



**Connecticut Certified Alcohol
And Drug Abuse Counselor
Training Program**

A

Training Program

To Prepare For Connecticut

Alcohol and Drug Abuse

Counselor Certification

Connecticut Certified Alcohol And Drug Abuse Counselor Training Program

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(Revised 10/2021)

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Contact Information

Training Program On-site Classroom Location:

Connecticut Counseling Centers, Inc.
50 Brookside Road
Clinic Entrance
Waterbury, CT 06708
Phone: 203.568.7466
Fax: 203.568.7468

Staff Contact Information:

Jeff Greenblatt, MA, LADC
Admissions Coordinator
20 North Main Street
Norwalk, CT 06854
Phone: 203.838.6508
FAX: 203.852.7021
jgreenblatt@ctcounseling.org

Corporate Office:

Connecticut Counseling Centers, Inc.
50 Brookside Road
Waterbury, CT 06708
Phone: 203.568.7466
Fax: 203.568.7468

Alan Nolan, LCSW
Director of Academic Affairs and Instructor
Phone: 203.568.7466, Ext. 6527
anolan@ctcounseling.org

Robert C. Lambert, MA, LADC
President and Director of Administration
Phone: 203.568.7466, Ext. 6401
rlambert@ctcounseling.org

Please direct tuition billing and invoice questions to:
Wayne Wamser, Director of Finance
203.568.7466, ext. 6405
wwamser@ctcounseling.org

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Directions To Training Program

**Directions to
CT Counseling Centers, Inc.
50 Brookside Road, Waterbury, CT 06708
(203) 568-7474**

FROM ROUTE 84 EAST:

Take I-84 East toward Waterbury. Merge onto CT-8 N/James H Darcey Memorial Hwy N via EXIT 20 on the left toward Torrington. Take the CT-73 exit, EXIT 35, on the left toward Oakville/Watertown. Turn right onto E Aurora St. Take the 1st left onto Gear Street. Turn left onto Huntingdon Ave. Take the 1st right onto Brookside Rd. 50 Brookside Road is the first building on your right.

FROM ROUTE 84 WEST:

Take I-84 West toward Waterbury. Merge onto CT-8 N/James H Darcey Memorial Hwy N via EXIT 20 toward Torrington. Take the CT-73 exit, EXIT 35, on the left toward Oakville/Watertown. Turn right onto E Aurora St. Take the 1st left onto Gear St. Turn left onto Huntingdon Ave. Take the 1st right onto Brookside Rd. 50 Brookside Road is the first building on your right.

FROM ROUTE 8 NORTH:

Take Exit 32 (Left Hand Exit Rt. 73). Make a left turn at the first light onto East Aurora Street. Make a right hand turn onto Gear Street. Follow Gear Street to the end, Turn left onto Huntingdon Ave. Immediately turn right onto Brookside. 50 Brookside Road is the first building on your right.

FROM ROUTE 8 SOUTH:

Take Exit 36. Take the Colonial Avenue exit towards Huntingdon Avenue. Turn Left onto Colonial Avenue. Colonial Avenue becomes Huntingdon Avenue. Stay to the right as the road shifts. Continue onwards to Gear Street and follow Gear Street to the end, Turn left onto Huntingdon Ave. Immediately turn right onto Brookside. 50 Brookside Road is the first building on your right.

Connecticut Certified Alcohol And Drug Abuse Counselor Training Program

I. ORGANIZATION

A. The Structure and Mission

The mission of the Connecticut Certified Alcohol and Drug Abuse Counselor Certification (CADAC) Training Program is to train people to become competent substance abuse counselors and to successfully complete the requirements to become certified as a Connecticut Drug and Alcohol Counselor. The Connecticut CADAC Training Program is appropriate for people currently working in the field of substance abuse treatment as well as those who have little or no experience but would like to become substance abuse counselors. The program has been preparing counselors for certification since 1996.

The majority of classes are held in a virtual format using *Zoom* teleconference software. All students are required to have access to this technology in order to participate. There are a small number of classes that are held in person at the 50 Brookside Road, Waterbury location. These are generally interactive skill building classes.

B. Training Program Description

The program consists of 250 hours of classroom instruction and an optional 50-110 hour practicum, which includes clinical supervision. The practicum is required only for matriculated students (see page 10 for more detail). The length of the practicum is determined by the total number of hours a student must complete to fulfill the education requirement of the certification they plan to apply for. The classroom hours cover a variety of subjects required by the Connecticut Certification Board including the Psychopharmacology of Substance Abuse & Addiction, Ethics & Confidentiality Law, Fundamentals of Psychopathology & Diagnosis, Screening & Assessment Skills, Treatment Planning, Counseling Techniques, Case Management Skills, Multi-cultural Skills, and the Assessment & Treatment of Co-occurring Disorders.

The purpose of the practicum is to apply the knowledge the student has acquired in the classroom. This is demonstrated in both a treatment setting as well as meetings with the instructor. The training program is application oriented. Both the classroom activities and the experience the student gains in the clinical setting, is designed to provide the student with opportunity to apply the concepts they have learned. When in the clinical setting the student will participate in both group and individual counseling. The student will keep a log of their experiences to be reviewed by an instructor. During these meetings the instructor reviews the log with the student and discusses their learning experiences with them. Role-play with the instructor sometimes is used to facilitate the learning experience. At the end of the practicum the supervisor in the student's assigned clinical setting completes an evaluation of the student's performance. The practicum is completed at a licensed substance abuse treatment facility under the supervision of a Certified or Licensed Alcohol and Drug Abuse Counselor (LADC/CADC).

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Prior to beginning the training, the student may be asked to meet with the Director of Academic Affairs to review their current training portfolio and construct a personalized training plan based on their needs and goals. Students may apply for the entire 300-hour curriculum or take individual classes according to their individual training needs.

Once the student has completed the training program and is ready to apply for certification, the program provides services to help the student prepare for the certification process. This may include help in completing the application and providing practice exams.

C. Faculty

Robert Lambert, M.A., LADC, President & Director of Administration has over thirty (30) years of experience in the field of substance abuse and mental health providing clinical, supervision, educational, supervision, and consultation services. He obtained his bachelor's degree in psychology from Western Connecticut State University and his Masters degree in psychology from Southern Connecticut State University. He is a Licensed Alcohol and Drug Counselor who has extensive experience providing treatment for both substance abuse and mental health disorders. He also has extensive experience providing clinical supervision and consultation services to organizations providing behavioral healthcare. For twenty-four (24) years he held the position of Program Director at Connecticut Counseling Centers, Inc., supervising the daily operations of five outpatient behavioral healthcare programs. In January, 2015 he was appointed President and Executive Director of Connecticut Counseling Centers, Inc. Since 1996, he has held the positions of Instructor and Director of Academic Affairs for the Connecticut Certified Alcohol and Drug Abuse Counselor Training Program where he developed the training program curriculum and established the training program as a premier educational center of excellence. In 2015 he was named President and Director of Administration. He is an Adjunct Faculty Member, Department of Psychology at Albertus Magnus College since 1993 where he teaches various undergraduate and graduate courses in psychology and has helped design an addictions counseling track in the Master's Degree in Human Services program. He is a sought after speaker who has given numerous presentations on topics relating to behavioral health care at numerous national and international conferences. He has also written a number of articles and text chapters on addiction treatment and behavioral health care, which have appeared in various publications. He has been a field reviewer for numerous texts and peer reviewed journal articles. He has served as a State Mental Health Block Grant reviewer for the Center for Mental Health Services, Substance Abuse and Mental Health Services Administration. Over the past twenty years he has served on a number of federal and state planning committees and on non-profit Boards. In 2012 he authored a nationally recognized innovative peer mentoring based program which

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received the Substance Abuse and Mental Health Services Administration “Science and Service” award. In 2016 he was presented the prestigious “Nyswander/Dole Award” by the American Association for the Treatment of Opioid Dependence for a lifetime achievements in the field of Medication Assisted Treatment for Opioid Use Disorders.

