on learning. You will learn things about yourself, and you will need to learn how the college and this program function. This handbook will be an important resource as you find your way. To begin to understand the college and the Addictions Studies Program, we encourage you to read this handbook now and refer to it often. Consider this your

guide to the many requirements and activities that students are involved in. This handbook and good advising will help to make your time with us enjoyable and informative.

The Certificate of Completion through COCC is intended to prepare students to take the State of Oregon CADC I exam and to provide you with "job ready" skills and knowledge. For information on Oregon States requirements please visit [www.accbo.com](http://www.accbo.com).

This Associate of Applied Science (AAS) degree with the Certificate embedded, is designed for those interested in sitting for the State of Oregon CADC II. You may compete successfully for jobs that ask for a bachelor's degree if you do a good job informing the potential job site about the breadth of your knowledge and experience. Some sites have firm rules about degrees; others are willing to consider well-prepared associate degree-level employees, especially if they recognize the value of the "hands on" (practicum) experiences you have had. Each year some students obtain employment at their practicum sites because they have proven their worth as an employee while at that agency as a practicum student.

Currently the job market is open to persons with a CADC I and/ or AAS degree. Jobs may be found in Addictions, youth work, community corrections, and with persons with severe and persistent mental illness. Hourly wages range from approximately \$10.00-\$28.00 and often include benefits.

Many students who complete the Associate of Arts Transfer degree with an emphasis in Human Services go on to a 4-year university for a bachelor's degree. Many students work in community agencies while they seek a bachelor's degree in social work, child and family studies, psychology, sociology, Addictions Studies, or criminal justice.

## MISSION STATEMENT



We provide a community of helpers that create a stable and safe environment that fosters personal mastery, professional self-expression, and culturally responsive support for addictions professionals and other human service workers.

## ADVISORY COMMITTEE

The Addictions Studies Program has an advisory board made up of members of the community who represent a variety of agencies. This group meets twice a year. Additionally, the committee includes a student representative, program and other COCC faculty. The committee works with faculty and the college to maintain quality and appropriateness of course offerings and content, and is kept apprised of enrollment trends, employment, and student success.

## ADDICTIONS STUDIES PROGRAM INFORMATION

### SEXUAL HARASSMENT

Each student has the right to be free of sexual harassment. College rules are on the COCC website <https://www.cocc.edu/general-policy-manual/student/student-concerns-process/>

### PERSONAL SAFETY

Each student has the right to feel safe on the COCC campus. Personal safety issues will be discussed in your classes during the first few weeks of the first term.



If a person known or unknown to you approaches and asks about a fellow student, refer him/her to Student Services. Do not give out any information about other students! (This is also good practice for HIPAA).

### Emotional Demands

#### Personal issues/emotions/becoming a HEALTHY HELPER

#### Personal discoveries and effects on families/friends

It is estimated that at least one-half of what you learn is about yourself. It is normal for issues of your own to be triggered by your coursework. You will discover more about your personal style, about communication skills, and about being a helper. All of this can combine to create changes in how you see your world and how you behave in it. Families and friends may not enjoy the new you and confusion and stress may follow. Some students have suggested that this point cannot be stressed enough!

Students in training for the helping professions are encouraged to take a close look at themselves and recognize how their individual beliefs, stereotypes, and prejudices affect how they react to people. This program has some coursework intended to assist you in personal exploration. This self-discovery is not always fun, yet it is crucial to the development of healthy and caring helpers. Your textbooks call this discovery "self-awareness."

It is known that people in many kinds of helping professions have selected this type of work in order to meet their own needs to do good for others. In our field, this is also common and is not without its drawbacks. If you want to help someone better their life and they actively or passively refuse your help, you may become disenchanted or frustrated with your role as their helper. It becomes important to learn to balance your need to help with the realities of reluctant clients, overworked systems, and scarce financial resources.

Another consideration is the impact of the helper's personal experience with difficult circumstances in the helping process. It can make helpers especially sensitive and wise when working with others, or it can be an impediment to that work. With attention to these dynamics, a balance can be achieved that can assist the helper in doing excellent work. There may be times where one's own personal issues are touched by the coursework, the struggles of other students, or the clients you have contact with. This can be a difficult and emotional time, great training for helpers, and not always what students expect in school. For example, if a student grew up in a home where violence was common and they hear of similar situations in someone else's life, he/she may discover uncomfortable memories of his/her own rising to the surface. This can result in powerful reactions which can affect his/her ability to be objective and clear in working with his/her clients. Since this is a known dynamic in the helping process, this program seeks to assist the student discovering how his/her needs and motivations affect the process, and how to work with this in a fashion that is helpful, not harmful, to the client or helper.

In some instances, students may elect to seek professional help to work through their own issues. This is a sign of a healthy helper and the program supports the student in this venture.

### **Oh no! Is it really this challenging?**

This information is intended to be informative and to help you prepare your thinking, though it may raise concerns on your part. If you find difficulty managing all the changes going to school can create, remember your program instructors and the CAP Center can assist you. They can also assist you in locating other resources if necessary. The CAP Center-Personal counseling provides short-term services to COCC students, FREE. The goal of personal counseling is to assist you in resolving issues that may be preventing you from achieving your potential at COCC. Professional counselors are available on the Bend campus to meet with any student enrolled in at least one credit or Adult Basic Education/English Language Learner course. There is no charge for this service. Phone: (541) 383-7200; OSU-Cascades Counseling Clinic program Interns and Practicum Students also provide free counseling to anyone in the community over the age of 14 (541-322-2047); 650 SW Columbia St., Bend, OR. Your fellow students can be great resources too. Students often form their own support system when faced with personal issues; however, your peers should also not be your personal counselors.

### **ADVISOR**

You will be assigned an academic advisor to work with on both short-term and long-term academic goals. Please log in to your student services to identify who your advisor is. (*Log in to your student (Bobcat) account, go to Student Services, Registration, and then Can I register for credit classes?*).

