

# **CARE-EDU**

***Center for Advanced Recovery Education***

**Addiction Studies Academic Program  
Policies, Procedures and Catalogue**



**The war against alcohol and drug addiction is a fight for restoration of the human heart.  
Everyone who has loved or lived with an addict knows the brokenness and pain  
inside the life of the addict and family.**

**The devastation ultimately affects a life, a family,  
a city, a society and a culture.**

**When we help one person, we help everyone.**

**I personally thank you for partnering with a team of professionals  
who work together to win that war. *Yvonne Martinez***

***Mail: 1095 Hilltop Drive #243, Redding, CA. 96003  
530-710-8810  
info@care-edu.com  
www.care-edu.com***

# CARE-EDU Addiction Studies

CARE-EDU Addiction Studies program offers CCAPP (formerly CAADAC) qualified education and practical experience to a candidate who desires to become a CCAPP certified addictions counselor professional, or to expand their base of knowledge.

Academic Policies and Procedures.....	Pages 1-15
Academic Catalogue .....	Pages 16-45

## CCAPP Certification Requirements

Student is required to obtain the Certification Handbook and Portfolio Manual from CCAPP to review exam information and requirements for exam candidates.

To become CCAPP certified, an exam candidate must pass the IC & RC written exam offered by CCAPP.

The candidate needs to satisfactorily pass (7) seven Courses totaling a *minimum* of 315 hours of education and 255 hours of fieldwork experience to qualify to take the written exam. After completing the 7 Courses, the candidate submits a portfolio packet to CCAPP for approval to take the exam.

*For more information on certification, refer to CCAPP's certification handbook and manual or contact CCAPP by telephone 916-368-9412 or through their website.*

Prior to registering for classes it is the responsibility of the student candidate to verify with CCAPP their eligibility to take the exam.

Candidates with less than 12 months sobriety are recommended to speak with our admissions office.

## CARE-EDU Addiction Studies Overview

CARE-EDU offers a fully CCAPP accredited 7 Course, 327 hour, program, (*exceeding minimum requirement*) qualifying student to become a candidate to take the CCAPP exam:

- (6) core Courses in required education (outlined below)
- (7th) Course, the Supervised Practicum, is a full Course in which students receive an additional 45 hours of instruction AND begin their 255-hour internship at a facility where their time and hours require site supervision.

## CARE-EDU Addiction Studies Curriculum

*Instructor qualifications and a complete Unit/Course Catalogue begins on page16.*

<b>Required Course</b>	<b>CARE-EDU Unit Studies</b>	<b>Credit Hrs</b>
<b>Introduction and Overview- Alcohol and Drugs - 48 hours</b>  (exceeds minimum by 3 hours)	AS01:01 Addiction and Recovery	3.0
	AS01:02 Family Dynamics in Addiction	3.0
	AS01:03 Human Behavior Perspectives	6.0
	AS01:04 Specific Populations, Substance Abuse and Cultural Sensitivity	3.0
	AS01:05 Older Adults and Substance Abuse	6.0
	AS01:06 Women and Substance Abuse	6.0
	AS01:07 Women and Girls	3.0
	AS01:08 Adolescents with Substance Abuse Disorder	6.0
	AS01:09 GLBT Issues in Substance Abuse	3.0
	AS01:10 Physical and Cognitive Disabilities and Substance Abuse	9.0
<b>Physiology and Pharmacology - 45 hours</b>	AS02:01 Terminology of Addiction and Substances	3.0
	AS02:02 The Brain and Addiction	3.0
	AS02:03 Gender and Substance Abuse	3.0
	AS02:04 Pharmacology and Physiology	9.0
	AS02:05 Pharmacology and Physiology - Specific Populations	9.0
	AS02:06 Communicable Infectious Diseases among Substance Abusers	9.0
	AS02:07 Neonatal and Newborn Substance Abuse Complications	9.0
<b>Counseling Theories and Techniques - 48 hours</b>  (exceeds minimum by 3 hours)	AS03:01 Individual Therapy in Substance Abuse Treatment	6.0
	AS03:02 Substance Abuse Family Therapy	9.0
	AS03:03 Substance Abuse Group Therapy	9.0
	AS03:04 Persons with Co-Occurring Disorders and Substance Abuse	15.0
	AS03:05 Enhancing Motivation for Change in Substance Abuse Treatment	9.0
<b>Case Management - 48 hours</b>  (exceeds minimum by 3 hours)	AS04:01 Case Management for Substance Abuse Counselors	6.0
	AS04:02 Substance Abuse Services in Primary Intervention	6.0
	AS04:03 Treatment Program Core Services	9.0
	AS04:04 Placement Criteria	6.0
	AS04:05 Brief Interventions and Brief Therapies for Substance Abuse	9.0
	AS04:06 Relapse Prevention Therapy	3.0
	AS04:07 Persons with Child Abuse and Neglect Issues in Treatment	9.0

<b>Law and Ethics - 48 hours</b> (exceeds minimum by 3 hours)	AS05:01 Screening and Assessment	6.0
	AS05:02 Confidentiality in Alcohol and Drug Services	6.0
	AS05:03 Ethics for Substance Abuse Counselors	3.0
	AS05:04 Crises Intervention	3.0
	AS05:05 Suicidal Issues in Substance Abuse	9.0
	AS05:06 HIV/AIDS Issues in Substance Abuse	12.0
	AS05:07 Employment and Substance Abuse	3.0
	AS05:08 Substance Abuse Treatment and Domestic Violence	6.0
<b>Personal and Professional Growth - 45 hours</b>	AS06:01 The Recovering Counselor	3.0
	AS06:02 Risk Management and Dual Relationships	3.0
	AS06:03 Counselor Burnout, Fatigue and Wellness	3.0
	AS06:04 Clinical Supervision and Professional Development of the Substance Abuse Counselor	9.0
	AS06:05 Counselor Skills Training	15.0
	AS06:06 TAP 21	6.0
	AS06:07 Sexual Harassment	3.0
	AS06:08 Cognitive Behavior Anger Management Groups	3.0
<b>Supervised Practicum</b> Minimum 45 hours	AS07:01 Supervised Practicum Workbook	45.0
<b>Clinically Supervised Externship</b>	AS07:01 Fieldwork Outlined in Supervised Practicum Workbook	255

## Web-Based Addiction Studies Program Options 1 and 2

### Admission Requirements

Student must fill out an online Admission Application and acknowledge receiving/read Addiction Studies Academic Program Policies, Procedures, and Catalogue.

Prior to registering for classes it is the responsibility of the student candidate to verify with CCAPP their eligibility to take the IC & RC exam.

Candidates with less than 12 months sobriety are recommended to speak with our admissions office prior to registering for classes.

### Program Completion Requirements

Student must pass all 7 (seven) Courses within the Addiction Studies program with a final exam score of **not less than 75% accuracy**.

Credit hours reflected on CARE-EDU Official Transcript will reflect the final exam score and passing grade. No credit will be given for failed or partially completed Units or Courses.

Students who fall below the final exam minimum of 75% will not receive a passing grade but may retake the exam.

- **Unit of Study Certificate of Completion**

To receive a Unit Study Certificate of Completion, the student must demonstrate proficiency through discussion, participation, demonstration, and application of Unit material as specified in Course goals and objectives. Proficiency is demonstrated through:

1. Class Participation
2. Unit Quiz with passing score of 75% accuracy

Grading is as follows:

A	95-100
B	85-94
C	75-84
D	65-74
F	55-64

- **Course 1-6 Completion Requirements**

Student must receive Unit Certificates of Completion in all Units of study within the specified Course and pass an open book final exam score of not less than 75% accuracy. Your final exam score for the Course will determine the grade on student official transcript. No credit will be given for failed or partially completed Units or Courses. **Final Exam not available until 8 days after enrollment to comply with 45-48 hour minimum study hours required. Maximum of 2 attempts to pass Exam. If fail to pass, requires 6 hour wait to retake 2 attempts to pass.**

Grading is as follows:

A	95-100
B	85-94
C	75-84
D	65-74
F	55-64

- **Course 7 - Practicum Completion Requirements**

The application of knowledge and skills in a practice setting is essential to professional counseling. Each student is encouraged to complete within one year of enrollment into CARE-EDU Supervised Practicum Course:

Your final exam score for the Course will determine the grade on student official transcript. No credit will be given for failed or partially completed Units or Courses.

## **Supervised 45 hours of Educational Instruction**

Student must complete all assignments as instructed in Supervised Practicum Course workbook and receive a final exam score of not less than 75% accuracy.

Your final exam score for the Course will determine the grade on student official transcript. No credit will be given for failed or partially completed Units or Courses.

