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Introduction

The purpose of this manual is to provide the information necessary to prepare you for and guide you through the Licensed Alcohol and Drug Counselor Certificate internship. Under the administrative umbrella of the Bemidji State University Social Work Department, the Chemical Dependency curriculum was developed in the 1980s in order to better prepare social work graduates to understand and address substance abuse issues. Since then, Chemical Dependency 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 Licensed Alcohol and Drug Counselor (LADC) licensure and a minor to enhance a major in a helping discipline.

Included in the manual is information about:

- The BSU Chemical Dependency minor and certificate curriculum – course and internship requirements;
- State of Minnesota requirements for Alcohol and Drug Counselor licensure (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 rhoffman@bemidjistate.edu. Thank you!

What is a Licensed Alcohol and Drug Counselor (LADC)?

There are 12 Core functions of an LADC. 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 (MN Board of Behavioral Health, 2016).

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 (MN Board of Behavioral Health, 2016).

For information: Cheryl Byers, PhD, MSW, LISW
Professor & Chemical Dependency Program Director
218-755-2836 or cbyers@bemidjistate.edu
Steps for Acquiring the LADC

The Licensed Alcohol and Drug Counselor, LADC, licensure is regulated by the state of Minnesota through the Minnesota Board of Behavioral Health Therapy (BBHT). While BBHT is charged with licensing oversight and regulation, three other groups are charged with overseeing the licensing testing process.

BBHT has approved these three exams as qualifying for the written test component required for the LADC. Those seeking the LADC must first take the test through one of three possible options: the Association for Addiction Professionals (NAADAC, Level II), the Minnesota Certification Board (MCB), or the Upper Midwest Indian Council on Addiction Disorders (UMICAD).

Steps for completing the process for the LADC…

1. Complete 270 hours (18 semester credits) of the chemical dependency curriculum at Bemidji State University.

2. Take the credentialing test through NAADAC (Level II or MCB).

3. Upper Midwest Indian Council on Addictive Disorders (UMICAD): For students that are interning and/or plan to work with Native communities, the Upper Midwest Indian Council on Addictive Disorders (UMICAD) testing may be an option.

4. Temporary Permit: In general upon graduation, LADC students will be eligible for a temporary permit which requires that the internship be completed. The temporary permit applicant must show evidence of supervision by a LADC. For specific information and an ADC Temporary Permit application access the BBHT website.

Exam Study Materials
- See Appendix A for suggested study materials for NAADAC and ICRC exams
- Uppers, Downers, All Arounders (latest edition) by Cohen & Inaba
- Understanding of 12 Core Functions and Six Dimensions (Information provided in SOWK 2030 and 3330). Also see Appendix C and D
- Rules of Professional Conduct. See Appendix M
The Minnesota Board of Behavioral Health and Therapy (BBHT) is the body that regulates Alcohol and Drug Counselors and issues licenses to qualified persons who meet the licensing requirements. A state license through the BBHT is required for those individuals working as alcohol and drug counselors in the State of Minnesota.

The following are the state of Minnesota educational requirements for LADC application.

<table>
<thead>
<tr>
<th>Degree requirement</th>
<th>Associate or Bachelor’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clock hours of classroom training in chemical dependency including training in cultural diversity</td>
<td>270 hours (18 semester credits)</td>
</tr>
<tr>
<td>Practicum/ Internship hours</td>
<td>880 hours</td>
</tr>
<tr>
<td>Testing</td>
<td>Passing score on exam</td>
</tr>
</tbody>
</table>

Reciprocity with other credentialing or licensing bodies: The state of Minnesota does extend reciprocity under some circumstances. Contact the BBHT for detailed information. If you plan to practice in another state, it is important to contact that state’s licensing entity to determine if there is reciprocity.

Credit for prior or current work or an internship in a chemical dependency setting: It is not possible to extend course credits for a student’s work experience in order to meet the minimum 270 hours of classroom training. The BSU Social Work Department has established a policy that prohibits this. See the Social Work Department chair or chemical dependency program director for more information.

Temporary License/Permit: A temporary permit is available under certain circumstances. See above for details.

Rules of Professional Conduct: Minnesota Statute 4747: Licensed Alcohol and Drug Counselors (LADC) are accountable for professional behavior consistent with the Rules of Professional Conduct as detailed in Minnesota Statue 4747 (Appendix N).

Background Checks: Agencies that work with vulnerable adults and/or children are required by law to conduct background checks of prospective volunteers, interns, and employees.

Licensure: Persons seeking the LADC must first take the exam (see Appendix A for options). The test result can be sent to the Board of Behavioral Health. The LADC application is available from the Minnesota Board of Behavioral Health must also be completed and submitted.
The Minnesota Certification Board (MCB) provides the application process for the IC & RC written test for LADC licensure in Minnesota.

The Minnesota Certification Board (MCB) provides certification of substance abuse practitioners and provides the LADC testing for the Board of Behavioral Health & Therapy (BBHT). Certification of substance abuse practitioners includes:

- Board Certified Alcohol and Drug Counselor (BCC)
- Board Certified Alcohol and Drug Counselor Reciprocal (BCCR)
- Certified Clinical Supervisor I (CCS I)
- Certified Prevention Professional (CPP)

For information: Minnesota Certification Board, Inc. (MCB)
2009 W. Broadway Ave., Suite 400-333
Forest Lake, Minnesota 55025
763-434-9787 (phone)
763-413-1746 (fax)
www.mcboard.org
NAADAC represents the professional interests of more than 75,000 addiction counselors, educators and other addiction-focused health care professionals in the United States, Canada and abroad. NAADAC’s members are addiction counselors, educators and other addiction-focused health care professionals, who specialize in addiction prevention, treatment, recovery support and education.

BBHT accepts the NAADAC-NCC Level II exam. To take the exam students must have BSU, Social Work Department (Dr. Jan Guggenheimer) send your name to NAADAC-NCC. Since this is a new exam option for LADC students, the Social Work Department will provide additional information in the Internship Orientation class and during the internship.

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.
The Upper Midwest Indian Council on Addictive Disorders’ (UMICAD) mission “is to promote the development of knowledge and skill among professionals working with addictions to ensure quality within the continuum of services available to American Indian Communities. To fulfill this mission, UMICAD focuses on providing training to, certification of, and advocacy for professional addiction practitioners.”

“The standards for Certified Alcohol and Drug Counselor I (CADC I) are those commonly recognized by various AODA entities and authorities in the states of Minnesota, Wisconsin, Michigan, and Northern Illinois, the UMICAD, and the Indian Health Service (IHS). The specific requirements and procedures for certification have been developed by the UMICAD.”

“The standards for Certified Alcohol and Drug Counselor II and III (CADC II & III) meet and are approved by the International Certification and Reciprocity Consortium/Alcohol and other Drug Abuse, Inc. (IC&RC/AODA, Inc.)”