Advisors/Instructors have office hours or times they are available posted outside their offices. These office hours are for academic advising, not personal counseling. Personal counseling cannot be provided by your advisor or your instructors, but each can refer you to resources.



Faculty academic advisors are available during fall, winter, and spring terms. They are not available during summer term or during term breaks. You may access general advisors through the CAP center during these “off” times, however this is not recommended as a program advisor will be able to provide you with the best information for your program of study.

**Boundaries** - ADS/HS students have a rich variety of personal life experiences. We value and honor those experiences and there are appropriate times and places to share them. The classroom is not the place for disclosure or discussion of these experiences.

In some more advanced coursework these personal experiences are valuable and your instructor will discuss this with you. In some of your coursework you will learn about both personal and professional boundaries and the importance of these boundaries to your development as an Addictions Studies professional.

**Confidentiality** - Beginning with your first classes in the Addictions Studies program you will be observing and receiving information that is considered confidential. Information about your fellow students may be disclosed to you in any of your classes. That information may not be discussed outside of the class with anyone. As you move through the program, other classes will also hold confidential information both about students and about clients. This information may not be disclosed or discussed with anyone. You will learn a great deal about confidentiality in this program both in the classroom and in your practicum. Confidentiality holds both legal and ethical boundaries. You, as a student in this program, have the responsibility to read and understand the confidentiality issues of the code of ethics of the Addictions Studies Professional. You are asked to sign the confidentiality statement located in this Handbook and/or in one or more of your classes during term each year you are enrolled in the program.

**Cultural, Religious/Spiritual, Ethnic, Gender and Other Differences** - Our human community, communities surrounding the college, and the community on campus are highly diverse. You will experience differing ways of looking at the world, different traditions, different languages, and different values among your fellow students, instructors, and most definitely your clients. We encourage you to practice openness and acceptance of yourself and others as you go through the program.



### **Addictions Studies Program Policy Statement**

The Addictions Studies Profession requires a high level of personal integrity, self-awareness, and personal maturity. Demonstrating professionalism in classroom behavior, as well as being present and engaged in classroom activities, is expected at all times as a student in the COCC Addictions Studies Program.

Students and faculty are expected to maintain an atmosphere in which controversial issues related to class material can be examined and discussed. In exercising this freedom of expression, faculty and students are expected to exercise appropriate restraint and show respect for the opinions, backgrounds, and values of others.



The Addictions Studies program seeks to balance providing care and support, high expectations, and opportunities for participation in meaningful activities. All students are expected to participate in constructing a respectful learning environment in the classroom. Some of these expectations include arriving to class on time, staying for the entire class, coming back from breaks on time, no cell phone use, etc. Also, be mindful of what might detract from the learning experience of students and faculty alike (e.g.: talking to fellow students during lecture).

All students must demonstrate behavior that is consistent with the Association of Addictions Professionals Ethical Standards of found at: **NAADAC Code of Ethics** <http://www.naadac.org/code-of-ethics>

Demonstrating effective ethical and professional conduct is extremely important and will be monitored and reviewed by the faculty throughout your time in the program in order to assess your development as a professional helper. Occasions for feedback occur throughout the program as needed. Concerns and deficiencies will be brought to your attention and used by faculty in assessing your overall academic/professional progress in the ADS/HS program. ADS/HS program faculty meet regularly to discuss student progress and issues. Deficiencies which are not corrected will be cause for disciplinary action which may include termination from the program.

## **PERSONAL, ACADEMIC, MENTAL HEALTH and SUBSTANCE ABUSE ISSUES**

Sometimes student issues can get in the way of success in the program. These issues can be personal, academic, related to mental health or substance abuse issues. In instances where a student's issues surface or create difficulty in the academic or practicum setting, students may be asked to seek professional counseling and/or treatment. In other words, issues may interfere with a student's development as an Addictions Studies professional.

It is very important to program faculty, college staff, partner agencies and *especially* clients that students working toward a professional mental health and Addictions Studies career are mentally healthy and free of addictive behaviors. The program curriculum will reinforce professionalism, good personal and professional boundaries and self-care. At times, it becomes clear that some students are not prepared to take on the behaviors of a "healthy helper." There may be courses of action the program faculty choose to take in these situations (see below). In these cases, every effort will be made to refer students to appropriate support and treatment.

**Dismissal:** Some students are not good matches for the field of Addictions Studies. Evaluation tools are primarily based on information presented in this Handbook. Additional evaluation may be conducted by faculty, the program director, chair of social sciences and/or the instructional dean based on classroom or practicum behaviors. In some instances, students may be asked to:

- a. Develop a plan of action with the program advisors.
- b. Move to part-time status.
- c. Leave the program and take courses within the college leading to another degree.

**Skill Development/ Professional Development:** In some instances, student skills in interviewing, case management, or group theory and practice are not developed enough for practicum. In instances where this is determined by the instructors, a student may be asked to:

- a. Demonstrate skills to program instructors.
- b. Demonstrate skills to peers.
- c. Repeat a course that will assist the student in developing these skills.

### **Evaluation for Continued Eligibility in Program, Classes, and Practicum**

All students are evaluated by program faculty continually throughout each term they are enrolled in Addictions Studies Program courses. The evaluation process looks at professionalism, professional skills, and the student's academic record. Evaluations continue throughout the program.

For continued program eligibility, the college requires a grade point average (GPA) of 2.0. A student may be considered ineligible for continued enrollment in the program if:

- The student has failed to satisfactorily complete a given Human Services/Addictions Studies course after re-enrolling in that course once (1 time). The student has two chances to pass a Human Services/Addictions Studies course.
- The student has violated confidentiality or significantly disrupted the safety of the classroom

Additionally, in order to earn the Certificate of Completion in Addictions Studies from COCC you must complete all program specific courses with a C or higher.

