

**UNIVERSITY OF LETHBRIDGE
FACULTY OF HEALTH SCIENCES
ADDICTIONS COUNSELLING PROGRAM
ADCS 4050: INTERNSHIP IN ADDICTIONS COUNSELLING II
COURSE SYLLABUS – FALL 2017**

INSTRUCTORS	Cindy Gaetz	Sandy Witdouck	Dr. Marcia Rich, Psychologist
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OFFICE HOURS:	By appointment	By appointment	By appointment

CALENDAR STATEMENT:

Students participate, at an advanced level, in the practice of addictions counselling in a field site setting. Seminars facilitate the integration of theory, practice, and research.

CREDIT VALUE:

15.0 credit hours

COURSE PREREQUISITES:

Successful completion of the first three years of the Addictions Counselling Program and the ADCS 2050: Internship in Addictions Counselling I (Junior Internship) course.

MINIMUM COURSE HOURS:

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

MANDATORY PRE-INTERNSHIP SEMINAR:

August 28, 8:45 a.m. – 4:00 p.m. and August 29, 8:45-4:00, 2017 (Room M1004)

INTERNSHIP DATES:

September 6 to approximately December 6, 2017 (Note: Students must remain at their internship sites until December 6). Fall Reading Break, November 7-11, 2017 (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).

COURSE DESCRIPTION:

The internship course is offered as a full-time activity (35 hours per week) for the fall 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 intermediate internship training experience in a professional addictions and/or mental health counselling practice setting. Where possible, students are placed in field site settings where they will experience addictions 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. Students are expected to participate in providing counselling services and, where possible, students will carry an active counselling caseload at their field site. 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 students' learning experience.

Students also participate in a mandatory two-day pre-internship seminar prior to the commencement of the internship placement, and will also complete required course assignments. The course instructor is responsible for evaluating the student's participation and completed assignments.

ADCS 4050 is designated 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.

Students are encouraged to consult the ADCS 4050 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 competency as a professional counsellor.

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

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 * • 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 <p>*dependent upon internship site placement</p>	<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

APPROACH TO LEARNING AND COURSE SCHEDULE:

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

- i) **Pre-internship Seminar.** The pre-internship integrative seminar is held for two full days prior to the commencement of the internship placement. **Attendance at the seminar is mandatory and completion is a partial requirement for passing the ADCS 4050 course.** Students who do not attend the pre-internship seminar run the risk of failing ADCS 4050. The focus of the seminar is to integrate 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 of the student, site supervisor, and faculty liaison
 - ✓ Review of the ADCS 4050 Policies and Procedures Manual
 - ✓ Review of the ADCS 4050 course syllabus and assignments
 - ✓ Review of counselling theories and interventions
 - ✓ Review of risk and safety issues
 - ✓ International internship requirements
 - ✓ Professionalism and professional practice issues:
 - Ethics and legal limitations
 - Boundaries
 - Supervision
 - Self-awareness and reflective practice
 - Effective communication and giving/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 a 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 evenings, weekends, or Friday hours to be appropriately involved in the provision of services at the field site. It is expected that the students will manage an appropriate counselling caseload during this experience (i.e. individual, group, and/or family counselling) and spend a minimum of 15 hours per week in counselling-related duties. The counselling caseload and duties will vary according to setting, counselling modality and complexity of client issues. The student may be given other responsibilities for client/program services as well (e.g. prevention and health promotion, harm reduction, case management, group facilitation, outreach and community development initiatives, etc.). Students will also participate in regular supervision with the site supervisor and must complete a weekly time sheet.

Each student will be supervised by a designated site supervisor and formally evaluated at mid-term and at the end of the internship according to the evaluation sheets provided in the ADCS 4050 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 to emerging concerns or issues.

Successful completion of the field site placement component of the course will be determined by the site supervisor and 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) Required Course Assignments: Students are expected to complete all course assignments on time and within the parameters of said criteria. This component of the course will require a minimum of 3 hours per week of the student's time. The assignments are focused on enhancing 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. 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. Course assignments are described below.

COURSE ASSIGNMENTS:

**** Note:** students are assigned a PASS, FAIL or INCOMPLETE grade for this course. A minimum cumulative average of 75% is required from graded assignments to receive a passing grade.

**** Note:** assignments 1, 2, and 3 are to be submitted in MS Word document format.

**** Note:** assignments 5, 6, and 7 will not be graded, but must be completed to a satisfactory level in order to receive a passing grade.

