

Alcohol and Drug Counselor Certificate

Intern and Field Instructor Manual 2018 – 2019

Social Work Department



BEMIDJI
STATE UNIVERSITY



Prepared by:

Rebecca Hoffman, DSW, LISW

Assistant Professor & Director of Field Education 218-

755-2837

rhoffman@bemidjistate.edu

[Licensed Alcohol and Drug Counselor Certificate Program](#)

Table of Contents

Introduction.....	4
Steps to Acquire the LADC	5
Application	
Specific course work requirements	
Frequently Asked Questions	8
Licensing contact organization	
Reciprocity with other credentialing / licensing bodies	
Credit for prior experience	
Temporary permit/license	
Rules of Professional Conduct	
Background checks	
Licensure application	
Exams.....	9
IC&RC	
National Association of Alcoholism and Drug Abuse Counselors (NAADC)	
Comparison Chart of IC&RC and NAADC Exams	
Substance and Behavior Addictions Minor	11
Curriculum objectives	
required courses	
Substance and behavior addiction minor in the academic catalog	
Alcohol & Drug Counselor Certificate	13
Curriculum objectives	
required courses	
Alcohol and drug counselor certificate in the academic catalog	
Field Experience (Internship)	16
Background Study.....	19
Addiction Professional Resources	23
Minnesota Addiction Professionals	
Addiction Technology Transfer Center	
MN Association of Resources for Recovery and Chemical Health	

Appendices

A. Internship Policies..... 24

B. Hours of Instruction 25

 Co-occurring curriculum

 Youth development curriculum

 Ethics curriculum

C. Course Descriptions 28

D. 12 Core Functions 30

E. Minnesota Department of Human Services, Substance Abuse Treatment Programs
(245G)..... 33

 General overview of substance abuse
 treatment program requirements

 Required treatment services

 Additional treatment services

 Health care services

 Medication services

 Required staff qualifications

 Records

 Background studies

F. Internship Application 36

G. Internship Site Agreement 37

H. Memorandum of Agreement..... 38

I. Learning Goals Contract, Template, and Log 43

J. Agency Data Form 45

K. Midterm and Final Evaluation Instrument..... 47

L. Intern’s Assessment of Placement..... 48

M. Course Evaluation 49

N. Ethical Conduct..... 50

O. MN Background Study Data Form 51

P. National Background Study 53

Q. Alcohol and Drug Abuse Division MN Matrix 54

Introduction

The purpose of this manual is to provide the information necessary to prepare you for and guide you through the Alcohol and Drug Counselor Certificate internship. Under the administrative umbrella of the Bemidji State University Social Work Department, the Substance and Behavior Addiction curriculum was developed in the 1980s in order to better prepare social work graduates to understand and address substance abuse issues. Since then, Substance and Behavior Addiction treatment has evolved as a separate profession with accompanying standards and licensing requirements by the State of Minnesota in order to practice in the field. As a result BSU offers both a certificate – preparation for Alcohol and Drug Counselor Certificate and a minor to enhance a major in a helping discipline.

Included in the manual is information about:

- The BSU Substance and Behavior Addiction minor and certificate curriculum – course and internship requirements;
- State of Minnesota requirements for Alcohol and Drug Counselor (LADC);
- Credentialing from the Minnesota Certification Board;
- Credentialing from the Upper Midwest Council on Addictive Disorders;
- Credentialing from NAADAC, The Association of Addiction Professionals;
- Membership in MARRCH, Minnesota Association of Resources for Recovery and Chemical Health

Throughout this manual there are live links to important resources and information sources for future LADCs. If you encounter a broken link, please notify Rebecca Hoffman at rebecca.hoffman@bemidjistate.edu. Thank you!

How do I Become a Alcohol and Drug Counselor Certificate?

The standard method requires applicants to document completion of a bachelor's degree, 270 clock hours (18 semester credits) of specific alcohol and drug counseling course work, and an 880 hour alcohol and drug counseling practicum. Applicants must also show that they have passed a written comprehensive exam. Although no longer offered, applicants can show a passing score on a written and oral exam or a passing score on a written exam (not comprehensive) and 2,000 hours of supervised practice acceptable to the Board. All the education requirements (degree, course work, and practicum) must be completed through an accredited school and documented on an official transcript. There are two other licensure methods available. Please [click here](#) for more information.

For information:

Sue Rickers, PhD, LICSW
Associate Professor and Department Chair
218-755-2835 or sue.rickers@bemidjistate.edu

Steps to Acquire the LADC

The Minnesota Board of Behavioral Health and Therapy (BBHT) has three license application methods. Listed below are the methods to apply for an alcohol and drug counseling license. For each application method, you will find a brief description of the requirements you need to meet in order to apply.

Please make sure that you have met all of the requirements listed for that application method before submitting it to BBHT. The application fee is non-refundable. Please fill the application out completely before sending it to the Board office. Incomplete applications will be returned to you to provide the missing documentation.

For copies of the Minnesota Statutes Chapter 148F and Minnesota Rules Chapter 4747, please go to <http://www.leg.state.mn.us/leg/statutes.asp>.

Application

[Application for Licensure as a Alcohol and Drug Counselor](#)

***Fingerprint based background checks will begin August 1, 2017. If you submit this application after July 31, 2017, you will be required to include the \$32 non-refundable criminal background check fee in addition to the \$295 license application fee (Minnesota Board of Behavioral Health, 2018).

Application Methods and Requirements

Method D-Standard Method (Minnesota Statutes section 148F.025, subd. 1, 2, 3(1) and 2(i))

- Bachelor's Degree
- 18 semester credits (270 clock hours) of specific alcohol and drug counseling course work
- 880 hour alcohol and drug counseling practicum
- Passing score on written comprehensive exam OR
- Passing score on written and oral exam

Method I-Supervision Alternative (Minnesota Statutes section 148F.025, subd. 1, 2, 3(1) and 2(ii))

- Bachelor's Degree
- 18 semester credits (270 clock hours) of specific alcohol and drug counseling course work
- 880 hour alcohol and drug counseling practicum
- Passing score on written exam (not comprehensive exam)
- 2,000 hours of supervised professional practice acceptable to the board

All of the educational requirements (degree, course work, and practicum) listed in Methods D and I must be completed through an accredited school. Bemidji State University is an accredited school.

Method F-Reciprocity (Minnesota Statutes section 148F.030)

The board shall issue a license if the board finds that the requirements which the applicant met to obtain the credential from the other jurisdiction were substantially similar to the current requirements for licensure in this chapter and that the applicant is not otherwise disqualified under section 148F.090.

- Active license or certification an alcohol and drug counselor from another jurisdiction
- Applicants must submit:
- Copy of the jurisdiction's credentialing laws and rules that were in effect at the time the applicant obtained the credential
- Verification that the license or certification is active and in good standing. The verification must be sent directly to the Board office from the licensing board/credentialing agency

Because states have different requirements at different times, reciprocity applications are reviewed on a case by case basis by the Application and Licensure Committee of the Board. Before submitting an application under the reciprocity method, we encourage people to review the requirements they had to meet to obtain their licensure/cerification and compare them to Minnesota's current licensure requirements (Minnesota Board of Behavioral Health, 2018).

Specific Course Work Requirements

- i. an overview of the transdisciplinary foundations of alcohol and drug counseling, including theories of chemical dependency, the continuum of care, and the process of change;
- ii. pharmacology of substance abuse disorders and the dynamics of addiction, including medication-assisted therapy;
- iii. professional and ethical responsibilities;
- iv. multicultural aspects of chemical dependency;
- v. co-occurring disorders; and
- vi. the core functions defined in section 148F.01, subdivision 10:

Subd. 10. Core functions. Core functions means the following services provided in alcohol and drug treatment:

- (1) screening means the process by which a client is determined appropriate and eligible for admission to a particular program;
- (2) intake means the administrative and initial assessment procedures for admission to a program;
- (3) orientation means describing to the client the general nature and goals of the program; rules governing client conduct and infractions that can lead to disciplinary action or discharge from the program; in a nonresidential program, the hours during which services are available; treatment costs to be borne by the client, if any; and client's rights;
- (4) assessment means those procedures by which a counselor identifies and evaluates an individual's strengths, weaknesses, problems, and needs to develop a treatment plan or make recommendations for level of care placement;
- (5) treatment planning means the process by which the counselor and the client identify and rank problems needing resolution; establish agreed upon immediate and long-term goals; and decide on a treatment process and the sources to be utilized;
- (6) counseling means the utilization of special skills to assist individuals, families, or groups in achieving objectives through exploration of a problem and its ramifications; examination of attitudes and feelings; consideration of alternative solutions; and decision making;
- (7) case management means activities that bring services, agencies, resources, or people together within a planned framework of action toward the achievement of established goals;

- (8) crisis intervention means those services which respond to an alcohol or other drug user's needs during acute emotional or physical distress;
- (9) client education means the provision of information to clients who are receiving or seeking counseling concerning alcohol and other drug abuse and the available services and resources;
- (10) referral means identifying the needs of the client which cannot be met by the counselor or agency and assisting the client to utilize the support systems and available community resources;
- (11) reports and record keeping means charting the results of the assessment and treatment plan and writing reports, progress notes, discharge summaries, and other client-related data; and
- (12) consultation with other professionals regarding client treatment and services means communicating with other professionals in regard to client treatment and services to assure comprehensive, quality care for the client (Minnesota Board of Behavioral Health, 2018).

Frequently Asked Questions

Why are the 12 core functions so critical in training of an ADC?

The 12 core functions are based on a well-researched description (a job analysis) of the activities ADCs actually perform when working. The core functions are included in the Minnesota licensing law. More recently, the Addiction Technology Transfer Centers National Curriculum Committee of the Substance Abuse and Mental Health Services Administration (SAMHSA) has published *Addiction Counseling Competencies: The Knowledge, Skills, and Attitudes of Professional Practice* in a document referred to as TAP 21. Though TAP 21 may gradually replace the 12 core functions as a reference to ADC practice activities, TAP 21 incorporates the 12 core functions and reorganizes the competency areas. The content and job functions of chemical dependency counselors remain unchanged (Minnesota Board of Behavioral Health, 2018).

What are the four performance domains of LADC practice?

1. [Screening](#), [Assessment](#), and [Engagement](#)
2. [Treatment Planning](#), [Collaboration](#), and [Referral](#)
3. [Counseling](#)
4. Professional and Ethical Responsibilities (IC&RC Exam, 2018)

What are the six dimensions?

See Appendix Q.

Can someone complete one practicum for two disciplines at the same time?

Yes, Bemidji State University allows students to complete the social work and ADC practicum (internship) at the same time. The first semester (480 hours) is a joint social work and ADC internship while the second semester (400 hours) focuses only on substance and behavioral addictions, provided the practicum site is a program with a substance addictions focus. During the first semester, students must also meet practicum requirements for social work, as educational requirements differ (Minnesota Board of Behavioral Health, 2018).

How can I prepare for the exams? Are there study guides available?

Students should contact the entity where you are planning on completing your exam(s). They should be able to provide you with a study guide. [Click here](#) for contact information (Minnesota Board of Behavioral Health, 2018). Online [study guides](#) are also available.

