



College of Health and Human Services
**Specialty Program in
Alcohol and Drug Abuse**

WESTERN MICHIGAN UNIVERSITY

**Graduate Certificate Program in
Alcohol and Drug Abuse**

**SPADA
FIELD PRACTICUM MANUAL**

SPADA Field Practicum Supervisors

**Kalamazoo – Main Campus
Grand Rapids
Out of state/country**

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INTRODUCTION

Recognizing an ever-increasing demand for professional services in the substance abuse area, Western Michigan University implemented the Graduate Certificate Program in Alcohol and Drug Abuse in 1973. The Specialty Program in Alcohol and Drug Abuse (SPADA) is an interdisciplinary program conducted at the graduate level, designed to prepare students for leadership roles in the substance abuse services field. The program provides substantive theoretical information for the development of skills necessary for professional functioning and service delivery.

Professional field practicum is an integral part of SPADA. The field practicum component is designed to be a total learning experience during which the trainee, with the guidance of those currently working in the substance abuse field, can apply some of the knowledge and information obtained in the academic setting to further develop and refine her/his skills. Since skills are acquired by the application of information, knowledge, and many hours of practice, field practicum is required of all students accepted into SPADA.

The keys to an effective field practicum experience are planning and cooperation. The student, field practicum supervisor, placement agency, faculty program coordinator, and SPADA staff all work together with the overall intent of coordinating the student's experience so the field practicum goals and objectives are achieved. Although the student must assume a majority of the responsibility for attaining a meaningful field practicum experience, success requires the cooperation of all involved parties.

FIELD PRACTICUM IN SPADA

Design

Following completion of at least 12 credit hours of SPADA course work, SPADA students will contact their CHHS advisor and field practicum supervisor in order to register for the field practicum. This field experience requires a minimum of 360 clock hours. For students who engage in a field experience at a treatment facility, at least 180 of the 360 total hours must involve direct client contact. Students completing the prevention track must complete 360 total hours, with 180 hours of direct work with students, or people within the community. Students completing the administration or research focus must complete 360 total hours. ***Field practicum duties cannot be done as part of current, paid employment.***

Academic credit for field experience can be completed in two ways. A student can enroll in either: (1) the field practicum course of the department or school in which the student is earning her/his graduate degree (e.g., Social Work, Counselor Education and Counseling Psychology) AND one credit of ADA 5700; or (2) three credits of ADA 6700, Field Practicum in Substance Abuse (master's level), for students who are completing the certificate program independent of a graduate degree program.

Required Approval of Registration for ADA 5700 or 6700

You must obtain three approvals prior to practicum registration. Approval must be obtained from (1) your SPADA advisor, (2) your SPADA Program Coordinator and (3) the SPADA Field Practicum Supervisor.

The SPADA advisor must confirm that you have completed the required number of hours in order to register for ADA5700/ADA6700. Please refer to the SPADA checklist (Appendix J).

The SPADA program coordinator must have the necessary documents (i.e., checklist, ethical codes, and proof of insurance) prior to ADA 5700 or ADA 6700 registration. The program coordinator must confirm this with the field practicum supervisor in order to obtain their approval for field practicum.

The SPADA field practicum supervisor must approve the practicum site you are contracting with for the field experience and he or she must confirm that you have sent in the required materials to the program coordinator. Please refer to the SPADA checklists (Appendixes I and J).

***Please note: Your practicum site must be approved ONE SEMESTER prior to expected enrollment in ADA 5700 or ADA 6700.**

SPADA Students

Students pursuing *only* the SPADA certificate (and not enrolled in another graduate degree program requiring field experience) must enroll in ADA 6700 for three credit hours.

Social Work Students

Students pursuing completion of a Social Work graduate degree at the same time as the SPADA certificate must enroll in one credit hour of ADA 5700.

The experience must be approved by both the SWRK and SPADA programs. In addition, the requirements of both programs must be successfully completed. For example, a Social Work master's degree student registering for three credit hours of SWRK 6710 will register for one credit hour of ADA 5700, if approved by both SWRK and SPADA programs. If approved, the student is still required to be under the supervision of both the SWRK 6710 supervisor *and* the assigned SPADA field practicum supervisor.

Refer to your SWRK Field Manual for more information.

Counselor Education and Counseling Psychology Students

Students pursuing completion of a CECP graduate degree at the same time as the SPADA certificate must enroll in one credit hour of ADA 5700.

The experience must be approved by both the CECP and SPADA programs. In addition, the requirements of both programs must be successfully completed. For example, a Counselor Education master's degree student registering for four credit hours of CECP 6130 will also register for one credit hour of ADA 5700, if approved by both CECP and SPADA programs. If approved, the student is still required to be under the supervision of both the CECP 6130 supervisor *and* the assigned SPADA field practicum supervisor.

Refer to your CECP handbook for more information, available at the following website:
<https://wmich.edu/cecp/student-resources/handbooks>

All Other Students (e.g., Psychology, Occupational Therapy)

Students pursuing completion of another graduate degree at the same time as the SPADA certificate and the degree program requires a field experience, must register for one credit hour of ADA 5700. *The experience must be approved by both programs. In addition, the requirements of both programs must be successfully completed.* Consult with your field practicum supervisor for further information about coordinating field placements.

PROFESSIONAL LIABILITY INSURANCE

In order to be registered for ADA 5700 or ADA 6700, you must have obtained professional liability insurance. SPADA MUST have proof of coverage in your student file before you are registered for field practicum. Please email the “cover sheet” only, which outlines your \$1,000,000/\$3,000,000 (minimum) policy and effective dates, to the SPADA Director (Dr. Tiffany Lee) as soon as you have determined the location of your field placement. We do not need a copy of the whole policy document. A suggestion is to send the cover sheet when you send in your signed copy of the ethical code paperwork to the SPADA office.

The only requirements are that the policy must be a minimum of \$1,000,000/\$3,000,000 and be effective during the dates you are engaged in practicum duties. You can obtain the coverage from any entity you choose. When searching your options, keep in mind that most policies have a student insurance version. Some insurance companies could require you to also be a member of a professional association. Prices usually range from \$35 to \$60 per year. A few examples of companies you can browse are the Association for Addiction Professionals (NAADAC), Healthcare Providers Service Organization (HPSO), or American Counseling Association (ACA). Contact your field practicum supervisor (i.e., your ADA 6700 or ADA 5700 instructor) first with any questions you may have regarding the insurance.

CLOCK HOUR REQUIREMENTS

Depending on the semester in which a student enrolls, the clock hours and contact hours can vary. For instance, a student completing practicum in one of the summer sessions will have to average 45 clock hours and 22.5 contact hours to complete the requirements. Please note, it is not unusual for students to take practicum for 2 or more semesters/sessions. Students obtain an “incomplete” until they finish the practicum requirements. Refer to the two tables below for a breakdown of hours by semester.