### **Classroom and Professional Behavior Assessment**

The Classroom and Professional Behavior Assessment is a tool that may be utilized by Addictions Studies faculty to monitor student development in the areas of interpersonal skills, communication skills, group dynamics and membership, adaptability and flexibility, attendance, professionalism, appearance, behavior, attitude, and ethical conduct. (See last two pages of Handbook)

Students in the Addictions Studies Program have a unique opportunity to represent the college and the helping profession in the community. Students are also part of a learning community on campus. It is our goal to regularly address the development of professional skills and behaviors beyond academic achievement in the classroom. This tool is meant to assist in student success and ensure professional readiness for both school and practicum demands.

Students may receive an evaluation in HS 161 Ethics; HS 162, Effective Helping Skills Level 1; HS 262, Effective Helping Skills Level 2; HS 206, Groups and Addictions; and HS 291, 292, & 293 Practicum. Faculty and/or Program Director may elect **at any time** to utilize this evaluation tool in any class or situation if they feel it would be of assistance to the student and/or the program. Students will receive a copy of completed assessments.



If you have any questions concerning assessments, please see the Program Director.

### **Removal from Practicum, Courses, and/or Program**

A student can be removed from a class, a practicum site, or the program for many reasons. Some of these reasons include unethical behavior, interpreting agency policies for personal gain, breaking confidentiality, substance use/abuse, agency needs change, supervision is not available, personal and/or mental health issues get in the way of services to clients, personal and/or mental health issues get in the way in academic environments and violation of syllabus and college policies.

Should a concern arise that a student is unfit for participation or continuation in practicum, specific program courses, or the program as a whole, the following review process will be followed.

1. The program director will confer with faculty of the ADS/HS program regarding the specific behavior or circumstances that have created a concern about the student's continued participation.
2. Concerns will be documented in writing through letter and/or Classroom and Professional Behavior Assessment tool. (see pgs. Apdx.)
3. The student's specific behavior or circumstances will be reviewed in consideration of the following standards:
  - a. The current Addictions Studies and Addictions Studies Student Handbook including Classroom and Behavioral Assessment tool.
  - b. The COCC Student Code of Conduct and the COCC Student Rights and Responsibilities.
  - c. Other academic protocols, regulations or documents (i.e., course syllabi, college catalogue, student handbook, accreditation policies, departmental policies, grading policies, etc.)
4. The following review and decision process will be implemented:
  - a. The student will be notified, in writing, of the specific behavior or circumstances that have created the concern under review.
  - b. The student will be required to meet with the program director and faculty of the ADS/HS program to review the behavior or circumstances of concern.
  - c. The program director and faculty, in consultation with the Department Chair and Dean, will have the following options regarding the student's continuation in his/her practicum / courses / program.
    - i. Remove the student from the practicum / courses / program.
    - ii. Limit the student's participation in the practicum / courses / program.
    - iii. Allow the student to continue full participation in the practicum / courses / program with plan of action for improvement. The program director and faculty, in consultation with the Department Chair and Dean, may develop a written plan of action in order for the student to:
      1. Continue in the practicum / courses / program in a full or limited capacity.
      2. Be reinstated at some time in the future after being removed from the practicum / courses / program.
  - d. The decision of the program director and faculty will be provided to the student in



writing.

- e. The student may appeal through the College Student Concerns procedure process <https://www.cocc.edu/general-procedures-manual/student/student-concerns/>

5. If the student behavior or circumstances of concern involve the possible violation of the Student Code of Conduct, the program director, department chairperson, and area academic dean may also refer the student's case to the college's student conduct officer for investigation and review.
  - a. A student conduct investigation and review may happen concurrently with the review for academic fitness for participation in practicum / courses / program.
  - b. A student conduct investigation and resulting decisions are separate from a review for academic fitness.
  - c. The Program Director, Chair of Social Sciences, and the Student Affairs Director may confer during the review and processing of the student's case.
  - d. The student conduct investigation and decision process by the Student Affairs Director shall follow the policies and procedures outlined in the Student Code of Conduct.

### **Participation Policy in Classes-Violation of Policies**

Some classes in the Addictions Studies Program have strict participation policies which require a minimum of participation for continuance in the course and/or accompanying labs. Check each class syllabus for details.

### **Drug/Alcohol Policy**

The Addictions Studies Program has a compelling interest in preventing and eliminating substance abuse from the workplace. Many community agencies require several years of recovery before a student may begin practicum or become employed. We encourage students to have **at least two** years of successful recovery before entering the program. (OARS: 415 Division 50)

OAR 309-019-0125(11) Recovering Staff: Program staff, contractors, volunteers and interns recovering from a substance use or problem gambling disorders, providing treatment services or peer support services in substance use disorders treatment programs, must be able to document continuous abstinence under independent living conditions or recovery housing for the immediate past two years.

ACCBO, Oregon's credentialing body, requires applicants to verify their abstinence/recovery status (page 7 of the certification application).

Students who exhibit behavior that indicates drug and/or alcohol use as found below will be subject to the continued eligibility process found above in this handbook.

Central Oregon Community College has a specific policy regarding the use of alcohol and other illegal drugs. The policy and consequences are published regularly by the college in term schedules, the Catalogue and the ADS/HS Student Handbook <https://www.cocc.edu/general-policy-manual/student/cocc-drug---alcohol-policy/>

Signs and symptoms that may indicate chemical impairment include the following:

|                                |   |
|--------------------------------|---|
| Odor of alcohol                | Nausea, vomiting, or sweating             |
| Unsteady or staggering gait    | Habitual tardiness                        |
| Rapid or slurred speech        | Frequent absences                         |
| Dilated or pinpoint pupils     | Change in patterns of social interactions |
| Blood-shot eyes                | Changes in affect                         |
| Fine motor tremors             | Inappropriate emotional outbursts         |
| Difficulty in calculation      | Leaving class frequently                  |
| Inability to follow directions | Nodding off in class                      |

## **SUBSTANCE ABUSE TESTING POLICY AND PROCEDURE**

### **A. Statement of Policy**

ADS/HS program students must perform their on-campus and practicum activities safely, ethically, and responsibly without the use of alcohol or drugs. Students will be required to comply with the practicum site's policy regarding drug and alcohol use and substance abuse testing. These policies may cover testing for any substance that can adversely affect the ability of the student to perform duties including but not limited to alcohol, narcotics, hallucinogens, marijuana, amphetamines and all controlled substances under state and federal laws.