Grading is as follows:

A	95-100
B	85-94
C	75-84
D	65-74
F	55-64

Practicum instructor and student to meet for consultation while student is completing educational and field work requirements in practicum internship on regular basis, by appointment, in person, over the telephone, or by Skype. **It is student's responsibility to initiate student/practicum instructor contact through school.**

## **Supervised Field Work Practicum (Externship) 255 fieldwork hours**

Each of the 12 Core Functions requires a minimum of 21 experience hours in each function, completed at an approved site and documented by site supervisor.

## **Partial Course Recognition**

No credit will be given for failed, partially completed or refunded Units/Courses.

## **Student Conduct**

Proper safeguards for the welfare, safety and educational opportunity for all online students will be provided. Students must conduct themselves in a way that will not interfere with the learning process of any other student, or the progress of the program in general. Those whose conduct reflects discredit upon other students or the office or toward another student may be subject to termination without refund.

## **Code of Conduct Infractions**

CARE-EDU instructors/staff reserves the right to dismiss a student on any of the following grounds:

- Non-conformity with the school's policies and procedures
- Possession of illegal drugs or alcohol upon office premises
- Incidents of intoxicated or drugged state of behavior online, toward personnel, student, at CARE-EDU office or premises, or at externship site.

- Possession of weapons or instruments construed as weapons upon premises
- Behavior creating a safety hazard to staff, other persons or to the facilities
- Disrespectful or lewd behavior towards another student, school instructor, administrator or faculty member, including profanity and/or elicit sexual advancements
- Defacing or destruction of office or toward another student property
- Evidence of acting in a conspiracy or as an accomplice in a crime on school property
- Stealing, lying, cheating or plagiarizing

## **Health & Safety**

It is the policy of CARE-EDU to maintain a safe environment for its students and staff members. Exit signs are posted and a first-aid kit is located in the administrative office.

It is the policy of CARE-EDU to maintain a drug-free, smoke-free environment. CARE-EDU prohibits the unlawful possession, use or distribution of illicit drugs, alcoholic beverages, and the use of tobacco by students on its property or as part of any of its activities. Any student or employee who is involved with the unlawful possession, use or distribution of illicit drugs or alcohol will be subject to termination.

## **Student Records**

Student records are maintained for five years from the date of student's graduation, termination or withdrawal. Records are available upon individual student request for a five-year period only. For security purposes all records are destroyed after the five-year term. Release of student's school records or any other information about a student to any third party may not be granted without the written consent of the student. Transcripts are kept permanently.

## **Official Transcripts**

Upon program completion CARE-EDU official transcripts are send directly to CCAPP on behalf of the student and a copy will also be sent to student.

Students requesting a mid-program completion transcript will be billed at a rate of \$25 for each transcript.

## **Transferrable Credits**

CARE-EDU Addiction Studies program does not accept credits earned at another institution. CARE-EDU Addiction Study Course credits, although approved by CCAPP, may not be acceptable as transferrable to another institution of education. Another

institution's acceptance of CARE-EDU Course credits is at the discretion of that particular institution.

## **Attendance**

Online programs do not require site attendance. Practicum students are required participation in regular meetings with CARE-EDU Practicum instructor.

## **Leave of Absence**

A student may request, in writing, a leave of absence for up to 6 months due to personal or family hardship, illness, or employment. A leave of absence will extend student's program completion requirements and is not considered as absent from class. After 6 months, student to meet with instructor to determine student's ability to complete program requirements. Extensions are granted on an individual basis.

## **Student Resources**

Students must have access to a newer community public library with computers and internet access. In addition CARE-EDU office has computer internet access for research as well as hard copies of resource material such as DSM-IV-TR, Treatment Planning guides, Clinical Intervention, Counseling modalities, Trauma-Informed Services, and archives of other drug and alcohol related material.

## **Tuition/Fee**

- CARE-EDU does not charge a student registration fee.
- Total program cost \$3985
- Course(s) 1 through \$425 per Course
- Course 7 (Practicum \$595 -- (Course 7 requires weekly connection with Practicum Instructor and includes transcript generation at the completion of the Program.
- Optional textbooks \$150/Course free shipping, Practicum Workbook \$35
- Mid-program transcript generation for completed Courses will be billed at \$25 per transcript.

## **Methods of Payment.**

CARE-EDU uses Paypal to receive payments and student may purchase with any debit/credit card.

Student may come into office or pay by mail. On site payments received requires office to manually enroll student in their courses and estimates 48 hr. time window to obtaining online access.

If method of payment is returned/rejected by banking institution student will be dropped from enrollment, student account closed and material will be unavailable online.

## **Student Right to Cancel**



An enrolled student has to right to cancel their enrollment and obtain a full refund of charges paid prior to receiving online access after payments. Notification to cancel enrollment must be received in writing.

## **Refunds**

CARE-EDU's web-based refund policies are as follows:

- If method of payment is returned/rejected by banking institution student will be dropped from enrollment, student account closed and material will be unavailable online.
- Students have 72 hours from first day of online to review online material and to notify CARE-EDU in writing of dissatisfaction and will be entitled to a refund of any monies paid.
- Student assumes all responsibility to notify instructor in writing their intention to drop/cancel their course/program enrollment.
- Refunds are processed within 3 days from the day instructor receives student written notification to drop/cancel their enrollment.
- Students are not eligible for a refund for any Course in which they have failed or did not comply with CCAPP minimum study guidelines.
- Textbooks order may be cancelled without penalty prior to shipping.
- After shipping, textbooks may be returned for a refund ONLY if school is notified of dissatisfaction or shipping damage within 48 hours days of shipment received as verified through shipment "tracking" notification. Returned textbooks must be received at CARE-EDU within 5 days of notification before a refund will be initiated.
- Returned textbooks unable to be redistributed as "new and unused" will reflect a refund deduction at a rate of \$35.00 per textbook. Return shipping is the responsibility of the student.

## **Course Cancellation Notification**

If CARE-EDU program cancels a Course prior to student completion, student will be notified through email. If a mutually agreeable alternate schedule cannot be arranged with student:

- Student is eligible for a full refund for any Courses for which they have paid and unable to complete due to Course cancellation. Material need not be returned.
- Student will not receive a refund for any Course in which they have failed, or already received their certificate of completion.

## **Student Grievances**

Students are encouraged to work out any difficulties or conflicts with the instructor personally. If a mutually satisfactory solution is unable to be reached, student may contact The Better Business Bureau.

## **CARE-EDU Addiction Studies Advisory Board**

James R. (Dick) House, LAADC, ICADC, CADCI, International Center for Urban Training, San Jose, CA

Dr. Kathy Weyrens, Psychiatrist, Grace Connections Mental Health, Topeka, KS

Dawna DeSilva, Founder, Bethel Sozo International and Director of Transformation Center, Bethel Church, Redding, CA

Pauline Hailstone, BSW, Founder Broken Alabaster Box Ministries, Lydia House Women's Recovery Home, and co-founder Alaska prayer network, Fairbanks, AK

## **Option 1: Full Program Distance Learning Option**

CARE-EDU's Addiction Studies distance learning program is online access to our program content. Our distance learning program requirements are comparable with onsite programs with the benefit of online access for those who prefer a distance learning option.

**All policies and procedures previously outlined remain the same with the following exceptions that are specific to Distance Learning.**

**Distance learning method of study and student progress requirements:**

- New students will be given instructions for creating an online account with CARE-EDU. Upon enrollment, student will be issued their student ID and provided online access to the Courses they have purchased.
- Distance learning students have access to material immediately after purchase and their first day of class is the date of purchase.
- Students have access to online essay submission and online final exam tests with immediate auto-score and certificate of completion generation.
- Students will have access to administrator and instructor guidance via internet, email or telephone.
- Students are required to complete a **minimum** of one Unit study within a one month period.