**Eligibility:** LADC students interning or planning to work with tribal programs may be eligible to take the UMICAD licensing test. Contact UMICAD for information.

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**For information:**
UMICAD  
PO. Box 1130  
Bemidji, Minnesota 56619  
ph: (218) 368-8667  
fax (218) 444-7105  
email: amydotson@umicad.com  
Dennis Hisgun Board President: hisgun2@msn.com
Minnesota Association of Resources for Recovery and Chemical Health (MARRCH)

MARRCH is a professional association of chemical health agencies and individuals striving to raise awareness about the important issues surrounding chemical dependency 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 chemical dependency practitioners. Check the website for dates.
The Social Work Program plays a pivotal role ensuring practitioners are adequately prepared for working with addiction-related social issues. The Chemical Dependency (CD) minor curriculum is designed to enhance a student’s practice in social work or human services. The minor leads to enhanced knowledge about addictions, but does not include all of the necessary coursework and internship required for Licensed Alcohol and Drug Counselor (LADC) licensure.

The Chemical Dependency minor addresses the critical role chemical dependency/substance abuse plays 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 CD 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 chemical dependency 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.

**Curriculum Objectives**

The Chemical Dependency minor prepares students for either enhanced human service or social work practice (Chemical Dependency minor) or beginning chemical dependency professional practice (Chemical Dependency certificate). Through the Chemical Dependency Minor students will be able to:

- Apply and adhere to Professional Code of Conduct as specified in Minnesota Statute 4747.1400.
- Become familiar with and knowledgeable about the 12 core functions. For Chemical Dependency certificate students, show evidence of application of the 12 core functions (at least 10 hours of each) in a two semester, 880-hour internship.
- Understand and become knowledgeable Minnesota Department of Human Services, Rule 31 for certification of chemical dependency treatment facilities requiring assessment summaries to reflect six dimensions. This universalizes facilities’ approach to assessment and treatment planning. The six dimensions are:
  1. Acute intoxication and withdrawl potential
  2. Biomedical conditions and complications
  3. Emotional and behavioral conditions and complications
  4. Treatment acceptance, resistance
  5. Relapse and continued use potential
  6. Recovery environment
  and
  1. Susceptibility to abuse or neglect
  2. Need for additional support services, such as transportation or resident care, in order to participate in the program
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
<th>Prerequisite or Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 1100</td>
<td>Intro to Psychology</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PSY 2217</td>
<td>Abnormal Psychology</td>
<td>4</td>
<td>PSY 1100</td>
</tr>
<tr>
<td>CHEM 2130</td>
<td>Chemistry of Drugs</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SOWK 2030</td>
<td>Chemical Dependency Theories and Assessment</td>
<td>3</td>
<td>Offered fall term only.</td>
</tr>
<tr>
<td>SOWK 3201</td>
<td>Family: Dynamics</td>
<td>3</td>
<td>PSY 1100</td>
</tr>
<tr>
<td>SOWK 3330</td>
<td>Chemical Dependency Prevention and Intervention</td>
<td>3</td>
<td>PSY 1100; SOWK 2030 or consent of instructor.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Offered spring term only.</td>
</tr>
</tbody>
</table>

TOTAL Credits 20

**Chemical Dependency Minor in the Academic Catalog**
Licensed Alcohol and Drug Counselor Certificate Program

The Licensed Alcohol and Drug Counselor Program prepares students to meet the educational requirements for Alcohol and Drug Counselor certification application in Minnesota and thus for professional practice in the field of substance abuse. It encompasses both the Chemical Dependency minor and the coursework required to apply for LADC certification. See Appendix C for Course Descriptions.

Curriculum Objectives

1. Prepare students for either enhanced human service or social work practice (Chemical Dependency minor) or beginning chemical dependency professional practice (Chemical Dependency certificate).

2. Demonstrate understanding of Professional Code of Conduct as specified in Minnesota Statute 4747.1400 (Appendix N).

3. Demonstrate a working knowledge of the 12 core functions (Appendix D) for Chemical Dependency certificate students, show evidence of application of the 12 core functions (at least 10 hours each) in a two semester, 880-hour internship.

4. Demonstrate familiarity with the Rule 25 Assessment Tool.

5. Reflect understanding of Minnesota Department of Human Services, Rule 31 (November 2015) for Certification of Chemical Dependency Treatment Facilities requiring assessment summaries to reflect six dimensions (See Appendix E.)

This universalizes the approach to chemical dependency assessment and treatment planning.

The six dimensions are:

1. Acute intoxication and withdrawal potential
2. Biomedical conditions and complications
3. Emotional and behavioral conditions and complications
4. Treatment acceptance, resistance
5. Relapse and continued use potential
6. Recovery environment.

and

1. Susceptibility to abuse or neglect; and
2. 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 chemical dependency as well as the required courses for both overlap. The Chemical Dependency minor provides a knowledge base for students wanting information in Chemical Dependency 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.
### Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Name</th>
<th>Credits</th>
<th>Prerequisites/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 1100</td>
<td>Intro to Psychology</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PSY 2217</td>
<td>Abnormal Psychology</td>
<td>4</td>
<td>PSY 1100</td>
</tr>
<tr>
<td>CHEM 2130</td>
<td>Chemistry of Drugs</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SOWK 2030</td>
<td>Chemical Dependency</td>
<td>3</td>
<td>Offered fall term only.</td>
</tr>
<tr>
<td>SOWK 3201</td>
<td>Theories and Assessment</td>
<td>3</td>
<td>PSY 1100</td>
</tr>
<tr>
<td>SOWK 3330</td>
<td>Family: Dynamics</td>
<td>3</td>
<td>PSY 1100; SOWK 2030 or consent of instructor.</td>
</tr>
<tr>
<td>SOWK 3551 or PSY 3332</td>
<td>Generalist Practice 1 OR Counseling and Crisis Intervention*</td>
<td>3 or 4</td>
<td>PSY 1100; Offered spring term only. Non-Social Work majors will take Counseling and Crisis Intervention. Social Work majors will take Generalist Practice 1.</td>
</tr>
<tr>
<td>SOWK 3552 or PSY 3337</td>
<td><strong>Social Work Majors:</strong> Generalist Practice 2</td>
<td>3</td>
<td><strong>Social Work Majors:</strong> Social Work majors will enroll in SOWK 3552: Generalist Practice 2.</td>
</tr>
<tr>
<td>SOWK 3552 or PSY 3337</td>
<td><strong>Non-Social Work Majors:</strong> Group Processes</td>
<td></td>
<td><strong>Non-Social Work Majors:</strong> Non-Social Work majors will enroll in PSY 3337: Group Processes</td>
</tr>
<tr>
<td>SOWK 4880</td>
<td>Internship Orientation</td>
<td>1</td>
<td>Preparation for internship, to be taken the semester immediately before the start of the internship</td>
</tr>
<tr>
<td></td>
<td><strong>Total Classroom Credits</strong></td>
<td>27-29</td>
<td></td>
</tr>
<tr>
<td>SOWK 4970</td>
<td>*Internship</td>
<td>24</td>
<td>880 hour internship (two semesters)</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL Credits</strong></td>
<td>51-53</td>
<td></td>
</tr>
</tbody>
</table>

*Alcohol & Drug Certificate in the Academic Catalog* (under Chemical Dependency Certificate for Licensure).
*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 chemical dependency courses.