Each student participating in the ADS/HS program shall be asked to sign a consent form for drug and alcohol testing as required by the practicum site. Any student refusing to sign the consent form will not be placed at a practicum site.

### **Rules**

- 1) All ADS/HS students are prohibited from being under the influence of alcohol or drugs that impair their ability to perform duties as student or intern during class meeting times or practicum working hours;
- 2) The sale, transfer, or possession of illegal drugs is strictly prohibited. Such action will be reported to the appropriate law enforcement officials;
- 3) No prescription drug may be brought on college premises or to any clinical or practicum training work site by any person other than the one for whom it is prescribed, and prescription drugs may be used only by the person for whom prescribed and in the manner, combination and quantity prescribed;
- 4) If classroom or practicum performance is adversely affected by a prescribed medication, the student will be sent home, be directed to use their prescribed prescription the safest manner possible, and considered ill for makeup purposes. Individual practicum sites may prohibit the use of prescription medication due to their own program policies.

## **WHAT IS PRACTICUM?**

### **PRACTICUM OR FIELDWORK EXPERIENCES**

Practicum experiences are an integral part of training as a professional. The student will intern in a recognized community agency/institution for 100 hours per quarter, for three quarters. The hours are approximately 10-20 hours per week. Practicum is available in the summer quarter.

### **PRACTICUM ELIGIBILITY**

Practicum eligibility is determined by program faculty through an evaluation process and is not considered an entitlement. As a professional in the community, a student represents both the Addictions Studies profession and the college. This is a serious commitment. Not all students are ready for this commitment at completion of one or two courses. Students may elect to delay starting practicum and/or students may be asked by the program instructors to delay beginning practicum.

Students must have at minimum, completed HS 161 Ethics, HS 162 Helping Skills 1, HS 206 Groups, HS 266 Case Management and HS 290 Introduction to Practicum before they may begin their practicum.

Students apply for practicum each quarter. **All applications and changes for practicum enrollment must be filtered through the program director.** Many agencies contact the Program Director to discuss student readiness and fit.

### **DELAYING PRACTICUM**

Some students may elect to delay starting practicum for personal reasons. Some students may be asked by program instructors to delay beginning practicum. In these instances, a plan of action will be developed with the student to assist the student in preparing for practicum. The plan of action could include, but not be limited to, developing skills, seeking counseling, volunteering in a community agency, or developing other work-related behaviors. This plan of action is not intended to be punitive; the intent is to assist the student in developing professionalism in the Addictions Studies field.

### **FINDING A PRACTICUM SITE**

Students are responsible for arranging their own practicum site. Practicum placements have stated that the student needs to have completed (at minimum) Ethics in the Helping Professions, Group Counseling Skills, and level one Helping Skills prior to beginning. Most agencies have requested that all course work (except the practicum) be completed prior to beginning placement. You may already know of a site where you would like to work, or you may be exploring options before this class. You should plan on completing an application and/or submitting a resume to the placement site prior to the site considering supervising your training. Some agencies have specific timelines which stipulate when applications should occur.

### **GENERAL INFORMATION ON PRACTICUM SITES**

A valid practicum site permits you to have client contact, provides you with training and regular on-site supervision, and encourages your growth and development as an Addictions

Treatment professional. The agency or organization should be one that provides Addictions Treatment-type services and the work you perform is applicable to your future career plans. Choosing to work with a population you think you might like to work with in the future or one that you wish to learn more about is a sound choice. Answering the phones for a time can be a legitimate task as it helps the student know the types of calls and customers the agency serves. Your goal is to be exposed to all aspects of the agency and learn as much as possible. Support activities must not become the central concern; students need regular client contact.

Agencies may provide rigorous training or ask the student to shadow a supervisor or another employee.

### **Eligible Practicum Sites:**

Practicum must be served in a recognized community-based agency that provides Drug and Alcohol treatment and appropriate and professional supervision (CADC II or higher). Agencies must be willing to train the student to the agency services and responsibilities and provide ongoing supervision. Program Faculty approve all practicum sites.

### **COLLEGE POLICIES APPLY TO PRACTICUM SITE**

Please note:

Your practicum site is an extension of the college classroom. While at your practicum site you are bound by the student code of conduct (See COCC Student Handbook) and by the Code of Ethics for Addictions Studies.

### **PROFESSIONAL BEHAVIOR**

Your work as a beginning helper places you in contact with clients and professional staff in job sites. It is important that you demonstrate a strong work ethic.

Characteristics of a strong work ethic are:

- ❖ working well with staff and clients
- ❖ being dependable
- ❖ having a positive attitude
- ❖ using good judgment
- ❖ communicating with supervisor regarding absences and final notice of completion

In addition, there is value in demonstrating good psychological health, both as a model for your clients and so that you are emotionally present and available to your clients.

Sometimes personal issues can surface and it is important that the practicum student be aware of his/her own issues and how these issues impact the helping relationship with a client.

Psychological health suggests that you have the ongoing process of a developing self-awareness, the ability to establish and maintain healthy boundaries, recognition of your personal issues, and willingness to seek help from support persons, supervisors, mentors, or professional counselors as needed. The topics of ethics, boundaries, confidentiality, and personal mental health are presented in many of your classes.