- All Courses in the program to be completed within 48 months of initial enrollment.
- Students must meet all Unit/Course completion guidelines.
- Material is provided in PDF format online with the option of purchasing textbooks at an additional cost.
- Students are required to read all material independently. Verification of time expended on each Course is monitored through student time tracker evaluation and instructor over site. **See section Completion Requirements for more information.**
- Students are given the option to participate in online discussion forums and to access live classes through online streaming when available.
- Students must have computer knowledge and internet access with the following requirements:

**System requirements:**

	<b>Required</b>	<b>Recommended</b>
Operating system	Windows XP, Vista, Windows 7 Mac OS X	Windows 7 Mac OS X v10.7 (Lion)
Video	Minimum resolution of 1024 x 600	Resolution of 1024 x 768 or greater
Internet speed	56K modem	56K or cable modem, DSL
Java Runtime Environment (JRE)	JRE 1.6.x	JRE 6 update 31
JavaScript	Enabled	Enabled
Cookies	Enabled	Enabled
Browser	Internet Explorer 8 or newer Firefox 10 or newer Safari 4 or newer Chrome (newest)	Internet Explorer 9 Firefox (newest) Safari 5.1 Chrome (newest)

## **Plug-ins Recommended: ( Free versions available to download)**

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- Adobe Acrobat Reader X - <http://www.adobe.com/products/reader.html>
- Adobe Flash Player 11.4 - <http://get.adobe.com/flashplayer/>
- Adobe Shockwave Player 11.6 - <http://get.adobe.com/shockwave/>
- JAVA 1.6 - [http://www.java.com/en/download/windows\\_automatic.jsp](http://www.java.com/en/download/windows_automatic.jsp)
- RealOne Player - <http://www.real.com/player/index.html?src=downloadr>
- Quicktime™ - <http://www.apple.com/quicktime/download/win.html>
- PowerPoint Player - <http://www.microsoft.com/en-us/download/details.aspx?id=13>

**Software:** (America Online is not recommended)

All users will need a Word Processing application capable of opening documents in Rich Text Format. If your computer does not have such an application, we recommend Google Docs or a free open source office tools suite called Open Office:

- PC users - <http://www.openoffice.org/download/>.
- Mac users - <http://www.openoffice.org/porting/mac/>
- Media Player – we recommend VLC which can be downloaded free at <http://www.videolan.org/vlc/>

## **Program Completion Requirements**

Student must pass all 7 (seven) Courses within the Addiction Studies program with a final exam score of **not less than 75% accuracy**.

Credit hours reflected on CARE-EDU Official Transcript will reflect the final exam grade. No credit will be given for failed or partially completed Units or Courses.

Students who fall below the final exam minimum of 75% will not receive a passing grade but may retake the exam.

Attempts to pass a Quiz or Course Final will be limited to 2 attempts, **subsequent attempts will require a 6 hr. waiting period before next attempt.**

**CARE-EDU tracks all Quiz/Course enrollment/completion dates, and scores. Any student who does not adhere to the 45-48 hour (7 day) CCAPP minimum study hours required will FAIL that Course and be required to re-enroll with a new payment and meet new timeline requirements.**

- **Unit of Study Certificate of Completion**

To receive a Unit Study Certificate of Completion, the student must demonstrate proficiency through discussion, participation, demonstration, and application of Unit material as specified in Course goals and objectives. Proficiency is demonstrated through:

1. Online Student/Teacher Forum
2. Unit Quiz with passing score of 75%

Grading is as follows:

A	95-100
B	85-94
C	75-84
D	65-74
F	55-64

- **Course 1-6 Completion Requirements**

Student must receive Unit Certificates of Completion in all Units of study within the specified Course and pass an open book final exam score of not less than 75% accuracy. Your final exam score for the Course will determine the grade on student official transcript. No credit will be given for failed or partially completed Units or Courses.

**\*\*Final Exam not available until 7 days after enrollment to comply with minimum study hours required.**

**\*\*Maximum of 2 attempts to pass Unit Quiz and Final Exam. Failure to pass requires a wait of 6 hours before eligible for retake 2 additional attempts. Additional 2 attempts require a 6 hour wait.**

Grading is as follows:

A	95-100
B	85-94
C	75-84
D	65-74
F	55-64

- **Course 7 - Practicum Completion Requirements**

**Note:**

**Onsite practicum "experience" (field work) hours cannot be obtained through distance learning and must be completed at an approved site and documented by site supervisor.**

The application of knowledge and skills in a practice setting is essential to professional counseling. Each student (full time or self-paced) must complete the following with one year of enrollment into CARE-EDU Supervised Practicum Course:

**Supervised 45 hours of Educational Instruction**

Distance learning practicum instructor and student to meet on a regular basis, by appointment, either in person, over the telephone, or by Skype.

**It is the student's responsibility to contact CARE-EDU [practicum@care-edu.com](mailto:practicum@care-edu.com) when ready to begin their practicum and to arrange appointments with instructor. Failure to contact with instructor may delay student Practicum completion.**

Student must complete all assignments as instructed in Supervised Practicum Course workbook and receive a final exam score of not less than 75% accuracy.

Your final exam score for the Course will determine the grade on student official transcript. No credit will be given for failed or partially completed Units or Courses.

Grading is as follows:

A	95-100
B	85-94
C	75-84
D	65-74
F	55-64

### **Supervised Field Work Practicum (Externship) 255 fieldwork hours**

Each of the 12 Core Functions requires a minimum of 21 experience hours in each function, completed at an approved site and documented by site supervisor. Distance Learning student must have a site supervisor to monitor, supervise, and sign for their 255 hours.

The instructor is available for one/one consultation while student is completing educational and field work requirements in the practicum internship.

### **Partial Course Recognition**

No credit will be given for failed, partially completed or refunded Units/Courses.

## **Option 2: Individual Independent Unit Study**

A student may enroll in, and purchase, independent units of study at any time.

- Material is provided online in PDF format.
- Students agree with the Computer Systems Compliance information noted in the section on Distance Learning Options.
- Individual Unit Study students must pass a quiz with 75% accuracy.

Grading is as follows:

A	95-100
B	85-94
C	75-84
D	65-74
F	55-64

- Students will receive a certificate of completion with a passing score.
- Students have up to one year from purchase to complete a Unit Study.

## **Partial Course Recognition**

No credit will be given for partially completed or refunded Units/Courses.

# CARE-EDU Addiction Studies Academic Program Catalogue

## Addiction Studies Courses AS01-AS07

*Revised 9/2015*

CARE-EDU Units/Courses in addiction studies were developed for CARE-EDU by CCAPP (formerly CAADAC) approved instructor and practicum instructor, Yvonne Martinez, ICADC, CADC II, NCAC I, CRPS

### **Instructor: Yvonne Martinez**

Yvonne Martinez is Educational Director for CARE-EDU providing CCAPP/CAADAC Addiction Counseling Education, Pastoral Counselor Development, and professional trauma-informed training. Yvonne is the Founder and Director for Shasta Blue Sky, a specialized program for women needing help with unresolved trauma and addictive self-harm. She is Transformation Center Ministries Coordinator, Bethel Church, Redding CA.

- 30 years experience as provider of resources and services including addiction recovery program development, drug and alcohol counseling, supervisory case management, groups, crises management, and advocacy for women and their families in California and Alaska
- Extensive experience working with female addiction and trauma issues
- Multi-cultural experience working with minority and indigenous people groups
- Ordained minister
- Speaker and author of 23 books



# CARE-EDU

## Addiction Studies

### AS01: Introduction and Overview

#### *Course Description*

This course is designed to examine the history of alcohol and other mood- changing drugs in the United States; the myths and stereotypes of drug and alcohol use; the socio-cultural factors that contribute to the use of drugs; the patterns and progressions of addictions in relation to family dynamics and target populations; the development of personality and human behavior, the cultural considerations in program planning and counselor sensitivity.

#### *Units of Study*

##### **AS01:01 Addiction and Recovery**

*Addiction and Recovery* examines the history of addiction and recovery, including identification of physical dependence, tolerance, cross tolerance, and synergistic effects, phases of dependence, overview of recovery and an introduction to treatment models.

##### **AS01:02 Family Dynamics in Addiction**

*Family Dynamics in Addiction* explores the dynamics of addiction as an imbalanced (dysfunctional) family system and the commonalities of imbalanced families including parenting styles, communication, children of alcoholics, responses to stress, and birth order dynamics. This unit recognizes and defines characteristics of family roles in addiction and demonstrates typical dialogues between members in addictive families. Included are definitions of "family," and an introduction to modalities and benefits of family treatment.

##### **AS01:03 Human Behavior Perspectives**

*Human Behavior Perspectives* explores the factors affecting human behavior in terms of genetics, attitude, social norms, core faith and survivor instincts. Basic fundamental needs are examined according to Max-Neef's *Human Scale Development*. Major historical behaviorists who have contributed to the formation of current understandings of personality, development and human behavior are reviewed through identifying their theories and developments. The substance abuse counselor will be able to identify defense, denial and enabling behavior as well as trauma impacted recovery and services.

## **AS01:04 Specific Populations, Substance Abuse and Cultural Sensitivity**

*Specific Populations, Substance Abuse and Cultural Sensitivity* provides an overview in defining cultural sensitivity and the primary dimensions of awareness to become a culturally competent substance abuse counselor. Discussed are worldviews, clinical issues in treatment and awareness surrounding the Hispanic/Latino, African-American, Native Americans, Asian Americans and Pacific Islanders, as well as those with HIV/Aids, the LGB populations, women from other cultures, adolescents, older adults, rural populations, transient and homeless populations. In addition, the unit will assist the substance abuse counselor in their understanding and process of self-awareness as it relates to successful integration and development of cultural competent services.