Clock Hour Requirements by Semester

Fall or Spring Semester	Fall or Spring Semester	Summer I or Summer II Session	Summer I or Summer II Session
<i>Weekly Clock Hours</i>	<i>Total Semester Clock Hours</i>	<i>Weekly Clock Hours</i>	<i>Total Session Clock Hours</i>
24	360	45	360

Contact Hour Requirements by Semester

Fall or Spring Semester	Fall or Spring Semester	Summer I or Summer II Session	Summer I or Summer II Session
<i>Weekly Client Contact Hours</i>	<i>Semester Client Contact Hours</i>	<i>Weekly Client Contact Hours</i>	<i>Total Session Client Contact Hours</i>
12	180	22.5	180

Michigan Certification Board for Addiction Professionals (MCBAP)

Students should be aware of the requirements by the state of Michigan with regard to certification. SPADA has designed the curriculum to correspond with these requirements in an effort to assist students in obtaining MCBAP certification. Students are responsible for applying for certification through MCBAP. Students interested in a MCBAP clinical credential or prevention credential should indicate the nature of their practicum (clinical or prevention) on the first page of the Learning Contract (Appendix D). **The credit hours obtained with the SPADA certificate can be applied toward the education hours required for MCBAP. A three credit hour class is equivalent to 45 hours of MCBAP education hours.**

MCBAP is a member of the International Certification and Reciprocity Consortium (IC&RC). Alignment with MCBAP requirements allows certified addiction professionals to transfer their credentials. Reciprocity into and out of MCBAP can only occur if relocation is occurring to or from a state, nation, or jurisdiction supported by another IC&RC member board. While some additional requirements may be imposed, certified professionals seeking to relocate to a location with an equivalent credential or maintain their credential in more than one jurisdiction are able to do so through the reciprocity process. For more information on the IC&RC reciprocity process, please visit MCBAP: <https://www.mcbap.com/icrc-reciprocity/>

Clinical Credentials

Post-graduation, students may be interested in pursuing one of two IC&RC reciprocal clinical certifications (i.e., CADC or CAADC). Requirements for the bachelors-level Certified Alcohol and Drug Counselor (CADC) credential and the master’s level Certified Advanced Alcohol and Drug Counselor (CAADC) credential can be found at <https://www.mcbap.com/certifications/>. To ensure that students are in alignment with MCBAP requirements, SPADA mandates the completion of a minimum of 30 hours in each of the four ADC or AADC Domains and a total of 360 clock hours. Each domain is comprised of specific tasks, listings of which can be found below.

- **ADC Domains:** https://www.mcbap.com/files/7215/5932/9020/ADC_Domains.pdf
- **AADC Domains:** https://www.mcbap.com/files/4015/5932/9036/AADC_Domains.pdf

Prevention Credential

MCBAP also offers the Certified Prevention Specialist (CPS) credential. To ensure that students are in alignment with MCBAP requirements, SPADA mandates the completion of at least 20 supervised hours in each of the six performance domains and a total of 360 supervised prevention hours. The MCBAP Prevention Specialist performance domains and accompanying job tasks can be found here: https://www.mcbap.com/files/8915/5956/9663/PS_Domains.pdf

For more information on the CPS credential visit MCBAP:
<http://www.mcbap.com/certifications/cps-certified-prevention-specialist/>

For Students Not Interested in Obtaining MCBAP Credentialing

If you are not interested in working in the areas of prevention or treatment in the future, you have more options for placement. You may opt to take the prevention, clinical, or administration/research track at a non-licensed facility but you must still work with individuals experiencing or at risk for substance use difficulties. In addition, you will not have to be concerned with the MCBAP requirements, and only the SPADA requirements. Please talk to your field practicum supervisor to express your interest in obtaining the requirements for MCBAP if you desire to get the CADC, CAADC, or CPS in the future.

Searching for a Licensed Substance Abuse Program in Michigan

To find a list of licensed substance abuse programs in Michigan, visit the Department of Licensing and Regulatory Affairs website at <https://val.apps.lara.state.mi.us/License/Search> or SPADA's website at <https://wmich.edu/addictionstudies/academics/grad>.

RESPONSIBILITIES FOR FIELD PRACTICUM

SPADA Field Practicum Supervisor

The SPADA field practicum supervisor is minimally responsible for the following:

1. To confirm student eligibility for field practicum.
2. To determine appropriate placement of student at a site.
3. To serve as liaison between agencies, program, other departments and schools, and students.
4. To receive, review and approve all student documentation of field practicum (e.g., learning contract, mid-placement and final student evaluations and feedback documents, time log, etc.).
5. To participate with each student and student's site supervisor(s) in a mid-placement interview, at the discretion of the SPADA field practicum supervisor.
6. To participate in a final evaluation of student's professionalism, service, competency, total hours, etc.
7. To engage, monitor, intervene (if necessary), and manage the student.
8. To issue each student's grade (i.e., credit or no credit) for ADA 5700 or ADA 6700.
9. Notify the SPADA program coordinator of any issues with the site or student, including discharge from a site placement.
10. Participate in remediation or a Professional Review Committee (PRC), if warranted.

Site Supervisor

The site supervisor is minimally responsible for the following:

1. To provide each student with information regarding agency policies, procedures and finances.
2. To provide each student with a comprehensive outline of agency services and the place of the agency within the network of community or county services.
3. To acquaint each student with the agency's personnel and physical site.
4. To provide each student with information regarding the agency's philosophy and approach to substance abuse problems.
5. To provide a significant and meaningful learning experience for each student.
6. To assist each student in developing goals and objectives for the field experience and a set of performance expectations by which attainment of objectives may be assessed.
7. To assist each student in the construction of a formal agreement regarding the inclusive dates of the field experience and the time commitment required per week.
8. To provide each SPADA student with approximately one hour of face-to-face supervision for each ten hours of practical training (other staff may assist in this task).
9. To participate with each student and the SPADA field practicum supervisor in a mid-placement interview and receive, review, and approve all student documents and evaluations.
10. To provide the SPADA field practicum supervisor with an evaluation of the student's performance upon completion of the experience.
11. To notify either the SPADA field practicum supervisor or the SPADA program coordinator if there are issues with professionalism, ethical violations, and/or discharge from the practicum experience for any reason.

The Student

The learning experience is the major responsibility of the student. If the student believes there is inadequate guidance and supervision, too much or not enough work is being assigned etc., the student should attempt to communicate this to the site supervisor. It is good to remember that there is an initial period of adjustment to field practicum that might be difficult for everyone involved. Timely and honest communication can prevent many problems from developing.

Each student is minimally responsible for the following:

1. Securing admission into SPADA prior to enrollment in field experience. (Note: this is required even if you have already been admitted to a graduate degree program.)
2. Completing 12 credit hours of SPADA course work prior to enrollment in field practicum.
3. Meeting/speaking with SPADA advisor to confirm necessary coursework is completed and **signing pre-practicum SPADA checklist (Appendix I)**. Send checklist to Dr. Tiffany Lee, SPADA program coordinator via email, fax, postal mail or in-person.
4. Contacting the SPADA field practicum supervisor at least **one semester prior** to the semester in which the student wishes to begin the field experience. You may contact Sonya Bilski at (269) 217-3232, email: sonya.bilski@wmich.edu or Carol Smith at 231-995-1846, email: carol.l.smith@wmich.edu
5. Reading and **signing the professional standards and expectations document (Appendix A)**, and sending to Dr. Tiffany Lee, SPADA program coordinator, via email, fax, postal mail or in-person.
6. Reading and **signing the professional code of ethics (Appendix B or C)**, and sending to Dr. Tiffany Lee, SPADA program coordinator, via email, fax, postal mail or in-person.
7. Obtaining and providing proof of professional liability insurance. In order to enroll in ADA 5700 or ADA 6700 and begin the field practicum experience, you must have obtained professional liability insurance. **Please send the cover sheet only, which outlines your \$1,000,000/\$3,000,000 (minimum) policy and effective dates**, to the SPADA program coordinator as soon as you have determined the location of your field placement. Please see page 3 of this manual for more details.
8. Securing approval of the SPADA field practicum supervisor for specific field placement arrangements (you may do this by phone or email).
9. Maintaining professionalism and adhering to professional standards and code of ethics.