Alan Lee Nolan, LCSW, Instructor, currently serves as the Director of Clinical Operations for Connecticut Counseling Centers, Inc. He has been a professional in the field of mental health and addiction services for over twenty-five (25) years. For more than six years he functioned as the federally recognized Substance Abuse Professional by the Department of Transportation. He also served as a Human Resource Consultant for a Fortune 500 company as a Mental Health and Substance Abuse professional. Alan offered presentations at the national American Association for the Treatment of Opioid Disorders (AATOD) conferences on such topics as: The Effects of Individualized Methadone Dosing on Opioid Use; Integrating Recovery-Oriented Standards of Care into MMTP: Cultivating a Culture of Recovery; Oxycodone Use in a Methadone Maintenance Treatment Program: A Succeeding Study Using Objective Data Results; Seeking Safety in Methadone Maintenance Treatment: A Model for Treating Trauma and Opioid Dependence; Spirituality and Recovery: Exploring the Value of the Spiritual Alliance in Recovery. Alan participated as a Research Clinician in the CTN:003 NIDA Buprenorphine Study in coordination with Yale University. Alan has also been published in the Addiction Treatment Forum and The American Journal of Drug and Alcohol Abuse. For four years Alan has served as the Connecticut State Mentorship Coordinator as a part of New England School of Addiction Studies (NESAS) Leadership Institute and the Addiction Technology Transfer Center (ATTC). Alan is currently an instructor at the Norwalk CADAC education and certification program. Finally, Alan has been a guest speaker at WCSU, serving as an educational presenter for students attending behavioral studies coursework.

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II. ADMISSION REQUIREMENTS AND PROCEDURES

The Connecticut CADAC Training Program is a selective admission program. Listed below are procedures for admission. In order for the applicant to be properly considered, students must follow these procedures carefully.

Applicants who have any substance abuse history must be free from any drug or alcohol use for at least two (2) years from date of application.

Students taking classes in the program are defined as either non-matriculated or matriculated students:

- Non-Matriculated Students are those who are taking a limited number of workshops and do not need the internship/practicum. These students generally have prior training and are working in the field. These students may also be taking workshops for re-certification.
- Matriculated Students are those who intend to complete the entire program. This includes three hundred (300) hours if applying for certification with the Connecticut Certification Board, Inc. (Certified Addictions Counselor) and three hundred sixty (360) hours if applying for certification with the Connecticut Department of Public Health (Certified Alcohol and Drug Abuse Counselor). These students generally have little or no prior training in substance abuse counseling and may or may not be currently working in the field. These students also complete the internship/practicum requirements.
- Practicum/Internship is intended to apply the knowledge the student has acquired in the classroom. This is demonstrated in both a treatment setting as well as meetings with an instructor. The training program is application oriented. Both the classroom activities and the experience the student gains in the clinical setting are designed to provide the student with the opportunity to apply the concepts they have learned. When in the clinical setting the student will participate in group or individual counseling. During the course the practicum the student will engage in activities relating to the 8 Performance Domains of an alcohol and drug abuse counselor under the supervision of a certified or licensed alcohol and drug abuse counselor. The student will keep a log of their experiences to be reviewed by the instructor assigned to them. During these meetings the instructor will review the log with the student and discuss their experiences. Role-play with the instructor may be used to facilitate the learning experience.

A. Admission Requirements and Procedures for Non-Matriculated Students

Applicants must complete the application form and forward it to the Director of Academic Affairs for review at least two (2) weeks prior the workshop. The applicant will be notified at least one (1) week prior to the workshop of their status. If the workshop is full, the applicant will be placed a on a waiting list.

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B. Admission Requirements and Procedures for Matriculated Students

Applicants must complete the application form and forward it to the Director of Academic Affairs for review at least three (3) weeks prior the start of class and should be mailed or emailed directly to:

Connecticut CADAC Training Program Admissions Coordinator
c/o C. C. C. Holding, Inc.
20 North Main Street, Third Floor
Norwalk, CT 06854
Attention: Jeff Greenblatt, Admissions Coordinator
jgreenblatt@ctcounseling.org

The application package must include the following:

- i. Completed Application Form
- ii. Completed Self-Evaluation (see section “X”, page 26)
- iii. Two (2) Letters of Reference
- iv. High School/GED Certification
- v. College transcripts (if applicable)

Failure to provide these five (5) items may eliminate the candidate from consideration.

1. Initial review is based upon the four (4) background criteria for selection listed on the following page. Applicants whose initial review scores are sufficiently high will be invited to interview. A complete application package is required prior to the interview.
2. The faculty will conduct interviews, at a time and location to be announced. The additional criteria for evaluation during the interview are listed on the following page.
3. Students who are accepted into the Connecticut CADAC Training Program will be notified in writing, and may begin course work. Formal acceptance and orientation procedures must be completed before the student may attend classes.
4. Orientation procedures follow formal acceptance into the Connecticut CADAC Training Program. These procedures consist of completing student registration and course registration, obtaining course material, and fulfilling tuition and fee requirements. Any special arrangements must be approved in writing prior to attending the first class.
5. Payment of fees must be arranged prior to attending the first class. Fees are \$10.00 per credit hour (\$50.00 per class) for two hundred forty (240) hours of classroom instruction in case presentation, and preparation for written and oral certification examinations. There may be an additional fee for clinical supervision of internships/practicum experience, if they are required. These fees will be determined on a case-by-case basis.
6. Students may also take a particular module or subject and pay \$10.00 per credit hour (\$50.00 per class) as opposed to enrollment into the full training program.

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C. Tuition/Fees:

1. The fee is \$10.00 per classroom hour or \$50.00 per class. The full one year class tuition is \$2550.00.
2. If the student is also completing the internship/practicum, a processing fee of \$200.00 will be charged.
3. All fees are due prior to the beginning of class. If a student has not paid for a class s/he will not be able to attend. There are no exceptions to this rule. Fees may be paid in full at the beginning of the academic year, or at the beginning of each module. A student may be allowed to pay each week with the approval of the Director of Academic Affairs.
4. The CT CADAC Training Program has contracted with several organizations to provide these educational services for their staff. These include Liberation Programs (Stamford), Regional Network of Programs (Bridgeport), and the APT Foundation (New Haven). If your agency is interested in establishing a direct billing training contract, they should contact Robert Lambert, Director of Administration at 203.538.7466 or rlambert@ctcounseling.org.