REQUIRED ASSIGNMENTS:

Assignment	Weighting	Due Date
1. Learning Contract	30%	September 27
2. Bi-weekly Online Reflective Practice Log	20%	September 15 & 29 October 13 & 27 November 10 & 24
3. Case Analysis	25%	November 17
4. Portfolio	25%	December 6
5. Mid-Term and Final Student Internship Evaluations	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 competencies in the checklist)	Due in approximately week 6 & week 13
6. Student Learners Internship Feedback form	Will not be graded, but must be completed online.	Due in week 13
7. Documentation of Hours	Will not be graded, but must be completed and signed by the supervisor with the required 416 hours in order to receive a passing grade.	Due in week 13

1) Learning Contract:

The learning contract will help the student organize their learning needs for the internship site. This contract will be designed to help ensure that the learner, supervisor, and faculty liaison are clear about what the student wants to achieve from the internship and how the student will get there.

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, on **Wednesday September 27, 2017**. Students can submit their learning contract by faxing it to 403-329-2668 (Attention: Cindy Gaetz, Marcia Rich or Sandy Witdouck), or scan and e-mail it as an attachment to c.gaetz@uleth.ca; marcia.rich@uleth.ca. or sandy.witdouck@uleth.ca. Please refer to the Learning Contract template provided in this syllabus.

Considerable care and attention will be required in developing your learning contract. You will likely have several in-depth discussions with your field supervisor and possibly other professionals at your agency, a review of available literature at your agency, and other agency resources when developing your learning contract. Successful completion of this assignment will take between 10 and 15 hours.

**2) Online Log: (in most cases each log will be 2-3 pages minimum)
Due: (Sept. 15 & 29, Oct. 13 & 27, Nov. 10 & 24)**

As some students are placed outside of the Lethbridge area, regular contact with the faculty liaison can be difficult. Emailing a log to the faculty liaison at the end of every second week ensures ongoing communication between the student and the faculty liaison. The purpose of the log is for students to reflect on the professional practices in which they are engaged 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 counselor. Reflections involving clients will not disclose names or identifying information. Each log entry will be a minimum of 2-3 full single-spaced typewritten pages.

Please refer to and use the suggested template for the online log assignment.

3) Case Analysis (Due: November 17, 2017)

This 10-page double-spaced typewritten assignment requires the student to select a counselling client with whom the student has been directly involved. The sections to be included in the paper are:

- i) a background or history of the client,
- ii) a description of the counselling issue,
- iii) the student's approach to counselling and interventions used,
- iv) counselling outcomes (successes & challenges), and
- v) the student's reflections on significant personal and professional learning gained through this counselling experience.

All client information disclosed in this assignment will be presented in a manner that does not reveal the identity of the client, and a pseudonym will be used for the client's name. The purpose of the assignment is for the student to illustrate his/her counselling theory in the lived experience between counsellor and client. For those students whose practicum has not emphasized counselling practice, the student may choose a different topic for this assignment in consultation with the course instructor. APA (6th edition) format must be used for organizing the paper, with appropriate levels of headings and references cited.

4) Portfolio (Due December 6, 2017)

A portfolio is a collection of experience-based materials and reflective information that demonstrates various dimensions of the counselling student's work, ethical standards, philosophy, abilities, values, interests/passions, biases and attitudes. The overall purpose of a portfolio is to collect and combine examples of experience and mastery and reflect on meaning and significance.

Portfolio development encourages facilitation of thoughtful and intentional entrance into the professional world of work as addictions counsellors. In preparation for a professional career, it is important to engage in each step of learning. Conceptualization of a portfolio has direct correlation to professional activities involved in the creation of a resume or Curriculum Vitae (CV). Over the course of the semester, students will engage in the ongoing activity of creating a portfolio for the purpose of self-reflection, evaluation, feedback and future professional practice.

The portfolio assignment is intended to support students as they review strengths, 'growing edges,' set goals, pursue learning strategies, engage in self-reflection and the evaluation process and reflect on their capacity to demonstrate how diverse activities and insights have contributed to positive personal growth outcomes and their development as addictions counsellors. Finally, the portfolio is a tool for dialogue between the counselling student, supervisor, faculty liaison and others throughout the course of study.

Details of this assignment will be given during the pre-internship seminar in August.