10. Collaborating with the site supervisor(s) on the preparation of the learning contract (Appendix D) **WITHIN ONE WEEK OF STARTING PRACTICUM WORK** and obtaining the field practicum supervisor's approval by emailing it to:

Kalamazoo/Grand Rapids/Out of State or
Country students email to:

Traverse City students email to:

Sonya Bilski
sonya.bilski@wmich.edu

Carol Smith
carol.l.smith@wmich.edu

11. Learning and refining clinical substance abuse techniques through significant interactions with the site supervisor(s) and agency personnel.
12. Providing quality service in assigned tasks.
13. Handling the material, information, and records involved in agency work in a professional and responsible manner.
14. Submitting mid-placement and final student feedback documents (Appendixes E and G), mid-placement and final student evaluations (Appendix F), and time log (Appendix H) to the SPADA field practicum supervisor. The mid-placement student feedback document and the student evaluation form are due prior to any mid-placement conference. The final student feedback document, the final student evaluation, and time log are due one week before the last day of the semester in which field practicum is completed.
15. Participating in a mid-placement interview and evaluation with the SPADA field practicum supervisor and site supervisor(s), if one is required.
16. If you are discharged from your placement site, you are to contact your SPADA field practicum supervisor IMMEDIATELY. **Failure to report a discharge will result in an automatic termination from the SPADA certificate program.**

For a student to receive credit for field practicum, the student must submit a time log documenting completion of 360 hours of field experience, including direct client contact hours. The learning contract, two student feedback documents, two student evaluations, time log, and checklist must be submitted by the appropriate deadlines in order for the SPADA field practicum supervisor to possibly grant credit; **otherwise, the student will be issued an incomplete.**

Occasionally, problems do develop during the course of the field experience. These problem areas typically take the form of conflict with the site supervisor, conflict with the training organization's policies, or problems related to client contact. Students should attempt to resolve any conflicts within the field site agency; however, if a resolution of the problem cannot be satisfactorily achieved, the student and/or site supervisor should contact the SPADA field practicum supervisor. We in SPADA sincerely hope that both the agency and trainee will find the field practicum experience mutually beneficial and rewarding.

APPENDIX A

Professional Standards and Expectations

Upon admission to the Specialty Program in Alcohol and Drug Abuse (SPADA) Certificate Program, you will be expected to sign, agree to, and abide by the Professional Standards as set by the program (see page 15 below). Failure to comply with the Professional Standards or discharge from a field practicum site may result in remediation or termination from SPADA.

All students enrolled in courses/activities in SPADA are expected to abide by the University Code of Conduct (<https://wmich.edu/conduct/code>). In addition, this document provides students, faculty, staff and clinical supervisory staff in SPADA with professional standards by which all students must comply and upon which all students enrolled in courses/activities will be assessed.

For students accepted into SPADA, the accumulation of knowledge must be accompanied by the acquisition of skills and professional attitudes and behavior. In all phases of professional education, the students' abilities to utilize their intellectual ability and maintain emotional stability, particularly when under stress and within the time limitations inherent in the professional setting, is vital for the successful completion of the program. Students must also abide by the professional standards and code of ethics of their core discipline (e.g., NASW, ACA, APA).

1. Definition of Professional Standards

Students must possess more than knowledge and professional skills in the addiction field. They must also possess and exhibit beliefs, values, and attitudes that are necessary to work effectively and interact with other students, faculty, staff, supervisory staff, other professionals, clients, and members of the community. The standards will be assessed throughout the program.

These standards are:

- Academic integrity
- Consistent punctuality
- Consistent dependability
- Honesty with and respect for other students in the program, faculty, staff, clients, and supervisory staff
- Demonstrated responsibility for previously learned material
- Fairness
- Demonstrated effective interpersonal relationships with others
- Demonstrated commitment to diversity and tolerance of diverse views
- Professional appearance
- Professional judgment
- Personal initiative
- High expectations for performance
- Confidentiality of client information
- Commitment to professional growth
- Willingness to work in partnership
- Demonstrated social and moral responsibility
- Commitment to engaging with current trends and research in the addiction field

2. Assessment of Professional Standards (occurs throughout the professional program)

A. Assessment Standards

- a. An ability and willingness to acquire and integrate professional standards into one's repertoire of professional behavior;
- b. An ability to acquire professional skills in order to reach an acceptable level of professional competency; and/or
- c. An ability to control personal stress and strong emotions which could interfere with professional functioning.

B. An assessment of professional standards that reveals one or more of the following characteristics may require remediation:

- a. A student does not acknowledge, understand, or address a problem when it is identified;
- b. A problem is not merely a reflection of a skill deficit which can be rectified through training;
- c. The quality of services delivered by the student is sufficiently negative;
- d. A problem is not restricted to one area of functioning;
- e. A student's behavior does not change as a function of feedback, remediation efforts and/or time.

Any concerns expressed over adherence to professional standards or any assessment identifying a failure to adhere to professional standards may be addressed through remediation. In case of severe or egregious violations of professional standards, sanctions consistent with the applicable policies, procedures, and rules may be implemented without the opportunity of remediation.

3. Remediation Alternatives

It is important to have meaningful ways to address concerns regarding a student's inability to exhibit professional standards. In implementing remediation interventions, the program administration must be mindful and balance the needs of the other students in the program, faculty, the clients involved and the supervisory staff. In appropriate circumstances, the program administration may implement corrective measures other than remediation. These may include the following:

- a. A verbal warning to the student emphasizes the need to discontinue the inappropriate behavior under discussion. Record of this warning is appropriately documented in the student's file.
- b. After an agreed upon reasonable time has elapsed since the verbal warning, if the student's performance has not sufficiently improved, a written warning to the student will be issued and shall include:
 1. A description of the student's unsatisfactory performance or behavior, and recognition that the student had been previously afforded a verbal warning;
 2. Actions required of the student to correct the unsatisfactory performance/ behavior;
 3. The timeline for correcting the problem (depending on the student, schedule modification may be time limited);
 4. The action(s) to be taken if the problem is not corrected;
 5. A professional review within the program may be conducted to discuss behavior/activities. The outcome of this review may include a suspension of direct service activities, a program approved leave from the program, or dismissal from the program.

4. Equal Protection and Due Process

Equal protection and due process ensure that decisions about students are not arbitrary or personally biased. It ensures that evaluative procedures are applied equitably to all students. Due process allows for appropriate appeal procedures to be available to the student. All steps need to be appropriately documented and implemented.

General due process guidelines include:

- a. As part of the program orientation process, present in writing the program expectations regarding professional standards.
- b. Provide a written procedure to the student, which describes how the student may appeal.
- c. Document, in writing and to all relevant parties, the actions taken by the program and its rationale.

5. Due Process: SPADA Professional Review Committee (PRC)

A PRC shall consist of the following deliberating members and non-deliberating participants:

Members who Deliberate:

1. The PRC Chair. The chair will be the SPADA program coordinator, unless there is a conflict of interest (e.g., the program coordinator is also a member of the student's committee), or if the program coordinator is unavailable. Then, the School of Interdisciplinary Health Programs (SIHP) director will appoint a secondary PRC chair who is knowledgeable about PRC policies and procedures.
2. One faculty member with direct knowledge of the student and the student's competence in the area(s) under review (optional).
3. One SIHP faculty member without direct knowledge of the student.
4. The field practicum supervisor for the appropriate regional location when the performance issue is related to the field placement.