How long does it take to become licensed?

When all education, practicum and examination requirements are completed, and the applicant submits a completed application for licensure, the application undergoes a review process. The amount of time it takes to issue a license is dependent upon applicants providing necessary and requested information in a timely and accurate manner, and is also dependent upon whether other agencies provide the board with requested documentation in a timely manner (Minnesota Board of Behavioral Health, 2018).

I have a criminal history or previous mental health issue. Will this background prevent me from getting an ADC license?

All applicants undergo a background check, including a criminal history check, as required by law. All applicants are required to answer a series of background questions on their application. Applicants are urged to fully disclose information regarding their background. A criminal history does not automatically preclude licensure, and each applicant's case is assessed on its own merits. Some of the factors included in a decision whether to issue a license are: severity of the crime; length of time since conviction, circumstances in an applicant's life at the time of the crime, sobriety at the time of both application and commission of the crime; and success in treatment. Applicants with issues of mental health or boundaries in relationships may be asked to undergo a psychological evaluation conducted by an expert consultant selected by BBHT (Minnesota Board of Behavioral Health, 2018).

Exams

The exams accepted for licensure purposes are not administered through the Board of Behavioral Health and Therapy. The Board currently accepts the IC&RC written comprehensive exam and the NCC-Level 2 (NAADAC) written comprehensive exam (Minnesota Board of Behavioral Health, 2018).

IC&RC written comprehensive exam:

- Minnesota Certification Board
Phone: 763-434-9787
Email: mcb@mcboard.org
Website: www.mcboard.org
- UMICAD
Phone: 218-751-6553
Email: dennish@whiteearth.com, amys@whiteearth.com, or joet@umicad.com
Website: www.umicad.com

NAADAC (NCC-AP-NCAC) Level 2 written comprehensive exam:

- NAADAC
Email: ykouassi@naadac.org
Website: <http://www.webassessor.com/naadac/index.html>

IC&RC and NAADAC: Which one to Choose for your Career?



International Certification & Reciprocity Consortium (IC&RC) can be defined as “IC&RC promotes public protection by setting standards and developing examinations for the credentialing and licensing of prevention, substance use treatment, and recovery professionals” according to the IC&RC website. They provide the information and education needed to pass the exam to become a certified substance abuse professional. The certification process varies from jurisdiction to jurisdiction and only members on the different boards are able to grant the actual certification. However, there are eight minimum standards to obtain a credential. Directly from their website they are as follows:

- Alcohol & Drug Counselor (ADC)
- Advanced Alcohol & Drug Counselor (AADC)
- Clinical Supervisor (CS)
- Prevention Specialist (PS)
- Certified Criminal Justice Addictions Professional (CCJP)
- Certified Co-Occurring Disorders Professional (CCDP)
- Certified Co-Occurring Disorders Professional Diplomat (CCDPD)
- Peer Recovery (PR)

The Reciprocity process is a little more complicated. This process involves moving to a new jurisdiction and still being able to work as a substance abuse professional. As mentioned above each jurisdiction requires different credentials and therefore you must be sure that you meet all of the credentials that the jurisdiction you are re-locating to. One also has the option of holding an International certificate if you choose to do so. There are different requirements for obtaining this certification but this would allow for you to work with International Member Boards. The IC&RC offers certification in the following seven areas:

- Alcohol and Drug Counselor (ADC)
- Advanced Alcohol and Drug Counselor (AADC)
- Clinical Supervisor (CS)
- Prevention Specialist (PS)
- Criminal Justice Addictions Professional (CCJP)
- Co-Occurring Disorders Professional (CCDP/D)
- Peer Recovery (PR)

With the substance abuse problem on the up rise it would be a great time to get your credentials. According to the US Department of Labor Statistics the need for substance abuse professionals is one of the most in demand professions; 22% to be exact.

In order to obtain your certification you must pass an exam. The IC&RC states “IC&RC examinations are developed for exclusive use of IC&RC member boards to use as part of their jurisdictionally specific certification process.”. This basically means that each exam varies from place to place, as does the costs of the exams) and only the independent Member Boards determine which items on the exam. In addition, there are certain eligibility requirements that you must meet even before you take the exam. It is important to contact the local Member Board in your area if you are interested in becoming certified. There are several resources available for your reference to in order to prepare for the exam. Among them include study guides (many of which are free), practice tests and candidate guides which will help you to understand the above mentioned eight standards. For a list of free resources click [here](#).



The National Association for Alcoholism and Drug Abuse Counselors (Also known as NAADAC) is another organization for substance abuse and addiction professionals. According to their website its vision and mission statements are: “NAADAC’s Mission is to lead, unify and empower addiction focused professionals to achieve excellence through education, advocacy, knowledge, standards of practice, ethics, professional development and research.” “NAADAC is the premier global organization of addiction focused professionals who enhance the health and recovery of individuals, families and communities.”

The NAADAC is affiliated with the National Certification Commission for Addiction Professionals (NCC AP) and offers two different certification programs.

- Recovery to Practice (RTP) Certificate
- Conflict Resolution in Recovery Certificate

The first certification program focuses mainly on furthering your education on recovery amongst other things while the second certification program focuses more on the brain and how it affects the recovery process.

The NAADAC differs than the IC&RC organizations as it is not required to have the two above mentioned certifications. It also offers a membership program in five different categories with those being professional, associate, student, military, and retired. The membership provides

multiple resources for those looking to further their education. You do not need to hold the NCC AP certificates to be a member of NAADAC. In addition to seventy hours of free webinars they also offer seventy-five free hours of continuing education as well as discounts on several items. For a full list of the benefits of joining please visit: <http://www.naadac.org/benefits>

Which one to Choose?

The two organizations are extremely different than one another but each offer unique services. Each has its advantages and disadvantages, however, depending on the career path you choose it would best to research which organization will best fit your needs. If you are looking for certain certifications I would recommend the IC&RC but if you are looking to advance your knowledge in the substance abuse field then the NAADAC may be a better fit.

As of March 2013 there was talk about both organizations working together or even possibly merging however, there is no further information on this topic. (Source: Substance Abuse Certification, 2018).

Substance and Behavior Addictions Minor

The Substance and Behavior Addictions minor curriculum is designed to enhance a student's practice in social work or human services. The minor leads to enhanced knowledge about Substance and Behavior Addictions, but does not include all of the necessary coursework and internship required for Alcohol and Drug Counselor Certificate, recognizing the critical role Substance and Chemical Addictions play in the well-being of northern Minnesota communities as well as society as a whole. Preparing students to be effective social workers includes having the knowledge and skills to work effectively with addictive (substances and behavioral) individuals and family systems.

In light of the pervasive nature and serious impact of addictions on individuals and families, the Substance and Chemical Addictions Minor provides graduates with knowledge and skills critical to social work practice in Minnesota communities. Students who choose the minor are aware that no matter what area of social work they choose to practice in, knowledge and skills related to Substance and Chemical Addictions will be beneficial. This is a crucial skill set to have as a practitioner in northern counties; a region that suffers from a shortage of qualified helping professionals.

The Social Work Program plays a pivotal role ensuring practitioners are adequately prepared for working with addiction-related social issues.

Required Courses

Course	Name	Credits	Prerequisite/Comments
PSY 1100	Intro to Psychology	4	
PSY 2217	Abnormal Psychology	4	PSY 1100
CHEM 2130	Chemistry of Drugs	3	
SOWK 2030	Substance and Chemical Addictions Theories and Assessment	3	Offered fall term only.
SOWK 3201	Family: Dynamics	3	PSY 1100
SOWK 3330	Substance and Chemical Addictions Prevention and Intervention	3	PSY 1100; SOWK 2030 or consent of instructor. Offered spring term only.
	TOTAL Credits	20	

Curriculum Objectives

(1) Prepare students for either enhanced human service or social work practice (Substance and

Chemical Addictions minor) or beginning Substance and Chemical Addictions professional practice (LADC).

- (2) Apply and adhere to Professional Code of Conduct as specified in Minnesota Statute 4747.1400.
- (3) Become familiar with and knowledgeable about the 12 core functions. For LADC students, show evidence of application of the 12 core functions (at least 10 hours of each) in a two semester, 880-hour internship.
- (4) Understand and become knowledgeable Minnesota Department of Human Services, Rule 31 for certification of Substance and Chemical Addictions treatment facilities requiring assessment summaries to reflect six dimensions. This universalizes facilities' approach to assessment and treatment planning. The six dimensions are:
 - a) Acute intoxication and withdrawal potential
 - b) Biomedical conditions and complications
 - c) Emotional and behavioral conditions and complications
 - d) Treatment acceptance, resistance
 - e) Relapse and continued use potential
 - f) Recovery environmentand
 - g) Susceptibility to abuse or neglect
 - h) Need for additional support services, such as transportation or resident care, in order to participate in the program

[Substance and Behavior Addictions Minor in Academic Catalog](#)

Alcohol & Drug Counselor, Certificate

Through the Alcohol and Drug Counselor Certificate program, students can complete the course work required to become a Alcohol and Drug Counselor Certificate as specified by Minnesota statute.

Students who choose the Alcohol and Drug Counselor Certificate plan to work specifically in the field of substance and behavioral addictions. In light of the pervasive nature and serious impact of addictions on individuals and families, the LADC certification provide graduates with knowledge and skills critical to substance and behavior addictions counseling in Minnesota communities.

Required Courses

Course	Name	Credits	Prerequisites/Comments
PSY 1100	Intro to Psychology	4	
PSY 2217	Abnormal Psychology	4	PSY 1100
CHEM 2130	Chemistry of Drugs	3	
SOWK 2030	Substance and Behavior Addictions Theories and Assessment	3	Offered fall term only.
SOWK 3201	Family: Dynamics	3	PSY 1100
SOWK 3330	Substance and Behavior Addictions Prevention and Intervention	3	PSY 1100; SOWK 2030 or consent of instructor. Offered spring term only.
SOWK 3551 or PSY3332	Generalist Practice 1 OR Counseling and Crisis Intervention*	3 or 4	PSY 1100 Non-Social Work majors will take Counseling and Crisis Intervention. Social Work majors will take Generalist Practice 1.
SOWK 3552 or PSY 3337	<u>Social Work Majors:</u> Generalist Practice 2 <u>Non-Social Work Majors:</u> Group Processes	3	<u>Social Work Majors:</u> Social Work majors will enroll in SOWK 3552: Generalist Practice 2. Prerequisites for SOWK: SOWK 3551 <u>Non-Social Work Majors:</u>

			Non-Social Work majors will enroll in PSY 3337: Group Processes
			Prerequisites for PSY : PSY 1100 and 2217
SOWK 4880	Internship Orientation	1	Preparation for internship, to be taken the semester immediately before the start of the internship
	Total Classroom Credits	27-29	
SOWK 4970	*Internship	24	880 hour internship (two semesters)
	TOTAL Credits	51-53	

Curriculum Objectives

- (1) Prepare students for either enhanced human service or social work practice (Substance and Behavior Addictions minor) or beginning Substance and Behavior Addictions professional practice (LADC).
- (2) Apply and adhere to Professional Code of Conduct as specified in Minnesota Statute 4747.1400.
- (3) Become familiar with and knowledgeable about the 12 core functions. For LADC students, show evidence of application of the 12 core functions (at least 10 hours of each) in a two semester, 880-hour internship.
- (4) Understand and become knowledgeable Minnesota Department of Human Services, Rule 31 for certification of Substance and Chemical Addictions treatment facilities requiring assessment summaries to reflect six dimensions. This universalizes facilities' approach to assessment and treatment planning. The six dimensions are:
 - i) Acute intoxication and withdrawal potential
 - j) Biomedical conditions and complications
 - k) Emotional and behavioral conditions and complications
 - l) Treatment acceptance, resistance
 - m) Relapse and continued use potential
 - n) Recovery environment

and

 - o) Susceptibility to abuse or neglect
 - p) Need for additional support services, such as transportation or resident care, in order to participate in the program

All students pursuing the LADC will automatically earn a minor in Substance and Behavior Addiction as well as the required courses for both overlap. The Substance and Behavior Addiction minor provides a knowledge base for students wanting information in Substance and Behavior Addiction to enhance their work in human services. There is no internship required for the minor. Completion of the minor does not meet educational requirements for Alcohol and Drug Counselor licensure in the State of Minnesota.