5) Mid-Term and Final Student Evaluations (Due: Weeks 6 & 13)

6) Learner's Student Internship Feedback Form (Due: Week 13)

Submitted online through the web link provided by the Faculty of Health Sciences office (via email).

7) Documentation of Hours (Due: 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 hours worked. The completed form is to be faxed to your Faculty Liaison. Students will not successfully finish the course without the proper documentation of 416 completed hours.

ATTENDANCE:

Students must attend the pre-internship seminar in order to pass this course. **NOTE:** Students in internship/practicum/practice courses in the Faculty of Health Sciences may be required to complete hours outside of the regularly scheduled semester.

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.

Letter	GPA	Percent	Letter	GPA	Percent
A+	4.0	95 - 100%	C+	2.3	71 - 74.9%
A	4.0	91 - 94.9%	C	2.0	67 - 70.9%
A-	3.7	87 - 90.9%	C-	1.7	63 - 66.9%
B+	3.3	83 - 86.9%	D+	1.3	59 - 62.9%
B	3.0	79 - 82.9%	D	1.0	55 - 58.9%
B-	2.7	75 - 78.9%	F	0	0 - 54.9%

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.

**UNIVERSITY OF LETHBRIDGE
FACULTY OF HEALTH SCIENCES
Addictions Counselling Program
ADCS 4050 Fall 2017 – Learning Contract**

Learner's Name:

Field Supervisor's Name and Credentials:

Placement (full name, full address, email & phone/fax):

U of L Faculty Liaison's Name:

Learning Objective:

*State Major Objective. (You are expected to identify **at least three** major objectives)*

NOTE: Words & phrases used in writing objectives are ones that describe specific actions and activities such as 'To participate in...' or 'To demonstrate...' or 'To discuss...'

(Provide specific, detailed characteristics of this objective list at least 3 characteristics for each objective)

Activity:

In order to achieve the objective I will:

- a)** *(Describe a specific activity; describe a time frame ~ list at least one activity for each characteristic listed above).*

Monitoring/Evaluation Criteria:

- a)** *(Describe how the 'counting' or evaluation of completed tasks will occur and by whom; describe a time frame ~ list at least one monitoring criteria for each characteristic listed above).*

Learner's Name:

Learner's Signature and date:

Field Supervisor's Name:

Field Supervisor's Signature and date:

U of L Faculty Liaison Name:

U of L Faculty Liaison Signature and date:

Examples of Key Aspects of a Learning Contract

Major Learning Objectives:

(Learning Objective #1) To discuss and develop my counselling skills in individual, couple & family counselling

Characteristics:

- 1) To gain a fuller understanding of clinical engagement strategies with clients in each of these domains, especially as practiced at my practicum agency
- 2) To demonstrate, apply, articulate and present basic theoretical and practice skills in each of these domains as identified at my practicum agency
- 3) 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.

Activities for Learning:

(Learning Objective #1)

- 1) To observe and discuss engagement strategies with at least three agency practitioners within the first four weeks of my placement. I will come well prepared for each of these meetings by familiarizing myself with current literature on engagement, having read relevant material within the first four weeks of my placement. 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. I will discuss all of my findings with my field supervisor within the first four weeks of my placement and with my faculty liaison person in the October 2 log.
- 2) Within the first four weeks 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. If available I will review four clinical videotaped sessions of clinical cases from my practicum agency within the first four weeks of my placement. I will discuss all of my findings with my field supervisor within the first four weeks of my placement and with my faculty liaison person in the October 2 log.
- 3) I will read as much is available about the cultural identity of clients attending this agency as well as within this general geographical area. This may include approaching agencies or institutions beyond my practicum agency for information. I will seek out people who are knowledgeable about cultural issues relevant to this group, which will include meetings with people from AA, SA and NA. It will also include meeting with people knowledgeable about issues faced by 'homeless people' and new Canadians. I will discuss all of my findings with my field supervisor within the first four weeks of my placement and with my faculty liaison person in the October 2 log

Monitoring/Evaluation Criteria

(Learning Objective #1)

- 1) I will review these characteristics and activities with my supervisor within the first four weeks of my placement. S/he will assist in connecting me with agency practitioners who will speak with me about engagement strategies and theories. S/he will discuss with me at our weekly supervision time my findings, observations and questions. S/he will also determine, based on the outline stated above, how successful I am at meeting my goal and will, if necessary, identify strategies that I will undertake to enhance this skill.