Non-deliberating Participants:

1. The student is required to attend. If the student has been adequately informed and refuses to attend, a PRC will still convene.
2. The site supervisor, when applicable to a field placement concern.
3. A silent observer, if one is selected by the student.

6. PRC Procedures:

1. Every faculty member has the right and obligation to refer a student for a PRC if they deem it necessary and that referral will be honored by SPADA.
2. The chair will convene the PRC on a designated day and time in collaboration with the student and all other relevant parties.
3. The student will receive a letter or other confirmed communication outlining:
 - a. The reason(s) the PRC is being held,
 - b. The date, time and place of the hearing, and
 - c. The composition of the committee.

4. The student will have the option of bringing a silent observer who shall not participate in any other capacity except to observe and provide silent support to the student. A student who desires consultation with an observer will request a time-limited recess and leave the meeting room for such consultation.
5. The student will have the option of bringing relevant supporting documentation.
6. The meeting will have two parts:
 - a. Presentation from and/or discussion with the parties involved, and
 - b. Deliberation among PRC voting members. If deliberation of the PRC team does not reach consensus, the PRC chair will make a decision regarding recommendations.
7. The PRC chair will submit a letter with the final determination sent to the student by mail or other confirmed communication within seven business days. A copy of this letter will be forwarded to the voting members of the PRC as needed, and placed in the student's file.

7. If students wish to further appeal this decision, they may do so to a University Grade and Program Dismissal Appeals Committee (GAPDAC).

This appeal must be initiated within twenty business days of the final notification of program dismissal. The student will initiate an appeal through the Office of the University Ombudsman. When the Ombudsman receives an appeal, the provost or designate will schedule a meeting of a Grade and Program Dismissal Appeals Committee using procedures determined by the Professional Standards Committee of the Faculty Senate.

KEEP THIS DOCUMENT FOR YOUR RECORDS (PAGES 11-14) AND COMPLETE/SEND IN PAGE 15.

Professional Standards Signature Page

I agree to adhere to the Professional Standards set by WMU's Specialty Program in Alcohol and Drug Abuse (SPADA) Certificate Program. I understand that if I violate any of the Professional Standards or if I am discharged from my field practicum placement, that there will be remediation and the potential for immediate termination from the Program.

I also understand that I must inform my SPADA field practicum supervisor within 24 hours if I am asked to leave my practicum experience placement for any reason. *Failure to do so could result in an immediate discharge from the SPADA Certificate Program.*

Print Name

WIN

Signature

Date

Complete and send only page 15 to Dr. Tiffany Lee:

Mail:
Specialty Program in Alcohol and Drug Abuse
Attn: Dr. Tiffany Lee, Program Coordinator
1903 W. Michigan Avenue Kalamazoo, MI
49008-5212

Email:
tiffany.lee@wmich.edu

In-Person:
College of Health and Human Services Building, Suite 2400

APPENDIX B

Michigan Certification Board for Addiction Professionals Counselors/Criminal Justice Code of Ethical Standards

Principle 1: Non-Discrimination

The counselor shall not discriminate against clients or professionals based on race, religion, age, gender, disability, national ancestry, sexual orientation or economic condition.

- a. The counselor shall avoid bringing personal or professional issues into the counseling relationship. Through an awareness of the impact of stereotyping and discrimination, the counselor guards the individual rights and personal dignity of clients.
- b. The counselor shall be knowledgeable about disabling conditions, demonstrate empathy and personal emotional comfort in interactions with clients with disabilities, and make available physical, sensory and cognitive accommodations that allow clients with disabilities to receive services.

Principle 2: Responsibility

The counselor shall espouse objectivity and integrity, and maintain the highest standards in the services the counselor offers.

- a. The counselor shall maintain respect for institutional policies and management functions of the agencies and institutions within which the services are being performed, but will take initiative toward improving such policies when it will better serve the interest of the client.
- b. The counselor, as educator, has a primary obligation to help others acquire knowledge and skills in dealing with the disease of alcoholism and drug abuse.
- c. The counselor, who supervises others, accepts the obligation to facilitate further professional development of these Individuals by providing accurate and current information, timely evaluations and constructive consultation.
- d. The counselor, who is aware of unethical conduct or of unprofessional modes of practice, shall report such inappropriate behavior to the appropriate authority.

Principle 3: Competence

The counselor shall recognize that the profession is founded on national standards of competency which promote the best interests of society, of the client, of the counselor and of the profession as a whole. The counselor shall recognize the need for ongoing education as a component of professional competency.

- a. The counselor shall recognize boundaries and limitation of the counselor's competencies and not offer services or use techniques outside of these professional competencies.
- b. The counselor shall recognize the effect of impairment on professional performance and shall be willing to seek appropriate treatment for oneself or for a colleague. The counselor shall support peer assistance programs in this respect.

Principle 4: Legal and Moral Standards

The counselor shall uphold the legal and accepted moral codes which pertain to professional conduct.

- a. The counselor shall be fully cognizant of all federal laws and laws of the counselor's respective state governing the practice of alcoholism and drug abuse counseling.
- b. The counselor shall not claim either directly or by implication, professional qualifications/affiliations that the counselor does not possess.
- c. The counselor shall ensure that products or services associated with or provided by the counselor by means of teaching, demonstration, publications or other types of media meet the ethical standards of this code.

Principle 5: Public Statements

The counselor shall honestly respect the limits of present knowledge in public statements concerning alcoholism and drug abuse.

- a. The counselor, in making statements to clients, other professionals, and the general public, shall state as fact only those matters, which have been empirically validated as fact. All other opinions, speculations and conjecture concerning the nature of alcoholism and drug abuse, its natural history, its treatment or any other matters, which touch on the subject of alcoholism and drug abuse, shall be represented as less than scientifically validated.
- b. The counselor shall acknowledge and accurately report the substantiation and support for statements made concerning the nature of alcoholism and drug abuse, its natural history, and its treatment. Such acknowledgments should extend to the source of the information and reliability of the method by which it was derived.

Principle 6: Publication Credit

The counselor shall assign credit to all who have contributed to the published material and for the work upon which the publication is based.

- a. The counselor shall recognize joint authorship and major contributions of a professional nature made by one or more persons to a common project. The author who has made the principal contribution to a publication must be identified as first author.
- b. The counselor shall acknowledge in footnotes or in an introductory statement minor contributions of a professional nature, extensive clerical or similar assistance and other minor contributions.
- c. The counselor shall in no way violate the copyright of anyone by reproducing material in any form whatsoever, except in those ways which are allowed under the copyright laws. This involves direct violation of copyright as well as the passive assent to the violation of copyright by others.

Principle 7: Client Welfare

The counselor shall promote the protection of the public health, safety and welfare and the best interest of the client as a primary guide in determining the conduct of all counselors.

- a. The counselor shall disclose the counselor's code of ethics, professional loyalties and responsibilities of all clients.
- b. The counselor shall terminate a counseling or consulting relationship when it is reasonably clear to the counselor that the client is not benefiting from the relationship.

- c. The counselor shall hold the welfare of the client paramount when making any decisions or recommendations concerning referral, treatment procedures or termination of treatment.
- d. The counselor shall not use or encourage a client's participation in any demonstration, research or other non-treatment activities when such participation would have potential harmful consequences for the client or when the client is not fully informed. (Principle 9)
- e. The counselor shall take care to provide services in an environment which will ensure the privacy and safety of the client at all times and ensures the appropriateness of service delivery.

Principle 8: Confidentiality

The counselor working in the best interest of the client shall embrace, as a primary obligation, the duty of protecting client's rights under confidentiality and shall not disclose confidential information acquired in teaching, practice or investigation without appropriately executed consent.

