UVU UTAH VALLEY UNIVERSITY™

Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: https://catalog.uvu.edu/

Semester: Spring 2025
Course Prefix: SUDC
Course Title: Internship

Year: 2025
Course and Section#: 481OR-001
Credits: 3

Course Description

Provides practical and research experience in the substance use disorder counseling field with a focus on the 12 core functions of substance use disorder counseling. Supervised by agency representative. Internships must be approved by the UVU SUDC program and written contracts must be signed. Requires students pursuing the SUDC license to complete a minimum of 200 hours of field experience. Requires students pursuing the ASUDC license to complete a minimum of 350 hours of field experience. May be repeated for a maximum of 8 hours toward graduation.

Course Attributes

This course has the following attributes:

☐ General Education Requirements
D Global/Intercultural Graduation Requirements
D Writing Enriched Graduation Requirements
   Discipline Core Requirements in Program
D Elective Core Requirements in Program
D Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Theresa Young, LCSW

Student Learning Outcomes

1   Collaborate and network with community organizations and agencies
2   Develop, implement, and evaluate internship experience
3   Apply theory to practice
4   Allocate time, money, materials, space and staff

Course Materials and Texts

Textbook: Baird, B. (2014). The Internship, Practicum, and Field Placement Handbook. (7th Edition). Prentice Hall: New Jersey. (Recommended, not Required)

Course Requirements

Course Assignments, Assessments, and Grading Policy

Journal Submissions. Students must submit a total of 13 journal submissions (minimum 250 words each). These submissions are to provide information about the experiences you are having at your internship site.

Discussion: Throughout the semester we will be reviewing counseling skills. Each week a new skill will be identified for discussion. More detail is provided on the discussion prompt. See grading rubric for grading detail. Generally you will be given points for your initial response (due Thursday) and points for responding to your classmates.

Core Function Reviews. To review the core functions of the Substance Use Disorder Counselor, we will explore a core function each week. You will submit a video talking about how you use the core function in your internship **OR** a short paper. Details are specified in each week's assignment.

The following grading standards will be used in this class:

Grade	Percent
A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
E	0-59

Required or Recommended Reading Assignments
Recommended reading corresponds with core function listed below

General Description of the Subject Matter of Each Lecture or Discussion
Week I: Review syllabus, establish supervision contract with internship agency
Week 2: Review core function- Screening; discuss Professionalism
Week 3: Review core function- Intake; discuss empathy
Week 4: Review core function- Orientation; discuss listening as a counseling skill
Week 5: Review core function- Assessment; discuss counselor self disclosure
Week 6: Review core function- Treatment planning; discuss unconditional positive regard
Week 7: Review core function- counseling; discuss body language
Week 8: Review core function- Case management; discuss note taking/documentation
Week 9: Review core function- Crisis intervention; discuss cultural awareness
Week 10: Spring Break
Week 11: Review core function- Client education; discuss trauma informed care
Week 12: Review core function- Referral; discuss building rapport
Week 13: Review core function- report and record keeping; discuss skill of transparency
Week 14: Review core function- consultation; discuss information giving
Week 15: Discuss termination

Required Course Syllabus Statements

Generative AI

Generative AI (Credit to Hilary Hungerford) *adapted from Temple University statement on **AI in classes**

AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are crafts that you must develop over time to develop your own individual voice. At the same time, you should learn how to use AI and in what instances AI can be helpful to you.

The use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Fine tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses assigned to you or content that you put into a Teams/Canvas chat.

- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty.

Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work.

Using Remote Testing Software

This course does not use remote testing software.

D This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU Accessibility Services at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions

of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further infonnation on what constitutes academic dishonesty is detailed in UVU Policy 541: *Student Code of Conduct*.

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 - TitleIX@uvu.edu - 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array ofworldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a specially dedicated space for meditation, prayer, reflection, or other forms of religious expression.