Social Work majors will complete a concurrent Social Work/Chemical Dependency internship during the first semester for 480 hours. The second semester students will complete a Chemical Dependency only internship for 400 hours.
Field Experience (Internship)

The internship, SOWK 4970: Internship: Chemical Dependency, is a two semester, 880-hour field placement. Students may intern with a different agency each term.

- **SOWK 4880: Internship Orientation**: Students planning on completing the Chemical Dependency certificate for licensure application must enroll in *SOWK 4880: Internship Orientation* to ready themselves for an internship. This course is taken the semester prior to the start of the internship. As a part of internship readiness, students will complete an application for the internship (Appendix F), meet individually with the professor, prepare a resume (Appendix G) and a letter of inquiry (Appendix H), and interview with prospective internship sites.
Chemical Dependency Internship Policies: Students must check each item as well as sign and date the agreement.

- I am aware a 2.5 GPA is required in the Chemical Dependency emphasis in order to do an internship.

- I am aware all required courses for the Chemical Dependency emphasis must be completed before the internship starts.

- 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 do an internship.

- 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 start 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 Chemical Dependency 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: ___________________________  Sign Name: ___________________________

Date: ______________________________
• **Internship 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 chemical dependency 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 chemical dependency 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.
Responsibilities of the Intern:

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 (Appendix G) and write a letter of inquiry for a chemical dependency internship. (Appendix H)
3. Negotiate and carry out the internship 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.
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 Licensed Alcohol and Drug Counselor (LADC) 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

An integral part of the chemical dependency (LADC) certification process is the internship field experience. Minnesota law requires that any person who provides services that involve direct contact with clients of a human services facility/organization have a background study conducted by the State.

A facility/organization most likely will initiate a background study by asking you to complete a form so that a criminal background check can be conducted (possibly at your own expense). If, as a result of the background study, you are disqualified from direct contact, it is highly unlikely that the facility/organization will be able to allow you to participate in providing direct services to clients. If the background study findings determine that a student to be “disqualified,” s/he will not be able to commence or continue the internship experience until the Social Work Department receives official communication from the Minnesota Department of Human Services that the student is no longer disqualified.

Why is this necessary?

• Agencies are required to initiate a Background Study on all prospective volunteers, interns, and employees who will have direct contact with vulnerable adults and children and youth, before they begin working for the agency. Conducting the Background Study here will help expedite more timely involvement of our interns and Field Experience students in their volunteer experiences.
• For anyone with a criminal record it is possible that the students’ field experience and internship, as well as future professional employment and licensure will be in jeopardy. It is our responsibility to inform students that this is a possibility. Students may retain an attorney to obtain a legal opinion about their future in a helping profession in terms of their criminal record and requirements of state statute.

What information is reviewed by the Department of Human Services (DHS)?

• Criminal conviction records maintained by the Bureau of Criminal Apprehension. Generally, these records include felonies, gross misdemeanors and misdemeanors.
• When DHS has reasonable cause to believe there is additional information, the study may be expanded to include records from police departments, courts, other states and the FBI.
• Records of substantiated maltreatment of vulnerable adults and minors, including:
  o All substantiated perpetrators from DHS investigations
  o All substantiated perpetrators from investigations that resulted in negative licensing actions against family day care providers, family foster care providers and adult foster care providers
  o All substantiated perpetrators in the same facilities who were disqualified by the county and who asked for reconsideration of their disqualification
  o All substantiated perpetrators of maltreatment reported to DHS from the counties and the Department of Health (MDH).
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.

Q: Where can the laws about the background studies be found?
A: 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.
### Appendix A: LADC Exam Comparison

<table>
<thead>
<tr>
<th>National Association for Addiction Professionals (NAADAC/NCC) Level II Exam</th>
<th>International Certification &amp; Reciprocity Consortium (ICRA) MN Certification Board (MCB)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(See <a href="http://www.ptcny.com/">http://www.ptcny.com/</a> for info on exam information.)</td>
<td>(See <a href="http://www.mcboard.org">www.mcboard.org</a> for exam information.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>National Association for Addiction Professionals (NAADAC/NCC)</th>
<th>International Certification &amp; Reciprocity Consortium (ICRA) MN Certification Board (MCB)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is it BBHT approved for LADC?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>What is the cost?</td>
<td>$135 (approximate)</td>
<td>$225</td>
</tr>
<tr>
<td>When am I eligible to take the exam?</td>
<td>We recommend you take it during your internship.</td>
<td>Must have completed all education requirements including the 880 hours of internship.</td>
</tr>
<tr>
<td>Where is the exam offered?</td>
<td>Multiple test sites around the State.</td>
<td>Multiple test sites around the state.</td>
</tr>
<tr>
<td>Is the exam accepted in other states?</td>
<td>Most, yes. However, you should check with the credentialing body in each state.</td>
<td>Yes, if the state credentialing body has approved the ICRC exam.</td>
</tr>
<tr>
<td>What is the testing application like? Is there a fee for this?</td>
<td>2 pages. No school or internship signatures required. However, your school must send your name to the NCC. No fee. Deadline is 60 days prior to taking the exam.</td>
<td>10 pages. Requires transcripts to be included. Requires school or internship supervisor(s) signature(s). Download version is free. Hard copy is $35. Deadline is xx days prior to taking the exam.</td>
</tr>
<tr>
<td>Is there a fee for the application?</td>
<td>No</td>
<td>Download versions are free. Hard copies are $35.00</td>
</tr>
<tr>
<td>How often is the test offered?</td>
<td>Written only. Quarterly (March, June, Sept., Dec.)</td>
<td>Electronic: Year around</td>
</tr>
<tr>
<td>How quickly do I get the test results?</td>
<td>Within about 4 weeks.</td>
<td>Written: Within about 4 weeks. Electronic: Preliminary results are immediate. Formal results within two weeks</td>
</tr>
<tr>
<td>How many questions?</td>
<td>250 multiple choice (4 choices)</td>
<td>150 multiple choice (5 choices)</td>
</tr>
<tr>
<td>How long do I have to take the test?</td>
<td>4 hours</td>
<td>3 hours</td>
</tr>
<tr>
<td>Passing score?</td>
<td>170 out of 250 (70%)</td>
<td>Not certain but either 70 or 75%</td>
</tr>
<tr>
<td>Is certification included with test fee?</td>
<td>No. However, certification in MN is not required nor is it considered necessary to practice in MN</td>
<td>No longer required</td>
</tr>
<tr>
<td>Are there resources to help study for the exam?</td>
<td>Exam Handbook Test Information Practice Test ($60) @ <a href="http://www.ptcny.com/">http://www.ptcny.com/</a> Uppers Downers All Arounders</td>
<td>Study Guide ($60) Uppers Downers All Arounders</td>
</tr>
</tbody>
</table>
## Appendix B