Questions regarding the program and admission requirements can be directed to:

Jeff Greenblatt, Admissions Coordinator
203.838.6508
jgreenblatt@ctcounseling.org

Michele Sitler, Executive Assistant to the President
203.568.7466
msitler@ctcounseling.org

III. CANDIDATE SELECTION CRITERIA (matriculated students only)

A. Background Criteria

1. Academic Performance - This will be based on high school and college transcripts, GED scores, and other course work. The goal is to evaluate potential academic performance based upon past results.
2. Writing Skills - Scoring of the Self-Evaluation will lead to an assessment of the potential for successful written communication skills of the candidate in professional work settings.
3. Quality of Recommendations - Considerations include the position of the recommending person, their relationship to the candidate, and the nature and relevance of their comments.
5. Experience - All relevant experience will be included in the evaluation. Of particular importance are work, educational, volunteer, and practical

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experiences. The goal is to evaluate past accomplishments that indicate potential future success as a counselor.

B. Interview Criteria

1. Verbal Communication & General Impression - A successful counselor must be able to communicate ideas to a wide variety of people in an effective manner, and to give a generally positive impression.
2. Motivation - To be successful in the CADAC program, students generally will have a plan for applying the knowledge and training gained, to become effective drug and alcohol counselors.
3. Maturity - Characteristics of maturity, such as responsibility, attention to necessary details, thoroughness, stability, and ability to deal with a wide spectrum of suffering individuals in difficult situations, will be questioned and evaluated. Chronological age is not a factor.
4. Understanding the Program - The successful candidate must demonstrate an understanding of what the program is, and is not. For example, knowledge of the course requirements, schedule and location of class and clinical work, and understanding of the overall academic and clinical plan are important. The program is demanding, difficult, and rewarding. It is not an extension of treatment.

IV. STUDENT INFORMATION

The following describes the policies and procedures associated with participation in the Connecticut CADAC Training Program. Changes in procedures or in class, clinic and workshop schedules will be announced in advanced.

A. Attendance

The instructor to ensure students can demonstrate compliance with certification requirements will keep attendance data. It is the responsibility of the student to see that their attendance is properly recorded, by signing the attendance sheet in each class. It is the responsibility of the student to attend classes as scheduled. The curriculum is provided once each year. Make-up classes are not provided.

B. Seating

Classroom seating is unassigned. Students are responsible for removing all litter, and maintaining orderly rooms.

C. Required Texts

Required course material is available through your instructor. Students are responsible for obtaining these materials and having them available for use in class.

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D. Class Material & Sign Up Sheets

Classroom handouts and agendas will be distributed from time to time. Assigned text material should be brought to class. Sign-up sheets for field trips will be available on occasion, and must be signed by those who wish to participate.

E. Communication

Messages to the Training Staff should be in writing and delivered to the appropriate person.

F. Smoking

Smoking is not permitted in any of the buildings in use in this program. All smoking must be done outside.

G. Guests

Only registered students are permitted to attend regular course sessions. However, some special presentations may be of interest to colleagues and visitors, and students can make arrangements for this by notifying the Training Program Administrator ahead of time. A guest fee of \$10.00 per credit hour will be charged for each visitor for each event attended.

H. School Closings

In the event of inclement weather or emergency, cancellation of classes or workshops will be announced on the Connecticut Counseling Centers, Inc. Website.

www.ctcounseling.org.

V. STUDENT STATUS FOR MATRICULATED STUDENTS

A. Expulsion

The Standards Committee for non-adherence to the stated rules of the Program, or for the student's nonperformance may declare termination of the student's participation in the CADAC Training Program. In such case there will be no tuition refund.

Students not meeting or fulfilling required standards will not be awarded the Graduation Certificate and may be dropped from the Training Program at the discretion of the Standards Committee.

B. Withdrawal

Students who withdraw from the Training Program in writing prior to two (2) weeks before the first class or workshop meeting will receive a refund of the refundable portion of the tuition, exclusive of the non-refundable deposit. No refunds will be allowed after class or clinic/workshop participation has begun. Written notice of

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withdrawal must be submitted to the Training Program Administration at least two (2) weeks before the start of school term in order to be eligible for tuition refund.

C. **Incomplete**

Students who do not complete course or clinic/workshop requirements will receive an incomplete, and are thus not eligible for graduation. Remedy of the incomplete can be accomplished by making arrangements with the Training Program Administration to complete program requirements in a timely fashion.

D. **Refund Policy:**

1. Schedule of Refunds of Tuition for matriculated students.

<u>Time of Official Withdrawal</u>	<u>Refund</u>
Within the 1 st week of the module	75%
Within the 2 nd week of the module	50%
Within the 3 rd week of the module	25%
After the 3 rd week of the module	No Refund

2. For non-matriculated students who pay for each class individually, fees are non-refundable.

E **Transcript Fee**

On completing the required elements of the program, an official transcript is provided to the graduate free of charge. Additional transcripts are supplied at a cost of \$30.00 each.

VI. **STANDARDS**

Strict adherence to Connecticut CADAC Training Program standards is required in order to remain as a student in good standing. The standards are as follows:

A. **Attendance**

Students are required to attend and participate in all scheduled Connecticut CADAC Training Program activities, including scheduled classes, clinics, and workshops. Students are required to notify the Connecticut CADAC Training Program instructor prior to an absence, and make arrangements to make up the missed activity.

Missed activities are to be made up by reviewing the video tapes of the missed session, preparing a written summary of the session for their Study Log, and obtaining copies of any material passed out during the missed session.

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No more than two (2) absences from activities are allowed. More than two (2) absences may lead to expulsion from the Training Program. Any student who has missed more than two (2) activities must make an appointment with the instructor to discuss the situation.

B. Study Log (Matriculated Students Only)

Each student must maintain a written log of studies, which amounts to detailed notes of the course material as presented in class. The Training Program staff will review this Study Log periodically.

C. Reading Requirements

The instructor will make reading assignments in each class. Examinations will include material from these reading assignments. Students are expected to complete all of these reading assignments.

D. Examinations

Course instructors may periodically give exams to help the student test their understanding of the material. The instructors will set examinations and their schedule.

VII. CURRICULUM

The Connecticut CADAC Training Program curriculum will address the requirements for initial certification as a substance abuse counselor, including the eight (8) Performance Domains and case presentation (see below), and will prepare candidates to complete the drug and alcohol counselor certification process.

A. Definition Of A Substance Abuse Counselor

A substance abuse counselor is a person who, by virtue of special knowledge, training, and experience, is uniquely able to inform, motivate, guide, and assist individuals affected, either directly or indirectly, by alcoholism or other drug dependency or abuse.

For certification purposes, a substance abuse counselor is defined as a person who:

1. Has primary responsibility for providing counseling services to clients having a primary diagnosis of alcohol or drug dependence or abuse;
2. Has a minimum of two thousand (2000) hours experience, within the past twelve (12) years, in the core function of 'Counseling', defined as the utilization of special skills to assist individuals, families or groups in achieving objectives through

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- Exploration of a problem and its ramifications,
 - Examination of attitudes and feelings,
 - Consideration of alternative solutions, and
 - Decision-making.
3. Prepares and reviews treatment plans;
 4. Documents client progress.

B. Requirements For Initial Certification

Connecticut Department of Health Services

Portfolio - The applicant must give satisfactory evidence of completion of required work experience (6000 hours), training (360 hours), and supervised practical training (300 hours) and must furnish three satisfactory references.

Connecticut Certification Board, Inc.

Portfolio - The applicant must give satisfactory evidence of completion of required work experience (6000 hours), training (300 hours), and supervised practical training (300 hours) and must furnish three satisfactory references.