## **AS01:05 Older Adults and Substance Abuse**

*Older Adults and Substance Abuse* discusses the relationship between aging and substance abuse and offers guidance on identifying, screening, and assessing not only substance abuse but also disorders such as dementia and delirium that can mask or mimic an alcohol or prescription drug problem. This unit aims to advance the understanding of the relationships between aging and substance abuse and to provide practical recommendations for incorporating that understanding into practice.

## **AS01:06 Women and Substance Abuse**

*Women and Substance Abuse* addresses various areas in which researchers have made inroads in their attempts to understand how drug addiction affects women. This unit explores the issues in women with substance abuse and the complexities exacerbated by co-occurring disorders, depression, trauma, pregnancy, children, trauma, domestic violence, sexual orientation, homelessness, criminal offenders, cultural differences in women, as well as protective and resiliency factors. Modalities of treatment are reviewed accompanied with clinical insight and guidance to the substance abuse professional providing treatment services.

## **AS01:07 Women and Girls**

*Women and Girls* is a basis for the development of core competencies in the substance abuse counselor serving women and girls. This unit offers a deeper look at a relational model of treatment, understanding trauma, family-centered needs, women's health care, interdisciplinary effectiveness, service-specific attitudes and attributes, community education and training, and the development and application of the skills necessary to effectively treat this target population.

## **AS01:08 Adolescents with Substance Abuse Disorder**

*Adolescents with Substance Abuse* addresses the core facets of initiating, engaging, and maintaining the change process for youths with substance use disorders and details the scope and complexity of the problem. The substance abuse counselor will learn the factors considered in making treatment decisions, and the features of successful programs. Introduction and description include treatment approaches used in 12-Step-based treatment, therapeutic communities, and family therapy. Special attention is focused on adolescents with distinctive treatment needs, such as youths involved in the juvenile justice system, homeless and runaway youth, and youth with coexisting disorders, and describes the legal and ethical issues that relate to diagnosis and treatment of adolescents.

## **AS01:09 GLBT Issues in Substance Abuse**

*GLBT Issues in Substance Abuse* is a substance abuse counselor's introduction to substance abuse for lesbian, gay, bisexual and transgender individuals. Serving as both a reference tool and program guide, this unit provides statistical and demographic information, prevalence data, case examples and suggested interventions, treatment guidelines and approaches, and organizational policies and procedures. Secondly, it introduces information on sexual orientation, legal issues, and treatment approaches and modalities from a lesbian, gay, bisexual, and transgender standpoint. This unit also addresses the major concern of HIV, hepatitis and substance abuse that is not adequately addressed in the GLBT communities.

## **AS01:10 Physical and Cognitive Disabilities and Substance Abuse**

*Physical and Cognitive Disabilities and Substance Abuse* presents an overview of the issues involved in providing substance use disorder treatment for people with coexisting disabilities. It provides important definitions, relevant research findings, and a discussion of barriers to treatment for people with coexisting disabilities, methods of screening for disabilities and ways in which substance use disorder treatment may need to be modified for people with coexisting disabilities. Treatment modifications are presented as well as guidance to develop linkages with other service providers. The unit discusses treatment planning and counseling, and gives specific recommendations concerning how treatment can be modified to be most effective for people with specific disabilities. Staff training, funding mechanisms, marketing, and demonstrating an organizational commitment to working with people who have coexisting disabilities are addressed along with national resources.

***Upon course completion of all units, the student will be able to:***

1. Identify and define key components of the addiction treatment field
2. Articulate and identify the various viewpoints of addiction causation/etiology and modalities currently used.

3. Demonstrate through discussion the dynamics of addiction in family systems
4. Identify and discuss the negative impact of addiction to individuals, families, churches, and society.
5. Identify theories of human development, including theories of needs, motivation and denial.
6. Demonstrate through discussion the dynamics of addiction in family systems
7. Identify the various addiction issues in specific populations, lifestyle differences, dependency problems and treatment considerations among target populations.
8. Identify substance abuse issues of persons with physical and cognitive disabilities.

***Required Textbooks Provided by CARE-EDU upon enrollment***

AS01:01 Addiction and Recovery

AS01:02 Family Dynamics in Addiction

AS01:03 Human Behavior Perspectives

AS01:04 Specific Populations, Substance Abuse and Cultural Sensitivity

AS01:05 Older Adults and Substance Abuse

AS01:06 Women and Substance Abuse

AS01:07 Women and Girls

AS01:08 Adolescents with Substance Abuse Disorder

AS01:09 GLBT Issues in Substance Abuse

AS01:10 Physical and Cognitive Disabilities and Substance Abuse

# CARE-EDU

## Addiction Studies

### AS02: Physiology and Pharmacology of Alcohol and Other Drugs

#### *Course Description*

This course provides students with a working knowledge of all addictive drugs, their classification, mechanisms of action and pharmacology. It focuses on enabling the students to understand and clearly present and discuss the disease concept of dependency, and its variables among gender and special populations.

#### *Units of Study*

##### **AS02:01 Terminology of Addiction and Substances**

*Terminology of Addiction and Substances* introduces the terminology of addiction, and substances including their method of use and an overview of historical medical definitions. This unit begins to introduce addictive personality disorder, signs and symptoms of substance abuse, and physical/psychological symptoms of dependence associated with various substances.

##### **AS02:02 The Brain and Addiction**

*The Brain and Addiction* provides scientific information about the disease of drug addiction, including the many harmful consequences of drug abuse and the basic approaches that have been developed to prevent and treat the disease.

Information is provided to address such questions as questions:

- How does science provide solutions for drug abuse and addiction?
- What is drug addiction and why do people take drugs?
- If taking drugs makes people feel good, what's the problem?
- Is continued drug abuse a voluntary behavior?
- What factor determine if a person will become addicted?
- What are biological or environmental (sociocultural) factors?
- What are the medical consequences of drug addiction?

Presented are the dimensions of the neurochemical tolerance, dependence and abuse of alcohol, dependence complications, metabolism, actions on the brain, BAC, progressive effects, including alcohol related trauma and behavioral effects as well as a timeline on the history of drinking through the twentieth century, sociocultural influence.

This unit concludes with Jellink's progressive symptoms and phases of alcoholism, the AMA disease model, current findings and the prognosis of chronic complications.

### **AS02:03 Gender and Substance Abuse**

*Gender and Substance Abuse* includes perspectives on gender differentiation and considerations in substance abuse treatment, admissions statistics, physiology, and etiology. Included is a brief overview of substance abuse and aggression, violence, perpetrators and victims, gender and cultural influences.

### **AS02:04 Pharmacology and Physiology**

*Pharmacology and Physiology* provides an understanding of pharmacology and physiology for the following list of substances. Included is method of use, effects, withdrawal and complications, interventions, management of poly-drug abuse, and alternative approaches.

- Alcohol
- Drugs of Abuse
- Prescription Drugs
- Opioids
- Benzodiazepines and Other Sedative-Hypnotics
- Stimulants
- Inhalants/Solvents
- Nicotine
- Marijuana and Other Drugs Containing THC
- Anabolic Steroids
- Club Drugs
- Hallucinogens
- Gamma-hydroxybutyrate (GHB)
- Ecstasy
- Ketamine and PCP (Phencyclidine)

### **AS02:05 Pharmacology and Physiology - Specific Populations**

*Pharmacology and Physiology - Specific Populations* presents an understanding of pharmacology and detoxification, treatment needs, general principles of care, complications, medical considerations, complications, and emergencies, psychiatric conditions and disorders as well as screening and assessment instruments for the following specific populations:

- Pregnant Women
- Older Adults
- People With Disabilities or Co-Occurring Conditions
- African Americans
- Asians and Pacific Islanders
- Native Americans
- Hispanics/Latinos
- Gays and Lesbians

- Adolescents
- Incarcerated/Detained Persons

## **AS02:06 Communicable Infectious Diseases among Substance Abusers**

*Communicable Infectious Diseases among Substance Abusers* focuses on the particular infectious diseases that occur frequently among treatment populations and have significant medical and socioeconomic consequences for infected persons and others if not recognized and treated. Included are STD discussions and other infectious diseases common to treatment populations. Emphasizes screening, treatment and prevention.