Bemidji State University  
Social Work Department  
Licensed Alcohol and Drug Counselor (LADC)

### CO-OCCURRING CURRICULUM

#### Hours of Instruction

<table>
<thead>
<tr>
<th>LADC Relevant Courses</th>
<th>SOWK Majors</th>
<th>Psych. Majors</th>
<th>Other Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 1100: Introduction to Psychology</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 2130: Chemistry of Drugs</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>SOWK 2030: Chemical Dependency Theories and Assessments</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 3201: Family Dynamics</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 3330: Chemical Dep. Prevention and Intervention</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>SOWK3552 or PSY 3332: Generalist Practice I OR Counseling &amp; Crisis Intervention</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>SOWK 3552 or PSY 3337: Generalist Practice II OR Group Processes</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>SOWK 4880: Internship Orientation</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>PSY 2217: Abnormal Psych Note: required course for SOWK and PSY majors</td>
<td>4</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21 Hours</strong></td>
<td><strong>21 Hours</strong></td>
<td><strong>17 Hours</strong></td>
</tr>
</tbody>
</table>

**Contact:** Cheryl Byers, PhD, MSW, LISW  
Professor and Chemical Dependency Program Director  
[cbyers@bemidjistate.edu](mailto:cbyers@bemidjistate.edu)  
(218) 755-2836
## Appendix B

Bemidji State University
Social Work Department
Licensed Alcohol and Drug Counselor (LADC)

### YOUTH DEVELOPMENT CURRICULUM

**Hours of Instruction**

<table>
<thead>
<tr>
<th>LADC- Relevant Courses</th>
<th>SOWK Majors</th>
<th>PSYCH Majors</th>
<th>Other Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 2030: Chemical Dependency Theories and Assessments</td>
<td>2 Hours</td>
<td>2 Hours</td>
<td>2 Hours</td>
</tr>
<tr>
<td>SOWK 3330: Chemical Dependency Prevention and Intervention</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 3552 or Psy 3332: Generalist Practice I OR Counseling and Crisis Intervention</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>SOWK 3552 or Psy 3337 : Generalist Practice II OR Group Processes</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>PSY 1100: Introduction to Psychology</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>PSY 2217: Abnormal Psychology Note: required course for SOWK and PSY majors</td>
<td>5</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>SOWK 2160: HBSE I Required course for SOWK majors</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>20</td>
<td>14</td>
<td>9</td>
</tr>
</tbody>
</table>

**Contact:**
Cheryl Byers, PhD, MSW, LISW
Professor and Chemical Dependency Program Director
chbyers@bemidjistate.edu
(218) 755-2836
**Appendix B**

Bemidji State University
Social Work Department
Licensed Alcohol and Drug Counselor (LADC)

ETHICS CURRICULUM
Hours of Instruction

<table>
<thead>
<tr>
<th>LADC- Relevant Courses</th>
<th>SOWK Majors</th>
<th>Psych Majors</th>
<th>Other Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 2030: Chemical Dependency</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Theories and Assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOWK 3330: Chemical Dependency</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Prevention and Intervention</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOWK 3551: Generalist Practice I</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>SOWK 3552: Generalist Practice II</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>SOWK 3201: Family: Dynamics and</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Intervention</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOWK 4880: Internship Orientation</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>PSY: Abnormal Psychology</td>
<td>5</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Note: Required course for SOWK and PSY</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>majors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
<td><strong>15</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>

**Contact:** Cheryl Byers, PhD, MSW, LISW
Professor and Chemical Dependency Program Director
[cbyers@bemidji.edu](mailto:cbyers@bemidji.edu)
(218) 755-2836
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) Students will develop and assess their interpersonal skills. Introduced to approaches to establishing a professional helping relationship, students will also learn and practice assessment, intervention and evaluation knowledge, skills and values related to generalist social work practice with individuals. Emphasis will be placed on cultural competence in social work practice. Admission to the upper-division of the Social Work major.

OR

PSY 331 Basic Counseling and Crisis Techniques (4 credits) A practical introduction to the development of interpersonal awareness, and crisis management, crisis intervention, and basic counseling techniques. Prerequisites: PSY 1100 and PSY 2217

SOWK 3552 Generalist Practice II (3 credits) Students will develop knowledge, skills and values related to generalist social work practice with groups and families. Students will have the opportunity to learn about and experience group development, planning, facilitation, leadership, assessment, intervention and evaluation. Emphasis will be placed on cultural competence in social work practice with groups and families. 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 3301, or consent of instructor.

SOWK 3201 Family: Dynamics and Intervention (3 credits) This course is designed to introduce students 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. Consideration of the private/public nature of family life and well-being particularly related to issues such as child welfare, substance abuse, family violence and economic, social and cultural marginalization will be covered along with implications for practice. Prerequisite: for majors: SOWK 2150, for non-majors: PSY 1100.

SOWK 2030 Chemical Dependency Theories and Assessment (3 credits) Examines various theoretical approaches to and models for understanding the impact of chemical dependency on the individual, family, and community. Particular attention will be paid to the twelve core function along with the development of knowledge and skills related to the assessment.
SOWK 3320 Cultural Diversity and Chemical Dependency (2 credits)
This course will examine the unique impact of and response to substance abuse on various diverse groups including dis/abled, ethnic communities, communities of color, women and men, youth, GLBT, elderly, and the hearing impaired.

SOWK 3330 Chemical Dependency Prevention and Intervention (3 credits) Addresses the continuum of care: prevention, intervention, treatment and recovery as it relates to all chemical dependencies. Special population such as women, racial groups, age groupings are covered. Inpatient and outpatient programs are examined. Legal issues such as involuntary commitment, patient’s rights, licensing regulations are addressed. Emphasizes skill development i.e. interviewing, assessment, referral and record keeping skills. The importance of counselor’s attitude is also addressed. Recommended prior to or concurrent course work on individual counseling skills. Prerequisite: SOWK 2330 and completion of concurrent enrollment with SOWK 3551 or PSY 3331.

SOWK 4880 Internship Orientation (1 credit) Prepares social work students for the internship experience. Provides students with the information needed for appropriate internship placement such as developing a resume and placement file, interviewing with prospective agencies, conducting a self-assessment of social work skills, knowledge and values, and preparing an internship contract. This course should be taken during the semester immediately preceding the registration in SOWK 4970.