- a. The counselor shall provide the client his/her rights regarding confidentiality, in writing, as part of informing the client in any areas likely to affect the client's confidentiality. This includes the recording of the clinical interview, the use of material for insurance purposes, the use of material for training or observation by another party.
- b. The counselor shall make appropriate provisions for the maintenance of confidentiality and the ultimate disposition of confidential records. The counselor shall ensure that data obtained, including any form of electronic communication, are secured by the available security methodology. Data shall be limited to information that is necessary and appropriate to the services being provided and be accessible only to appropriate personnel.
- c. The counselor shall adhere to all federal and state laws regarding confidentiality and the counselor's responsibility to report clinical information in specific circumstances to the appropriate authorities.
- d. The counselor shall discuss the information obtained in clinical, consulting or observational relationships only in the appropriate settings for professional purposes that are in the client's best interest. Written and oral reports must present only data germane and pursuant to the purpose of evaluation, diagnosis, progress, and compliance. Every effort shall be made to avoid undue invasion of privacy.
- e. The counselor shall use clinical and other material in teaching and/or writing only when there is no identifying information used about the parties involved.

Principle 9: Client Relationships

It is the responsibility of the counselor to safeguard the integrity of the counseling relationship and to ensure that the client has reasonable access to effective treatment. The counselor shall provide the client and/or guardian with accurate and complete information regarding the extent of the potential professional relationship.

- a. The counselor shall inform the client and obtain the client's agreement in areas likely to affect the client's participation including the recording of an interview, the use of interview material for training purposes, and/or observation of an interview by another person.
- b. The counselor shall not engage in professional relationships or commitments that conflict with family members, friends, close associates, or others whose welfare might be jeopardized by such a dual relationship.

- c. The counselor shall not exploit relationships with current or former clients for personal gain, including social or business relationships.
- d. The counselor shall not under any circumstances engage in sexual behavior with current or former clients.
- e. The counselor shall not accept as clients anyone with whom they have engaged in sexual behavior.

Principle 10: Interprofessional Relationships

The counselor shall treat colleagues with respect, courtesy, fairness and good faith and shall afford the same to other professionals.

- a. The counselor shall refrain from offering professional services to a client in counseling with another professional except with the knowledge of the other professional or after the termination of the client's relationship with the other professional.
- b. The counselor shall cooperate with duly constituted professional ethics committees and promptly supply necessary information unless constrained by the demands of confidentiality.
- c. The counselor shall not in any way exploit a relationship with a supervisor, employee, student, research participant, or volunteer.

Principle 11: Remuneration

The counselor shall establish financial arrangements in professional practice in accord with the professional standards that safeguard the best interests of the client first, and then of the counselor, the agency, and the profession.

- a. The counselor shall inform the client of all financial policies. In circumstances where an agency dictates explicitly provisions with its staff for private consultations, clients shall be made fully aware of these policies.
- b. The counselor shall consider the ability of a client to meet the financial cost in establishing rates for professional services.
- c. The counselor shall not engage in fee splitting. The counselor shall not send or receive any commission or rebate or any other form of remuneration for referral of clients for professional services.
- d. The counselor, in the practice of counseling, shall not at any time use one's relationship with clients for personal gain or for the profit of an agency or any commercial enterprise of any kind.
- e. The counselor shall not accept a private fee for professional work with a person who is entitled to such services through an institution or agency unless the client is informed of such services and still requests private services.

Principle 12: Societal Obligations

The counselor shall to the best of his/her ability actively engage the public policy and legislative processes, educational institutions, and the general public to change public policy and legislation to make possible opportunities and choice of service for all human beings of any ethnic or social background whose lives are impaired by alcoholism and drug abuse.

Michigan Certification Board for Addiction Professionals Counselors/Criminal Justice Code of Ethical Standards

Print Name _____ WIN _____

Signed _____ Date _____

**THE SPADA PROGRAM COORDINATOR MUST OBTAIN THIS SIGNED CODE OF ETHICS PRIOR TO
ENROLLMENT IN FIELD PRACTICUM CREDITS.**

YOU WILL NOT GET APPROVED FOR ADA5700/6700 UNLESS THIS IS IN YOUR FILE.

SPADA Program Coordinator

Tiffany Lee, PhD

Specialty Program in Alcohol and Drug Abuse

1903 W. Michigan Avenue, MS 5212

Kalamazoo, MI 49008-5212

tiffany.lee@wmich.edu

Phone: (269) 387-7321

Fax: (269) 387-3348

APPENDIX C

Michigan Certification Board for Addiction Professionals

Prevention Code of Ethical Standards

Principle 1: Non-discrimination.

A prevention specialist shall not discriminate against service recipients or colleagues based on race, religion, national origin, sex, age, sexual orientation, gender identity, economic condition, disability (i.e. physical, mental, medical, etc.) marital status, political beliefs, or HIV/AIDS status.

- a. A prevention specialist should render services and provide information sensitive to cultural and individual differences.
- b. Prevention specialists shall comply with all local, state and Federal laws regarding the accommodation of individuals with disabilities.

Principle 2: Competency

Prevention specialists shall master their prevention specialty's body of knowledge and skill competencies, strive continually to improve personal proficiency and quality of service delivery, and discharge professional responsibility to the best of their ability. Competence includes a synthesis of education and experience combined with an understanding of culturally appropriate application. The maintenance of competence requires continual learning and professional improvement throughout one's career.

- a. Prevention specialists shall be diligent in discharging responsibilities. Diligence imposes the responsibility to render services carefully and promptly, to be thorough, and to observe applicable technical and ethical standards.
- b. Due care requires a prevention specialist to plan and supervise adequately and evaluate to the extent possible any professional activity for which he or she is responsible.
- c. A prevention specialist shall must recognize their own limitations and boundaries of competency and encourage others to maintain the same standard when offering services. When asked to perform such services, a prevention specialist shall refer to an appropriately qualified professional.
- d. When a prevention specialist has knowledge of unethical conduct or practice on the part of an agency or prevention specialist, he or she shall report the conduct or practices to the appropriate bodies.
- e. A prevention specialist should recognize the effect of impairment on professional performance and shall be willing to seek appropriate professional assistance for any form of substance misuse, psychological impairment, emotional distress, or any other physical related adversity that interferes with their professional functioning.

Principle 3: Integrity

Prevention specialists uphold the law and have high morals in both professional and personal conduct. To maintain and broaden public confidence, prevention specialists shall perform all responsibilities with the highest sense of truthfulness, decency, fairness, and good character. Personal gain or advantage shall not subordinate service and the public trust.

- a. All information shall be presented fairly and accurately. Each professional shall document and assign credit to all contributing sources used in published material or public statements.

- b. Prevention specialists shall not misrepresent either directly or by implication professional qualifications or affiliations.
- c. Where there is evidence of impairment in a colleague or a service recipient, a prevention specialist shall be supportive of assistance or treatment.
- d. Prevention specialists shall not be associated directly or indirectly with any service, products, individuals, and organizations in a way that is misleading.
- e. Prevention specialists shall demonstrate integrity through dutiful cooperation in the ethics process of their certifying authority.
- f. Prevention specialists shall not engage in conduct which does not meet the generally accepted standards of practice for the prevention profession including, but not limited to, incompetence, negligence or malpractice.
- g. Prevention specialists make fair financial arrangements for services with service recipients and third-party payers that are in advance, reasonable, and conform to accepted professional practices. Program advertisements/flyers shall identify if fees apply to the service.
- h. The use of copyrighted materials without first receiving author approval is against the law and in violation of professional ethics.