Included in this unit:

- Issues for Counselors
- Assessing Risk for Infection
- Pre and Post-test counseling
- Principles of Risk Reduction
- Legal and Ethical Issues, Confidentiality
- Reporting of Infectious Diseases
- Disclosures and Duty to Warn
- Assessment, Screening, Testing

The following drug use related communicable infectious diseases are presented:

- Sexually transmitted diseases
- Tuberculosis
- Human Immunodeficiency Virus and the Acquired Immunodeficiency Syndrome
- Syphilis
- Viral Hepatitis
- Viral Hepatitis B
- Viral Hepatitis C
- Viral Hepatitis A
- Viral Hepatitis D
- Gonorrhea
- Chlamydia
- Herpes Simplex
- Chancroid

## **AS02:07 Neonatal and Newborn Substance Abuse Complications**

*Neonatal and Newborn Substance Abuse Complications* addresses the neonatal and newborn complications during pregnancy and post birth of children born to women who used alcohol, tobacco, or other drugs during pregnancy. This unit reviews characteristics and physical effects of Fetal Alcohol Syndrome, the psychosocial and educational issues. Other drug dependence complications are also addressed such as

opioid, cocaine, and nicotine fetal concerns. This unit also explores the retention factors of pregnant women in treatment and the socioeconomic issues and pressures, and the implication for male counselors.

***Upon course completion, the student will be able to:***

1. Define matrix of neuroanatomy, pharmacology, classification and mechanisms of action through addictive drugs.
2. Define the disease concept of addiction including research, definitions, and Jellink's work.
3. Identify physiological gender differences in addiction and treatments; the need for specialized considerations.
4. Understand, recognize and describe treatment for withdrawal (abstinence) and significant concerns for specific populations
5. Identify and define the transmission and prevention of communicable infectious diseases among substance abusers and the need to address special populations
6. Demonstrate an understanding through discussion of neonatal and newborn complications and concerns regarding pregnant women in treatment.

***Required Textbooks Provided by CARE-EDU upon enrollment***

AS02:01 Terminology of Addiction and Substances

AS02:02 The Brain and Addiction

AS02:03 Gender and Substance Abuse

AS02:04 Pharmacology and Physiology

AS02:05 Pharmacology and Physiology - Specific Populations

AS02:06 Communicable Infectious Diseases among Substance Abusers

AS02:07 Neonatal and Newborn Substance Abuse Complications



# CARE-EDU

## Addiction Studies

### AS03: Counseling Theories and Techniques

#### ***Course Description***

This course is designed to help students focus on the objectives of counseling theories, processes and dynamics through individual, family and groups.

#### ***Units of Study***

##### **AS03:01 Individual Therapy in Substance Abuse Treatment**

*Individual Therapy in Substance Abuse Treatment* guides the prospective counselor through techniques of helping a client abstain from substance use through separating negative influences and identifying social networks, self-defeating behaviors, management of feelings and emotions, identifying mistaken core beliefs that sustain addictive thinking patterns, and the promotion of more rational thinking processes. This unit explores various models such as cognitive behavior therapy, 12-steps, motivational interviewing, anger management, contingency management and motivational incentives, trauma-related techniques, rational emotive behavior therapy, matrix models, community reinforcement vouchers. Included are the biopsychosocial model and social cognitive theories.

**Optional reading for this unit:** *Addictions Counseling by Dianne Doyle, Crosswood Publishing Co, 1994*

This book reviews the counselor's role in recovery, assisting the counselor in choosing a method of treatment, the phases and categories of addiction, the integration of approaches, offers sample treatment plans and counselor/client agreements.

##### **AS03:02 Substance Abuse Family Therapy**

*Substance Abuse Family Therapy* provides an introduction to substance abuse treatment and family therapy. It introduces the changing definition of *family*, explores the evolution of the field of family therapy and the primary models of family therapy, presents concepts from the substance abuse treatment field, and discusses the effectiveness and cost benefits of family therapy; explores the impact of substance abuse on families. The section includes a description of social issues that coexist with substance abuse in families and recommendations for ways to address these issues; discusses approaches to therapy in both substance abuse treatment and family therapy.

Directed at substance abuse treatment counselors, provides basic information about the models, approaches, and concepts in family therapy. Another section for family therapists provides basic information about theory, treatment modalities, and the

role of 12-Step programs in substance abuse treatment; presents a discussion of integrated models for substance abuse treatment and family therapy. These models can serve as a guide for conjoint treatment approaches; provides background information about substance abuse treatment for various populations and applications to family therapy for each population and presents information about the importance of improving services to families and some policy implications to consider for effectively joining family therapy and substance abuse treatment.

### **AS03:03 Substance Abuse Group Therapy**

*Substance Abuse Group Therapy* defines therapeutic groups as those with trained leaders and a primary intent to help people recover from substance abuse. It also explains why groups work so well for treating substance abuse; describes the purpose, main characteristics, leadership, and techniques of five group therapy models, three specialty groups, and groups that focus on solving a single problem; discusses the many considerations that should be weighed before placing a client in a particular group, especially keying the group to the client's stage of change and stage of recovery as well as issues that arise from client diversity.

In addition, this unit compares fixed and revolving types of therapy groups and recommends ways to prepare clients for participation: pregroup interviews, retention measures, and most important, group agreements that specify clients' expectations of each other, the leader, and the group. Chapter 4 also specifies the tasks that need to be accomplished in the early, middle, and late phases of group development.

Included are presentations regarding differentiation of stages of treatment and client's conditions, therapeutic strategies and approaches to leadership. It explains the characteristics, duties, and concepts important to promote effective group leadership in treating substance abuse, including how confidentiality regulations for alcohol and drug treatment apply to group therapy.

### **AS03:04 Persons with Co-Occurring Disorders and Substance Abuse**

*Persons with Co-Occurring Disorders and Substance Abuse* focuses on what the substance abuse treatment clinician needs to know about persons with co-occurring disorders and substance abuse including definitions, assessment, treatment models, ethics, counselor sensitivity, and provides that information in an accessible manner. The material synthesizes knowledge and grounds it in the practical realities of clinical cases and real situations so the student will come away with increased knowledge, encouragement, and resourcefulness in working with clients with co-occurring disorders.

Included:

- Essential Programming for Clients With COD
- Screening, Assessment, and Referral

- Physical and Mental Health Consultation
- Prescribing Onsite Psychiatrist
- Medication and Medication Monitoring
- Psychoeducational Classes
- Double Trouble Groups (Onsite)
- Dual Recovery Mutual Self-Help Groups (Offsite)
- General Considerations for Treatment
- Outpatient Substance Abuse Treatment Programs for Clients With COD
- Background and Effectiveness
- Designing Outpatient Programs for Clients With COD
- Implementing Outpatient Programs
- Evaluating Outpatient Programs
- Sustaining Outpatient Programs
- Examples of Outpatient Programs
- Assertive Community Treatment and Intensive Case Management: Specialized Outpatient Treatment Models for Clients With COD

### **AS03:05 Enhancing Motivation for Change in Substance Abuse Treatment**

*Enhancing Motivation for Change in Substance Abuse Treatment* identifies motivation for change as a key component in addressing substance abuse and results of longitudinal research suggesting links research to practice by providing clear applications of motivational approaches in clinical practice and treatment programs. This course also seeks to shift the conception of client motivation for change toward a view that empowers the treatment provider to elicit motivation. These approaches may be especially beneficial to particular populations (e.g., court-mandated offenders) with a low motivation for change.

This unit provides insight into the link between a client's motivation to change and their predictability of change. Included are motivation-enhancing techniques to increase participation in treatment outcomes such as reductions in consumption, higher abstinence rates, better social adjustment, and successful referrals to treatment. In addition, having a positive attitude toward change and being committed to change are associated with positive treatment outcomes.

#### ***Upon course completion, the student will be able to:***

1. Define and articulate the relationship between counselor and client.
2. Through role playing, discussion, and application demonstrate a knowledge of basic counseling skills.
3. Through presentation and discussion, identify the different aspects and application of basic individual family and group counseling skills.
4. Identify co-occurring disorders as they relate to assessment, screening and substance abuse treatment.
5. Identify the addiction process and motivation for change and evaluation of subsequent outcomes.
6. Participate in practical applications through role play settings.