SOWK 4970 Internship (24 credits) The 880 hour chemical dependency internship prepares students to complete the certificate in chemical dependency for licensure eligibility. Students are placed in chemical dependency agencies and are expected to demonstrate their knowledge and skills in the field. Students must complete all courses in the certificate with a 2.5 GPA. This course is graded Pass/Fail only.
# Appendix D

## Chemical Dependency Counselor 12 Core Functions

<table>
<thead>
<tr>
<th>1</th>
<th><strong>Screening</strong> - The process by which the client is determined appropriate and eligible for admission to a particular program.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Evaluate psychological, social, and physiological signs and symptoms of alcohol and other drug use and abuse.</td>
</tr>
<tr>
<td>B.</td>
<td>Determine the client's appropriateness for admission or referral.</td>
</tr>
<tr>
<td>C.</td>
<td>Determine the client's eligibility for admission or referral.</td>
</tr>
<tr>
<td>D.</td>
<td>Identify any coexisting conditions (medical, psychiatric, physical, etc.) that indicate need for additional professional assessment and/or services.</td>
</tr>
<tr>
<td>E.</td>
<td>Adhere to applicable laws, regulations and agency policies governing alcohol and other drug abuse services.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2</th>
<th><strong>Intake</strong> - The administrative and initial assessment procedures for admission to a program.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Complete required documents for admission to the program.</td>
</tr>
<tr>
<td>B.</td>
<td>Complete required documents for eligibility and appropriateness.</td>
</tr>
<tr>
<td>C.</td>
<td>Obtain appropriately signed consents when soliciting from or providing information to outside sources to protect confidentiality and rights.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3</th>
<th><strong>Orientation</strong> - 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Provide an overview to the client by describing program goals and objectives for client care.</td>
</tr>
<tr>
<td>B.</td>
<td>Provide an overview to the client by describing program rules, and client obligations and rights.</td>
</tr>
<tr>
<td>C.</td>
<td>Provide an overview to the client program operations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4</th>
<th><strong>Assessment</strong> – 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Gather relevant history from client including but not limited to alcohol and other drug abuse using appropriate interview techniques.</td>
</tr>
<tr>
<td>B.</td>
<td>Identify methods and procedures for obtaining corroborative information from significant secondary source regarding client’s alcohol and other drug abuse and psycho-social history.</td>
</tr>
<tr>
<td>C.</td>
<td>Identify appropriate assessment tools.</td>
</tr>
<tr>
<td>D.</td>
<td>Explain to the client the rationale for the use of assessment techniques in order to facilitate understanding.</td>
</tr>
<tr>
<td>E.</td>
<td>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.</td>
</tr>
<tr>
<td>5</td>
<td><strong>Treatment Planning</strong> – 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.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>A. Explain assessment results to client in an understandable manner.</td>
</tr>
<tr>
<td></td>
<td>B. Identify and rank problems based on individual client needs in the written treatment plan.</td>
</tr>
<tr>
<td></td>
<td>C. Formulate agreed upon immediate and long term goals using behavioral terms in the written treatment plan.</td>
</tr>
<tr>
<td></td>
<td>D. Identify the treatment methods and resources to be utilized as appropriate for the individual client.</td>
</tr>
<tr>
<td>6</td>
<td><strong>Counseling</strong> – (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.</td>
</tr>
<tr>
<td></td>
<td>A. Select the counseling theory(ies) that applies(y).</td>
</tr>
<tr>
<td></td>
<td>B. Apply technique(s) to assist the client, group, and/or family in exploring problems and ramifications.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>D. Individualize counseling in accordance with cultural, gender, and lifestyle differences.</td>
</tr>
<tr>
<td></td>
<td>E. Interact with the client in an appropriate therapeutic manner.</td>
</tr>
<tr>
<td></td>
<td>F. Elicit solutions and decisions for the client.</td>
</tr>
<tr>
<td></td>
<td>G. Implement the treatment plan.</td>
</tr>
<tr>
<td>7</td>
<td><strong>Case Management</strong> – 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.</td>
</tr>
<tr>
<td></td>
<td>A. Coordinate services for client care.</td>
</tr>
<tr>
<td></td>
<td>B. Explain the rationale of case management activities to the client.</td>
</tr>
<tr>
<td>8</td>
<td><strong>Crisis Intervention</strong> - Those services which correspond to an alcohol and/or other drug abuser’s needs during acute emotional and/or physical distress.</td>
</tr>
<tr>
<td></td>
<td>A. Recognize the elements of the client crisis.</td>
</tr>
<tr>
<td></td>
<td>B. Implement an immediate course of action appropriate to the crisis.</td>
</tr>
<tr>
<td></td>
<td>C. Enhance overall treatment by utilizing crisis events.</td>
</tr>
<tr>
<td>9</td>
<td><strong>Client Education</strong> - Provision of information to individuals and groups concerning alcohol and other drug abuse and the available services and resources.</td>
</tr>
<tr>
<td></td>
<td>A. Present relevant alcohol and other drug use/abuse information to the client through formal and/or informal processes.</td>
</tr>
</tbody>
</table>
B. Present information about available alcohol and other drug services and resources.

**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.

**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.
Appendix E

Minnesota Department of Human Services,
Rule 31, Six Dimensions

Chemical Dependency Treatment – Rule 31

Rule 31, the chemical dependency treatment program licensing regulation, replacing Rules 43 and 35, became effective January 2005.

Rule 31 describes the essence of treatment and does not identify levels of care. It requires that all treatment planning be conducted using consistent categories to organize client information. It requires a new assessment summary format that will be the basis for the treatment plan. The rule requires a goal in each of the six dimensions in which a problem is identified. The new assessment summary will help to establish consistency within and across programs so that any counselor can pick up a chart and quickly identify issues particular to a client.

The dimensions are:
- Acute intoxication and withdrawal potential
- Biomedical conditions and complications
- Emotional and behavioral conditions and complications
- Treatment acceptance, resistance
- Relapse and continued use potential
- Recovery environment.

Two additional “dimensions” are also considered – vulnerability and resource needs of the client.

• Providers must provide:
  - Individual and group counseling
  - Education on strategies to avoid inappropriate chemical use and related health problems
  - Transition services to help clients integrate gains made during treatment into daily living
  - Services addressing co-occurring disorders
  - Services according to the individual's treatment plan and addressing cultural differences and special needs of clients.