[Alcohol & Drug Certificate in the Academic Catalog](#)

*All students must have a minimum GPA of 2.5 in order to enroll in the Internship. Students will also be required to pass a state and national background check in order to complete an internship. If you have any concerns about your ability to pass a background check please meet with a Social Work faculty member about this *prior* to enrolling in **Substance and Behavior Addiction** courses.

Social Work majors will complete a concurrent Social Work/**Substance and Behavior Addiction** internship during the first semester for 480 hours. The second semester students will complete a **Substance and Behavior Addiction** only internship for 400 hours.

Field Experience (Internship)

The internship, SOWK 4970: Internship: Substance and Behavior Addiction, is a two semester, 880-hour field placement.

- **SOWK 4880: Internship Orientation:** Students who plan to complete the Alcohol and Drug Counselor certificate for licensure application must enroll in SOWK 4880: Internship Orientation to ready themselves for an internship. This course is required the semester prior to the start of the internship. As a part of internship readiness, students will complete an application for the internship, meet individually with the professor, prepare a resume and a letter of inquiry, and interview with prospective internship sites.

Internship Learning Goals Contract (Appendix I)

The internship contract includes a general description of the internship and the intern's duties along with a contract that specifies goals, methods / activities for achieving these goals, and evaluation of goal accomplishment related to the 12 core functions and the six dimensions of assessment.

Internship Responsibilities

Agency Responsibilities:

Agencies whose **Substance and Behavior Addiction** goals, services, and policies are compatible with professional values and who demonstrate an interest in and commitment to student education and have a LADC available to supervise the intern are selected as placement sites for social work interns.

This assumes a willingness to work closely with interns and the faculty liaison to develop learning practice experiences, and a willingness to involve staff in intern supervision. It is important that professionals provide supervision. The following is expected of practicum agency sites:

1. Weekly supervision of the intern.
2. Clear assignment of duties and responsibilities as reflected in the internship contract (Appendix I).
3. Complete a background check on the intern.
4. Completion and return to Social Work Department of Agency Data Form (Appendix J).
5. Completion of midterm and final evaluations (Appendix K).
6. Meetings with the faculty liaison – 440 hour internship – 2 visits; 880 hour internship 2 – 3 visits.
7. Assign one specific agency LADC, known as the internship supervisor, to supervise the intern.
8. Provide the student with a detailed orientation to the agency-policies, services, goals, purposes and clientele during the early weeks of the internship.
9. Provide a minimum of one hour per week of scheduled individual supervision that

- includes review of the intern's assignments with constructive feedback and creates an opportunity to integrate theory with practice experience.
10. Validate the hours the student serves during the internship.

Social Work Department Responsibilities:

Social Work faculty work closely with students as they prepare for the **Substance and Behavior Addiction** internship. To this end the faculty member assists the student in finding an internship placement that is a good fit for the student's interests and ...

1. Facilitates placement of students in agencies for the internship experience.
2. Facilitates with the student the development of an internship contract that reflects a three- way negotiation – placement agency, program, and prospective intern.
3. Provides liaison support visiting the student and supervisor onsite 2 times during a 440-hour internship and 2-3 visits for a 880-hour internship
4. Provides as needed consultation with intern and / or agency concerning the internship.
5. Assists interns with LADC application.

Intern's Responsibilities:

Below are detailed the responsibilities of the intern s/he prepares for and carries on his/her internship.

1. Make application for internship at the appropriate time and in accordance with program procedures. (Appendix F)
2. Prepare a resume and write a letter of inquiry for a **Substance and Behavior Addiction** internship. (Appendix H)
3. Negotiate and carry out the learning goals contract. (Appendix I)
4. Follow agency policies with regard to time schedules, regulations, and matters of dress.
5. Prepare agendas for discussions with faculty liaison and field instructor.
6. Follow agency work practices and policies such as signing in and out, reporting absences, etc.
7. Participate in the midterm and final evaluations.
8. Carry out an assessment of the field placement (Appendix L).
9. Complete an internship course evaluation (Appendix M).
10. Perform the responsibilities of the internship as specified by the college and the agency.
11. Accurately keep such records and reports as required by the agency or the university.
12. Maintain professional behavior such as client confidentiality, etc.
13. Consult with the agency and the university about any changes or proposed changes in the internship.
14. Adhere to the ethical standards of Minnesota Statute 4747.1400, Rules of Professional Conduct (Appendix N).

Behavioral Policy

The Bemidji State University Social Work Department faculty are committed to supporting and assisting students to address their behavioral issues. The goal is for students to function

effectively in the classroom, community, and/or internship and to complete their Social Work degree and/or LADC certification coursework. Faculty will assist students as much as possible towards this end.

If professional conduct/or behavioral issues arise during the course of completing a social work degree and/or Alcohol and Drug Counselor Certificate certification, a student may be required to do the following:

1. Meet with their academic adviser, course instructor, department chair, and/or field director as needed.
2. Be referred to and recommend completion of a mental health/behavioral assessment with a licensed professional.
3. Create a contract and/or plan of action to address the mental health/behavioral issue in order to function effectively in classroom, community, and/or internship.

If a student chooses to not address the mental health/behavioral issue that is negatively impacting effective functioning, this may result in the student's inability to complete the social work degree and/or LADC certification. The student's continuation in the Social Work Department and/or LADC certification program may be reviewed. While taking SOWK 4880: Internship Orientation, students will be required to sign a statement acknowledging their understanding of the Behavioral Policy.

Background Study

Background Studies: Minnesota Statutes, chapter 245 C, Department of Human Services Background Studies Act

Background studies are required for certain people who provide direct contact services to vulnerable adults and children. State law requires people who provide direct contact services in certain health and human service settings to have a background study completed by the Department of Human Services (DHS). The background study determines whether a person committed an act that would disqualify him/her from providing direct contact services to children or vulnerable adults. Direct contact services means providing face-to-face care, training, supervision, counseling, consultation, or medication assistance to clients in health and human services programs. Direct contact services may apply to volunteers if they provide unsupervised services. DHS background studies are also required for certain others, such as guardians and conservators, guardians ad litem, people who provide foster care for children, and people who seek to adopt a child (MN Department of Human Services, 2018).

How are background studies conducted?

Information is provided from the Minnesota Bureau of Criminal Apprehension (BCA) through secure data connections to NETStudy 2.0. DHS cannot begin to complete a background study request until a response is received from the BCA. This applies to all background studies, including those for people who have no criminal record (MN Department of Human Services, 2018).

BCA response times?

It takes the BCA about five days on average to electronically send a response to DHS through NETStudy 2.0. When a person's fingerprints are recorded at a DHS authorized Livescan location, they are transmitted securely and in real-time to the BCA. The BCA uses the fingerprints to check for any criminal information that it may have about the person.

It takes DHS just under one hour on average to provide a clearance response once the BCA provides a response to DHS.

It can take much longer if the background study subject has criminal (or maltreatment) information that must be reviewed. This is because records may need to be obtained from other states or from courts or law enforcement entities. In many cases, background study subjects must provide releases to get information. These processes add time to how long it takes to complete the background study determination (MN Department of Human Services, 2018).

What information is provided from the BCA?

All DHS employment-type background studies include checks of the following BCA data:

- Criminal history information.
- Minnesota Predatory Offender Registry.
- DHS is informed when people who have a BCA record in Minnesota, have or may have

criminal history information in another state. In these cases, DHS is provided information in order to seek the records from the other state.

All DHS employment-type background studies also include:

- Records of substantiated maltreatment of vulnerable adults and minors from investigations completed by:
 - Minnesota county adult and child protection units.
 - The Minnesota Department of Human Services, Licensing Division.
 - The Minnesota Department of Health (MDH), Office of Health Facilities Complaints.
 - Automated updates* of Minnesota maltreatment data from the above sources.
 - Automated notices* from the Minnesota Court Information System (MNCIS).
 - Registry checks completed by the entity submitting the background study. The registries are: The Minnesota Nurse Aide Registry (negative actions), the federal List of Excluded Individuals and Entities (LEIE), and the Minnesota list of excluded individuals.
 - Automated updates* of the provider registries.

*The automated updates apply to background study subjects that are on a program's active roster in NETStudy 2.0 or are within six months of separation from the program's roster.

Some background studies include an FBI record search:

A Federal Bureau of Investigation (FBI) record check is required by law for some background studies, including the following.

- When the background study subject has a BCA record that indicates there is or may be criminal information in another state.
- When the background study is related to the adoption of a child or to provide child foster care services. In addition to the FBI check, there are other federal background study requirements that are required for these studies.
- When a background study subject lives in a state other than Minnesota and the background study is for a home health agency, nursing home, or a boarding care home. These background study subjects must also have a maltreatment record check in the state in which they reside (MN Department of Human Services, 2018).

Who needs a DHS background study?

- Employees and contractors providing direct contact services in facilities licensed by DHS, MDH, programs serving youth and children licensed by the Department of Corrections (DOC) and non-licensed Personal Care Provider Organizations (PCPO).
- All employees of MDH-licensed nursing homes and boarding care homes. If the employee is disqualified, s/he may not provide direct contact services or have access to residents or patients, or their personal belongings.
- Volunteers in licensed facilities IF they are providing direct contact services AND they will not always be within sight or hearing of a staff person
- People who are placed in licensed facilities to provide direct contact services by educational programs, temporary personnel agencies professional service agencies and supplemental nursing services agencies.
- People applying for a license.
- Owners and managerial officials of home care agencies and PCPOs.

What does "direct contact" mean?

"Direct contact" means providing face-to-face care, training, supervision, counseling, consultation or medication assistance to the people being served by the facility.

When must a study be initiated?

A background study must be initiated by the facility BEFORE a person begins providing direct contact services, or for nursing homes and boarding care homes, BEFORE a person has access to clients or residents or their belongings.

What causes a person to be disqualified?