Training for Substance Abuse Counselors - Training, for purposes of certification, is defined as an organized, goal-directed event within a specified time frame, focusing on the skills and knowledge described in the eight (8) performance domains below:

The Eight Performance Domains of a Substance Abuse Counselor:

Domain 1: Clinical Evaluation

1. Demonstrate effective verbal and non-verbal communication to establish rapport.
2. Discuss with the client the rationale, purpose, and procedures associated with the screening and assessment process to facilitate client understanding and cooperation.
3. Assess client's current situation, including signs and symptoms of intoxication and withdrawal, by evaluating observed behavior and other available information to determine client's immediate needs.
4. Administer the appropriate screening and assessment instruments specific to the client's age, developmental level, culture, and gender in order to obtain objective data to further assess client's current problems and needs.

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5. Obtain relevant history and related information from the client and other pertinent sources in order to establish eligibility and appropriateness to facilitate the assessment process.
6. Screen and assess for physical, medical, and co-occurring disorders that might require additional assessment and referral.
7. Interpret results of data in order to integrate all available information, formulate diagnostic impressions, and determine an appropriate course of action.
8. Develop a written summary of the results of the assessment in order to document and support the diagnostic impressions and treatment recommendations.

Domain 2: Treatment Planning

1. Discuss diagnostic assessment and recommendations with the client and concerned others to initiate an individualized treatment plan that incorporates client's strengths, needs, abilities, and preferences.
2. Formulate and prioritize mutually agreed upon problems, immediate and long-term goals, measurable objectives, and treatment methods based upon assessment findings for the purpose of facilitating a course of treatment.
3. Use ongoing assessment and collaboration with the client to review and modify the treatment plan to address treatment needs.

Domain 3: Referral

1. Identify client needs which cannot be met in the current treatment setting.
2. Match client needs with community resources considering client's abilities, gender, sexual orientation, developmental level, culture, ethnicity, age, and health status to remove barriers and facilitate positive client outcomes.
3. Identify referral needs differentiating between client self-referral and direct counselor referral.
4. Explain to the client the rationale for the referral to facilitate the client's participation with community resources.
5. Continually evaluate referral sources to determine effectiveness and outcome of the referral.

Domain 4: Service Coordination

1. Identify and maintain information about current community resources in order to meet identified client needs.
2. Communicate with community resources concerning relevant client information to meet the identified needs of the client.
3. Advocate for the client in areas of identified needs to facilitate continuity of care.
4. Evaluate the effectiveness of case management activities through collaboration with the client, treatment team members, and community resources to ensure quality service coordination.

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5. Consult with the client, family, and concerned others to make appropriate changes to the treatment plan ensuring progress toward treatment goals.
6. Prepare accurate and concise screening, intake, and assessment documents.

Domain 5: Counseling

1. Develop a therapeutic relationship with clients, families, and concerned others in order to facilitate selfexploration, disclosure, and problem solving.
2. Educate the client regarding the structure, expectations, and limitations of the counseling process.
3. Utilize individual and group counseling strategies and modalities to match the interventions with the client's level of readiness.
4. Continually evaluate the client's level of risk regarding personal safety and relapse potential in order to anticipate and respond to crisis situations.
5. Apply selected counseling strategies in order to enhance treatment effectiveness and facilitate progress towards completion of treatment objectives.
6. Adapt counseling strategies to match the client's needs including abilities, gender, sexual orientation, developmental level, culture, ethnicity, age, and health status.
7. Evaluate the effectiveness of counseling strategies based on the client's progress in order to determine the need to modify treatment strategies and treatment objectives.
8. Develop an effective continuum of recovery plan with the client in order to strengthen ongoing recovery outside of primary treatment.
9. Assist families and concerned others in understanding substance use disorders and utilizing strategies that sustain recovery and maintain healthy relationships.
10. Document counseling activity to record all relevant aspects of treatment.

Domain 6: Client, Family, and Community Education

1. Provide culturally relevant formal and informal education that raises awareness of substance use, prevention, and recovery.
2. Provide education on issues of cultural identity, ethnic background, age, sexual orientation, and gender in prevention, treatment, and recovery.
3. Provide education on health and high-risk behaviors associated with substance use, including transmission and prevention of HIV/AIDS, tuberculosis, sexually transmitted infections, hepatitis, and other infectious diseases.
4. Provide education on life skills, including but not limited to, stress management, relaxation, communication, assertiveness, and refusal skills.
5. Provide education on the biological, medical, and physical aspects of substance use to develop an understanding of the effects of chemical substances on the body.
6. Provide education on the emotional, cognitive, and behavioral aspects of substance use to develop an understanding of the psychological aspects of substance use, abuse, and addiction.
7. Provide education on the sociological and environmental effect of substance use to develop an understanding of the impact of substance use on the affected family systems.

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8. Provide education on the continuum of care and resources available to develop an understanding of prevention, intervention, treatment, and recovery.

Domain 7: Documentation

1. Protect client's rights to privacy and confidentiality according to best practices in preparation and handling of records, especially regarding the communication of client information with third parties.
2. Obtain written consent to release information from the client and/or legal guardian, according to best practices and administrative rules, to exchange relevant client information with other service providers.
3. Document treatment and continuing care plans that are consistent with best practices and applicable administrative rules.
4. Document client's progress in relation to treatment goals and objectives.
5. Prepare accurate and concise reports and records including recommendations, referrals, case consultations, legal reports, family sessions, and discharge summaries.
6. Document all relevant aspects of case management activities to assure continuity of care.
7. Document process, progress, and outcome measurements.

Domain 8: Professional and Ethical Responsibilities

1. Adhere to established professional codes of ethics and standards of practice in order to promote the best interests of the client and the profession.
2. Adhere to jurisdictionally-specific rules and regulations regarding best practices in substance use disorder treatment in order to protect and promote client rights.
3. Recognize individual differences of the counselor and the client by gaining knowledge about personality, cultures, lifestyles, gender, sexual orientation, special needs, and other factors influencing client behavior to provide services that are sensitive to the uniqueness of the individual.
4. Continue professional development through education, self-evaluation, clinical supervision, and consultation in order to maintain competence and enhance professional effectiveness.
5. Identify and evaluate client issues that are outside of the counselor's scope of practice and refer to other professionals as indicated.
6. Advocate for populations affected by substance use and addiction by initiating and maintaining effective relations with professionals, government entities, and communities to promote availability of quality services.
7. Apply current counseling and psychoactive substance use research literature to improve client care and enhance professional growth.

The training requirement for certification is three hundred (300) hours if applying for certification with the Connecticut Certification Board, Inc. (Certified Addictions Counselor) and three hundred sixty (360) hours if applying for certification with the Connecticut Department of Public Health (Certified Alcohol and Drug Abuse Counselor). In both cases, two hundred forty (240) hours must be specific to alcohol and drugs.

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Within the two hundred forty (240) addiction specific hours, the applicant must have completed at least:

90 Hours	Counseling Theories and Techniques
18 Hours	Pharmacology
30 Hours	Assessment and Treatment Planning
12 Hours	Cross-Cultural (special populations and minority groups)
6 Hours	HIV/AIDS Training
12 Hours	Ethics (as it pertains to substance abuse)

Documentation of Training – The applicant will be responsible for documenting all training claims when applying for certification. Documentation should include date, location, description, and proof of completion of the course.