***Required Textbooks Provided by CARE-EDU upon enrollment***

AS03:01 Individual Therapy in Substance Abuse Treatment

AS03:02 Substance Abuse Family Therapy

AS03:03 Substance Abuse Group Therapy

AS03:04 Persons with Co-Occurring Disorders and Substance Abuse

AS03:05 Enhancing Motivation for Change in Substance Abuse Treatment

*Addictions Counseling by Dianne Doyle, Crosswood Publishing Co, 1994*

# CARE-EDU

## Addiction Studies

### AS04: Case Management; Assessment, Orientation, Treatment Planning and Relapse Prevention/Aftercare Planning

#### *Course Description*

This course is designed to help students understand the core functions of case management, primary intervention services, treatment services, placement criteria, interventions and therapies, relapse and aftercare planning,

#### *Units of Study*

##### **AS04:01 Case Management for Substance Abuse Counselors**

##### *Case Management for Substance Abuse Treatment:*

- presents an overview of case management for substance abuse treatment providers
- compares the leading models of case management and describe its various functions as practiced within the substance abuse treatment continuum.
- identifies (1) assessment (2) planning (3) referral (4) monitoring (5) advocacy
- provides guidance on intra-agency case management.
- explains how to use case management to serve an array of special needs substance abuse clients, including those with HIV/AIDS, mentally ill clients, and incarcerated clients including practical information for adapting a treatment program to a managed care environment.
- provides a comprehensive list of knowledge, skills, and attitudes that substance abuse counselors need to perform the case management activities of referral and service coordination

#### **Practical application:**

1. Initial intake and case management:
  - a. Administration requirements for admission
  - b. Interpersonal dynamics and their potential influence on client behavior
  - c. The normal range of vital signs
  - d. Signs and symptoms of physical violence
  - e. Signs and symptoms of physical disabilities
  - f. Activities that bring services, agencies resources, or people together within a planned framework of action toward the achievement of established goals

2. Initial assessment (Information needed to complete the intake interview):
  - a. Alcohol/drug history
  - b. Educational background
  - c. Vocational information
  - d. Socio-economic information
  - e. Life-style information
  - f. Living situation
  - g. Mental status
  - h. Strengths and weaknesses
  - i. Problems and needs for development of a treatment plan
  - j. Adhering to applicable laws, regulations, and agency policies governing substance use/abuse services
  - k. Complete required documents for admission to a program
  - l. Obtain appropriately signed consents when soliciting from or providing information to outside sources to protect client confidentiality and rights
3. Orientation
  - a. General nature and goals of the program
  - b. Rules governing client conduct and infractions that can lead to disciplinary action or discharge from the programs
  - c. Hours during which services are available in a nonresidential program
  - d. Treatment cost to be borne by the client, if any
  - e. Client's rights
4. Recovery Planning:
  - a. The components of a recovery plan
  - b. Problem-solving models and processes
  - c. Theories and behavioral components of change
  - d. Techniques used in behavioral contracting
  - e. The stages of recovery from alcoholism and other drug dependencies
  - f. How to identify and rank problems needing resolution
  - g. Realistic and unrealistic treatment goals at various stages of recovery
  - h. The value of participant concurrence
  - i. Expressed disagreement in the therapeutic process
  - j. How to organize client information for presentation to professional colleagues
  - k. Case presentation procedures
5. Reports and record keeping:
  - a. Charting the results of the assessment and treatment plan
  - b. Writing reports, progress notes, discharge summaries, and other client data
6. Aftercare and follow-up:
  - a. The role of aftercare in the treatment process
  - b. The role and importance of client follow up
  - c. Relapse dynamics
  - d. Self-help groups and their programs of recovery
  - e. Relationship of AA's Twelve Steps/traditions to the recovery process

7. Consultation and Referral:
  - a. Alternative resources available to provide treatment and support services
  - b. Roles and functions of individuals in resource agencies and their position in the decision-making process
  - c. Advocacy techniques
  - d. Assessing the need for referral and consultation
  - e. Identifying limits of counselor practice and appropriate referral/consultation

#### **AS04:02 Substance Abuse Services in Primary Intervention**

*Substance Abuse Services in Primary Intervention* provides initial contact clinicians protocol to screen their clients for substance use disorders, conduct brief interventions for patients in the early stages of problem development, and appropriately refer more severely affected patients for in-depth assessment and treatment. The course also gives an overview of the types of treatment available and outlines a primary care clinician's role in aftercare.

This unit offers guidance on identifying indications of substance abuse, how to broach the subject with a client, and what screening and assessment instruments to use. It explains how to perform an office-based brief intervention in which patient and clinician set mutually agreed upon goals and "contract" to stop or cut back the alcohol or other drug use. The elements of in-depth assessments, appropriate referrals, and specialized treatment are discussed. The appendixes to the unit include discussions by experts on leading pharmacotherapy's for alcohol and other drugs and legal issues of patient confidentiality.

**Supplement to this unit involves prevention and intervention through community support and peer recovery services, material includes:**

- SAMSHA's *Strategic Prevention Framework* as intervention that addresses local needs and reduces substance abuse problems through identification, building and managing evidence-based programs and practices within a community.
- SAMSHA's *What are Peer Recovery Support Services?* recommends utilization and implementation of four types of social support and peer recovery system to access and build community support.

#### **AS04:03 Treatment Program Core Services**

*Treatment Program Core Services* describes the core services every program should offer, the enhanced services that should be available on site or through links with community-based services, and the process of assessment, placement, and treatment planning that helps clinicians address each client's needs. Based on research and clinical experience, discussions include major clinical challenges and surveys the most common treatment approaches, including family-based services.

More specialized sections address treatment of specific groups of clients: women; adolescents and young adults; persons involved with the criminal justice system; individuals with co-occurring disorders; racial and ethnic minorities; persons with HIV/AIDS; lesbian, gay, and bisexual individuals; persons with physical or cognitive disabilities; rural populations; individuals who are homeless; and older adults.

This material also situates treatment within the continuum of care framework established by the American Society of Addiction Medicine, including outpatient treatment and continuing community care.

#### **AS04:04 Placement Criteria**

*Placement Criteria* identifies discussions in the AOD treatment field today in the establishment of standardized *patient placement criteria* (PPC) for use throughout the field to assess the severity of clients' problems, place them in appropriate levels of care, and facilitate movement through the continuum of treatment services.

This unit will help to understand PPC and learn from the experiences of others who have helped develop currently used criteria. It also lays the groundwork for a concerted effort to develop national *uniform patient placement criteria* (UPPC). The many advantages of adopting UPPC are discussed in this TIP, along with "how to" suggestions and strategies for developing national support for UPPC.

#### **AS04:05 Brief Interventions and Brief Therapies for Substance Abuse**

*Brief Interventions and Brief Therapies for Substance Abuse* is intended primarily for counselors and therapists working in the substance abuse treatment field, but parts of it will be of value to other audiences, including health care workers, social services providers, clergy, teachers, and criminal justice personnel. In fact, those portions of this course dealing with brief interventions will be of use to any professional service provider who may need to make an intervention to help persons with substance abuse disorders alter their use patterns or seek treatment.

Material includes an overview of brief interventions and brief therapies, describing their basic characteristics and the reasons for increased interest in them; description of the goals and components of brief interventions, and discusses some of the basic elements of all brief therapies. Highlights include different types of brief therapy, describing the theory behind it as well as some of the techniques developed from that theory that can be used to treat clients with substance abuse disorders.

Separate chapters are presented describing cognitive behavioral therapy, strategic/interactional therapies, humanistic and existential therapies, psychodynamic therapies, family therapy, and group therapy.



## **AS04:06 Relapse Prevention Therapy**

*Relapse Prevention Therapy* utilizes a cognitive-behavioral analysis of addictive behaviors and begins with the assessment of a client's potential interpersonal, intrapersonal, environmental, and physiological risks for relapse and the unique set of factors and situations that may directly precipitate a lapse. Once potential relapse triggers and high-risk situations are identified, cognitive and behavioral techniques are implemented that incorporate both specific interventions to prevent lapses or manage them if they do occur and more global strategies to address lifestyle balance, craving, and cognitive distortions that might set-up exposure to high-risk situations where relapse is most likely.

Following this assessment of coping capacity, coping skills training is undertaken to develop missing skills or to address factors that interfere with the performance of skills already in the client's repertoire. In addition to teaching more effective coping responses, a major component of RPT is the enhancement of self-efficacy and the encouragement of practitioners to engage clients actively in the therapeutic process which tends to increase the client's sense of ownership over successful therapy outcomes and willingness to persist when obstacles arise.

## **AS04:07 Persons with Child Abuse and Neglect Issues in Treatment**

*Persons with Child Abuse and Neglect Issues in Treatment* examines treatment issues for both adult survivors of child abuse or neglect and adults in treatment who may be abusing or neglecting their own children.

Unit includes:

- overview of adult survivors of child abuse and neglect
- defines child abuse and neglect, provides rates of child abuse and neglect both in the general population and among those in substance abuse treatment, and reviews the literature on links between childhood abuse and subsequent substance abuse
- describes screening and assessment tools that can be used to determine whether a client has a history of childhood abuse or neglect
- presents guidelines on treating clients with histories of child abuse or neglect and referring them to mental health care treatment when necessary, discusses the personal issues counselors may encounter (e.g., countertransference) when working with clients with histories of abuse or neglect and offers suggestions for addressing them
- adults in treatment who may be abusing or neglecting their own children, how alcohol and drug counselors can identify whether their clients are at risk of or are currently abusing or neglecting their children and what can be done to break the cycle of child abuse and neglect, including how to work with child protective service agencies within the child welfare system

- an overview of the legal issues that counselors should be aware of as mandated reporters and emerging trends, such as fast-track adoption and welfare reform.

