

## Addiction Studies 84, Fieldwork I Syllabus Section 27521, Fall 2018

Instructor: Dr. Carrie Canales  
Email: [canalesc@wla.edu](mailto:canalesc@wla.edu)

Office: GC 330H      Phone: 310.287.4588  
Office hours: Mon 3:00-5:00 PM    Wed 2:30-4:00

*Please keep in mind that this syllabus is an approximation of the way the course will proceed & is subject to change.*

**Course Objective:** This course will introduce students to the field of drug and alcohol counseling as experiential learning. This will be your “hands on” learning experience at a field site with a class to guide you on your journey as an intern. This class will provide you with the opportunity to strengthen your interpersonal counseling effectiveness, share your fieldwork experiences, and provide support.

**Required Text:** The West LA College Fieldwork Handbook  
“Intervention, Treatment, and Recovery” by Lori Phelps

### **Student Learning Outcomes:**

Effectively counsel addicted persons utilizing TAP 21 competencies

### **Classroom Requirements:**

Regular attendance is mandated of all students. If you miss more than **one** fieldwork class meeting, or are tardy to the class more than **two** times (arrive after 5:25), the instructor may drop you from the class. Each tardy is counted as half of an absence. College policy states that “Instructors may drop a student from a class whenever a student is absent more hours than the number of hours the class meets per week.”

Attendance is imperative to the learning process. Also, attention to the discussion/lecture is expected at all times; this means no talking, sleeping, or doing other work. If you are not paying attention during class, I may count you as absent and/or ask you to leave the classroom.

### **Academic Integrity**

Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others’ academic endeavors. When there is evidence of cheating or plagiarism in classroom work, the instructor will assign a failing grade, “F,” or zero points to the examination or assignment in which the alleged cheating or plagiarism occurred. The instructor will provide the student with supporting documentation of the plagiarism or cheating charge. Instructors have the authority to use plagiarism detecting instruments such as “Turn It In” to detect academic dishonesty.

#### **Forms of Behavior Which Violate Academic Integrity**

- **Cheating.** Using any materials or devices or strategies which provide undue advantage on any exam, assignment, activity or other method of assessment for a course. This includes, but is not limited to, looking at another student's exam, using phones or other communication systems to text message during exams, taking pictures or images of exams, talking with others during exams, using Internet to find information, or any other system of inappropriate "help." Exams are to be measures of what YOU, as an individual, have learned.
- **Collaboration.** Working together on projects, papers, exams or other forms of assessment which are to be completed individually.

- **Plagiarism.** Taking anyone else's work as one's own. Presenting another's words, ideas, forms of expression, materials, or labor without proper citation, referencing, and declaration that this material originated outside the student's own work.

### **Cell Phones**

If you bring your cell-phone to class, be sure to have it in SILENT mode so that it will not disturb others. Do NOT text or take/make calls during class. If you have to answer an emergency phone call, please step out of the classroom. Do not have your phone visible during class time.

### **Special Instructional Accommodation**

Students with disabilities who need any assistance or accommodations should contact the instructor. Students should also contact the Disabled Student Programs and Services (DSPS) center located in SSB 320 or call 310.287.4420.

### **Standard of Student Conduct**

Faculty members are charged with responsibility for building and maintaining a classroom atmosphere conducive to learning. Disruptive, disrespectful, or obstructive behavior will be dealt with in terms specific to this syllabus and in accordance with the LACCD Standard of Student Conduct. Select forms of disciplinary action appropriate to the misconduct may be taken by an instructor when there is evidence that the student's behavior interferes with classroom instruction.

#### **The following types of disciplinary action may be taken by an instructor:**

- 1) **Warning-** A verbal or written notice, given to the student by an instructor. Continuation or repetition of the specified conduct may be cause for further disciplinary action.
- 2) **Removal by Instructor** - An instructor may remove (suspend) a student from his or her class for the day of the incident and the next class meeting. During this period of removal, the student shall not return to the class from which he or she was removed without the permission of the instructor of the class.

Students may refer to the College Catalog or the online student orientation at [www.wlac.edu](http://www.wlac.edu); click "Counseling, Assessment and Orientation," then scroll down to "Orientation" for complete details regarding the aforementioned policies.

#### **• Professional Conduct in Our Classroom Community:**

- One of the unifying objectives in this course is to familiarize you with best practices and give you exposure to becoming a member of a professional community such as the psychology profession. I also have the responsibility to insure that our virtual community is a conducive learning environment for all students. As such, all students will please follow these policies of our classroom community for all emails, private messages, and discussion groups:
  - 1. No profanity or foul language, either in writing or pictures, of any kind at any time.
  - 2. Please use common sense and common courtesy when messaging. This includes messages you send between each other or to me. I will not tolerate rude, condescending, or "challenging" emails.
  - 3. Under no circumstances may you ask for a classmate's personal contact information or in any way ask for a personal meeting or date.

Please check with me first if you have any questions about what is appropriate.

**Course Requirements:**

You must complete all 125 fieldwork hours in order to get credit for the semester. In order to accrue all the hours in a timely manner, you are expected to have started working at your fieldwork placement by the end of the fifth week of classes (by Sept 28). The instructor will drop you from the course if you do not comply with this deadline. You are only allowed to intern a maximum of 12 hours per week.

If your internship in ADDCTST 84 is at an outpatient clinic, then you must intern at an in-patient clinic in ADDCTST 85. You are allowed to intern at two inpatient clinics but not at two out-patient clinics.

You are required to keep a journal of your daily activities at the field site as well as a time sheet of your daily hours. You will record the day, hours, activities performed, and learning experiences. You are required to submit the journal and the time sheet weekly (see fieldwork handbook for format). There will also be two required reports due during the semester; the first is a facility report or self report and the second is a client report. Details of these reports will be given at a future date. At the end of the semester, or when you are finished with your intern hours, you will have your supervisor submit the two page "Final Fieldwork Report" form in a sealed envelope with his/her name signed across the back. You are not to see the form once they have filled it out. You are also required to register with CAADE or CCADT and provide a copy of your registration number in order to get credit for the class.

<b>Grading:</b> Supervisor's final report:	35%
Field site report:	15%
Client report:	15%
Weekly Journal:	15%
Final exam:	20%

To receive credit for the course, each student must comply with all requirements listed above.

**Calendar:**

Week 1 – Aug 27:	Guidelines for the class, ethics pre-test - read Chapter 1
Week 2 – Sep 3:	Holiday!
Week 3 – Sep 10:	Ethics handout
Week 4 – Sep 17:	Your unresolved issues - read Chapter 2 and Chapter 4
Week 5 – Sep 24:	One-on-one counseling - read Chapter 6 and Chapter 10
Week 6 – Oct 1:	Multicultural counseling - read Chapter 13
Week 7 – Oct 8:	Dual-diagnosis clients - read Chapter 4
Week 8 – Oct 15:	<u>Personal or Fieldwork site paper due</u> Eating Disorders
Week 9 – Oct 22:	The dynamics of group dynamics - read handout and Chapter 11
Week 10 – Oct 29:	The environment in the recovery process - read Chapter 12
Week 11 – Nov 5:	Burn-out and stress - read Chapter 11
Week 12 – Nov 12:	Holiday! Read chapter 9
Week 13 – Nov 19:	Vignette practice-
Week 14 – Nov 26:	<u>Client report paper due</u> - read Chapter 14
Week 15 – Dec 3:	Review for final

**Final Exam**, Monday, Dec 10, at 5:10 PM