- A person can be disqualified if s/he is substantiated as a perpetrator of serious and/or recurring maltreatment of a vulnerable adult or a minor; and/or
- A person can be disqualified if s/he is convicted of, admits to or there is a preponderance of evidence that s/he committed certain crimes. A list of disqualifying crimes or conduct can be found in Minnesota Statutes, Section 245C.15. (Retrieve an entire chapter of Minnesota Statutes.)

What happens when a person is disqualified?

- When a background study subject receives a notice of disqualification, s/he is also informed of how to request reconsideration of the disqualification. If the person does submit a reconsideration request, it will be reviewed to determine whether the information used to disqualify the person was correct and/or whether the person has demonstrated that s/he does not pose a risk of harm to the persons being served by the facility that submitted the background study.
- If the study was submitted by a DHS-licensed facility or a PCPO, DHS will do the review and make the determination whether or not the person's disqualification should be "set aside" for working in that facility; if the study was submitted by a DOC or MDH program, those agencies

will do the review and make the determination.

If the disqualification is "set aside" the facility may allow the person to work. If the disqualification is "not set aside" or if the person does not request reconsideration of the disqualification within the required time, the person and the facility will be notified that the person has to be removed from any direct contact position (and a position allowing access if working in a nursing home or boarding care home)

What is a "yellow mailer"?

A yellow mailer is sent to acknowledge that DHS received the background study form and that more time is needed to complete the study. The person may continue to provide direct contact services while the study is being completed. DHS will follow up by sending either a clearance or further correspondence to both the facility and the study subject.

What is a "blue mailer"?

A blue mailer (Background Study Clearance) is sent to acknowledge that the study subject may provide direct contact services (and have access if working in a nursing home or boarding care home) for the facility that submitted the study.

Where can the laws about the background studies be found?

- Minnesota Statutes, Chapter 245C (Human Services Background Studies Act) Minnesota Statutes, Section 144.057 (Department of Health)
- Minnesota Statutes, Section 241.021 (Department of Corrections)
- Minnesota Statutes, Section 256B.0627 (Personal Care Provider Organizations) (Retrieve an entire chapter of Minnesota Statutes.)
- Background Study Process and Vulnerable Adult Act review
- The January 2003 Legislative Report, Background Study Process and Vulnerable Adult Act Review, is available in the portable document format (PDF).

How can I conduct a state and national background study prior to the start of my internship?

The BSU Social Work Field Director can assist students with conducting a statewide and/or national background check. Please complete the form in **Appendix O** and schedule an appointment with the field director

Addiction Professional Resources

[The Minnesota Addiction Professionals \(MNAP\)](#) exists to advance policy, services, and professional development that reflect the highest standards of the addiction profession, strengthen its value to the community and promote the values of its members.

The [Addiction Technology Transfer Center \(ATTC\)](#) is a nationwide, multidisciplinary resource for professionals in the addictions treatment and recovery services field.

[Minnesota Association of Resources for Recovery and Chemical Health \(MARRCH\)](#) is a professional association of chemical health agencies and individuals striving to raise awareness about the important issues surrounding **Substance and Behavior Addiction** and the power of recovery.

As a collective body, MARRCH works to educate, support and guide individuals and agencies while speaking with a unified voice in public policy venues, www.marrch.org.

MARRCH sponsors annual conferences for **Substance and Behavior Addiction** practitioners. Check the website for dates.

Appendix A: Internship Policies

Substance and Behavior Addiction Internship Policies

Students must check each item as well as sign and date the agreement.

- I am aware all required courses for the **Substance and Behavior Addiction** minor must be completed before the internship starts.
- I am aware a 2.5 GPA is required in the **Substance and Behavior Addiction** minor in order to enroll in SOWK 4970-01 or SOWK 4970-02: Internship.
- I understand that should my grades during the semester prior to the internship lower my GPA below 2.5, I will not be approved to enroll in SOWK 4970-01 or -02.
- I understand that I cannot intern more than 45 hours a week in my internship.
- I understand my internship contract must be finalized, approved and signed by the Social Work Department Field Director before I begin the internship.
- I understand should I start my internship prior to the contract being approve, none of the hours will be counted toward the internship.
- I understand the start and completion dates of the internship must be approved by the Social Work Department Field Director. The start and completion dates should be within two weeks of the semester start and end dates.
- I understand the **Substance and Behavior Addiction** internship hours must total 880 hours. This must include by Minnesota State Statute requirement, a minimum of 10 hours in each of the 12 core functions.
- I understand that I will be required to pass a criminal background check prior to completing my internship. Inability to pass the background check will disqualify me from completing my internship.

Print Name

Signature

Date: _____

Appendix B: Hours of Instruction

**Bemidji State University Social Work Department
Co-Occurring Curriculum
Hours of Instruction**

LADC Relevant Courses	SOWK Majors	Psych. Majors	Other Majors
PSY 1100: Introduction to Psychology	4	4	4
CHEM 2130: Chemistry of Drugs	0	0	0
SOWK 2030 : Substance and Behavior Addiction Theories and Assessments	3	3	3
SOWK 3201: Family Dynamics & Interventions	3	3	3
SOWK 3330: Chemical Dep. Prevention and Intervention	5	5	5
SOWK 3552 Generalist Practice I <u>or</u> PSY 3332: Counseling & Crisis Intervention	2	2	2
SOWK 3552 Generalist Practice II <u>or</u> PSY 3337: Group Processes	0	0	0
SOWK 4880: Internship Orientation	0	0	0
PSY 2217: Abnormal Psychology	4	4	0
Total	21 Hours	21 Hours	17 Hours

Contact: Sue Rickers, PhD, LICSW
Associate Professor and Department Chair
sue.rickers@bemidjistate.edu
(218) 755-2835

**Bemidji State University Social Work Department
Youth Development Curriculum
Hours of Instruction**

LADC- Relevant Courses	SOWK Majors	PSYCH Majors	Other Majors
SOWK 2030: Substance and Behavior Addiction Theories and Assessments	2	2	2
SOWK 3330: Substance and Behavior Addiction Prevention and Intervention	3	3	3
SOWK 3551 Generalist Practice I or PSY 3332 Counseling and Crisis Intervention	1	1	1
SOWK 3552 Generalist Practice II or PSY 3337 Group Processes	1	1	1
PSY 1100: Introduction to Psychology	2	2	2
PSY 2217: Abnormal Psychology	5	5	0
SOWK 2160: HBSE I	6	0	0
Total	20	14	9

Contact: Sue Rickers, PhD, LICSW
Associate Professor and Department Chair
sue.rickers@bemidjistate.edu
(218) 755-2835

**Bemidji State University Social Work Department
Ethics Curriculum
Hours of Instruction**

LADC- Relevant Courses	SOWK Majors	Psych Majors	Other Majors
SOWK 2030: Substance and Behavior Addiction Theories and Assessments	2	2	2
SOWK 3330: Substance and Behavior Addiction Prevention and Intervention	2	2	2
SOWK 3551 Generalist Practice I or PSY 3332 Counseling and Crisis	1	1	1
SOWK 3552 Generalist Practice II or PSY 3337 Group Processes	1	1	1
SOWK 3201: Family: Dynamics and Intervention	2	2	2
SOWK 4880: Internship Orientation	2	2	2
PSY: Abnormal Psychology Note: Required course for SOWK and PSY majors	5	5	0
Total Hours	15	15	10

Contact: Sue Rickers, PhD, LICSW
Associate Professor and Department Chair
sue.rickers@bemidjistate.edu
(218) 755-2835

Appendix C: Course Descriptions

PSY 1100 – Introductory Psychology (4 credits) Introduction to the study of behavior, cognition, and emotion and general survey of psychological principles.

CHEM 2130 Chemistry of Drugs (3 credits) Introduction to the pharmacology of the more common drugs and toxic substances.

SOWK 3551 Generalist Practice I (3 credits) Introduces and applies models for establishing and engaging in the professional helping relationship with individuals. Students learn, practice, and critically examine knowledge, skills, and values related to generalist social work practice with individuals: assessment, engagement, crisis intervention, counseling, evaluation, and ethical practice. Emphasis is on cultural competence in social work practice. Prerequisite: Program Admission

OR

PSY 3332 Counseling and Crisis Interventions (4 credits) A practical, skills-based introduction to the development of interpersonal awareness, beginning counseling techniques, and crisis intervention techniques. Prerequisites: PSY 1100 and PSY 2217.

SOWK 3552 Generalist Practice II (3 credits) Introduces and applies models for establishing and engaging in the professional helping relationship with support and treatment groups. Students learn, practice, and critically examine knowledge, skills, and values related to group processes: planning, assessment, facilitation, leadership, evaluation, role development, and ethical practice. Emphasis is on cultural competence in social work practice with groups. Prerequisite: SOWK 3551.

OR

PSY 3337 – Group Processes (3 credits) The examination and practical application of principles and dynamics underlying group behavior from a psychological perspective. Prerequisites: PSY 1100 and PSY 3401, or consent of instructor.

SOWK 3201 Family: Dynamics and Intervention (3 credits) Introduction to knowledge, skills, and values related to working with families as small groups. Students learn and apply tools integral to assessment and intervention strategies of generalist social work practice with families, including the strengths perspective, human diversity framework, family systems, cultural competence, and the ecosystems approach. Students critically examine family systems, elements of family well-being, level of need and intervention models, ethics, and practice implications particularly related to contemporary social welfare issues. Prerequisite: SOWK 2160 for majors, PSY 1100 for non-majors.

SOWK 2030 Substance and Behavior Addiction Theories and Assessment (3 credits) Examines various theoretical approaches and models for understand the impact of addictive behavior on the individual, family, and community. Attention paid to the impact of addiction on the brain along with the development of knowledge and skills related to the addiction assessment process.

SOWK 3330 Substance and Behavior Addiction Intervention and Prevention (3 credits) Addresses the continuum of care in substance and behavior addictions (SBA). Attention given to the relationship between treatment planning and services provided. Covers ethical and legal considerations when working with SBA. Emphasis on issues related to practice sensitivity and responsiveness to culture, gender, and age. Skill development in the areas of assessment, counseling, and prevention is highlighted. Prerequisite: PSY 1100 and SOWK 2030, or consent of instructor.

SOWK 4880 Internship Orientation (1 credit) Prepares social work students for the internship experience. Provides students with the information needed for appropriate internship placement. This course should be taken during the semester immediately preceding the registration in SOWK 4970.

SOWK 4970 Internship (24 credits) An 880-hour internship prepares students to complete the Alcohol and Drug Counselor certificate in preparation for applying for licensure in Minnesota. Students are placed in chemical dependency agencies and are evaluated in terms of their knowledge and skills in the 12 core functions. Prerequisites: Requires completion of all courses in the certificate with a 2.50 GPA in the certificate.

Appendix D: 12 Core Functions

Substance abuse counselors are expected to show competency in the 12 Core Functions of substance abuse treatment. Click on each core function to see a full description of it and its global criteria.

1. Screening is a tool used to determine whether a client is eligible, and appropriate, for admission into a particular program.

Global Criteria

- Evaluate psychological, social, and physiological signs and symptoms of alcohol and other drug use and abuse.
- Determine the client's eligibility and appropriateness for admission or referral.
- Identify any co-occurring conditions, such as medical, psychiatric, physical, etc. This will indicate the need for additional assessment and services.
- Abide by applicable laws, regulations, and agency policies governing alcohol and other drug abuse services.