Documentation can take a number of forms. Official transcripts, sent by the Training Program Administration directly to the certifying authority, are required for formal class work. Many seminars and workshops provide students with certificates of completion. If an applicant does not have these “initial source” documents, secondary source documentation may be accepted, such as memoranda from supervisors verifying attendance and describing the materials studied and time spent. Any applicant who feels s/he can provide documentation of a training event should request consideration of the certifying authority. The certifying authority retains the right to reject training claims whose documentation is deemed unsuitable.

Preparation for Written Test – When the student has met the requirements for certification, the student can complete the application for certification with either the Connecticut Department of Health Services (DPH) or the Connecticut Certification Board, Inc. (CCB). Please note that the DPH certification, Certified Alcohol and Drug Counselor (CADC) is the official certification in Connecticut. In order to become certified, the applicant is required to achieve a satisfactory score on a written test. The Connecticut Certification Board (CCB) test is the National Certification Examination for Alcohol and Drug Counselors, prepared by Columbia Assessment Services in cooperation with International Certification Reciprocity Consortium/Alcohol and Other Drug Abuse (ICRC). A study guide is available at the training program as well as from the CCB office and on the ICRC website.

Preparation for Certification – The staff at the Connecticut CADAC Training Program will provide supervision for the student who requests assistance in completing their application. The staff at Connecticut CADAC Training Program are also available to help the student prepare for the written exam. Practice exam are available upon request. Exam preparation workshops are also available at times. Privat tutorials are available for a fee upon request.

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VIII. REQUIREMENTS FOR GRADUATION CERTIFICATE FOR MATRICULATED STUDENTS

The requirements for graduation from the Connecticut CADAC Training Program include, but may not be limited to, the following:

- A. Satisfactory completion of the required hours of training in the approved Connecticut CADAC curriculum. Students who have registered for one (1) or more particular modules or subjects must complete all required training hours for that module in order to receive credit.
- B. Satisfactory completion of the clinical placement requirements, fulfilled through an assistantship appointment with one of the local drug and alcohol counseling agencies.
- C. Fulfillment of all Connecticut CADAC Training Program financial obligations.
- D. Compliance with the CCB Code of Ethics for Substance Abuse Counselors. The CCB Code of Ethics for Substance Abuse Counselors provides guidelines for the activities of the alcoholism counselor. The Code of Ethics addresses the requisite ethical considerations, which must be foremost in the discharge of the duties and responsibilities of alcoholism counseling. The Code emphasizes the alcoholism counselor's principle concern of the rights, interests, and well being of persons served. During the application process, applicants sign an affidavit attesting that they subscribe to the Code of Ethics.

IX. The Connecticut Certification Board, Inc. Code of Ethical Conduct

UNLAWFUL CONDUCT

Rule 1.1 – Once certified, a certified professional shall not be convicted for any misdemeanor or felony relating to the individual's ability to provide substance abuse and other behavioral health services as determined by CCB.

Rule 1.2 – Once certified, a certified professional shall not be convicted of any crime that involves the possession, sale or use of any controlled or psychoactive substance.

SEXUAL MISCONDUCT

Rule 2.1 – A certified professional shall, under no circumstances, engage in sexual activities or sexual contact with clients, whether such contact is consensual or forced.

Rule 2.2 – A certified professional shall not knowingly engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client.

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Rule 2.3 – A certified professional shall not engage in sexual activities or sexual contact with former clients when there is a risk of exploitation or potential harm to the client.

Rule 2.4 – A certified professional shall not provide clinical services to individuals with whom they have had a prior sexual relationship.

FRAUD-RELATED CONDUCT

Rule 3.1 – A certified professional shall not: 1) present or cause to be presented a false or fraudulent claim, or provide any proof in support of such claim, to be paid under any contract or certificate of insurance; 2) prepare, make, or subscribe to a false or fraudulent account, certificate, affidavit, proof of loss, or other document or writing; 3) present or cause to be presented a false or fraudulent claim or benefit application, or any false or fraudulent proof in support of such a claim or benefit application, or false or fraudulent information, which would affect a future claim or benefit application, or be paid under any employee benefit program; 4) seek to have an employee commit fraud or assist in an act of commission or omission to aid fraud related behavior.

Rule 3.2 – An individual shall not use misrepresentation in the procurement of certification or recertification, or assist another in the preparation or procurement of certification or recertification through misrepresentation. The term “misrepresentation” includes but is not limited to the misrepresentation of professional qualifications, education, certification, accreditation, affiliations, employment experience, the plagiarism of application and recertification materials, or the falsification of references.

Rule 3.3 – An individual shall not use a title designation, credential or license, firm name, letterhead, publication, term, title, or document which states or implies an ability, relationship, or qualification that does not exist and to which they are not entitled.

Rule 3.4 – A certified professional shall not provide service under a false name or a name other than the name under which his or her certification or license is held.

Rule 3.5 – A certified professional shall not sign or issue, in their professional capacity, a document or a statement that the professional knows or should have known to contain a false or misleading statement.

Rule 3.6 – A certified professional shall not produce, publish, create, or partake in the creation of any false, fraudulent, deceptive, or misleading advertisement.

Rule 3.7 – A certified professional who participates in the writing, editing, or publication of professional papers, videos/films, pamphlets or books must act to preserve the integrity of the profession by acknowledging and documenting any materials and/or techniques or people (i.e. co-authors, researchers, etc.) used in creating their opinions/papers, books, etc. Additionally, any work that is photocopied prior to receipt of approval by the author is discouraged. Whenever and wherever possible, the certified professional should seek permission from the author/creator of such materials prior to any such use or publication.

EXPLOITATION OF CLIENTS

Rule 4.1 – A certified professional shall not develop, implement, condone or maintain exploitative relationships with clients and/or family members of clients.

Rule 4.2 – A certified professional shall not misappropriate property from clients and/or family members of clients.

Rule 4.3 – A certified professional shall not enter into a relationship with a client which involves financial gain to the certified professional or to a third party resulting from the

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promotion or the sale of services unrelated to the provision of services or of [the sale or acquisition of] goods, property, or any psychoactive substance.

Rule 4.4 – A certified professional shall not promote to a client, for the professional’s personal gain, any treatment, procedure, product, or service.

Rule 4.5

A certified professional shall neither ask for nor accept favors/free services/gifts of substantial monetary value or gifts that impair the integrity or efficacy of the therapeutic relationship.

Rule 4.6 – A certified professional shall not offer, give, or receive commissions, rebates, or any other forms of remuneration for a client referral.

Rule 4.7 – A certified professional shall not accept fees or gratuities for professional work from a person who is entitled to such services through an institution and/or agency by which the certified professional is employed.

PROFESSIONAL STANDARDS

Rule 5.1 – A certified professional shall not in any way participate in discrimination on the basis of race, color, sex, sexual orientation, age, religion, national origin, socio-economic status, political belief, psychiatric or psychological impairment, or physical disability.

Rule 5.2 – A certified professional shall timely seek therapy for any psychoactive substance abuse or dependence, psychiatric or psychological impairment, emotional distress, or for any other physical health related condition or adversity that interferes with his or her professional functioning. Where any such condition exists and impedes his or her ability to function competently, a certified professional must request inactive status of their CCB credential for medical reasons for as long as necessary.