## Professional work behaviors:

Students are expected to conduct themselves in a professional manner at practicum sites. Practicum sites are considered an extension of the classroom and as a work site; classroom behavioral expectations are enforced. As a worksite, the following behaviors are necessary:

- ❖ Punctuality and appropriate notice when completing practicum
- ❖ Attendance
- ❖ Understanding of sexual harassment
- ❖ Appropriate cleanliness and dress code that is professional and appropriate to a professional setting.
- ❖ Ethical behavior
- ❖ Professional boundaries
- ❖ Confidentiality

## PERSONAL ISSUES

Faculty strongly recommends that students with personal issues or concerns carefully select their first practicum site. Faculty also encourages seeking professional help when necessary.

## ON-SITE SUPERVISION

Practicum students are required to have regular onsite supervision. If it is necessary for a student to be left alone, supervisor contact must be made available. The institution or center connected with the program is responsible for the total care rendered to patients/clients.

## CONTRACTS /VOLUNTEER AGREEMENTS

Some agencies require a contract with the college. Others may ask you to sign a contract, risk management agreement, or volunteer agreement. **SIGN NOTHING** without program director approval. COCC will provide the expected paperwork.

## DRIVING



Some agencies ask you to transport clients. Are you insured to do so? Ask your insurance company. If the agency provides a vehicle, do you need a certain license to chauffeur clients? You need to protect yourself. The college provides **no** insurance coverage for you to drive your car or an agency vehicle, or supervision while you are transporting clients.

## PRACTICUM AT JOB SITE

It is occasionally possible to use a portion of a paying job as your practicum site, but this must be approved by your instructor. One downside to a paid practicum is that the agency may not want to provide the kind of training and supervision that would be appropriate for practicum. The purpose of practicum is to obtain new skills and learn new tasks that will help you advance in the helping field. Up to ½ (one half) of your practicum hours at any given site can be paid.

Practicum at your job site will need to meet the same criteria for practicum at similar community agencies.

The goal of practicum is employment. If you become an employee of your practicum agency, all three practicum courses can be taken at the same agency.

Work Study: In 2002 we received confirmation that Federal Work Study is considered employment by both the U.S. government and the state of Oregon. If you have been approved for Federal Work Study, your practicum may be used for this purpose. This must be arranged through the financial aid office and your site.

## **GENERAL GUIDELINES FOR FIELDWORK EXPERIENCE (PRACTICUM)**

The requirement for graduation is 3 terms of practicum (HS 291, 292 & 293). This includes the field placement as well as the required on campus class.

Practicum seminar meets 2 hours weekly with an instructor and approximately 12 students. Class time is used for an exchange of practicum issues, concerns, ideas and experiences, and problem-solving techniques.

The requirement for each section of Practicum is 100 hours a term/300 hours for graduation. These are "on-the-job" hours usually earned at the rate of 10-20 hours a week for each 10-week term.

### **Hours:**

Practicum hours may be earned and counted during the quarter the student is enrolled for practicum and seminar. Practicum hours must begin the first day of a quarter, and end by the last day of a quarter. Hours can only be earned by a student who is currently enrolled in practicum and seminar while the college is in session.

On-site hours must be validated by having your supervisor sign your time sheet at the end of the term.

### **Site Requirements:**

Students are encouraged to work at a minimum of two different practicum sites during the three terms. These sites can serve the same or different client populations. A student who is employed in a community-based agency may serve all 3 terms at one site, if approved by the student's instructor.

Valid practicum sites are those that provide the student with client contact, regular supervision, and the opportunity to learn about the functioning of the agency. The agency supervisor is responsible for the student's on-the-job-activities, and for evaluation of his/her performance at midterm and at the end of the term. The seminar instructor will visit with the site supervisor and student for the evaluation and a grade will be assigned by the supervisors.

## **Supervisor Credentials:**

The program does not require academic credentials for practicum supervisors; however, you may need to think ahead as you choose your supervisor.

If you will at any time in your career seek credentialing as a CADC (Certified Alcohol and Drug Counselor), you must have practicum supervision from a CADCII. This is a state of Oregon requirement. (If you are considering working in a different state please check with that state for those requirements). While this may not be an issue at this time in your career, the field leans toward more and more credentialing of CADC in mental health, Addictions, community corrections, and in some youth programs. Many graduates are asked by their employers to seek the CADC since funders ask for that credential.

## **Incomplete Hours:**

In some rare and extreme circumstances, less than 100 hours may be earned in a term. An Incomplete "I" grade will be given for less than 100 hours and a grade will be assigned once the 100 hour minimum is passed (see your practicum instructor for details). Students who earn less than 100 hours may be asked to enroll for an additional section of HS 291, Practicum while completing practicum hours.

## **“DOUBLE” Practicum (200 hours):**

With instructor and program director approval, the option of enrolling for 200 practicum hours (double practicum) is possible for the student employed in a community agency. **It is not a recommended option for first term practicum students.** (May be approved for HS 292 & 293)

## **PRE-PRACTICUM REQUIREMENTS**

### **ADDICTIONS STUDIES DRUG TESTING/SCREENING POLICY**

Some clinical affiliation sites (practicums, internships) require students to complete drug screening *prior* to clinical placement. Some sites may also request drug screening prior to or *during* a student's clinical experience. A positive drug test may exclude you from clinical placement and make it impossible for you to complete the clinical competencies required for graduation from the program you have been admitted to. A positive drug test may also be cause for dismissal from the Addictions Studies program. (OARS: 415 Division 50)

You may also be asked to complete a drug test according to individual practicum site.

If requested to do a drug test, the payment for drug screening is the responsibility of the student. All students required to do drug screening must sign a release allowing the Program Director, Chair of Social Science, COCC Vice President for Instruction, and the clinical supervisor access to results of the student drug screen.



## RELEASE OF LIABILITY

Each year you are in the program, you will be asked to sign a release of liability form. (See pg. 23) The liability form is due before the beginning of each academic year.