### ***Course Goals and Objectives***

#### ***Upon course completion, the student will be able to:***

1. Demonstrate through application and role-playing the process of intake, initial assessment, orientation, recovery planning, reports and recordkeeping, aftercare and followup, consultation and referral.
2. Outline the primary care role in intervention
3. Identify treatment core services and linkages with other services to meet special needs
4. Identify the components of placement criteria
5. Identify the appropriateness of brief intervention and therapies and the differing models and therapies
6. Design a client plan for relapse prevention including strategic components such as assessment of risk, high risk situations, lifestyle balance, craving and distortions as related to relapse, including self efficacy, coping responses, and motivation.
7. Identify key issues of abuse and neglect and demonstrate incorporating them into a treatment plan.

#### ***Required Textbooks Provided by CARE-EDU upon enrollment***

AS04:01 Case Management for Substance Abuse Counselors  
AS04:02 Substance Abuse Services in Primary Intervention  
AS04:03 Treatment Program Core Services  
AS04:04 Placement Criteria  
AS04:05 Brief Interventions and Brief Therapies for Substance Abuse  
AS04:06 Relapse Prevention Therapy  
AS04:07 Persons with Child Abuse and Neglect Issues in Treatment

# CARE-EDU

## Addiction Studies

### AS05: Law and Ethics

#### ***Course Description***

This course is designed to help students understand legal and ethical dynamics in substance abuse treatment and corresponding relativity in various settings.

#### ***Units of Study***

##### **AS05:01 Screening and Assessment**

*Screening and Assessment* follows a patient with substance use problems who presents in a primary setting and serves as a prototype for screening assessment as needed for substance abuse clinicians and describes a series of graduated approaches for responding to the substance abuse problems typically encountered. This unit material offers substance abuse clinicians a valuable resource offering perspectives, practical guidelines, and screening assessment tools -- serving as a road map through screening, intervention, assessment, referral, specialized treatment, and follow-up care.

##### **AS05:02 Confidentiality in Alcohol and Drug Services**

*Confidentiality in Alcohol and Drug Services* explains federal alcohol and other drug confidentiality laws and regulations that protect the privacy and confidentiality of patients in treatment for alcohol abuse or drug abuse, the new HIPPA regulations, and exceptions that allow for mandated reporters of abuse and for programs to report infectious diseases to their states. Guidelines give sample patient consent forms.

##### **AS05:03 Ethics for Substance Abuse Counselors**

*Ethics for Substance Abuse Counselors* explores the ethical dilemmas a substance abuse counselor faces on a regular basis, the high correlation between addiction and criminal activity, and the concern that ethical issues such as informed consent can be complicated by problems arising out of substance abuse. Discussions include the counselor's ability to cope with these and their ability to weigh up the inherent risks and benefits of a multiplicity of options and make a moral and principled decision informed by personal and professional values. Introducing five moral or ethical principles, which form the cornerstone of our ethical guidelines to help in clarifying and resolving conflicting issues which substance abuse counselors face daily, a step by step model for making ethical decisions is outlined.

The CCBADC Alcohol Drug Counselor Code of Ethics and The Code of Ethics adopted by the American Counseling Association are reviewed.

#### **AS05:04 Crises Intervention**

*Crises Intervention* reviews effective principles and guidelines in crises intervention. Detailed procedural steps inform the substance abuse counselor how to act immediately, make appropriate assessments of crises, conduct successful interventions, and make referrals. Different models of crisis intervention that assess the severity of a crisis from a multidimensional perspective are explored.

#### **AS05:05 Suicidal Issues in Substance Abuse**

*Suicidal Issues in Substance Abuse* is designed to assist substance abuse counselors in addressing adult clients with suicidal thoughts and behaviors in substance abuse treatment as well as assisting clinical supervisors, and administrators in support the work of substance abuse counselors.

Since suicidal behavior is of the highest level of concern to counselors and requires an immediate response from the counselor, unit offers guidelines and protocols that equip substance abuse treatment providers to gather information from, refer, and participate in the treatment of clients at risk for suicidal behavior, as well as to manage suicidal crises. While the information in this unit is specific to clients with a substance use disorder diagnosis who exhibit suicidal thoughts and behaviors, the content can be generalized for counselors addressing all people with suicidal ideation or behavior.

#### **AS05:06 HIV/AIDS Issues in Substance Abuse**

*HIV/AIDS Issues in Substance Abuse* is intended to help a wide range of providers become familiar with the various issues surrounding clients with both substance abuse and human immunodeficiency virus (HIV) and to foster a better understanding of the risk and prevention.

Included:

- introduction to HIV/AIDS, including the origin, life cycle, and progression of the disease, epidemiological data from the Centers for Disease Control and Prevention (CDC) are summarized, the current trends and populations most affected by the disease, and a discussion of special populations.
- discusses the medical assessment and treatment of HIV/AIDS, including adherence to treatment, barriers to care, treatment and testing, pharmacology, and prophylaxis against opportunistic infections.
- explores the mental health treatment of clients with substance abuse problems and HIV/AIDS and discusses common mental disorders, assessment and diagnosis, pharmacology, counseling, and staff issues.

- presents issues concerning HIV prevention, including assessing clients for risk, risk-reduction counseling, sexual risk reduction, prenatal and perinatal prevention, transmission of resistant strains of HIV, syringe sharing, rapid HIV testing, and infection control issues for programs.
- discusses integrating treatment services, as well as the importance of linkages between substance abuse treatment programs and other providers, information about case management and finding resources for HIV-infected substance abusers, including resources for substance abuse treatment, mental health, medical care, and income and other financial concerns for clients.
- counseling issues, including staff training and attitudes, screening, and issues specific to the substance-abusing client with HIV/AIDS, ethical and legal issues.

### **AS05:07 Employment and Substance Abuse**

*Employment and Substance Abuse* offers training to develop an employee assistance, drug-free workplace, the five steps critical to the development of a comprehensive substance abuse program in the workplace, the role of employees and employers.

Acknowledging that seventy percent of all illegal drug users are employed either full or part-time, training sections include information on specific drugs, methods of detecting drug and alcohol use, insurance coverage for substance abuse treatment, prevention and education strategies, drug testing issues and how the drug testing program relates to employee assistance programs.

### **AS05:08 Substance Abuse Treatment and Domestic Violence**

*Substance Abuse Treatment and Domestic Violence* presents treatment providers with an introduction to the field of domestic violence. It gives providers useful information on the role of substance abuse in domestic violence—both among the men who batter and the women who are battered. Useful techniques for detecting and eliciting such information are supplied, along with ways to modify treatment to ensure victims' safety and to stop the cycle of violence in both parties' lives. Legal issues, including duty to warn and confidentiality, are discussed. In addition the material offers a blueprint for a more integrated system of care that would enhance treatment for both problems. Practical suggestions for establishing linkages both between substance abuse treatment providers and domestic violence support workers and with legal, health care, criminal justice, and other relevant service agencies is reviewed.

### ***Course Goals and Objectives***

***Upon course completion, the student will be able to:***

1. Identify and apply the process of screening and assessment including, techniques: communication theories and techniques; interviewing

techniques; considerations is assessing, client needs, resources, strengths and limitations; and identification of appropriateness and eligibility.

2. Understand patient confidentiality, patient rights, and professional liability in drug and alcohol services.
3. Identify ethical conduct and professional Code of Ethics for substance abuse counselors.
4. Understanding and identify crises and intervention applications.
5. Understanding and identify suicidal issues; the risk and prevention.
6. Understanding and identify issues related to substance abuse and employment and the establishment of an employee assistance program.
7. Understand and identify the dynamics of domestic violence and substance abusers, the risk, harm to others, and duty to warn.

***Required Textbooks Provided by CARE-EDU upon enrollment***

AS05:01 Screening and Assessment

AS05:02 Confidentiality in Alcohol and Drug Services

AS05:03 Ethics for Substance Abuse Counselors

AS05:04 Crises Intervention

AS05:05 Suicidal Issues in Substance Abuse

AS05:06 HIV/AIDS Issues in Substance Abuse

AS05:07 Employment and Substance Abuse

AS05:08 Substance Abuse Treatment and Domestic Violence

# CARE-EDU

## Addiction Studies

### AS06: Personal and Professional Growth

#### ***Course Description***

This course highlights the personal and professional growth of the substance abuse counselor.