Principle 4: Nature of Services

Practices shall do no harm to service recipients. Services provided by prevention specialists shall be respectful and non-exploitive.

- a. Services shall be provided in a way which preserves the protective factors inherent in each culture and individual.
- b. When a dual relationship cannot be avoided, prevention specialists take appropriate professional precautions to ensure judgment is not impaired and no exploitation occurs. Examples of such dual relationships include, but are not limited to, business or close personal relationships with direct prevention recipients and/or their family members.
- c. Prevention specialists shall use formal and informal structures to receive and incorporate input from service recipients in the development, implementation and evaluation of prevention services.
- d. If not a mandated reporter, where there is suspicion of abuse of children or vulnerable adults, the prevention specialist shall report the evidence to the appropriate agency and follow up to ensure that appropriate action has been taken.
- e. Prevention specialists shall adhere to the same principles of professionalism outlined in the Prevention Code of Ethics online, e.g. social media, as they would offline.
- f. Prevention specialists shall be respectful of other's privacy and before photographing, videotaping, audio recording, shall obtain written consent from participants and/or parents/guardians to maintain transparency.
- g. Verbal consent from a participant should be obtained prior to third-party observation.

Principle 5: Confidentiality

Confidential information acquired during service delivery shall be safe guarded from disclosure, including – but not limited to – verbal disclosure, unsecured maintenance of records, or recording of an activity or presentation without appropriate releases. Prevention specialists are responsible for knowing and following the confidentiality regulations relevant to their prevention specialty.

Principle 6: Ethical Obligations for Community and Society

Prevention specialists should be proactive on public policy and legislative issues. The public welfare and the individual's right to services and personal wellness shall guide the efforts of prevention specialists to educate the general public and policy makers. Prevention specialists should adopt a personal and professional stance that promotes health.

Michigan Certification Board for Addiction Professionals Prevention Code of Ethical Standards

Print Name _____ WIN _____

Signed _____ Date _____

***THE SPADA PROGRAM COORDINATOR MUST OBTAIN THIS SIGNED CODE OF ETHICS PRIOR TO ENROLLMENT IN FIELD PRACTICUM CREDITS.**

YOU WILL NOT GET APPROVED FOR ADA5700/6700 UNLESS THIS IS IN YOUR FILE.

SPADA Program Coordinator

Tiffany Lee, PhD

Specialty Program in Alcohol and Drug Abuse

1903 W. Michigan Avenue, MS 5212

Kalamazoo, MI 49008-5212

tiffany.lee@wmich.edu

Phone: (269) 387-7321

Fax: (269) 387-3348

APPENDIX D

**SPADA FIELD PRACTICUM
LEARNING CONTRACT**

(Page 1 of 2)

The Learning Contract must be completed within one week of your placement. Failure to submit this contract will result in a grade of an incomplete.

Student name _____ WIN _____

Student home address _____

WMU email address: _____

Name of agency/placement site _____

Address of placement site _____

Agency telephone number _____ Home telephone number _____

Cell phone number _____

Placement focus: Treatment __ Prevention _____ Research _____ Administration _____

** I understand that in order for my field practicum to be considered by MCBAP for the appropriate MCBAP credential, I will need to have met the MCBAP required number of hours in the core functions outlined by MCBAP.

Student Signature

Dual Enrollment (if completing an internship for a graduate program concurrent with the SPADA Field Practicum, please identify the graduate program):

_____ MSW _____ CECP _____ Other: _____

Name of field placement supervisor _____

Semester enrolled _____ Credit hours _____ Contact hours _____

Inclusive dates of the contract, from _____ to _____

Days and hours of the week: Mon. _____ Tues. _____ Wed. _____ Thurs. _____

Fri. _____ Sat. _____ Sun. _____

Number of hours per week of direct supervision _____

Agreed upon days off (holidays, WMU breaks, other) _____

**SPADA FIELD PRACTICUM
LEARNING CONTRACT**
(Page 2 of 2)

On a separate sheet of paper, please provide the following information:

1. Trainee goals, objectives, and assessment criteria

This information is to be provided by the student with the guidance and approval of his/her site supervisor and should be at least one page long with four to five primary goals. An acceptable format for this information would be:

Goal _____

Objective a _____

Objective b _____

Objective c _____

Assessment criteria for successful completion of this goal and these objectives:

2. Agency/placement site expectations

This information should be provided by the site supervisor and should be at least one page long. Information should include:

- a. expected outcomes
- b. agency policies
- c. state regulations
- d. federal regulations

Some of this information might be included in the agency's policies and procedures manual and can simply be attached to your learning contract.

At the end of your learning contract, there should be a signature block like the one below:

Student name _____ WIN _____ Date: _____

Site supervisor _____ Date: _____

SPADA field practicum supervisor _____ Date: _____

Keep a copy of the learning contract for your records. Your site supervisor should also retain a copy. Email to Sonya Bilski (Kalamazoo, Grand Rapids, out of state/country students) or Carol Smith (Traverse City students).

APPENDIX E

SPADA MID-PLACEMENT STUDENT FEEDBACK DOCUMENT

(Page 1 of 2)

The mid-placement student feedback document should be received by the SPADA field practicum supervisor at least five working days before any scheduled mid-placement conference. *Failure to submit this document will result in a grade of an incomplete.*

Date _____

Student name _____ WIN _____

Student home address _____

Agency/placement site name and address _____

Agency telephone number _____ Home telephone number _____

Cell phone number _____

Name of field site supervisor _____

Semester _____

Clock hours completed to date _____

Supervision hours completed to date _____

SPADA MID-PLACEMENT STUDENT FEEDBACK DOCUMENT

(Page 2 of 2)

On a separate sheet of paper, provide the following information:

1. List of goals and objectives (these may be photocopied from the learning contract).
2. Self-evaluation regarding how successful you have been in meeting goals and objectives.
3. Agency/placement site activities in which you have been involved (to include in service meetings, etc.).
4. Your comments relating to the following:
 - a. The agency/placement site and staff (If you have experienced any special challenges or difficulties during your experience, it is important to include them as part of your mid-placement evaluation.)
 - b. Your interest and investment in the experience
 - c. The value of the experience for you
 - d. The value of the assignments you have been given
 - e. The pertinence of SPADA course work to the field experience
5. Your summary impression of your professional growth and development. Include information regarding your work habits, assets and deficiencies, ability to utilize available resources, knowledge and performance as they pertain to your role in the placement site, etc.

At the end of your mid-placement document, there should be a signature block like the one below:

Student name _____ WIN _____ Date: _____

Site supervisor _____ Date: _____

SPADA field practicum supervisor _____ Date: _____

Keep a copy of the mid-placement document for your records. You should also give a copy to your site supervisor. Email to Sonya Bilski (Kalamazoo, Grand Rapids, out of state/country students) or Carol Smith (Traverse City students).

APPENDIX F

FIELD PRACTICUM STUDENT EVALUATION

Western Michigan University

Specialty Program in Alcohol and Drug Abuse (SPADA)

The student is to provide the following information:

Student name _____ WIN _____

Student Phone: _____ Student WMU Email: _____

Student Address: _____

SPADA Field Practicum Supervisor Name: _____

Site Supervisor Name: _____

Site Supervisor Phone: _____ Site Supervisor Email: _____

Site Supervisor Address: _____

Agency: _____

Date of Evaluation: _____ (circle one) Mid-Placement Final

SITE SUPERVISOR: Respond to the items listed below to evaluate your practicum student. Use the descriptors below as a guide for your evaluation. Provide comments in the boxes below, if desired.