• Providers may offer
  - One-on-one treatment to an individual in his or her own home
  - Case management
  - Relationship counseling
  - Therapeutic recreation
  - Stress management
  - Living skills development
  - Employment or educational services
  - Socialization skills development
  - Room, board and supervision at the treatment site to give the client a safe and appropriate environment in which to gain and practice new skills.
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. ________

Chemical Dependency Certificate Courses G.P.A. ________

Prioritize your chemical dependency 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 Form

**Bemidji State University**

**CHEMICAL DEPENDENCY INTERNSHIP SITE INFORMATION SHEET**

<table>
<thead>
<tr>
<th>STUDENT &amp; FIELD DIRECTOR CONTACT INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student name:</td>
</tr>
<tr>
<td>Permanent Address:</td>
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<tr>
<td>Phone:</td>
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<tr>
<td>Permanent E-mail:</td>
</tr>
<tr>
<td>Major(s):</td>
</tr>
</tbody>
</table>

| Field Director:                            |
| Rebecca Hoffman, MSW, LISW                  |

| Field Director’s Email: hoffman@bemidjistate.edu |
| Field Director’s Phone: (218) 755-2837          |

**INTERNSHIP SITE INFORMATION**

| Agency business address:                     |
| City:                                        |
| Internship site address (if different):      |
| City:                                        |
| Internship Start Date:                       |
| Average Hours/Week:                          |
| Internship End Date:                         |
| Total Credits: 24                            |
| [ ] Unpaid [ ] Paid [ ] Hourly Amount:        |

| Intern’s primary duties:                     |

**FIELD INSTRUCTOR INFORMATION**

| Field instructor’s name:                     |
| Address (if different from business address):|
| City:                                        |
| Phone:                                       |
| Fax:                                         |

| Degree Information:                         |
| Licensure(s) held:                          |

**ADDITIONAL FIELD INSTRUCTOR INFORMATION (IF APPLICABLE)**

| Field instructor’s name:                     |
| Address (if different from business address):|
| City:                                        |
| Phone:                                       |
| Fax:                                         |

| Degree Information:                         |
| Licensure(s) held:                          |

**AGREEMENT**

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 and Attachment A

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.

Bemidji State University Internship Agreement
Revised 10/29/15
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: Dr. Jim Barta, Dean, College of Health
Authorized Internship Site Representative
Sciences and Human Ecology
Title: Signature: ____________________________
Date: ____________________________

Name: Rebecca Hoffman, MSW, LSW
Title: Director of Field Education
Agency: ____________________________
Signature: ____________________________
Date: ____________________________

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

Bemidji State Universities Internship Agreement
Revised 10/29/15
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.
<table>
<thead>
<tr>
<th></th>
<th>Goal</th>
<th>Steps/ Tasks to achieve the outcome and overall goal. What do you need to do to reach the outcome?</th>
<th>Evaluation – How you will know you are accomplishing the outcome (D2L discussions, supervisor feedback, midterm and final evaluations)</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Screening</td>
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<td>2.</td>
<td>Orientation</td>
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<td>3.</td>
<td>Intake</td>
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<td>Assessment</td>
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<td>Treatment Planning</td>
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<td>Case Management</td>
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<td>Crisis Intervention</td>
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<td>10.</td>
<td>Referral</td>
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<td>11.</td>
<td>Reports and record keeping</td>
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<td>12.</td>
<td>Consultation</td>
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<td>13.</td>
<td>Cultural Responsiveness</td>
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<td>14.</td>
<td>Human Development Theory and Models</td>
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<td>15.</td>
<td>Professional Ethics</td>
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</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Week of</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
<th>Week 7</th>
<th>Week 8</th>
<th>Week 9</th>
<th>Week 10</th>
<th>Week 11</th>
<th>Week 12</th>
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<td>Consultation with other Professionals</td>
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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):

- Children (0-12)  
- Adult Men (25+)
- Adolescents (13-17)  
- Adult Women (25+)
- Young Adults (18-24)  
- Elderly

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

- Chemical Dependency Treatment, out-patient
- Chemical Dependency Treatment, in-patient
- Free standing chemical dependency treatment center
- Within an agency/organization providing a range of human services such as
  ____________________________
- Chemical Dependency, detox
- Dual diagnosis center – chemical dependency and mental health
- Adults
- Adolescents
- Men’s unit or programming
- Women’s unit or programming
- Family Program
- 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): ______________________________
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: Chemical Dependency Intern Midterm and Final 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

<table>
<thead>
<tr>
<th></th>
<th>Screening - The process by which the client is determined appropriate and eligible for admission to a particular program.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A. Evaluate psychological, social, and physiological signs and symptoms of alcohol and other drug use and abuse.</td>
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<td></td>
<td>B. Determine the client's appropriateness for admission or referral.</td>
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<td>C. Determine the client's eligibility for admission or referral.</td>
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<td></td>
<td>D. Identify any coexisting conditions (medical, psychiatric, physical, etc.) that indicate need for additional professional assessment and/or services.</td>
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<td></td>
<td>E. Adhere to applicable laws, regulations and agency policies governing alcohol and other drug abuse services.</td>
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<td></td>
<td>Comments:</td>
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</table>

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<tr>
<th></th>
<th>Intake - The administrative and initial assessment procedures for admission to a program.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>A. Complete required documents for admission to the program.</td>
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<tr>
<td></td>
<td>B. Complete required documents for eligibility and appropriateness.</td>
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<td></td>
<td>C. Obtain appropriately signed consents when soliciting from or providing information to outside sources to protect confidentiality and rights.</td>
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<td></td>
<td>Comments:</td>
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<tr>
<td></td>
<td>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.</td>
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<tr>
<td>A.</td>
<td>Provide an overview to the client by describing program goals and objectives for client care.</td>
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<tr>
<td>B.</td>
<td>Provide an overview to the client by describing program rules, and client obligations and rights.</td>
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<td>C.</td>
<td>Provide an overview to the client program operations.</td>
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<td>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:</td>
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<td>o Recovery environment.</td>
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<td>A.</td>
<td>Gather relevant history from client including but not limited to alcohol and other drug abuse using appropriate interview techniques.</td>
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<td>B.</td>
<td>Identify methods and procedures for obtaining corroborative information from significant secondary source regarding client’s alcohol and other drug abuse and psycho-social history.</td>
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<td>C.</td>
<td>Identify appropriate assessment tools.</td>
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<td>D.</td>
<td>Explain to the client the rationale for the use of assessment techniques in order to facilitate understanding.</td>
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<td>E.</td>
<td>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.</td>
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</table>
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.
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<tr>
<td><strong>B. Explain the rationale of case management activities to the client.</strong></td>
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<td><strong>Comments:</strong></td>
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<td><strong>8</strong> Crisis Intervention - Those services which correspond to an alcohol and/or other drug abuser’s needs during acute emotional and/or physical distress.</td>
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<td><strong>A. Recognize the elements of the client crisis.</strong></td>
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<td><strong>B. Implement an immediate course of action appropriate to the crisis.</strong></td>
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<td><strong>C. Enhance overall treatment by utilizing crisis events.</strong></td>
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<td><strong>Comments:</strong></td>
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<tr>
<td><strong>9</strong> Client Education - Provision of information to individuals and groups concerning alcohol and other drug abuse and the available services and resources.</td>
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<tr>
<td><strong>A. Present relevant alcohol and other drug use/abuse information to the client through formal and/or informal processes.</strong></td>
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<td><strong>B. Present information about available alcohol and other drug services and resources.</strong></td>
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<td><strong>Comments:</strong></td>
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<tr>
<td><strong>10</strong> 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.</td>
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<tr>
<td><strong>A. Identify need(s) and/or problem(s) that the agency and/or counselor cannot meet.</strong></td>
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<td><strong>B. Explain the rationale for the referral to the client.</strong></td>
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<td><strong>C. Attach clients needs and/or problems to appropriate resources.</strong></td>
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<tr>
<td><strong>D. Adhere to applicable laws, regulations, and agency policies governing procedures related to the protection of the client's confidentiality.</strong></td>
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<td><strong>E. Assist the client in utilizing the support systems and community resources available.</strong></td>
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<td><strong>Comments:</strong></td>
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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.