## **ADDICTIONS STUDIES CRIMINAL BACKGROUND CHECK REQUIREMENT**

### **CRIMINAL BACKGROUND CHECKS (Not required by program but may be by agency)**

#### **State Requirement:**

The Mental Health Division of the state of Oregon has begun to require criminal background checks (CBC) for volunteers/employees in most types of work settings receiving government funding. Increasingly, the ADS/HS Program practicum /job sites have fallen into this category. Agencies make their own determinations as to how they follow the ruling. Because this rule is applied in various ways, we cannot tell you exactly how it might apply to you. You may be required by an agency to undergo a criminal background check before doing a practicum. There sometimes is a charge for these background checks, which the student is responsible for covering. **LEAVE appropriate time for background checks as you seek your placement sites.** (This may take up to 30 days).

Some Addictions Studies practicum placements require admitted students to undergo a criminal background check (CBC) prior to entering a clinical practicum experience. Be aware that individual practicum sites may require a CBC prior to practicum placement. (Please note: the criminal background check requires a fee, that the student is responsible for, and the applicant's social security number.)

Background checks identify issues that may keep a student from completing the clinical experience portion of their program. Being unable to complete the practicum/clinical portion of a program can make it impossible to complete a program or receive a degree. A conviction or an arrest does not automatically disqualify an applicant from admission to a program or keep them from clinical experience. Considerations related to admission to a program and/or clinical experience portion of a program for applicants with convictions or arrests include, but are not limited to:

- the date, nature and number of arrests or convictions,
- the relationship the arrest or conviction bears to the duties and responsibilities of Addictions Studies students in clinical settings,
- successful efforts toward rehabilitation,
- rules and regulations of certifying professional boards and/or hospital and clinic human resource policies.

#### **According to ORS 443.004/OAR 407-007-0277**

If the individual has been convicted of any of the crimes listed below (or attempt, conspiracy, or solicitation for any of the crimes) regardless of how long ago the conviction occurred, **THE INDIVIDUAL IS NOT ELIGIBLE FOR THE POSITION.**

\*ORS 163.095, Aggravated murder

\*ORS 163.115, Murder

\*ORS 163.375, Rape I

- \*ORS 163.405, Sodomy I
- \*ORS 163.411, Unlawful sexual penetration I
- \*ORS 163.427, Sexual abuse I

**Note:** The College is not responsible for assuring you meet certification/licensure eligibility requirements. A previous criminal background may prohibit you from obtaining certification/licensure and/or employment despite successful completion of the Central Oregon Community College program.

A Central Oregon Community College (COCC) student enrolled in a health care program with requirements for clinical practicum experience in a health care facility or other organization must have:

- No conviction for a potentially disqualifying permanent review crime as defined by the Department of Addictions Studies (DADS).
- No convictions for any other disqualifying crimes as defined by DADS in the past ten years.  
See: (OAR 407 Division 7)
- No outstanding warrants and no registration as a sex offender in Oregon or any other state's jurisdiction.
- No other condition as identified in OAR 410-007-0290.

To this end, COCC under the Fair Credit Reporting Act (FCRA) Sections 604(a)(3)(B) and 604(B), conducts CBC's on COCC Addictions Studies students participating in clinical education experiences with agencies who require CBC's. Credit information, according to the FCRA, includes items such as criminal record, character, general reputation, personal characteristics, mode of living, credit worthiness, credit standing or credit capacity, as well as prior employment.

***Currently, the Addictions Studies Program does not require a Criminal Background Check for admission.***

## **YOUR RIGHTS**

Placement in health care related clinical practicum experiences is contingent upon information provided in the CBC. If a candidate is determined to be unfit based on the above guidelines, the placement and/or the college will provide notice to the candidate of the disqualifying information and will give the candidate 10 days to dispute the information contained in the report before a final decision to prohibit participation in the clinical practicum.

If, after the 10-day period has expired, the candidate does not dispute the information contained in the report, the college will disqualify the candidate from participating in clinical practicum courses. The student will then be dismissed from the Addictions Studies program. The college will provide the following to the disqualified candidate:

- Notice of the adverse action
- The name, address and telephone number of the consumer reporting agency that provided the consumer report
- A statement that the consumer reporting agency did not make the disqualifying decision and cannot provide the individual with the specific reasons supporting the disqualifying action

- Notice of the individual's right to obtain a free copy of the consumer report (if the report is requested within 60 days of receiving notice of an adverse action, a consumer reporting agency must provide the report free of charge)
- Notice of the individual's right to dispute with the reporting agency the accuracy or completeness of the information contained in the report.

### **GUIDELINES**

Any decision to reject or accept an applicant with an arrest or conviction to either a program or a clinical setting is solely at the discretion of the Social Science Dean in consultation with program faculty, health care facility personnel, and COCC Human Resources.

COCC will make clinical practicum placement decisions related to criminal background information solely on the guidelines set forth above.

COCC makes educational and employment opportunities available to all qualified persons without regard to race, religion, age, color, sex, national origin, disability, or any other status or characteristic protected by applicable state or federal law. COCC complies with Section 504 of the Rehabilitation Act of 1973, Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Americans with Disabilities Act, 1990, and the Vietnam Era Readjustment Assistance Act of 1974, among other State and Federal Laws related to employment.

In compliance with the Family Educational Rights and Privacy Act, all information and documents related to CBC's will be treated as confidential.

## GLOSSARY

**A & D**....Alcohol and Drug. The chemical dependency field uses this term.

**ACCBO**....Addictions Counselor Certification Board of Oregon. This organization certifies counselors for the state of Oregon.

**Associate degree**.....A 2-year college degree, usually equal to freshman and sophomore level of coursework. There are three types offered at COCC, discuss which is most appropriate for your long term academic goals with your academic advisor.

**Bachelor's degree**.....A 4-year college degree with freshman, sophomore, junior and senior level of coursework. In most instances, a person with an associate degree can spend 2 more years at a 4-year college/university and receive a Bachelor of Arts (B.A.) or a Bachelor of Science degree (B.S.).