- Not Applicable:** The student has not had the opportunity to perform this skill, task, or role.
- Unsatisfactory:** Demonstrates limited ability to perform this skill, task, or role, although not on a consistent basis.
Shows minimal understanding of the concepts needed to perform this skill, task, or role.
Is rarely prepared to perform this skill, task, or role.
- Needs Improvement:** Demonstrates some ability to perform this skill, task, or role.
Shows some understanding of the concepts needed to perform this skill, task, or role.
Is occasionally prepared to perform this skill, task, or role.
- Proficient:** Demonstrates the ability to perform this skill, task or role.
Shows an understanding of the concepts needed to perform this skill, task, or role.
Is usually prepared to perform this skill, task, or role.
- Exemplary:** Demonstrates the ability to consistently perform this skill, task or role at a higher than expected level.
Shows a strong understanding of the concepts needed to perform this skill, task, or role.
Is consistently prepared to perform this skill, task, or role in the agency setting.

STUDENT EVALUATION

Competencies		N/A	Unsatisfactory	Needs Improvement	Proficient	Exemplary
FOUNDATIONS						
1.	Demonstrates a commitment to professional development and continually makes efforts to increase skills and abilities relative to professional work.					
2.	Demonstrates an awareness of personal values, attitudes, and beliefs as they affect professional activities.					
3.	Makes efforts to become aware of issues of diversity and culture in the agency setting.					
4.	Demonstrates respect for and acceptance of clients, colleagues, and community members from diverse backgrounds.					
5.	Has necessary knowledge base to perform duties within the agency setting (e.g., counseling theory, counseling techniques, etc.).					
6.	Is able to provide developmentally and culturally appropriate services to clients.					
Comments:						
CONTEXTUAL DIMENSIONS						
7.	Demonstrates and models effective stress management and coping skills when dealing with emotional and physical demands of job duties.					
8.	Promotes, models, and maintains positive relationships with clients, colleagues, and members of the community.					
9.	Advocates for and protects the rights of clients as appropriate and necessary.					
10.	Models ethical, just, and fair behavior in all professional activities.					
11.	Has the ability to manage crisis situations when they arise.					
Comments:						
SKILL REQUIREMENT FOR COUNSELORS						
12.	Accesses the professional literature when designing interventions.					
13.	Demonstrates effective clinical skills in individual, group, and couple and family counseling sessions (or those treatment modalities that the student had an opportunity to engage in).					
14.	Utilizes technology when appropriate and is committed to improving skills in this area.					

15.	Demonstrates good time management skills including starting and ending appointments on time.					
16.	Develops and maintains effective therapeutic relationships with clients from all racial, ethnic, and cultural backgrounds.					
17.	Is open to input, feedback, and supervision from others.					
18.	Effectively coordinates services, collaborates with other professionals, and makes referrals to community resources.					
19.	Provides valuable and meaningful input when asked to consult with colleagues on clinical issues.					
20.	Asks for consultation, collaboration, assistance, and advice from colleagues and supervisors when needed.					

Comments:

PROFESSIONAL BEHAVIOR

21.	Follows agency policies and procedures.					
22.	Maintains appropriate professional appearance (attire, grooming, etc) while at the agency.					
23.	Maintains records in accordance with agency standards.					
24.	Performs duties in accordance with ethical standards for the profession (e.g., American Counseling Association).					
25.	Understands and maintains appropriate confidentiality of client information at appropriate times.					

Comments:

SUBSTANCE ABUSE

26.	Incorporation of information from supervision and consultation into assessment findings.					
27.	Knows the stages of change and readiness for treatment.					
28.	Uses assessment information to individualize the client's treatment goals.					
29.	Documents the referral process accurately.					
30.	Knows the federal, state, and agency regulations that apply to addiction counseling.					
31.	Knows the confidentiality rules and regulations.					
32.	Knows the clients' rights and responsibilities.					
33.	Assesses and engages the client's and client's system's strengths and resources.					

34.	Assesses for immediate concerns regarding safety and potential harm to others.					
35.	Knows the regulations pertaining to client records.					
36.	Knows the essential components of client records, including release forms, assessments, treatment plans, progress notes, and discharge summaries and plans.					
37.	Composes timely, clear, complete and concise records that comply with regulations.					
38.	Documents information in an objective manner.					
39.	Knows essential elements of screening, intake, and assessment reports.					
Comments:						

Course Evaluation:

Earning a grade of a B or above is passing and will receive credit. Grades of CB or below are considered no credit.

- | | | | |
|----|-----------|----|----------------|
| A | 92 – 100% | C | 70 – 74 % |
| BA | 85 – 91 % | DC | 65 – 69 % |
| B | 80 – 84 % | D | 60 – 64 % |
| CB | 75 – 79 % | E | 59 % and below |

_____ **This student receives CREDIT for the field practicum**

_____ **This student DOES NOT receive credit for the field practicum**

By signing this form, I confirm that I have discussed this review in detail with my supervisor and have received a copy for my records. Signing this form does not necessarily indicate that you agree with this evaluation.

Practicum Student Signature

Date

Field Practicum Supervisor Signature

Date

Site Supervisor Signature

Date

This student must be provided a copy of this form for his/her records and SPADA must retain a copy of this form for the student's file. For more information, please contact:

Specialty Program in Alcohol and Drug Abuse
 Western Michigan University
 1903 W. Michigan Avenue
 Kalamazoo, MI 49008-5212
 Phone: 269-387-3340; Fax: 269-387-3348

APPENDIX G

SPADA FINAL STUDENT FEEDBACK DOCUMENT

(Page 1 of 2)

If the final student feedback document is not received one week prior to the last day of the semester, you will receive an incomplete. The incomplete will be removed when the required materials have all been submitted. The University allows up to one year to have an incomplete changed to a grade or credit.

Date _____

Student name _____ WIN _____

Student home address _____

Agency/placement site name and address _____

Agency telephone number _____ Home telephone number _____

Cell phone number _____

Name of field site supervisor _____

Semester _____

Clock hours completed to date _____

Supervision hours completed to date _____

SPADA FINAL STUDENT FEEDBACK DOCUMENT

(Page 2 of 2)

On a separate sheet of paper, please provide the following information:

1. List of goals and objectives (These can be photocopied from the learning contract)
2. List of work activities, including the number and nature of assignments (Attach a copy of your time log.)
3. Assessment and discussion of performance:
 - a. Progress to date (How successful have you been in meeting goals and objectives?)
 - b. Your attitude toward field practicum and investment in the learning process
 - c. Your professional growth and development
 - d. Your assets and deficiencies as they relate to the field experience
 - e. Suggestions for further professional development and improvement

At the end of the final student feedback document, there should be a signature block like the one below:

Student name _____ WIN _____ Date: _____

Site supervisor _____ Date: _____

SPADA field practicum supervisor _____ Date: _____

Keep a copy of the final evaluation for your records. Give a copy to your site supervisor. Email to Sonya Bilski (Kalamazoo, Grand Rapids, out of state/country students) or Carol Smith (Traverse City students).