2. Intake is the administrative and initial assessment procedures for admissions into a program. Every new client goes through this process.

Global Criteria

- Complete require documents for admissions into the program.
- Obtain signed consents in order to protect client's confidentiality and rights.

3. Orientation includes describing to the client the nature and goals of the program; the rules of client's conduct and the violations that can lead to disciplinary measures or discharge from the program; in the case of out-patient programs, the hours during which services are available; treatment costs that need to be paid by the client, and client's rights.

Global Criteria

- Provide an overview to the program, describing the program goals and objectives for client care.
- Provide the client with a description of the program rules, and client's obligations and rights.
- Provide information about the program hours of operation.

4. Assessment is the procedure used to identify and evaluate client's strengths, weaknesses, problems and needs. This information is necessary in order to develop a treatment plan.

Global Criteria

- Gather information from the client regarding history of alcohol and other drug abuse.
- Use appropriate interviewing techniques.

- Obtain and corroborate information from significant collateral sources in regards to client's alcohol and drug abuse and psychosocial history, through the use of appropriate methods and procedures.
- Identify appropriate assessment tools.
- Explain assessment rationale to client.
- Develop a diagnostic evaluation of the client's substance abuse and co-occurring disorders based on the results of all assessments. The goal is to provide an integrated approach to treatment based on client's strengths, weaknesses, problems and needs.

5. Treatment planning is the process of identifying and prioritizing problems needing resolution. The counselor and the client work together during treatment planning. In addition, they agree upon immediate and long-term goals, and make decisions in regards to treatment process and the resources to be used.

Global Criteria

- Explain assessment results to the client in an understandable manner.
- Identify and prioritize problems based on client's needs.
- Formulate immediate and long-term goals using behavioral terms (book recommendation: *Martin, Garry. "Behavior Modification: What it is and how to do it." 9th ed.*)
- Identify the treatment methods and resources to be used as appropriate for each client.

6. Counseling requires the utilization of special skills in order to assist individuals, families, and groups in achieving objectives through the exploration of a problem, the examination of attitudes and feelings, the consideration of alternative solutions, and decision making.

Global Criteria

- Select the counseling theory (ies) that is/are more appropriate.
- Apply techniques to help the client, family, or group explore problems and their effects.
- Apply techniques to help the client, family, or group examine behaviors, attitudes, and feelings.
- Individualize counseling based on cultural, gender, age, and lifestyle differences.
- Elicit solutions and decisions from the client.
- Implement the treatment plan.

7. Case management includes the activities that connect the client with services, agencies, resources, or people within a planned framework of action designed to achieve the established goals.

Global Criteria

- Coordinate services for client care.
- Explain the rationale of case management to the client.

8. Crisis intervention includes services that respond to a client's needs during acute emotional and/or physical distress.

Global Criteria

- Recognize the elements of the client's crisis.
- Implement an immediate course of action appropriate to the crisis.
- Enhance overall treatment by using crisis events.

9. Client education includes the provision of information concerning alcohol and other drug abuse, its consequences, and available services and resources created to help people overcome their addictions.

Global Criteria

- Present relevant information about alcohol and other drug use and abuse to the client, through formal and informal processes.
- Present information about available support services and resources for the treatment of alcohol and other drug abuse.

10. Referral is the process of identifying the needs of the client that cannot be met by the counselor and the agency and therefore assisting the client in finding support systems and community resources that he/she can use.

Global Criteria

- Identify needs and problems that the counselor and agency cannot meet.
- Explain the rationale for the referral to the client.
- Match client needs and problems to appropriate resources.
- Protect client's confidentiality by following laws, regulations, and agency policies.

11. Report and record keeping involves charting the results of assessments, treatment plan, writing reports, progress notes, discharge summaries, and other client-related data.

Global Criteria

- Prepare reports and relevant records. Integrate available information.
- Chart ongoing information in regards to the client.
- Use relevant information from records to monitor client's care.

12. Consultation with other professionals such as in-house staff and outside professionals is important in order to assure a comprehensive, competent care for the client.

Global Criteria

- Recognize issues that are beyond the counselor's knowledge and skills.
- Consult with appropriate resources in order to secure the provision of effective treatment services.
- Abide by applicable laws, regulations, and agency policies in regards to client's confidentiality.
- Explain the rationale for the consultation to the client, if appropriate.

Appendix E: MN DHS Substance Abuse Treatment Programs (245G)

Substance abuse treatment rules set standards for licensing substance abuse treatment programs providing outpatient treatment, residential treatment, treatment for opioid abuse, treatment for people with substance abuse and mental health problems and treatment for parents with their children.

Residential adolescent substance abuse treatment for persons under 16 years old must be licensed under the [children's residential facilities](#) rule.

Residential substance use disorder treatment for persons 16 and 17 years old may be licensed under the children's residential facilities rule or under 245G.

General Overview of Substance Abuse Treatment Program Requirements

The following is a general overview of the substance abuse treatment program requirements but does not include all specific requirements.

(For specific requirements, see [Minnesota Statutes \(DHS 245G\)](#) and Minnesota Statutes, Chapters [245A \(Human Services Licensing Act\)](#), [245C \(Human Services Background Studies\)](#), and Minnesota Statutes, sections [626.556 \(Reporting of Maltreatment of Minors\)](#), [626.557 \(Reporting of Maltreatment of Vulnerable Adults\)](#), and [626.5572 \(Definitions of terms used in 626.557.\)](#))

Required treatment services.

This includes a description of treatment services, including the required services of:

- Individual and group counseling to help the client identify and address problems related to substance use and develop strategies to avoid inappropriate substance use after discharge;
- Client education strategies to avoid inappropriate substance use and health problems related to substance use and the necessary changes in lifestyle to regain and maintain health. Client education must include information concerning the human immunodeficiency virus and other sexually transmitted diseases, drug and alcohol use during pregnancy, hepatitis, and tuberculosis; • Transition services to help the client integrate gains made during treatment into daily living and to reduce reliance on the license holder's staff for support
- Services to address issues related to co-occurring mental illness
- Service coordination to help the client obtain the services and to support the client's need to establish a lifestyle free of the harmful effects of substance.

Additional treatment services

A license holder may provide or arrange the following additional treatment services:

- Relationship counseling provided by a qualified professional to help the client identify the impact of the client's substance use disorder on others and to help the client and persons in the client's support structure identify and change behaviors that contribute to the client's substance use disorder
- Therapeutic recreation to provide the client with an opportunity to participate in recreational activities without the use of mood-altering substances and to learn to plan and select leisure activities that do not involve the inappropriate use of substances
- Stress management and physical well-being to help the client reach and maintain an acceptable level of health, physical fitness and well-being
- Living skills development to help the client learn basic skills necessary for independent living
- Employment or educational services to help the client become financially independent
- Socialization skills development to help the client live and interact with others in a positive and productive manner
- Room, board and supervision provided at the treatment site to give the client a safe and appropriate environment in which to gain and practice new skills.

Health Care services

An applicant must submit a complete description of the health care services, nursing services, dietary services and emergency physician services offered by the license holder.

Medication services

An applicant must have policies and procedures for the administration of medications, assistance with self-medication and procedures related to control of drugs.

Required staff qualifications

The program must have a treatment director, alcohol and drug counselor supervisor and the appropriate number of qualified alcohol and drug counselors based on the needs of clients.

Treatment director - Must be at least 18 years of age and have two years of freedom from substance use problems. In addition, the treatment director must have at least one year of work experience in direct service to individuals with substance use problems or one year of work experience in the management or administration of direct service to individuals with substance use problems and have a baccalaureate degree or three years of work experience in administration or personnel supervision in human services.

Alcohol and drug counselor supervisor - Must be at least 18 years of age and have two years of freedom from substance use problems. In addition, the counselor supervisor must also meet the qualifications of an alcohol and drug counselor and have three or more years of experience providing individual and group counseling to substance dependent clients.

Alcohol and drug counselor - Must be at least 18 years of age and have two years of freedom from substance use problems. In addition, the counseling staff must t 5, items A and B.

Registered nurse - Must be licensed as a registered nurse, be at least 18 years of age and have two years of freedom from substance use problems.

Consulting staff - The program must also document the availability of a licensed mental health professional to provide diagnostic assessment and treatment planning assistance.

Programs providing specialized services to adolescents, clients with their children, persons with substance abuse and mental health disorders, or intravenous drug abusers must meet the additional staff qualification requirements to serve those populations

Records

Client records must contain documentation of orientation, an initial services plan, an individual abuse prevention plan, a comprehensive assessment, an assessment summary, an individual treatment plan, progress notes, treatment plan reviews, and a discharge summary.

Personnel records must contain staff person's completed application, documentation that the staff person meets the position requirements, education and experience, documentation of orientation and training, and documentation of a completed background study.

Background studies

All individuals having direct contact with clients must have a background study conducted by DHS. Before an initial license is issued, the person(s) who signed the application and all controlling individual(s) of the program must have a background study clearance notification from DHS. Additional information related to Background studies is provided in the License Application (Minnesota Department of Human Services, 2018).

Appendix F: Internship Application

Name: _____ Date: _____
(Last)(First)

Local Address: _____ Street Address/ PO Box

Town/ City State Zip Code

Landline Phone: _____ Cell Phone: _____

BSU Email Address: _____

Permanent Address: _____
Street/ PO Box

Town/ City State Zip Code

I plan to intern _____ semesters/year.

Overall G.P.A. _____
Substance and Behavior Addiction Certificate Courses G.P.A. _____

Prioritize your **Substance and Behavior Addiction** interests:

1. _____
2. _____
3. _____
4. _____

Prioritize geographic locations for your internship:

1. _____
2. _____
3. _____
4. _____

Comments: Additional information you believe important when determining an internship site (i.e. disabilities, personal needs, etc.).