Rule 5.3 – A certified professional shall meet and comply with all terms, conditions, or limitations of any professional certification or license he or she holds.

Rule 5.4 – A certified professional shall not engage in conduct that does not meet generally accepted standards of practice.

Rule 5.5 – A certified professional shall not perform services outside of his or her area of training, expertise, competence, or scope of practice.

Rule 5.6 – A certified professional shall not reveal confidential information obtained as the result of a professional relationship, without the prior written consent from the recipient of services, except as authorized or required by law.

Rule 5.7 – The certified professional shall not permit publication of photographs, disclosure of client names or records, or the nature of services being provided without securing all requisite releases from the client, or parents or legal guardians of the clients except as authorized or required by law.

Rule 5.8 – The certified professional shall not discontinue professional services to a client nor shall he or she abandon the client without facilitating an appropriate closure of professional services for the client or facilitating an appropriate referral for future counseling.

Rule 5.9 – A certified professional shall obtain an appropriate consultation or make an appropriate referral when the client’s problem is beyond their area of training, expertise, competence, or scope of service.

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SAFETY & WELFARE

Rule 6.1 – A certified professional shall not administer to himself or herself any psychoactive substance to the extent or in such manner as to be dangerous or injurious to the professional, a recipient of services, to any other person, or to the extent that such use of any psychoactive substance impairs the ability of the professional to safely and competently provide services.

Rule 6.2 – All certified professionals are mandated reporters (abuse & neglect) and each shall comply with all mandatory reporting requirements.

RECORD KEEPING

Rule 7.1 – A certified professional shall keep timely and accurate records consistent with current standards of best practices and shall not falsify, amend, or knowingly make incorrect entries or fail to make timely essential entries into the client record.

ASSISTING UNQUALIFIED/UNLICENSED PRACTICE

Rule 8.1 – A certified professional shall not refer a client to a person that he/she knows or should have known is not qualified by training, experience, certification, or license to perform the delegated professional responsibility.

DISCIPLINE IN OTHER JURISDICTIONS

Rule 9.1 – A certified professional holding a certification, license, or other authorization to practice issued by any certification authority or any state, province, territory, tribe, or federal government whose certification or license has been suspended, revoked, placed on probation, or other restriction or discipline shall promptly alert the Board of such disciplinary action and provide the Board with such information concerning such discipline and/or authorizations to obtain such information about such discipline as the Board deems reasonably necessary or desirable.

COOPERATION WITH THE BOARD

Rule 10.1 – A certified professional shall cooperate in any investigation conducted pursuant to this Code of Ethical Conduct and shall not interfere with an investigation or a disciplinary proceeding or attempt to prevent a disciplinary proceeding or other legal action from being filed, prosecuted, or completed. Interference attempts may include but are not limited to: 1) the willful misrepresentation of facts before the disciplining authority or its authorized representative; 2) the use of threats or harassment against, or an inducement to, any client or witness in an effort to prevent them from providing evidence in a disciplinary proceeding or any other legal action; 3) the use of threats or harassment against, or an inducement to, any person in an effort to prevent or attempt to prevent a disciplinary proceeding or other legal action from being filed, prosecuted or completed; 4) refusing to accept and/or respond to a letter of complaint, allowing a credential to lapse while an ethics complaint is pending, or attempting to resign a credential while an ethics complaint is pending. Violation of this rule under these

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circumstances will result in the immediate and indefinite suspension of the certified professional's credential until the ethical complaint is resolved.

Rule 10.2 – A certified professional shall: 1) not knowingly make a false or misleading statement to the CCB, the State of Connecticut, or any other disciplinary authority; 2) promptly alert colleagues informally to potentially unethical behavior so said colleague could take corrective action; 3) report violations of professional conduct of other certified professionals to the appropriate licensing/disciplinary authority when he/she knows or should have known that another certified professional has violated ethical standards and has failed to take corrective action after informal intervention.

Rule 10.3 – A certified professional shall report any uncorrected violation of the Code of Ethical Conduct within 90 days of an alleged violation. Failure to report a violation may be grounds for discipline.

Rule 10.4 – A certified professional with firsthand knowledge of the actions of a respondent or a complainant shall cooperate with the CCB investigation or disciplinary proceeding. Failure or an unwillingness to cooperate in the CCB investigation or disciplinary proceeding shall be grounds for disciplinary action.

Rule 10.5 – A certified professional shall not file a complaint or provide information to the CCB, which he/she knows or should have known, is false or misleading.

Rule 10.6 – In submitting information to the CCB, a certified professional shall comply with any requirements pertaining to the disclosure of client information established by the federal or state government.

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X. SELF EVALUATION (matriculated students only)

Students applying for matriculated status must include a self-evaluation with their application packet. Type no more than five (5) pages describing yourself in terms of what you bring to the Connecticut CADAC Training Program, what you expect to gain from the Program, and what you hope to do with your training and your relevant skills upon completion of the Program.

Use the following points as a reminder of some important issues to include in your self-evaluation. Keep in mind that this Self-Evaluation will be evaluated in terms of writing skills and substantive content. Periodically throughout the Training Program you will be asked to update and refine your Self-Evaluation.

In writing your Self-Evaluation, please touch on at least the following topics:

- Relevant personal history
- Relevant Brief family history
- Your evaluation of your educational experience
- Work experience including paid and volunteer work
- Drug and alcohol related experience
- Experience with recovery (if any)
- Feelings toward drug and alcohol dependent individuals
- Your theories (if any) of how recovery is accomplished
- Description of your:
 - Prejudices
 - Ambitions
 - Strengths
 - Areas of effectiveness and weaknesses
 - Areas of ineffectiveness, goals and limits

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- Work with or desire to work with special populations

XI. Educational Requirements of Certifying/Licensing Authorities

Connecticut Department of Public Health: Certified or Licensed Alcohol and Drug Abuse Counselor (CADC or LADC):

Of the 360 hours required, a minimum of 90 hours shall be in counseling theories and techniques. Up to 120 hours may be in areas that are not specific to alcohol and drug abuse, but shall be in the field of human behavior; (3) Of the 240 hours pertaining to alcohol and drug abuse, 18 hours shall be in pharmacology, 30 hours shall be in assessment and treatment planning, 12 hours shall be in cross-cultural, special population and ethnically diverse groups, 12 hours shall be in ethics, and 6 hours shall be in Human Immunodeficiency Virus and Acquired Immunodeficiency Syndrome. No more than 40 hours of in-service training may be credited toward satisfying the educational requirements. Note: only candidates who have a master's degree from an accredited institution in the behavioral sciences can apply for licensure.

Connecticut Certification Board: Certified Addictions Counselor (CAC):

300 hours of addiction specific education including 12 hours of CCB approved Ethics, maximum of one hundred (100) hours from approved elective college level courses with addiction content (Introduction to Counseling, Introduction to Psychology, etc.)

There are a number of different types of certifications that are available in Connecticut. Further, there are two separate organizations that provide these certifications. This combines to cause confusion for many students seeking certification in the field of addictions treatment. There are advantages and costs associated with all certifications. The student is encouraged to explore the difference in certifications available so that they can make an informed decision regarding which certification(s) is appropriate for them. There are many factors to consider. For example, the Connecticut Department of Public Health (CADC/LADC) is the "official" certification/licensure in Connecticut. A counselor must have this type of certification if they claim to be practicing as a certified counselor in the substance abuse treatment field in Connecticut. Also, the Connecticut Department of Public Health is the only one that offers a license in addiction treatment.