**CADC**....Certified Alcohol and Drug Counselor. This certification is granted to qualified professionals by the **state** of Oregon.

**DV**....Domestic violence.

**Doctorate**.....The highest academic degree. People in the helping professions often seek a doctorate in social work, psychology, counseling psychology, education. Some of these degrees are: Psy.D, Ph.D., Ed.D. DSW.

**Grades**.....At COCC, grades are assigned as A, A-, B+, B, B-,C+, C, D, or F. Your grade for each course taken during a quarter can be viewed through the COCC website. Grades are usually available within a week following final's week. See college catalog for other grading options.

**Master's degree**..... Following the bachelor's degree, some people will go on for a master's degree in social work (MSW), Counseling (M.S. or M.A.), Counseling Psychology (M.S. or M.A.), or Psychology (M.S. or M.A.). In many instances people with master's degrees can do private practice.

**Office hours**....Instructors have individual office hours to meet with students. These hours are posted outside their office doors. You may also make individual appointments with your instructor as well.

**QMHA (Qualified Mental Health Associate)** This is a "credential" granted through the Mental Health Centers and the County Office of Mental Health in the state of Oregon. The credential requirements include work experience in a community agency.

**Quarter**.....Central Oregon Community College operates on a quarter system. There are 4 quarters of class attendance in a calendar year, fall, winter, spring, and summer. Class time is 10-11 weeks as compared to a semester of 15-16 weeks.

**Semester**....Some colleges operate on a semester system. In a calendar year there are three semesters, fall, winter and summer. Class time is 15-16 weeks as compared to a quarter of 10-11 weeks.

### Substance Use Disorder

Substance use disorder in DSM-5 combines the DSM-IV categories of substance abuse and substance dependence into a single disorder measured on a continuum from mild to severe.

**Syllabus**.....Each class you take will have a syllabus. This is a guideline for what will happen in a class. It is also a contract. The contract gives you guidelines for grading, class expectations, and calendar dates for coursework during the quarter. It is strongly recommended that you keep all syllabi from your coursework –especially if you plan to go on for a bachelor’s degree.

**Transferring**....Many students elect to complete the Associate of Arts Transfer Degree then go on (transfer) to a 4-year college or university. Please visit with your academic advisor for the best course of action for your career goals.

**Acknowledgements:**

**Thank you to Mount Hood Community College for helping to format this Handbook.**

**Central Oregon Community College**  
**Addictions Studies Program**  
**Classroom and Professional Behavioral Assessment**

Student: \_\_\_\_\_ Class \_\_\_\_\_

Year of Evaluation: \_\_\_\_\_ Term of Evaluation: Fall \_\_\_ Winter \_\_\_ Spring \_\_\_ Summer \_\_\_

Evaluate this student by circling the appropriate number for each criterion using the following rating scale:

|          |   |          |   |
|----------|---|----------|---|
| <b>1</b> | <b>Inadequate – Immediate Attention is Needed</b> | <b>4</b> | <b>Above Average – Growth is Demonstrated</b> |
| <b>2</b> | <b>Poor – Needs Significant Improvement</b>       | <b>5</b> | <b>Excellent – Demonstrates Strong Skills</b> |
| <b>3</b> | <b>Meets Minimum Expectations</b>                 |          |   |

**Comments MUST be provided for any rating which is a “2” or less.**

|   |   |
|---|---|
| <b>1.) Participation</b>  | <b>Rating:</b> (Circle the appropriate rating.) |
| 1a. Listens actively and with empathy. (Does not interrupt)   | 1    2    3    4    5                           |
| 1b. Seeks to understand rather than to advocate for his/her own ideas.  | 1    2    3    4    5                           |
| 1c. Understands and respects the personal “boundaries” of self and others, both in terms of physical personal space, as well as subjects which are and are not appropriate to discuss with others. (Self-disclosure is appropriate) | 1    2    3    4    5                           |
| 1d. Demonstrates unconditional positive regard and respect for others. (Both teaching and learning environment)   | 1    2    3    4    5                           |
| <b>Comments:</b>  |   |
| <b>2.) Communication</b>  | <b>Rating:</b> (Circle the appropriate rating.) |
| 2a. Communicates with others in an open and honest manner. (Uses assertive communication, not aggressive, passive-aggressive, or passive)   | 1    2    3    4    5                           |
| 2b. Uses appropriate verbal communication, including the rate, pitch, tone and volume of his/her voice.   | 1    2    3    4    5                           |
| 2c. Uses appropriate non-verbal behavior, including monitoring appropriate personal space, gestures and facial expressions. (Does not engage in crosstalk or side bar conversations)  | 1    2    3    4    5                           |
| 2d. Verbal and non-verbal behaviors are consistent with each other.   | 1    2    3    4    5                           |
| 2e. Uses appropriate professional language.   | 1    2    3    4    5                           |
| <b>Comments:</b>  |   |
| <b>3.) Team Work – Collaboration</b>  | <b>Rating:</b> (Circle the appropriate rating.) |
| 3a. Works collaboratively as a team member.   | 1    2    3    4    5                           |
| 3b. Works well in groups.   | 1    2    3    4    5                           |
| 3c. Provides support for other people and team members.   | 1    2    3    4    5                           |
| 3d. Is aware of group process and monitors own behavior so as to foster positive group process, rather than pursuing own personal agenda.   | 1    2    3    4    5                           |
| 3e. Assists group in the accomplishment of task and relationship behaviors in order to foster and maintain health of group.   | 1    2    3    4    5                           |
| <b>Comments:</b>  |   |