Appendix G: Internship Site Agreement

Bemidji State University CHEMICAL DEPENDENCY INTERNSHIP SITE INFORMATION SHEET			
STUDENT & FIELD DIRECTOR CONTACT INFORMATION			
Student name:			
Permanent Address:			
Phone:	BSU ID:	Permanent E-mail:	
Major(s):			
Field Director: Rebecca Hoffman, MSW, LISW		Field Director's Email: rhoffman@bemidjistate.edu	Field Director's Phone: (218) 755-2837
INTERNSHIP SITE INFORMATION			
Agency business address:			
City:		State:	ZIP Code:
Internship site address (if different):			
City:		State:	ZIP Code:
Internship Start Date:		Average Hours/Week:	
Internship End Date:	Total Credits: 24	<input type="checkbox"/> Unpaid	<input type="checkbox"/> Paid
Hourly Amount:			
Agency mission statement:			
Intern's primary duties:			
FIELD INSTRUCTOR INFORMATION			
Field instructor's name:			
Address (if different from business address):			
City:		State:	ZIP Code:
Phone:	Fax:	E-mail:	
Degree information:			
Licensure(s) held:			
ADDITIONAL FIELD INSTRUCTOR INFORMATION (IF APPLICABLE)			
Field instructor's name:			
Address (if different from business address):			
City:		State:	ZIP Code:
Phone:	Fax:	E-mail:	
Degree Information:			
Licensure(s) held:			
AGREEMENT			
<ol style="list-style-type: none"> 1. The chemical dependency internship is a full-time, 880-hour internship that spans two semesters. Internship field instructor(s) agree to hold weekly one-hour supervisory meetings with the intern and involve her/him in clinical staffings, staff in-service, and team meetings. 2. At the completion of the CD internship the intern will have increased her/his understanding and practice of entry-level chemical dependency skills with an emphasis on the 12 core functions and Rules of Professional Conduct. 3. Dual social work and CD interns will complete a social work & CD internship (480-hour) simultaneously during the first semester. By the end of the first semester, the student intern will have gained practice experience in the nine social work competency areas and corresponding practice behaviors. 			
SIGNATURES			
Title: Student Intern Signature Date:		Title: Social Work Field Instructor Signature Date:	
Title: Site Supervisor Signature Date:		Title: Bemidji State University Field Director Signature Date:	

Appendix H: Memorandum of Agreement



STATE OF MINNESOTA
MINNESOTA STATE COLLEGES AND UNIVERSITIES

MEMORANDUM OF AGREEMENT
FOR STUDENT TRAINING EXPERIENCE/INTERNSHIP

This Agreement is made between the State of Minnesota acting through its Board of Trustees of the Minnesota State Colleges and Universities, on behalf of Bemidji State University, Bemidji, Minnesota ("the College/University") and _____ ("the Internship Site"). This Agreement, and any written changes and additions to it, shall be interpreted according to the Laws of the State of Minnesota.

The purpose of this Memorandum of Agreement is to outline the terms of the training/internship experience for: _____, a student of the University, and to identify the responsibilities of the University and the Internship site.

A. THE PARTIES UNDERSTAND THAT:

1. The University has a(n) Social Work Department (the "Program") for qualified students enrolled in the Bemidji State University; and
2. The University has been given authority to enter into Agreements regarding academic programs; and
3. The Internship site has facilities for providing a suitable training experience that meets the educational needs of students enrolled in the Program of the College/University; and
4. It is in the general interest of the Internship site to provide a training site where University students can learn and develop skills and qualifications needed to achieve the student's occupational goals and satisfy the Program requirements while assisting in the development of trained personnel to meet future area employment needs; and
5. The University and the Internship site want to cooperate to furnish a training experience at the Internship site for students of the University enrolled in the Program.

B. RESPONSIBILITIES OF EACH PARTY

1. The University agrees to:
 - a. make arrangements with the Internship site for a training experience at the Internship site that will support the student's occupational goals and meet any applicable Program requirements.
 - b. make periodic visits to the Internship site's training site to observe the student or receive periodic reports from the Internship Site and/or the student, and discuss the student's performance and progress with the student and any site supervisor at the Internship site, as needed.
 - c. discuss with the Internship site any problems or concerns arising from the student's participation.
 - d. notify the Internship site in the event the student is no longer enrolled in the program at the University.
 - e. keep any necessary attendance and progress records as set forth in the University attendance policy.
 - f. assist in the evaluation of the student's performance in the training experience.
2. The Internship Site agrees to:
 - a. cooperate with the University in providing a mutually agreeable training experience at the Internship site that supports the student's educational and occupational goals.

- b. consult with the University about any difficulties arising at the Internship site's training site that may affect the student's participation.
- c. assist in the evaluation of the student's performance and provide time for consultation with the University concerning the student, as needed.
- d. sign the weekly work report to verify the student's attendance.

C. LIABILITY

Each party agrees that it will be responsible for its own acts and the results thereof to the extent authorized by law and shall not be responsible for the acts of the other party and the results thereof. The College/University's liability shall be governed by the provisions of the Minnesota Tort Claims Act, Minnesota Statutes, Section 3.732 et seq., and other applicable law.

D. TERM OF AGREEMENT

This Agreement is in effect from: _____ or when fully executed, and shall remain in effect until: _____ (The maximum term must be equal to or less than five years, and recommended end date of Dec. 31st.) This Agreement may be terminated by giving at least seven (7) days' advance oral notice to the other parties, with a follow up letter confirming termination delivered to the other party on or before the actual termination date.

E. FINANCIAL CONSIDERATION

1. The University and the Internship site each agree to bear their own costs associated with this Agreement and that no payment is required by either University or the Internship site to the other party.
2. The Internship site is not required to reimburse the University faculty or students for any services rendered to the Internship site or its customers pursuant to this Agreement.

F. CHANGES OR ADDITIONS TO THE AGREEMENT

Any changes or additions to this Agreement must be in writing and signed by authorized representatives of each party.

G. ASSIGNMENT

Neither the College/University nor the Internship site shall assign or transfer any rights or obligations under this Agreement without first obtaining the written consent of the other party.

H. AMERICANS WITH DISABILITIES ACT (ADA) COMPLIANCE

The Internship site agrees that in fulfilling the duties of this Agreement, the Internship site is responsible for complying with the Americans with Disabilities Act, 42 U.S.C. Chapter 12101, et seq., and any regulations promulgated to the Act. The College/University IS NOT responsible for issues or challenges related to compliance with the ADA beyond its own routine use of facilities, services, or other areas covered by the ADA.

I. MINNESOTA GOVERNMENT DATA PRACTICES ACT

The State of Minnesota has laws (the Minnesota Government Data Practices Act, Minnesota Statutes Chapter 13 ["the Act"]) that classify the University's written and electronic information as public, private or confidential. Except as otherwise provided in law or University policy, data on students is private and may not be shared with any other party. If the Internship site receives a request from a third party for any data provided to the Internship site by the University, the Internship site agrees to immediately notify the University. The University will give the Internship site instructions concerning the release of the data to the requesting party before the data is released and the Internship site agrees to follow those instructions.

J. STUDENT TRAINING EXPERIENCE/INTERNSHIP AGREEMENT

The student assigned to a training experience/internship at the facility shall be required to sign a Student Training Experience/Internship Agreement (see Attachment A attached to this Agreement and made part of it) before the student begins the training experience/internship at the Internship site/facility.

K. NON-DISCRIMINATION

The Internship site/Facility recognizes that it is the policy of the University to prohibit discrimination and ensure equal opportunities in its educational programs, activities, and all aspects of employment for all individuals, regardless of race, color, creed, religion, gender, national origin, sexual orientation, veteran's status, marital status, age, disability, status with regard to public assistance, or inclusion in any group or class against which discrimination is prohibited by federal, state, or local laws and regulations. The Internship site agrees to adhere to this policy in implementing this Agreement.

In signing this Memorandum of Agreement, we agree to work together to assist the student in learning and/or applying the tasks and skills identified. We understand that the Individualized Training Plan for the student can be modified or dissolved at any time upon the mutual agreement of the Internship site and University.

INTERNSHIP SITE / FACILITY

Minnesota State Colleges and Universities
BEMIDJI STATE UNIVERSITY

Name: _____

Name: Dr. Jim Barta, Dean, College of Health

Authorized Internship Site Representative

Sciences and Human Ecology

Title: _____

Signature: _____

Signature: _____

Date: _____

Date: _____

Name: Rebecca Hoffman, MSW, LISW

Title: Director of Field Education

Agency: _____

Signature: _____

Date: _____

During the internship professional liability
Insurance coverage is provided by
Bemidji State University

**Bemidji State University
Internship Agreement Form
Attachment A**

Student Intern:

Name: _____ BSU ID #: _____

Permanent _____

Address: _____ City/State/ZIP: _____

Phone: _____ BSU E-mail: _____

Personal Email: _____

Student Major: _____

Non Credit

Credit 12 # of credits*

*Students must register for 12 internship credit(s)

Field Director: Rebecca Hoffman, MSW, LISW Phone: 218-755-2837

Internship Site:

Agency Name: _____
Business Address (City, State, ZIP): _____
Internship Address (City, State, ZIP): _____

Field Instructor (Site Supervisor) Name & Title: _____

Field Instructor Credentials: _____

Field Instructor Email: _____ Field Instructor Phone: _____

Field Instructor Name & Title (2): _____
Field Instructor Credentials (2): _____
Field Instructor Email (2): _____ Field Instructor Email (2): _____

Average number of hours to be worked by intern each week: _____

Begin Date (MM/DD/YYYY): _____

End Date (MM/DD/YYYY): _____

Paid (\$_____/hour)

Unpaid (For unpaid internships please refer to the Fair Labor Standards Act.)

Internship Job Description & Learning Objectives:

**Bemidji State University
Internship Agreement Form**

Attachment A

STUDENT INTERN RESPONSIBILITIES

In exchange for the opportunity to participate in the training experience/ internship at the Facility, the Student agrees to:

1. Keep regular attendance and be on time, both at school and at the Facility's training site. The Student will promptly notify the Facility's training site if unable to report. The Student's placement will automatically terminate if the Student terminates his/her enrollment in the Program or is no longer enrolled as a student at the University.
2. Demonstrate honesty, punctuality, courtesy, a cooperative attitude, desirable health and grooming habits, desirable/required dress and a willingness to learn; and
3. Furnish the coordinating University instructor with all necessary information and complete all necessary reports requested by the instructor. Submitting falsified reports is cause for immediate expulsion from the Program; and
4. Conform to all rules, regulations, and policies including health, safety, and work environment of the Facility, follow all instructions given by the Facility and always conduct myself in a safe manner; and
5. Consult with the University instructor about any difficulties arising at the Facility's training site; and
6. Be present at the Facility's training site on the dates and for the number of hours agreed upon; and
7. Not terminate his/her participation in the training experience at the Facility without first consulting with the University's instructor.

The Student also understands and agrees that:

- a. placement and participation in this training experience is not employment with the College/University or Facility;
- b. the Student is not covered by the College/University worker's compensation coverage; and
- c. the Student will not receive any money or compensation or benefits of any kind from the College/University in exchange for his/her participation in the training experience.

The Student also understands that the Facility does not promise or guarantee any future employment for the student.

The Student understands that he/she is responsible for providing his or her own health insurance and for any and all medical expenses incurred by him/her related to any injury, loss or illness sustained by him/her while participating in the training experience at the Facility.

Agreement Signatures:

Student Intern Signature: _____ Date: _____

Internship Site Supervisor: _____ Date: _____

Faculty Internship Coordinator: _____ Date: _____

FOR OFFICE USE ONLY

Received by Career Services Staff: _____ Date: _____

Copies Sent to Internship Coordinator: _____ (initials) Date: _____ Recorded: _____

Bemidji State University, part of the Minnesota State Colleges and Universities system, is an Equal Opportunity employer and educator. This document is available in alternative formats to individuals with disabilities by calling 1-800-475-2001 or 218-755-3883.