APPENDIX H

SPADA FIELD PRACTICUM TIME LOG
Treatment Placement Focus

Student name _____ WIN _____

Student address _____

Field site name and address _____

Write the total number of hours of supervised practical experience for each of the four domains. *SPADA requires the completion of 360 hours to be documented for your certification requirements, with a total of 180 direct client contact hours.*

Domain	Number of Supervised Hours
<u>Screening, Assessment, & Engagement</u>	
• Screening	_____
• Intake	_____
• Orientation	_____
• Assessment	_____
<u>Treatment Planning, Collaboration, & Referral</u>	
• Treatment Planning	_____
• Consultation	_____
• Case Management	_____
• Referral	_____
<u>Counseling & Education</u>	
• Counseling	_____
• Client Education	_____
• Crisis Intervention	_____
<u>Professional & Ethical Responsibilities</u>	
• Record Keeping	_____
Total Hours	_____

Beginning date _____ Ending date _____

Name (printed) and signature of site supervisor Date

Keep a copy of the time log for your records. Give a copy to your site supervisor. Email to Sonya Bilski (Kalamazoo, Grand Rapids, out of state/country students) or Carol Smith (Traverse City students).

SPADA FIELD PRACTICUM TIME LOG
Prevention Placement Focus

Student name _____ WIN _____

Student address _____

Field site name and address _____

Write the total number of hours of supervised practical experience for each of the six Prevention Specialist Performance Domains and Job Tasks. *A total of 120 hours must be documented for MCBAP CPS certification, with a minimum of 10 hours in each domain listed (MCBAP, 2020).* SPADA requires the completion of 360 supervised prevention hours, with a total of 180 direct contact hours.

Domain	Number of Supervised Hours
Planning and Evaluation	_____
Prevention Education & Service Delivery	_____
Communication	_____
Community Organization	_____
Public Policy & Environmental Change	_____
Professional Growth & Responsibility	_____
Total Hours	_____

Beginning date _____ Ending date _____

Name (printed) and signature of site supervisor Date

Keep a copy of the time log for your records. Give a copy to your site supervisor. Email to Sonya Bilski (Kalamazoo, Grand Rapids, out of state/country students) or Carol Smith (Traverse City students).

SPADA FIELD PRACTICUM TIME LOG
Administration/Research Placement Focus

Student name _____ WIN _____

Student address _____

Field site name and address _____

Write the total number of hours of supervised practical experience.

Function	Total Number of Supervised Hours
-----------------	---

Administration	_____
----------------	-------

Research	_____
----------	-------

Beginning date _____ Ending date _____

Name (printed) and signature of site supervisor _____ Date _____

Keep a copy of the time log for your records. Give a copy to your site supervisor. Email to Sonya Bilski (Kalamazoo, Grand Rapids, out of state/country students) or Carol Smith (Traverse City students).

APPENDIX I

SPADA PRE-PRACTICUM CHECKLIST

Complete Prior to Practicum Enrollment

DIRECTIONS: Initial by each item and send document to Dr. Tiffany Lee, SPADA Program Coordinator. After obtaining this document and verifying eligibility, the student can obtain approval to register for field practicum.

- _____ 1. Read and sign the Professional Standards and Expectations document (Appendix A). Send to Tiffany Lee, PhD at the beginning of your SPADA courses.
- _____ 2. Read and sign the Code of Ethics (Appendix B or C). Send to Tiffany Lee, PhD at any time while enrolled in SPADA courses. (Sign the appropriate code based on chosen track: prevention or clinical)
- _____ 3. Apply to the Graduate College and the Specialty Program in Alcohol and Drug Abuse (SPADA) graduate certificate program. This also must be completed for dual-enrolled students.
- _____ 4. Register and successfully complete at least 12 credit hours of SPADA coursework in order to be eligible for field practicum.
- _____ 5. Complete the information below to discuss with your program advisor.

GRADUATE CERTIFICATE PROGRAM

(Place a check mark by the courses you have completed with a “C” or better)
(3.0 average required for graduation)

Course Title	Dept & Course Number	Place Check in Box
Causes of Substance Abuse	ADA 6060 or CECP 6340 or SWRK 6530	<input type="checkbox"/>
Recovery Oriented Systems of Care	ADA 6340 or CECP 6360 or SWRK 6550	<input type="checkbox"/>
Physical Aspects of Addictive Drugs	ADA 6110	<input type="checkbox"/>
Neuropsychopharmacology of Addictive Drugs	ADA 6115	<input type="checkbox"/>
Diversity and Ethical Issues in Addiction	ADA 6330	<input type="checkbox"/>
Co-Occurring Disorders	ADA 6400 or CECP 6390	<input type="checkbox"/>
Addiction in Family Systems	ADA 6410	<input type="checkbox"/>

- _____ 6. Contact your SPADA program advisor to discuss the graduate certificate program outline above and your eligibility to enroll in ADA 5700/ADA6700. Academic Advising (269) 387-2656, CHHS-advise@wmich.edu. Write the name of the SPADA advisor and the date you obtained approval: _____
- _____ 7. Contact your SPADA field practicum supervisor one semester prior to enrollment in ADA5700/ADA6700 and secure advance approval of your field practicum site.
- _____ 8. Obtain and send in proof of professional liability insurance to Dr. Tiffany Lee. In order to enroll in ADA 5700 or ADA 6700 and begin the field practicum experience, you must have obtained professional liability insurance. **Please send the cover sheet only, which outlines your \$1,000,000/\$3,000,000 (minimum) policy and effective dates**, to the SPADA Program Coordinator as soon as you have determined the location of your field placement.

Print Name _____

WIN _____

Signed _____

Date _____

**THE SPADA PROGRAM COORDINATOR MUST OBTAIN THIS SIGNED SPADA
PRE-PRACTICUM CHECKLIST PRIOR TO
ENROLLMENT IN FIELD PRACTICUM CREDITS.**

YOU WILL NOT GET APPROVED FOR ADA5700/6700 UNLESS THIS IS IN YOUR FILE.

SPADA Program Coordinator

Tiffany Lee, PhD

Specialty Program in Alcohol and Drug Abuse

1903 W. Michigan Avenue, MS 5212

Kalamazoo, MI 49008-5212

tiffany.lee@wmich.edu

Phone: (269) 387-7321

Fax: (269) 387-3348

APPENDIX J

SPADA PRACTICUM CHECKLIST

To be completed during Field Practicum

- _____ 1. Submit learning contract (Appendix D) to your field practicum supervisor within one week of start date.
- _____ 2. Submit mid-placement student feedback document (Appendix E) to your field practicum supervisor.
- _____ 3. Provide your site supervisor a copy of the field practicum student evaluation form (Appendix F) to complete for mid-placement evaluation. Review the evaluation form with your site supervisor, sign the document, and then email it to your field practicum supervisor.
- _____ 4. Participate in the mid-placement conference.
- _____ 5. Submit final student feedback document (Appendix G) to your field practicum supervisor.
- _____ 6. Provide your site supervisor a copy of the field practicum student evaluation form (Appendix F) to complete for final evaluation. Review the evaluation with your site supervisor, sign the document, and then email it to your field practicum supervisor.
- _____ 7. Submit final field placement time log (Appendix H) to your field practicum supervisor.

After all requirements for the SPADA Graduate Certificate are completed, you must apply to receive the certificate at: <http://www.wmich.edu/registrar/graduation-graduate-certificate>

Contact Information

For questions, visit: www.wmich.edu/addictionstudies

To schedule an appointment with your academic program advisor, contact:

Academic Advising
CHHS-advise@wmich.edu
(269) 387-2656

For field placement, contact SPADA Field Practicum Supervisors:

**Kalamazoo/Grand Rapids/
Out of state and country**

Sonya Bilski
sonya.bilski@wmich.edu
(269) 217-3232

**Traverse City
Regional Location**

Carol Smith
carol.1.smith@wmich.edu
(269) 995-1846