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

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

Areas for improvement:

Plans for the second half of the internships:

Final:
Changes in strengths:

Changes in areas for improvement:

<table>
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<tr>
<th>Signature of Student</th>
<th>Date</th>
<th>Signature of Site Supervisor (1)</th>
<th>Date</th>
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<tr>
<th>Signature of Site Supervisor (2)</th>
<th>Date</th>
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**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: __________________________________________________________
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: RULES OF PROFESSIONAL CONDUCT

Alcohol and Drug Counselor Rules of Professional Code Conduct
(Minnesota Statue 4747.1400)

4747.1400 RULES OF PROFESSIONAL CONDUCT. (STAT AUTH: MS s 148C.03
HIST: 22 SR 1257: Current as of 01/22/98)

Subpart 1. Scope. The rules of professional conduct apply to the conduct of all licensees and
applicants, including conduct during the periods of education, training, and employment required
for licensure. A licensee must comply with this part notwithstanding any contrary policies of an
employer or contractor.

Subp. 2. Purpose. The rules of professional conduct constitute the standard against which
professional behavior of alcohol and drug counselors is measured.

Subp. 3. Violations. A violation of the rules of professional conduct constitutes unprofessional
or unethical conduct and is a sufficient cause for disciplinary action or denial of licensure.
Alcohol and drug counselors must not engage in any unprofessional conduct. Unprofessional
conduct includes any conduct violating this chapter.

Subp. 4. Integrity. An alcohol and drug counselor:
A. Must be truthful in dealing with clients, students, volunteers, colleagues, and the public;
B. Must not perform, nor present himself or herself as able to perform, services beyond his
or her field of competence. Licensed status is not a claim, promise, or guarantee of
successful service and must not be used as such. Licensed status must not be used to
imply competence in other human services occupations, as defined in part 4695.0600;
C. Must not permit students, volunteers, or interns under supervision to perform, or represent
themselves as able to perform, services beyond the students', volunteers', or interns' skill
levels;
D. Must not participate in any illegal activities involving drug or alcohol use, possession,
sale, or distribution;
E. Must make decisions regarding the continuation or the termination of professional
services to a client based upon clinical need;
F. Must not give or take any commission, rebate, or other form of compensation for the
referral of clients for alcohol or drug counseling services or other professional services;
G. Must not advertise in a way likely to deceive or defraud the public including, but not
limited to, promises of a cure, misrepresentation of professional licensure status or
other credential, or the disparagement of any treatment modalities;
H. Must not use a client's or former client's name, image, or statements without the written
consent of the client or former client;
I. Must not knowingly solicit individuals who are receiving drug or alcohol counseling
services from another licensed alcohol and drug counselor;
J. Must not submit false or misleading information to the commissioner; and
K. Must provide information in response to a written request by the commissioner within 30
days of the date of the request.

Subp. 5. Relations to clients.
A. An alcohol and drug counselor's primary professional responsibility is to the welfare of the client. Alcohol and drug counselors must respect the right of a client to make decisions regarding personal relationships with family members, friends, and community and must help the client understand the consequences of those decisions.

B. Alcohol and drug counselors must have no sexual contact with clients, as defined in Minnesota Statutes, section 148A.01, subdivision 7. Engaging in sexual contact with a client or former client as defined in Minnesota Statutes, section 148A.01; engaging in any contact that may be reasonably interpreted by a client as sexual; engaging in any verbal behavior that is seductive or sexually demeaning to the client; or engaging in sexual exploitation of a client or former client is prohibited. Conduct by an alcohol and drug counselor which may reasonably be interpreted by a client as sexual, and any verbal behavior which is seductive or sexually demeaning to the client, or any sexual exploitation of a client, is prohibited.

C. In the provision of services, alcohol and drug counselors must not discriminate on the basis of HIV status or any of the grounds listed in Minnesota Statutes, chapter 363. When unable to offer services, a counselor must make an appropriate referral.

D. Alcohol and drug counselors must recognize the influential position the counselor may have with respect to clients and must not exploit the trust and dependency of clients. A counselor must avoid dual relationships with clients that could impair the counselor's professional judgment or increase the risk of exploitation.

E. Alcohol and drug counselors must not use language of an abusive or obscene nature, including, but not limited to, name-calling, verbal put-downs, threats of harm, false accusations, or sexual jokes.

F. Alcohol and drug counselors must not engage in physical or any other abuse of clients, including, but not limited to, isolating clients from others without therapeutic basis, intimidation, possessiveness, or harassment of any kind.

G. Alcohol and drug counselors must accept no gifts of over $10 in value from a client.

H. Alcohol and drug counselors must comply with all laws concerning the reporting of abuse of children under Minnesota Statutes, section 626.556, and vulnerable adults under Minnesota Statutes, section 626.557.

I. Alcohol and drug counselors must maintain all client information as private during the professional relationship and after the relationship has terminated.

Subp. 6. Relations to students and interns. Alcohol and drug counselors must not use or exploit their professional relationships with students, interns, volunteers, trainees, employees, independent contractors, colleagues, research subjects, or actual or potential witnesses or complainants in disciplinary proceedings in any manner through sexual or other harassment, or therapeutic deception for the counselor's emotional, financial, personal, political, religious, or sexual advantage or benefit. Alcohol and drug counselors must not engage in sexual contact, as defined in Minnesota Statutes, section 148A.01, with students, interns, or volunteers whom the counselor is directly supervising.

Subp. 7. Client privacy and confidentiality. Applicants and licensees not subject to item A are governed by items B, C, and D.