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However, the Connecticut Department of Public Health is not a member of the International Certification and Reciprocity Consortium (ICRC), the CT Certification Board, Inc. (CAC) is. This may be an important factor for those who plan to relocate to a state that is also a member of the ICRC. There are other differences in the certification requirements and the application process. As stated, it is in the interest of each student to research these differences in order to make an informed decision.

XII. Module and Course Descriptions

Module & Course Descriptions for *The Connecticut Certified Alcohol & Drug Abuse Counselor Training Program (CT CADAC Training Program)*:

(Note: All classes meet on Saturday and each class is 5 hours in duration)

MODULE I: Psychopharmacology: Substance Abuse and Addiction

The basics of neurophysiology, pharmacokinetics, pharmacodynamics, and the basic characteristics of mood altering substances and other affects will be explored. The process of substance abuse and addiction will be reviewed including historical perspectives on the development of addiction and the phenomenon of psychoactive substance abuse in relation to the human condition. Several models of addiction will be explored including the course of addiction in relation to the type of substance abuse. A brief overview of counseling theories will be explored. This course will include the current psycho-pharmacologic treatment modalities used in treating mental illness and substance use disorders.

MODULE II: Fundamentals of Psychopathology and Diagnosis

The diverse array of complex issues that are present when treating the mentally ill substance abuser will be discussed. A review of dual diagnosis including the use of DSM-IV - TR will be discussed including a review of the major diagnostic categories.

MODULE III: The 8 Performance Domains of Counseling

This course covers the fundamental skills necessary to conduct screening, assessment, and treatment planning for the drug and alcohol affective population. Ethical issues and confidentiality law will be reviewed as an important component of the assessment and treatment planning process.

MODULE IV: Issues with Case Management & Special Populations

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This module will review common functions and issues that accompany Case Management related tasks. A diverse number of subjects will be discussed including issues relating to cultural competency and cross cultural counseling, spirituality, HIV/AIDS, utilizing alcohol and drug resources, utilizing mental health resources, utilizing housing resources, integrating 12 step meetings, financial aid, general assistance and state/federal benefits, working with the criminal justice population and issues relating to managed care.

MODULE V: Treating Substance Abuse: Overview of Counseling Theories

The major counseling theories and their application to substance abuse and addiction will be explored. The benefits and disadvantages of each will be discussed in depth. Theories discussed include behavior therapy, reality therapy, cognitive therapies, rational modification behavior therapies, the humanistic therapies, cue extinction, relapse prevention models, and group therapy.

MODULE 1 - Psychopharmacology: Substance Abuse and Addiction

Introduction to Pharmacology I: This class will begin with an overview of the next four workshops on Pharmacology. There will be a review of the basics of Neurology and Neurotransmission. Next will be a review of the Central Nervous System and the Brain. The day will conclude with a review of pharmacokinetics including principles of drug ingestion, absorption, distribution, metabolism/biotransformation, and excretion.

Introduction to Pharmacology II: This workshop will focus on Pharmacodynamics. The day will begin with an overview of pharmacodynamics and continue with a review of the mechanism of action of the following: agonists, antagonists, partial agonists, additive effects, and synergistic effects. There will be a review of action at the receptor site and the mechanism of up/down receptor regulation. The day will end with a review of the neurotransmitters and neuromodulators involved in psychotropic substance use and the action of different drugs of abuse.

Introduction to Pharmacology III: This workshop will start with a review of Homeostatic theory. We will review the process of addiction and discuss tolerance and the Opponent Process Theory. We will review the concepts of physical and psychological dependence and the difference between dependence and addiction. There will also be a review of the mechanism of withdrawal. The day will conclude with a review of the brain's reward pathway.

Introduction to Pharmacology IV: The focus of this workshop is on a review of the psychopharmacology of psychotropic medications commonly used in behavioral healthcare. These will include the following medication categories: Antipsychotics/Neuroleptics, Antimanics, Antidepressants, Anxiolytics, Stimulants, Hypnotics, Narcotic and Opioid Analgesics, and Addiction Treatment Medications.

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Survey of Drugs of Abuse I: The focus of this workshop is a review of alcohol, barbiturates, and sedatives and their effects from a bio-psych-social perspective.

Survey of Drugs of Abuse II: The focus of this workshop is on opioids and their effects from a bio-psych-social perspective.

Survey of Drugs of Abuse III: The focus of this workshop is on cocaine and amphetamines and their effects from a bio-psych-social perspective.

Survey of Drugs of Abuse IV: The focus of this workshop is on hallucinogens, Marijuana, and designer drugs, and their effects from a bio-psych-social perspective.

MODULE 2 - Fundamentals of Psychopathology and Diagnosis

Review of the Diagnostic and Statistical Manual of Mental Disorders I: This class will begin with a review of the definition of abnormal and continue with a review of cultural influences on the definition of abnormal. There will be a discussion on classification theory and the problems with classification systems and labeling. There will be a review of the history of the DSM. Categorization theory including the problems of variances will be discussed. The structure of the DSM including the five axis and general exclusion criteria will be reviewed. The day will conclude with a review of the modified GAF including small group case exercises.

Review of the Diagnostic and Statistical Manual of Mental Disorders II: This workshop will focus on the substance use and eating disorders and include a review of the diagnostic category, the etiology of the specific illnesses, and the diagnostic criteria. The day will conclude with small group case study diagnostic exercises.

Review of the Diagnostic and Statistical Manual of Mental Disorders III: This workshop will focus on the psychotic disorders and include a review of the diagnostic category, the etiology of the specific illnesses, and the diagnostic criteria. The day will conclude with small group case study diagnostic exercises.

Review of the Diagnostic and Statistical Manual of Mental Disorders IV: This workshop will focus on the mood disorders and include a review of the diagnostic category, the etiology of the specific illnesses, and the diagnostic criteria. The day will conclude with small group case study diagnostic exercises.

Review of the Diagnostic and Statistical Manual of Mental Disorders V: This workshop will focus on the anxiety and disassociative disorders and include a review of the diagnostic category, the etiology of the specific illnesses, and the diagnostic criteria. The day will conclude with small group case study diagnostic exercises.

Review of the Diagnostic and Statistical Manual of Mental Disorders VI: This workshop will focus on the personality disorders and include a review of the

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diagnostic category, the etiology of the specific illnesses, and the diagnostic criteria. The day will conclude with small group case study diagnostic exercises.

Co-Occurring Mental Health and Substance Use Disorders I: The class will start with a discussion and comparison of traditional mental health and substance abuse treatment system and its related problems relative to the recent recovery movement. There will be a review of the models of the etiology of co-morbid substance abuse and mental illness and its implications in treatment.

Co-Occurring Mental Health and Substance Use Disorders II: The focus of this class will be on the concept of integrated screening assessment and treatment from a bio-psycho-social perspective. There will be a review of counselor competencies needed in order to provide integrated comprehensive care.

MODULE 3 - The 8 Performance Domains of Counseling

The 8 Performance Domains I: The focus of this workshop is on a review of the core functions of Screening and assessment as they relate to the performance domain of “Clinical Evaluation”. This workshop is interactive and includes several small group exercises.