- 2) I will present my findings to my supervisor or treatment team for a critique within the first four weeks of my placement. Based on the criteria provided above, we will discuss in detail my findings and we will identify any gaps in my understanding of these concepts. We will then revise my learning contract to reflect these new goals for learning.
- 3) 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 based on my understanding of cultural competency.
- 4) I will advise my U of L Faculty Liaison of all of these experiences and findings in my online log.

**UNIVERSITY OF LETHBRIDGE
FACULTY OF HEALTH SCIENCES
Addictions Counselling Program
ADCS 4050 Fall 2017
Learning Contract Marking Rubric
Due Date: September 27, 2017**

Major Learning Objectives and Characteristics	/10
Activities for Realization of Objective with Time Frames	/10
Monitoring/Evaluation Criteria	/10
Total	/30

Comments:

**UNIVERSITY OF LETHBRIDGE
FACULTY OF HEALTH SCIENCES
Addictions Counselling Program
ADCS 4050 Fall 2017 – Brief Online Log**

Learner's Name: _____

Reporting Period: _____

Hours logged during this reporting period: _____

Total hours completed to date: _____

Agency name and address: _____

Field Supervisor (Name/phone): _____

Log entries are to be submitted as an MS Word document email attachment to your U of L Faculty Liaison:

On-Line Logs are to be 2-3 pages (single spaced) in length ~ point form is acceptable and should include any of the following topics:

1. Describe accomplishments/successes/insights in the last two weeks.
2. Describe challenges/frustrations/thoughts/self-doubts in the last two weeks.
3. Discuss further objectives that you hope to achieve in the upcoming two weeks.
4. Describe any general comments, insights, epiphanies or concerns that you may have.
5. Describe any ethical dilemmas encountered and any processes towards their resolution.
6. Describe any experiences of integration of theory and practice.
7. Describe experiences conducting individual or group counselling.
8. Describe any issues with colleagues, supervision issues/processes.
9. Describe any personal or professional issues arising as they pertain to your development as a counselor.

**UNIVERSITY OF LETHBRIDGE
FACULTY OF HEALTH SCIENCES
Addictions Counselling Program
ADCS 4050 Fall 2017
Bi-Weekly Online Reflective Practice Log Marking Rubric**

Reflective Practice Log: 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 counselor.

Week 2 – September 15	/2
Week 4 – September 29	/3
Week 6 – October 13	/3
Week 8 – October 27	/4
Week 10 – November 10	/4
Week 12 – November 24	/4
Total	/20

Comments: Will be given directly by email by your faculty liaison.

**UNIVERSITY OF LETHBRIDGE
FACULTY OF HEALTH SCIENCES
Addictions Counselling Program
ADCS 4050 Fall 2017
Case Analysis Marking Sheet
Due: November 17, 2017**

Client Demographics and Presenting Problem	/3
Client History (family, school, career, relationship, medical, mental health, current living situation, addictions)	/4
Initial Assessment and Diagnosis (as appropriate)	/4
Initial Goals of Counselling	/4
Summary of Sessions, including Counselling Theory and Interventions used	/5
Client Progress and Counselling Outcomes	/5
Reflections on Significant Personal and Professional Learning, as a Counselor	/5
Total	/30

Comments:

UNIVERSITY OF LETHBRIDGE
FACULTY OF HEALTH SCIENCES
Addictions Counselling Program
ADCS 4050 Fall 2017
Portfolio Marking Rubric
Due: December 6, 2017

Inclusion of a variety and diverse samples, presented professionally, that demonstrate through a summative narrative , implications for professional practice, ethics, personal growth, future goals and passion as an addictions counsellor	/15
Use of creativity in organizing, presenting and describing artifacts that reflects change, development and continuity (follows the learning contract)	/10
Total	/25

Comments:

**UNIVERSITY OF LETHBRIDGE
FACULTY OF HEALTH SCIENCES
Addictions Counselling Program
ADCS 4050 Documentation of Hours**

**(This must be signed by your supervisor, scanned and emailed or faxed to 403-329-2668
(Attention: Cindy Gaetz, Marcia Rich or Sandy Witdouck) at the end of the term).**

Student: _____

Internship Site: _____

Supervisor: _____

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

Week	# of Hours Worked	Supervisor's Signature
Week #1		
Week #2		
Week #3		
Week #4		
Week #5		
Week #6		
Week #7		
Week 8		
Week #9		
Week #10		
Week #11		
Week #12		
Week #13		

Total Hours Worked: _____