|   |   |
|---|---|
| <b>4.) Problem Solving</b>  | <b>Rating:</b> (Circle the appropriate rating.) |
| 4a. Good problem solving skills. Able to think creatively and find different ways to accomplish tasks. Does not get stuck in old ways of doing things.                            | 1 2 3 4 5                                       |
| 4b. Quickly analyzes situations and takes definitive action to resolve problems and move toward achieving goals or tasks. Does not get flustered easily.                          | 1 2 3 4 5                                       |
| 4c. Adheres to syllabus guidelines and instructions.  | 1 2 3 4 5                                       |
| 4d. Seeks advising and information from faculty during office hours.  | 1 2 3 4 5                                       |
| 4e. Seeks professional assistance for personal issues if needed.  | 1 2 3 4 5                                       |
| 4f. Seeks advising on a regular basis.  | 1 2 3 4 5                                       |
| <b>Comments:</b>  |   |
| <b>5.) Attendance</b>   | <b>Rating:</b> (Circle the appropriate rating.) |
| 5a. Attends required classes. (Arrives on time and does not leave early)  | 1 2 3 4 5                                       |
| 5b. Promptness and attendance at practicum site.  | 1 2 3 4 5                                       |
| 5c. Keeps scheduled appointments with instructors and advisors.   | 1 2 3 4 5                                       |
| 5d. Completely adheres to individual course syllabi attendance policies.  | 1 2 3 4 5                                       |
| <b>Comments:</b>  |   |
| <b>6.) Professional Behavior</b>  | <b>Rating:</b> (Circle the appropriate rating.) |
| 6a. Behaves in a professional and courteous manner at all times.  | 1 2 3 4 5                                       |
| 6b. Uses appropriate language. Does not gossip nor criticize others publicly.   | 1 2 3 4 5                                       |
| 6c. Maintains confidentiality in courses/classroom and at practicum site. Resolves matters in a confidential manner.  | 1 2 3 4 5                                       |
| 6d. Does not perpetuate personality conflicts. Represents him/herself, the profession and the college program in a positive and professional manner.                              | 1 2 3 4 5                                       |
| 6e. Maintains a positive and enthusiastic attitude. Views problems as challenges and opportunities. Is always looking for the solution instead of getting stuck in "the problem". | 1 2 3 4 5                                       |
| 6f. Is dressed and groomed appropriately for school or practicum.   | 1 2 3 4 5                                       |
| 6g. Maintains appropriate personal hygiene.   | 1 2 3 4 5                                       |
| <b>Comments:</b>  |   |
| <b>7.) Classroom and Personal Conduct</b>   | <b>Rating:</b> (Circle the appropriate rating.) |
| 7a. Does not disrupt class upon arrival or upon leaving   | 1 2 3 4 5                                       |
| 7b. Respects classroom environment. (Does not disrupt with eating, electronic devices, etc.) (Does not use cell phone, texting, paging, etc.)                                     | 1 2 3 4 5                                       |
| 7c. Displays ability to practice self-care. (Sleep, exercise, socio-emotional, nutrition)   | 1 2 3 4 5                                       |
| <b>Comments:</b>  |   |

The student's signature below indicates that he/she has received a copy of this evaluation and understands its contents.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator Signature: \_\_\_\_\_ Date: \_\_\_\_\_





**Central Oregon Community College-Addictions Studies Program**

**Consent Drug/Alcohol Testing, Statement of Acknowledgement and Understanding, Release of Liability Form**

I have read, understand and agree to Central Oregon Community College, Addictions Studies Program’s drug screening policy and procedure. I understand that the purpose of this policy is to provide a safe working and learning environment for patients, clients, students, clinical and institutional staff and property. Accordingly, I understand that prior to participation in clinical, practicum, externship, and/or practicum experiences; I may be required to undergo drug testing. I also understand that a positive drug test may exclude me from clinical placement and make it impossible for me to complete the clinical competency required for graduation from the program to which I have been admitted. In addition, I understand that a positive drug test may also be cause for dismissal from the Addictions Studies Program. I further understand that I am also subject to retesting at any time for cause (i.e. reasonable suspicion that I am using or am under the influence of drugs or alcohol).

My signature below indicates that:

1. I consent to urine drug testing as required by clinical agencies and directed by Central Oregon Community College Addictions Studies Program.
2. I authorize the release of all information and records, including test results of the screening or testing of my urine specimen to the Dean of Social Science and/or the Program Director.
3. I understand that all costs incurred with the drug testing will be my responsibility.
4. I hereby release Central Oregon Community College, Addictions Studies Program, their officers, employees, and agents (“releasees”) from any and all claims arising from the administering of such tests, the analysis of test results, and the use and disclosure of said results, *except* claims based on the releasees’ negligence or intentional wrongdoing.

My signature indicates that I have read and understand this consent and release form, and that I have signed it voluntarily.

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Student’s Signature

\_\_\_\_\_  
Date

## ADDICTION STUDIES

### HANDBOOK COMPLIANCE FORM

I have read and understand the current student handbook for the Addictions Studies program (2016-2017) and agree to abide by all the policies, rules, and regulations contained within.

Violation of this could result in failing the class and /or removal from the class and or program.

NAME \_\_\_\_\_

SIGNATURE \_\_\_\_\_

Date \_\_\_\_\_

**This form is to be completed and returned to the Director during the student's first term taking Addictions Studies courses.**



## STATEMENT OF CONFIDENTIALITY

Name: \_\_\_\_\_

Date: \_\_\_\_\_

I have read and understand the Code of Ethics for NAADAC. I further understand that I am privileged to information about fellow students and clients that is made available to me through my course of study undertaken at Central Oregon Community College. I also understand that the disclosure, or failure to report a known disclosure by a fellow student or other persons attached to the program, of such information is a violation of ethical and legal standards and regulations. That to disclose, or failure to report a disclosure of, such information will violate the rights of the persons whose privacy has been violated. That disclosure, failure to report, or failure to follow the confidentiality policy in any other way may subject me to dismissal from the program, suspension or expulsion from COCC, and possible criminal and/or civil penalties.

Violation of this could result in failing the class and /or removal from the class and or program.

This agreement will be in effect for one year from date of signature and will be signed each year the student is a part of the Addictions Studies program.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date