Appendix I: Learning Goals Contract (LADC)

		Goal	Steps/ Tasks to achieve the outcome and overall goal. What do you need to do to reach the outcome?	Evaluation – How you will know you are accomplishing the outcome (D2L discussions, supervisor feedback, midterm and final evaluations)
1.	Screening			
2.	Orientation			
3.	Intake			
4.	Assessment			
5.	Treatment Planning			
6.	Counseling			
7.	Case Management			
8.	Crisis Intervention			
9.	Client Education			
10.	Referral			
11.	Reports and record keeping			
12.	Consultation			
13.	Cultural Responsiveness			
14.	Human Development Theory and Models			
15.	Professional Ethics			

Learning Goals Log

2018-2019

Instructions: Note the Week of under each week and then the total number of hours the intern has spent working in each core function for the week

	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 of 												
Screening												
Intake												
Orientation												
Assessment												
Treatment Planning												
Counseling												
Case Management												
Crisis Intervention												
Client Education												
Referral												
Reports and Record Keeping												
Consultation with other Professionals												

Intern Signature

Date

Field Instructor (Site Supervisor) Signature

Date

Appendix J: Agency Data Form

Please fill this out as completely as possible. The information you provide assists prospective interns in making a more informed decision concerning their internships.

Name of Agency: _____
Address: _____
City/State/Zip: _____ Contact
Person: _____ Title: _____ Phone: _____
_____ Fax: _____
E-Mail: _____ Website: _____

Primary Group(s) Served (Please check all that apply):

- | | |
|---|--|
| <input type="checkbox"/> Children (0-12) | <input type="checkbox"/> Adult Men (25+) |
| <input type="checkbox"/> Adolescents (13-17) | <input type="checkbox"/> Adult Women (25+) |
| <input type="checkbox"/> Young Adults (18-24) | <input type="checkbox"/> Elderly |

Agency Programs and Services (Please check all that apply):

- | | | |
|---|--|--|
| <input type="checkbox"/> Substance and Behavior Addiction Treatment, | <input type="checkbox"/> Substance and Behavior Addiction Treatment, in- | <input type="checkbox"/> Chemical Dependency, detox |
| <input type="checkbox"/> Free standing Substance and Behavior Addiction treatment center | <input type="checkbox"/> Within an agency/ organization providing a range of human services such as _____ | <input type="checkbox"/> Dual diagnosis center – Substance and Behavior Addiction and mental health |
| <input type="checkbox"/> Adults | <input type="checkbox"/> Adolescents | <input type="checkbox"/> Family Program |
| <input type="checkbox"/> Men's unit or programming | <input type="checkbox"/> Women's unit or programming | <input type="checkbox"/> Halfway house |

Other: _____

_____ Agency designated field instructions (intern supervisors):

Designated Field Instructor #1:

_____	_____	_____
Name	Title	License (LADC, LISW, LICSW etc)
Educational Degree(s): _____		
Work Experience: _____		

Designated Field Instructor #2 (if applicable):

_____	_____	_____
Name	Title	License (LADC, LISW, LICSW, etc)

Educational Degree(s): _____

Work Experience: _____

1. Does the Agency require or prefer the prospective intern to have any particular educational and/or experiential background? No Yes, please explain _____

2. What tasks and responsibilities will the Agency assign to the intern? (Attach job description if available).

3. Will the Agency provide same descriptions of professional activities and tasks expected of the prospective social work intern? No Yes, please attach _____

4. Please indicate the number of interns the Agency will accept and indicate the semester:

_____ Fall (Sept-Dec) _____ Spring (Jan-May) _____ Summer (May-Aug)

Comments: _____

5. Will the intern need a personal car to perform responsibilities? No Yes If yes, how often? _____

6. Does the Agency reimburse mileage to interns for use of their own car? No Yes, rate _____

7. Does the Agency provide a stipend? No Yes, amount: _____ Type: _____

8. Does the Agency reimburse interns for expenses rather than mileage? No Yes, please explain

9. Has the Agency worked with BSU interns in the past? No Yes Comments: _____

Please provide your most current brochure or description of your Agency

Appendix K: Midterm and Final Evaluation

Please Note: All internship evaluations are conducted online at this time. The following is an overview of the online evaluation instrument.

Student: _____ Site Supervisor: _____

Type of Evaluation _____ Mid-term _____ Final

Instructions: Please evaluate the intern’s performance in each core function using the following scale. In addition use the last section of each core function to make a summary comment about the intern’s performance.

- 4 = performs consistently in an excellent manner
- 3 = usually performs in a superior manner
- 2= usually performs in an adequate manner but still needs some work
- 1 = performs consistently in an inferior manner, needs extensive work
- N/A = data not available to evaluate

		1	2	3	4	NA
1	Screening - The process by which the client is determined appropriate and eligible for admission to a particular program.					
	A. Evaluate psychological, social, and physiological signs and symptoms of alcohol and other drug use and abuse.					
	B. Determine the client's appropriateness for admission or referral.					
	C. Determine the client's eligibility for admission or referral.					
	D. Identify any coexisting conditions (medical, psychiatric, physical, etc.) that indicate need for additional professional assessment and/or services.					
	E. Adhere to applicable laws, regulations and agency policies governing alcohol and other drug abuse services.					
	Comments:					
2	Intake - The administrative and initial assessment procedures for admission to a program.					
	A. Complete required documents for admission to the program.					
	B. Complete required documents for eligibility and appropriateness.					
	C. Obtain appropriately signed consents when soliciting from or providing information to outside sources to protect confidentiality and rights.					
	Comments:					

		1	2	3	4	NA
3	Orientation - Describing to the client the following; general nature and goals of the program, rules governing client conduct and infractions that can lead to a disciplinary action or discharge from the program; in a non-residential program, the hours during which services are available; treatment costs to be borne by the client, if any; and client rights.					
	A. Provide an overview to the client by describing program goals and objectives for client care.					
	B. Provide an overview to the client by describing program rules, and client obligations and rights.					
	C. Provide an overview to the client program operations.					
	Comments:					
4	Assessment – Those procedures by which a counselor/program identifies and evaluates an individual’s strengths, weaknesses, problems, and needs for the development of the treatment plan. (Minnesota Rule 31 Dimensions: oAcute intoxication and withdrawal potential oBiomedical conditions and complications oEmotional and behavioral conditions and complications oTreatment acceptance, resistance oRelapse and continued use potential oRecovery environment.					
	A. Gather relevant history from client including but not limited to alcohol and other drug abuse using appropriate interview techniques.					
	B. Identify methods and procedures for obtaining corroborative information from significant secondary source regarding client’s alcohol and other drug abuse and psycho-social history.					
	C. Identify appropriate assessment tools.					
	D. Explain to the client the rationale for the use of assessment techniques in order to facilitate understanding.					
	E. Develop a diagnostic evaluation of the client’s substance abuse and any coexisting conditions based on the results of all assessments in order to provide an integrated approach to treatment planning based on the client’s strengths, weaknesses, and identified problems and needs.					
	Comments:					

		1	2	3	4	NA
5	Treatment Planning – Process by which one counselor and the client identify and rank problems needing resolution; establish agreed upon immediate and long term goals; and decide on a treatment process and the resources to be utilized.					
	A. Explain assessment results to client in an understandable manner.					
	B. Identify and rank problems based on individual client needs in the written treatment plan.					
	C. Formulate agreed upon immediate and long term goals using behavioral terms in the written treatment plan.					
	D. Identify the treatment methods and resources to be utilized as appropriate for the individual client.					
	Comments:					
6	Counseling – (Individual, Group, and Significant Others) The utilization of special skills to assist individuals, families, or groups in achieving objectives through exploration of a problem and its ramifications; examination of attitudes and feelings; consideration of alternative solutions; and decision making.					
	A. Select the counseling theory(ies) that applies(y).					
	B. Apply technique(s) to assist the client, group, and/or family in exploring problems and ramifications.					
	C. Apply technique(s) to assist the client, group and/or family in examining the client’s behavior, attitudes, and/or feelings if appropriate in the treatment setting.					
	D. Individualize counseling in accordance with cultural, gender, and lifestyle differences.					
	E. Interact with the client in an appropriate therapeutic manner.					
	F. Elicit solutions and decisions for the client.					
	G. Implement the treatment plan.					
	Comments:					
7	Case Management – Activities which bring services, agencies, resources, or people together within a planned framework of action towards the achievement of established goals. It may involve liaison activities and collateral contacts.					
	A. Coordinate services for client care.					

		1	2	3	4	NA
	B. Explain the rationale of case management activities to the client.					
	Comments:					
8	Crisis Intervention - Those services which correspond to an alcohol and/or other drug abuser's needs during acute emotional and/or physical distress.					
	A. Recognize the elements of the client crisis.					
	B. Implement an immediate course of action appropriate to the crisis.					
	C. Enhance overall treatment by utilizing crisis events.					
	Comments:					
9	Client Education - Provision of information to individuals and groups concerning alcohol and other drug abuse and the available services and resources.					
	A. Present relevant alcohol and other drug use/abuse information to the client through formal and/or informal processes.					
	B. Present information about available alcohol and other drug services and resources.					
	Comments:					
10	Referral - Identifying the needs of the client that cannot be met by the counselor or agency and assisting the client to utilize the support systems and community resources available.					
	A. Identify need(s) and/or problems(s) that the agency and/or counselor cannot meet.					
	B. Explain the rationale for the referral to the client.					
	C. Attach clients needs and/or problems to appropriate resources.					
	D. Adhere to applicable laws, regulations, and agency policies governing procedures related to the protection of the client's confidentiality.					
	E. Assist the client in utilizing the support systems and community resources available.					
	Comments:					

		1	2	3	4	NA
11	Reports and record keeping - Charting the results of the assessment and treatment plan, writing reports, progress notes, discharge summaries, and other client-related data.					
	A. Prepare reports and relevant records integrating available information to facilitate the continuum of care.					
	B. Chart pertinent on-going information pertaining to the client.					
	C. Utilize relevant information from written documents for client care.					
12	Consultation with other professionals in regard to client treatment/services - Relating with our own and other professionals to assure comprehensive, quality care for the client.					
	A. Recognize issues that are beyond the counselor's base of knowledge and/or skill.					
	B. Consult with appropriate resources to ensure the provision of effective treatment services.					
	C. Adhere to applicable laws, regulations, and agency policies governing the disclosure of client-identifying data.					
	D. Explain the rationale for the consultation to the client, if appropriate.					
	Comments:					

Number of hours the intern has spent working in each core function.

- | | |
|--------------------------|---|
| _____ Screening | _____ Case Management |
| _____ Intake | _____ Crisis Intervention |
| _____ Orientation | _____ Client Education |
| _____ Assessment | _____ Referral |
| _____ Treatment Planning | _____ Reports & Record Keeping |
| _____ Counseling | _____ Consultation with other Professionals |

Student as a Professional	Excellent	Above Average	Average	Below Average	Unable to evaluate at this time
1. Shows a positive self-concept					
2. Is aware of personal biases					
3. Recognizes limitations/areas of weaknesses					
4. Accepts constructive criticism non-defensively					
5. Is willing to try new strategies					
6. Is open to other points of view					
8. Show genuine concern for others					
9. Exhibits good work habits (attendance, completion of tasks, etc.)					