The 8 Performance Domains II: The focus of this workshop is on a review of the core function of Treatment Planning. This workshop is interactive and includes several small group exercises.

The 8 Performance Domains III: The focus of this workshop is on a review of the performance domain of Referral and Service Coordination. It includes the core function of Referral, Case Management and Consultation and the related global criteria. This workshop is interactive and includes several small group exercises.

The 8 Performance Domains IV: The focus of this workshop is on a review of the Performance Domain of Counseling. It includes the core functions of Counseling and Crisis Intervention and the related global criteria. This workshop is interactive and includes several role-play exercises.

The 8 Performance Domains V: The focus of this workshop is on a review of the Performance Domains of Client, Family, and Community Education. It includes the core functions of Client Education and related global criteria. This workshop is interactive and includes several small group exercises.

The 8 Performance Domains VI: The focus of this workshop is on a review of the Performance Domain of Documentation. It includes the core functions of Reports and Record Keeping and the related global criteria. This workshop is interactive and includes several small group exercises.

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Ethics I: The next three workshops address the Performance Domain of Professional and Ethical Responsibilities. This workshop will begin with a review of the definition of ethics and a review of the philosophy of ethics from a historical perspective. There will also be a review of the common origins of ethical conflict.

Ethics II: This workshop will focus on common ethical issues counselors face. There will be several interactive small group exercises on case studies in ethical conflict. Tools to help the counselor identify ethical dilemmas will be reviewed. The workshop will end with a review of the CCB code of ethics.

Ethics III & Confidentiality Law: This workshop will be a review of Federal Confidentiality Law (42 CFR part 2) as well as HIPPA regulations and ethical issues relating to confidentiality.

MODULE 4 - Issues with Case Management & Special Populations

Spirituality of Recovery: The workshop will begin with a discussion of the definition of spirituality and a self-administered questionnaire on self-awareness of spirituality. The workshop will then focus on spiritual issues common in recovery and integrating spirituality issues in treatment.

Cross Cultural Counseling I: This class will start with a pre-test to identify gaps in knowledge and continue with a review of multicultural terms. The day will conclude with an overview of multicultural issues in substance abuse treatment.

Cross Cultural Counseling II: The day will begin with a cross-cultural view of health care and alcohol and drug use. There will be small group discussion on multicultural issues in counseling and a cross-cultural simulation exercise. The day will conclude with a review of risk factors, stress relating issues and coping skills in relation to people of various cultural backgrounds.

Cross Cultural Counseling III: This class will focus on multicultural screening and intervention skills for counselors. The day will conclude with skill practice and application exercises.

Substance Abuse & Infectious Disease (HIV & Hepatitis c) I: The workshop will start with a HIV/AIDS pre-test to help the participant identify gaps in knowledge. The workshop will then focus on the history of the HIV virus, the etiology of the illness and common misunderstandings of the infection and mode of transmission. This workshop will also include the effects of HIV and Hepatitis C on health, the connection to substance abuse, treatment options, issues relating to treatment adherence, and pharmacological issues. The workshop will conclude with a review and discussion of HIV and Hepatitis C related counseling issues and the integration of HIV and Hepatitis C treatment with the treatment for substance abuse.

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Understanding Court, Parole, and Probation: The workshop will start with a review of the legal system including a review of the arrest and arraignment process, trial and sanctions including probation and parole. The remainder of the workshop will focus on counseling issues unique to the criminal justice population.

Family Systems Theory: Family systems theory in the context of substance abuse treatment will be reviewed. The critical role family may play in the client's recovery will be discussed. At least one Family Therapy Counseling Model will be reviewed. Differences between family counseling and family education will be explored. Factors to consider when implementing family counseling will be discussed.

Crisis Intervention: This workshop focuses on current best practice guidelines for the provision of crisis intervention counseling and case management within the context of both substance use and mental health disorders. Specific skills needed to respond to suicidal ideation and behavior will be discussed.

MODULE 5 - Treating Substance Abuse: Overview of Counseling Theories

Counseling Techniques I: The next three classes will focus on general counseling techniques. The class will begin with a discussion of issues relating to becoming a counselor, the development of counselor competencies, and other developmental issues. The day will continue with a review of the research on the effective elements in counseling and therapy. The day will conclude with a discussion of the concepts of "map" and "territory" relating to a client's experiences, empathetic listening, therapeutic validation, behavior as a "hypothesis", voluntary vs. mandated counseling, origin of resistance, defensiveness and denial, and the nature of effective collaborative counseling relationships.

Counseling Techniques II: This class is a continuation of the previous day and will include a discussion of the following topics: Attributes of successful clients, why clients seek counseling, understanding the clients locus of control, factors that influence the counselors behavior, the concept of the counselor's "tool box", and an overview of a four step counseling process model.

Counseling Techniques III: This class will begin with a continuation of the review of a multi-step counseling process model and there will be a discussion on the application of the model in a treatment setting. The class will conclude with demonstrations of the counseling techniques learned and small group practice sessions.

Overview of Psychotherapeutic Models: The major therapeutic models for the treatment of substance use disorders will be briefly reviewed. These include

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Humanistic and Existential Therapies, Psychodynamic Therapy, Strategic Therapies, Behavior Therapy, Cognitive Therapy, and Family Therapies.

Motivational Interviewing I: The focus of this class is on the conceptual overview of motivational enhancement therapy. The class will include an overview of Miller and Rollnick's "Motivational Interviewing" model.

Motivational Interviewing II: This class is a continuation of the previous day and will focus on the application of motivational interviewing and the integration of this approach into the overall treatment experience. This class will include small group exercises.

Motivational Interviewing III: This class is a continuation of the previous two days and will focus on the application of motivational interviewing and the integration of this approach into the overall treatment experience. This class will include small group exercises.

Motivational Interviewing IV: This class is a continuation of the previous three days and will focus on the application of motivational interviewing and the integration of this approach into the overall treatment experience. This class will include small group exercises.

Cognitive/Behavior Therapies I: This class will focus on a review of behavior theory including classical conditioning, operant conditioning, and social learning theory. Application of these theories in substance abuse counseling will be discussed.

Cognitive/Behavior Therapies II: This class will focus on the cognitive counseling approaches and theories including Cognitive Therapy, Rational Emotive Behavior Therapy, and Cognitive-Behavior Therapy.

Cognitive/Behavior Therapies III: This class will focus on the application of cognitive-behavioral counseling approaches in substance abuse treatment.

Relapse Prevention I: Focus of the next two classes is on relapse theory and the Relapse Prevention model. There will be a conceptual presentation of the relapse process and popular Relapse Prevention Counseling Models.

Relapse Prevention II: This class will begin with a continuation of relapse prevention counseling models and end with a discussion of the implementation of this approach. There will be small group case study exercises.

Group Process I: The next four classes will include a review of group counseling theory and technique. This class will focus on a conceptual presentation of group counseling and stages of group development. The day will end with small group exercises to demonstrate and practice the concepts learned.

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Group Process II: This class will focus on group process, counselor leadership styles, and common disruptive and problem client behavior. The day will end with small group exercises to demonstrate and practice the concepts learned.

Group Process III: This class will continue to focus on group process. The day will consist primarily of small group exercises to demonstrate and practice the concepts learned.

Group Process IV: This class will continue to focus on group process. The day will consist primarily of small group exercises to demonstrate and practice the concepts learned.