A. Confidentiality and disclosure of client records must be governed by all applicable laws, including, but not limited to Minnesota Statutes, chapters 13 and 148C, and Code of Federal Regulations, title 42, parts 2.1 to 2.67.
B. Code of Federal Regulations, title 42, parts 2.1 to 2.67, is incorporated by reference and applies to licensees who do not maintain client records in connection with the performance of any federally assisted alcohol and drug abuse program.

C. An alcohol and drug counselor must inform a client that self-disclosure in group therapy may result in a loss of confidentiality and client privacy.

D. Licensees governed by item B must, in addition to providing the notice required by Code of Federal Regulations, title 42, part 2.22, make disclosure of items mandated to be reported under Minnesota Statutes, section 626.557, to authorized report receivers without client consent.


A. Clients have the right and the counselor has an obligation to provide, on request, a clear explanation of the nature and purposes of the counseling procedures to be used and the results of any tests administered to the client.

B. A client whose treatment involves the use of a newly developed service, technique, or specialty must be informed of its innovative nature and of known risks associated with it.

C. Alcohol and drug counselors must conduct research activities with full respect for the rights and dignity of clients and with full concern for their welfare. Client participation in research is voluntary and is subject to the provisions of Code of Federal Regulations, title 45, parts 46.101-409.

D. A professional relationship between a licensee and a client terminates when the licensee or the client formally notifies the other verbally or in writing, or two years after the last contact in an alcohol and drug counseling capacity between the licensee and the client.

Subp. 9. Competency in practice with ethnic minority, disabled, and identified population group clients.

A. A licensee meets the standards in part 4747.1100, subpart 2, when practicing alcohol and drug counseling with a client who is a member of an ethnic minority group, an identified population group, or a client with a disability by acting according to this subpart. If a licensee is inexperienced as compared to other licensees or the professional community's standard of care in practicing alcohol and drug counseling with ethnic minority, identified population, or disabled clients, the licensee:

(1) Engages in ongoing consultation with a licensee who meets the professional community's standard of care with respect to such clients;

(2) Practices under the supervision of a licensee who meets the professional community's standard of care with respect to such clients; or

(3) Refers the client to a licensee who meets the professional community's standard of care with respect to such clients.

B. An alcohol and drug counselor fluently speaks the primary or preferred language of the client, works with a certified or qualified interpreter according to Minnesota Statutes, section 546.44, and uses the services of a certified or qualified interpreter or refers the client to a licensee who either is fluent in the client's primary or preferred language or works with qualified interpreters.

C. Licensees who practice alcohol and drug counseling with deaf, deaf-blind, hard-of-hearing, or late-deafened clients:

(1) Are proficient in American Sign Language at the advanced-plus level or higher of the Sign Communication Proficiency Interview (SCPI) ratings, if the client's primary or preferred language is American Sign Language; or
Subp. 10. Impaired objectivity or effectiveness.

A. An alcohol and drug counselor must make an appropriate referral for a client or potential client if the counselor's objectivity or effectiveness is impaired.

B. An alcohol and drug counselor's objectivity or effectiveness is impaired if the counselor:
   (1) Has a dual relationship with a client;
   (2) Is dysfunctional as a result of a severe physical or mental health problem, including the abuse of drugs or alcohol;
   (3) Exploits or has exploited the professional relationship for the counselor's emotional, financial, sexual, or personal advantage or benefit; or
   (4) Holds convictions that interfere with the professional relationship.

C. An alcohol and drug counselor must not practice while under the influence of alcohol or other controlled substances not prescribed by a physician. An alcohol and drug counselor must not use or possess controlled substances as defined by Minnesota Statutes, chapter 152, unless prescribed by, and used in accordance with the direction of, a practitioner, as defined by Minnesota Statutes, section 151.01, subdivision 23.

Subp. 11. Public statements. Public statements made by an alcohol and drug counselor must not directly or by implication contain any false or misleading representations about professional qualifications such as education, experience, the license, affiliations, purposes, or characteristics of institutions and organizations with which the counselor is associated, or any other aspect of the professional services provided by the counselor.

Subp. 12. Fees and statements.

A. An alcohol and drug counselor must disclose the cost of services provided and must clearly explain financial matters to clients. Arrangements for fees and payments must be made at the beginning of the counseling relationship. Bartering for services is prohibited.

B. If alcohol and drug counseling services are requested or paid for by one person or agency on behalf of a client, the counselor must inform both parties that any information gained by the counselor in the course of rendering services to the client may not be disclosed to any third party, including the person or agency paying for the services without the informed, written consent of the client.
C. An alcohol and drug counselor must not aid or abet an unlicensed individual engaged in
the practice of alcohol and drug counseling. An alcohol and drug counselor who
supervises an individual engaged in supervised alcohol and drug counselor experience, an
alcohol and drug counselor practicum, or an alcohol and drug counselor internship is not
in violation of this part.

Subp. 13. Violation of law. An alcohol and drug counselor must not violate any law in which
the facts giving rise to the violation involve the provision of alcohol and drug counseling
services. In determining whether a violation involves the provision of alcohol and drug
counseling services, the commissioner must consider:
   A. The nature of the violation the alcohol and drug counselor is alleged to have committed;
   B. The relationship of the alleged violation to the purposes of regulating the practice of
      alcohol and drug counseling; and
   C. The relationship of the violation to the ability, capacity, or integrity of the alcohol and
drug counselor in rendering alcohol and drug counseling services. In any proceeding
alleging a violation of this chapter, the proof of a conviction of a crime shall constitute
proof of the factual elements necessarily underlying that conviction.
APPENDIX O: STATE BACKGROUND CHECK

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

<table>
<thead>
<tr>
<th>First Name</th>
<th>Middle Name</th>
<th>Last Name</th>
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<table>
<thead>
<tr>
<th>Maiden Name, Prior Names andAliases</th>
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<tr>
<th>Date of Birth</th>
<th>Race</th>
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<td>*</td>
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<tr>
<td></td>
<td>Asian</td>
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<td>White</td>
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<td>Black</td>
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<td></td>
<td>Native American</td>
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<tr>
<td>Male</td>
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<td>Female</td>
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<td>Unknown</td>
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<th>Eye Color</th>
<th>Hair Color</th>
<th>Height</th>
<th>Weight</th>
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<tr>
<th>State or Country of Birth</th>
<th>Telephone #</th>
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<table>
<thead>
<tr>
<th>Current Street Address</th>
<th>City</th>
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<table>
<thead>
<tr>
<th>State</th>
<th>Zip</th>
<th>County</th>
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<tr>
<th>Driver’s License # or MN State-issued ID #</th>
<th>Expiration Date of ID</th>
<th>* Social Security #</th>
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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:

<table>
<thead>
<tr>
<th>City:</th>
<th>State:</th>
<th>Year From:</th>
<th>Year To:</th>
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October 5, 2016
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.

Attachment – Background Study Notice of Privacy Practices

October 5, 2016

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.