10. Abides by confidentiality and agency policies & procedures; reflects an understanding of and employs the LADC Professional Code of Conduct.					
11. Communicates concerns and issues appropriately					
12. Understands and participates as a team member with other staff.					
Comments:					

Student in the Counseling Relationship	Excellent	Above Average	Average	Below Average	Unable to evaluate at this time
1. Is relaxed in the counseling session					
2. Establishes rapport; builds an atmosphere of acceptance					
3. Is aware of non-verbal as well as verbal behaviors					
4. Is able to address main issues					
5. Can conceptualize a case accurately					
6. Helps client to set appropriate goals					
7. Can plan and carry out appropriate strategies					
8. Begins and ends sessions smoothly					
9. Demonstrates awareness and sensitivity to multicultural issues; employs cultural responsiveness.					
10. Uses a variety of counseling responses (reflection, summary, confrontation, questioning, etc.)					
Comments:					

Midterm:

Strengths in Substance and Behavior Addiction

practice to date: Areas for improvement:

Plans for the second half of the internships:

Final:

Changes in strengths:

Changes in areas for improvement:

Signature of Student Date Signature of Site Supervisor (1) Date

Signature of Site Supervisor (2) Date

FINAL EVALUATION ONLY By signing above, I testify that the required _____ internship hours have been successfully completed.

Appendix L: Intern's Assessment of Placement

Instructions: Please complete this form giving feedback on your internship placement and return to the Social Work Department Field Director.

Agency: _____ Date: _____

1. Site supervisor was available for regular weekly supervisory meetings.

_____ No _____ Yes

Comments: _____

2. Site supervisor was also available for more than regularly scheduled meetings.

_____ No _____ Yes

Comments: _____

3. Site supervisor provided useful feedback and assistance with internship duties.

_____ No _____ Yes

Comments: _____

4. Agency staff was available and helpful.

_____ No _____ Yes

Comments: _____

5. I was able to fulfill my internship contract goals and objectives.

_____ No _____ Yes

Comments: _____

6. I would recommend this as an internship placement.

_____ No _____ Yes

Comments: _____

Appendix M: Course Evaluation

Field Director (FD)/Faculty Liaison (FL): _____ Date: _____

Evaluation Scale: 5 = Very Good, No Improvement Needed
 4 = Good, Little Improvement Needed
 3 = Adequate, Some Improvement Needed 2 =
 Poor, Major Improvement Needed
 1 = Very Poor, Major Improvement Needed NA =
 Not Applicable

_____ The Field Director provided, at the start, a clear statement of the nature and objectives of the internship.

Comments: _____

_____ The Field Director demonstrated interest and enthusiasm for field practice.

Comments: _____

_____ The Field Director followed through efficiently in achieving the internship.

Comments: _____

_____ The Field Director was open to student participation, expression of different opinions, and questions.

Comments: _____

_____ The Field Director was available to help students outside of scheduled onsite visits.

Comments: _____

_____ The Field Director facilitated discussion during the onsite visits.

Comments: _____

_____ Overall rating of the effectiveness of the Field Director.

Comments: _____

APPENDIX N: Ethical Conduct

Codes of Ethical Conduct

At the time of certification, applicants must consent to adhering to the Code of Ethical Conduct for each credential they are pursuing. A copy of the Code of Ethical conduct is included in the application packet for each credential.

At the time of recertification, certified professionals must verify that they:

1. have thoroughly reviewed a current version of the MCB Code of Ethical Conduct for each of their credentials
2. have not violated the MCB Code of Ethical Conduct for any credential during the current or any prior certification period
3. will subscribe to and commit to professional conduct that meets the MCB Code of Ethical Conduct for each respective credential they possess
4. have and will continue to practice within the scope of all relevant statutes, rules, and standards relevant to their credential(s)

A copy of the current Code of Ethical Conduct for each category of credential has been provided on this page for convenience (MN Certification Board, 2018).

[Code of Ethical Conduct for Alcohol and Drug Counselors](#)

[Code of Ethical Conduct for Co-Occurring Disorders Professionals](#)

APPENDIX O: MN Background Study



Minnesota Department of **Human Services**

CFC BGS DATA COLLECTION FORM AFC/FADS DATA COLLECTION FORM

Please note that all of the following information (unless otherwise indicated) is required by the Bureau of Criminal Apprehension (BCA) or Federal Bureau of Investigations (FBI). * Indicates that the field is optional.

Please check one of the following:

Applicant/License-Holder Household Member Other

First Name	Middle Name	Last Name	
Maiden Name, Prior Names and Aliases			
Date of Birth	* Race <input type="checkbox"/> Asian <input type="checkbox"/> Black <input type="checkbox"/> White <input type="checkbox"/> Native American <input type="checkbox"/> Unknown	Sex <input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Unknown <input type="checkbox"/> Other	
Eye Color	Hair Color	Height	Weight
State or Country of Birth		Telephone #	
Current Street Address		City	
State	Zip	County	
Driver's License # or MN State-issued ID #	Expiration Date of ID	* Social Security #	

Have you lived at the above address for over 5 years? Yes No

If no, please list all city and states where you lived within the last 5 years:

City:	State:	Year From:	Year To:

ACKNOWLEDGMENT

I acknowledge that I have read this form and that I have been notified of and understand that the Minnesota Department of Human Services needs this information to complete the background study.

Signature

Signature of Parent or Guardian (Required for Minors Only)

Date

This area is for agency use only

To ensure accurate processing of the components of NETStudy 2.0 that rely on name and date of birth for matching, it is important that you verify the identity of the subject of the background study. The subject's name and date of birth on this form must match the information on the subject's identification (ID). A list of acceptable forms of ID may be found on the DHS public website.

Identification of the subject has been verified.

For family CFC only: If the individual has lived outside of the state within the last five years, complete the Child Abuse Neglect Registry (CANR) process in the NETStudy 2.0 system.

Cost to Student

\$25 (Subject to change. Non-refundable.)

APPENDIX P: National Background Check

Bemidji State University - Social Work includes the following package contents:

*Package:

- County Criminal
- Nationwide Healthcare Fraud And Abuse Scan
- Nationwide Record Indicator Alias with SOI
- Social Security Alert
- Residency History

Package Cost to Student: \$45.75

Additional Information:

The package price above includes a search of your current county of residence. If any additional counties are found associated with your name, they will be performed at no additional charge.

The package price above includes researching records under your current name and any additional names you may have used, if applicable.

*Contact the Social Work Department Field Director to conduct a national background check.

Appendix Q: Alcohol and Drug Abuse MN Matrix

		<i>DIMENSION I</i>	<i>DIMENSION II</i>	<i>DIMENSION III</i>	<i>DIMENSION IV</i>	<i>DIMENSION V</i>	<i>DIMENSION VI</i>
		<i>Intox/Withdrawal</i>	<i>Biomedical</i>	<i>Emotion/Behav/Cog n</i>	<i>Readiness for Change</i>	<i>Relapse/Cont'd. Use</i>	<i>Recovery Environ.</i>
Severity Rating	0	Displays full functioning with good ability to tolerate and cope with withdrawal discomfort. No signs or symptoms of intoxication or withdrawal or resolving signs or symptoms.	Displays full functioning with good ability to cope with physical discomfort.	Good impulse control and coping skills and presents no risk of harm to self or others. Functions in all life areas and displays no emotional, behavioral, or cognitive problems or the problems are stable.	Cooperative, motivated, ready to change, admits problems, committed to change, and engaged in treatment as a responsible participant.	Recognizes risk well and is able to manage potential problems.	Engaged in structured, meaningful activity and has a supportive significant other, family, and living environment.
	1	Can tolerate and cope with withdrawal discomfort. Displays mild to moderate intoxication or signs and symptoms interfering with daily functioning but does not immediately endanger self or others. Poses minimal risk of severe withdrawal.	Tolerates and copes with physical discomfort and is able to get the services that s/he needs.	Has impulse control and coping skills. Presents a mild to moderate risk of harm to self or others without means or displays symptoms of emotional, behavioral, or cognitive problems. Has a mental health diagnosis and is stable. Functions adequately in significant life areas.	Motivated with active reinforcement, to explore Tx and strategies for change, but ambivalent about illness or need for change.	Recognizes relapse issues and prevention strategies, but displays some vulnerability for further substance use or mental health problems.	Passive social network support or family and significant other are not interested in the client's recovery. The client is engaged in structured meaningful activity.
	2	Some difficulty tolerating and coping with withdrawal discomfort. Intoxication may be severe, but responds to support and treatment such that the client does not immediately endanger self or others. Displays moderate signs and symptoms with moderate risk of severe withdrawal.	Difficulty tolerating and coping with physical problems or has other biomedical problems that interfere with recovery and mental health treatment. Neglects or does not seek care for serious biomedical problems.	Difficulty with impulse control and lacks coping skills. Thoughts of suicide or harm to others without plan or means; however, the thoughts may interfere with participation in some Tx activities. Difficulty functioning in significant life areas. Moderate symptoms of emotional, behavioral, or cognitive problems. Able to participate in most Tx activities.	Displays verbal compliance, but lacks consistent behaviors; has low motivation for change; is passively involved in Tx.	A) Minimal recognition and understanding of relapse and recidivism issues and displays moderate vulnerability for further substance use or mental health problems. B) Some coping skills inconsistently applied.	Engaged in structured, meaningful activity, but peers, family, significant other, and living environment are unsupportive, or there is criminal justice involvement by the client or among the client's peers, significant others, or in the client's living environment.
	3	Tolerates and copes with withdrawal discomfort poorly. Severe intoxication, such that the client endangers self or others, or intoxication has not abated with support and treatment at less intensive levels of services. Displays severe signs and symptoms; or risk of severe, but	Tolerates and copes poorly with physical problems or has poor general health. Neglects medical problems without active assistance.	Severe lack of impulse control and coping skills. Frequent thoughts of suicide or harm to others including a plan and the means to carry out the plan. Severely impaired in significant life areas and has severe symptoms of emotional, behavioral, or cognitive	Displays inconsistent compliance, minimal awareness of either the client's addiction or mental disorder, and is minimally cooperative.	Poor recognition and understanding of relapse and recidivism issues and displays moderately high vulnerability for further substance use or mental health problems. Has few coping skills, rarely applied.	Not engaged in structured, meaningful activity and the client's peers, family, significant other, and living environment are unsupportive, or there is significant criminal justice system involvement.

		manageable withdrawal; or withdrawal worsening despite detox at less intensive level.		problems that interfere with the client's participation in Tx activities.			
4	Incapacitated with severe signs and symptoms. Displays severe withdrawal and is a danger to self or others.	Unable to participate in Tx and has severe medical problems, a condition that requires immediate intervention, or is incapacitated.	Severe emotional or behavioral symptoms that place the client or others at acute risk of harm. Intrusive thoughts of harming self or others. Unable to participate in Tx activities.	(A) Non compliant with Tx and has no awareness of addiction or mental disorder and does not want or is unwilling to explore change or is in total denial of the illness and its implications, or (B) Dangerously oppositional to the extent s/he is a threat of imminent harm to self and others.	No recognition or understanding of relapse and recidivism issues and displays high vulnerability for further substance use disorder of mental health problems. No coping skills to arrest mental health or addiction illnesses, or prevent relapse.	(A) Chronically antagonistic significant other, living environment, family, peer group or long-term criminal justice involvement that is harmful to recovery or Tx progress, or (B) Actively antagonistic significant other, family, work or living environment, with immediate threat to the client's safety.	