#### ***Units of Study***

##### **AS06:01 The Recovering Counselor**

*The Recovering Counselor* identifies key issues for the recovering substance abuse counselor including the history of those in recovery serving to help others, the risk of using clinical practice for self-recovery, the limitations and ethical responsibility of the recovering addiction professional wearing "two hats," establishing professional accountability and the consequences of relapse.

##### **AS06:02 Risk Management and Dual Relationships**

*Risk Management and Dual Relationships* reviews how the concept of risk management has been articulated, disseminated and put into practice. It explores its origin, its influence on those in practice, its effect on therapists' behavior, its impact on clinical effectiveness and its effect on the field at large. Highlighted are concepts and prevalence of risk management, clinical effectiveness and the Code of Ethics regarding potential conflicts. The unit also discusses law and risk management with an emphasis on California law, CCBADC Code of Ethics, Business and Professional code. and practice guidelines for ethical risk management.

Identified are examples of dual relationships counselors should avoid and specific examples of inappropriate behavior and conduct, and professional accountability.

##### **AS06:03 Counselor Burnout, Fatigue and Wellness**

*Counselor Burnout, Fatigue and Wellness* addresses the important strengths of a substance abuse counselor and how those strengths, when neglected, can cause burnout and fatigue. It addresses both the issue and offers a guide to helping frontline workers take the necessary steps toward self-care.

Included are sections covering compassion fatigue, burnout, primary and secondary traumatic stress reaction, vicarious traumatization, countertransference, signs and symptoms, and offers a guideline for counselor recovery and a wellness guide for building resiliency and healthy self-care management.

## **AS06:04 Clinical Supervision and Professional Development of the Substance Abuse Counselor**

*Clinical Supervision and Professional Development of the Substance Abuse Counselor* identifies:

- Central principles of clinical supervision and guidelines for new supervisors, including the functions of a clinical supervisor.
- The developmental levels of counselors and clinical supervisors.
- Information on cultural competence, ethical and legal issues such as direct and vicarious liability, dual relationships and boundary issues, informed consent, confidentiality, and supervisor ethics.
- Information about monitoring clinical performance of counselors, the various methods commonly used for observing counselors, the methods and techniques of supervision and administrative supervision, and practical issues such as balancing one's clinical and administrative duties, finding the time to do clinical supervision, documentation, and structuring clinical supervision sessions.
- Representative vignettes of clinical supervision scenarios and "master" supervisor notes and comments to understand the thinking behind the supervisor's approach in each vignette.
- "How-to" descriptions of specific techniques and develop a model for clinical supervision and implement a clinical supervision program.
- Key issues for administrators to consider, including assessing organizational structure and readiness, legal and ethical issues to consider and cultural competence issues and professional development for clinical supervisors.
- literature review on the topic of clinical supervision and is available for use by clinical supervisors, interested counselors, and administrators.

## **AS06:05 Counselor Skills Training**

*Counselor Skills Training* is a primary in helping the substance abuse professional develop their core values, identification of counselor's limitations and building upon strengths. The material is presented in a classroom style that presents questions, exercises and handouts in an interactive format drawing the counselor toward meeting and maintaining professional competencies.

Included:

Self-assessment, personal growth and development, professional development  
Counseling, counselor-counselee relationships, peer relationships  
Interviewing skills, communication, therapeutic communication  
Multicultural and cross cultural diversity, cultural competence  
Attending/Observation, paraphrasing, feedback and assumptions, summarizing  
Gathering information and presenting results  
Feelings and reflecting feelings, basic language, confrontation, self-disclosure  
Group facilitation development, stages and therapeutic factors



Family therapeutic systems, intimate family dyads, techniques  
Case management, service coordination, types and elements, evaluations  
Supervision, framework, anxiety management, interviewing, process recording, bias  
Fieldwork, instructor resources, teaching styles, learning styles, agreements

**Includes handouts and review:**

- Review of CCAPP certification requirements
- Outline and review of the California Certification Board of Alcohol/Drug Counselors (CCBADC) career path
- Review the State of California Counselor Regulations and Code of Conduct
- Initiation of contact with professional organizations for references and resources

**AS06:06 TAP 21**

*TAP 21 Addiction Counseling Competencies* is the knowledge, skills and attitudes of professional practice every student needs to utilize to become a successful addiction professional.

**AS06:07 Sexual Harassment**

*Sexual Harassment* reviews Department of Labor harassment laws, employee/employer responsibilities, definitions of sexual harassment, examples of hostile or harassing conduct, the implication of violation, rights of the victim, reporting protocols, and resources.

**AS06:08 Cognitive Behavior Anger Management Groups**

*Cognitive Behavior Anger Management Groups* is designed around the merging of two sets of skills:

- Cognitive Behavioral Therapy in Groups
- Anger Management in Groups

*Cognitive Behavior Anger Management Groups* will help substance abuse professionals provide effective anger management treatment to clients who experience anger problems, reduce frequent and intense anger and its destructive consequences, and promote improved physical and mental health of individuals and families. In terms of utilization in groups, a session-by-session group guide is provided.

## ***Course Goals and Objectives***

***Upon course completion, the student will be able to:***

1. Identify the dynamics of a recovering counselor, the limitations and the liability including ethics.
2. Define the need for risk management and limitations of dual relationships.
3. Identification of counselor burnout, fatigue.
4. Develop a personal wellness plan.
5. Understand through discussion the process of professional development through clinical supervision.
6. Participate through discussion and personal application the process of counselor skills development.
7. Review certification requirements:
  - Outline and review of the California Certification Board of Alcohol/Drug Counselors (CCBADC) career path
  - Review the State of California Counselor Regulations and code of conduct
8. Initiate contact with professional organizations.
9. Discuss TAP 21
10. Identify workplace and sexual harassment employee and employer responsibilities and reporting laws.
11. Demonstrate the ability to mitigate anger and merge cognitive therapy techniques into the group process by role-playing

## ***Required Textbooks Provided by CARE-EDU upon enrollment***

AS06:01 The Recovering Counselor

AS06:02 Risk Management and Dual Relationships

AS06:03 Counselor Burnout, Fatigue and Wellness

AS06:04 Clinical Supervision and Professional Development of the Substance Abuse Counselor

AS06:05 Counselor Skills Training

AS06:06 TAP 21

AS06:07 Sexual Harassment

AS06:08 Cognitive Behavior Anger Management Groups

# CARE-EDU

## Addiction Studies

### AS07 Supervised Practicum

#### *Course Description*

Supervised Practicum begins the student process and progress of transferring education into experience and preparation for the CCAPP exam.

The fieldwork is the means by which the student learns to apply and integrate acquired knowledge and values and to refine skills that are taught in the classroom under the supervision of a qualified instructor who:

- will provide direct supervision
- is available for consultation while student is completing the field work requirements
- will act as a liaison between student and site agency

**Note: Onsite practicum experience cannot be obtained through distance learning and must be completed at an approved site and documented by site supervisor.**

#### AS07: Supervised Practicum

##### Supervised 45 hours of Educational Instruction

- Student will complete a minimum requirement of 45 educational instructional hours as follows: 24 classroom hours and 21 external reading/writing assignments
- Student to complete practicum within one year of enrollment into CARE AS07:01 Supervised Practicum course.

##### Supervised Field Work Practicum (Externship) 252 fieldwork hours and 3 hours of agency orientation for a total of 255 hours

- Student will complete a 3 hour agency orientation at the host internship site.
- Student will complete a minimum requirement of 255 hours of practical experience in all of the 12 Core Functions (46 Global Criteria) performed at an agency approved by the aforementioned instructor.
- Each of the 12 Core Functions requires a minimum of 21 experience hours in each function.

#### *Course Goals and Objectives*

*Upon course completion, the student will have accomplished:*

1. Completed a minimum of 45 hours of education in practical demonstrated understanding the 12 core functions, TAP 21, and case management application.
2. Completed a minimum of a three-hour orientation of the host agency.
3. Complete twenty-one hours of practice in each core function area for a total of 252 hours, coordinating learning experience with the practicum instructor and the agency supervisor.
4. Initiate self-learning tasks and reading.
5. Complete written and verbal evaluations of the internship periodically during the practicum experience.
6. Prepare CCAPP portfolio and prepare for the IC&RC exam.

***Required Textbooks Provided by CARE-EDU upon enrollment***

AS076:01 Supervised Practicum

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***For more information please contact our office:***

***CARE-EDU***

***Mail: 1095 Hilltop Drive #243, Redding, CA. 96003***

***530-710-8810 or 530-262-7142***

***info@care-edu.com***