



PART C - CASAC 350-HOUR CERTIFICATE PROGRAM – COMMUNITY BASED ORGANIZATIONS
Standardized Curriculum

(All information must be typed)

EDUCATION AND TRAINING PROVIDER NAME:

SECTION I – KNOWLEDGE OF SUBSTANCE USE DISORDERS (85 Clock Hours)

[Must include a minimum of 4 hours of training related to tobacco use and nicotine dependence]

EDUCATION AND TRAINING PROVIDER COURSE INFORMATION

BASIC KNOWLEDGE: PHYSICAL, PSYCHOLOGICAL AND PHARMACOLOGICAL EFFECTS

(To include required content areas below)

Table with 2 columns: Content, Indicate Number of Clock Hours of Delivery for Each. Rows include: The history and evolution of Substance Use, Diagnosis, and treatment; Alcohol, Tobacco and Other Drugs (ATOD); Effects of ATOD ingestion on the brain and body; ATOD pharmacology; Signs and symptoms of substance use; Biological, Psychological, and Social aspects; Emotional, cognitive, and behavioral aspects; The potential for multiple substance use disorders.

Content must cover 27 Clock Hours. A minimum of 4 of the 27 must be specific to tobacco use (including e-cigarettes/ vaping); nicotine dependence; interventions; treatment and recovery; and nicotine replacement therapy (NRT).

Please attach a Course Syllabus that includes:

- A Course Description including an outline of delivery of content areas relative to hours of training and method of delivery;
Educational Goals (Provide a brief statement of the expected outcomes of this course);
Educational Objectives: (Provide in measurable terms, specific knowledge, skills and abilities to be acquired by the learner. Provide approximately one objective for every two hours of instruction).



Supporting Recovery with Medications for Addiction Treatment (MAT) ATTC Approved Training/Curriculum - NIDA/SAMHSA-ATTC Medication-Assisted Treatment Blending Team Offers an Approved On-line Training on Medications for Addiction Treatment (MAT). To access this course:

<http://healthknowledge.org/course/search.php?search=Medication+Assisted> (3.00 Clock Hours)

Please provide information on how your students will complete this requirement. Students are required to complete the on-line course (noted above) to meet the OASAS regulatory requirement and they must generate the certificate of completion for this online course and submit to you to be retained on file prior to issuing the CASAC 350-Hour Certificate of Completion.

OVERVIEW OF THE ADDICTIONS FIELD
(To include required content areas below)

Content	Indicate Number of Clock Hours of Delivery for Each
Terms and concepts related to theory, research, and practice of treatment approaches, including faith based.	
Basic concepts of social, political, economic, and cultural systems and their impact on substance use.	
Risk and protection factors that influence individuals and groups.	
The continuum of substance use disorder services; prevention, treatment, recovery, and relevant levels of intervention and care.	
The Developmental Stages of Recovery (Transition, Stabilization, Early Recovery, Middle Recovery, Late Recovery, and Maintenance).	
Knowledge of common client payer systems and funding sources (Medicaid, Private Insurance, Medicare, SSI/SSD). This information must include overarching concepts appropriate for a national exam rather than a NYS specific exam.	

Content must cover 28 clock hours. Please attach a Course Syllabus that includes:

- **A Course Description including an outline of delivery of content areas relative to hours of training and method of delivery;**
- **Educational Goals (Provide a brief statement of the expected outcomes of this course);**
- **Educational Objectives: (Provide in measurable terms, specific knowledge, skills and abilities to be acquired by the learner. Provide approximately one objective for every two hours of instruction).**



DIVERSITY OF INTERVENTION AND TREATMENT APPROACHES

(To include required content areas below)

Content	Indicate Number of Clock Hours of Delivery for Each
The theory and application of best or evidence-based (i.e., having some basis in literature, research, common or licensed/regulated practice) intervention and treatment approaches; therapy models (and their methods) that address ATOD-related problems and diagnoses, and emerging trends in treatment.	
Medication supported recovery/medication assisted treatment [including but not limited to methadone; buprenorphine; alcohol dependence medications and psychiatric medications] including client informed choice relating to MATS, and the difference between MAT (Short Term) with the goal of abstinence versus Medication Supported Recovery MSR (long term) maintenance.	
Non-traditional treatment methods (e.g. Acupuncture, Yoga, etc.).	
Continuum of care (including OASAS licensed and/or funded modalities) and resources available to develop an understanding of prevention, intervention, treatment, and recovery. This must include the requirements of federal block grant funding recipients including priority admission requirements.	

Content must cover 14 Clock Hours with a minimum of 2 Hours related to Block Grant Funding requirements.

<https://oasas.ny.gov/requirements-under-federal-substance-abuse-prevention-and-treatment-sapt-block-grant>

Please attach a Course Syllabus that includes:

- **A Course Description including an outline of delivery of content areas relative to hours of training and method of delivery;**
- **Educational Goals (provide a brief statement of the expected outcomes of this course);**
- **Educational Objectives: (Provide in measurable terms, specific knowledge, skills and abilities to be acquired by the learner. Provide approximately one objective for every two hours of instruction).**

INTRODUCTION TO DIAGNOSTIC CRITERIA

(To include required content areas below)

Content	Indicate Number of Clock Hours of Delivery for Each
Various assessment instruments and diagnostic tools for Substance Use Disorder treatment, including but not limited to the current Diagnostic and Statistical Manual (DSM), International Classification of Diseases (ICD) standards and the Addiction Severity Index (ASI), as well as level of care determination tools such as the most recent version of the OASAS LOCADTR and A.S.A.M. Patient Placement Criteria.	

Content must cover 6 clock hours. Please attach a Course Syllabus that includes:

- **A Course Description including an outline of delivery of content areas relative to hours of training and method of delivery;**
- **Educational Goals (Provide a brief statement of the expected outcomes of this course);**
- **Educational Objectives: (Provide in measurable terms, specific knowledge, skills and abilities to be acquired by the learner. Provide approximately one objective for every two hours of instruction).**



KNOWLEDGE OF 12 STEP AND MUTUAL AID GROUPS

(To include required content areas below)

Content	Indicate Number of Clock Hours of Delivery for Each
The history, theory/philosophy, principles, and practices of the 12 Steps and other types of mutual aid groups.	

Content must cover 4 Clock Hours. Please attach a Course Syllabus that includes:

- **A Course Description** including an outline of delivery of content areas relative to hours of training and method of delivery;
- **Educational Goals** (provide a brief statement of the expected outcomes of this course);
- **Educational Objectives:** (Provide in measurable terms, specific knowledge, skills and abilities to be acquired by the learner. Provide approximately one objective for every two hours of instruction).

TOXICOLOGY TESTING/SCREENING

(To include required content areas below)

Content	Indicate Number of Clock Hours of Delivery for Each
Basic concepts of toxicology screening options, limitations and legal implications as well as reporting language and the meaning of toxicology reports.	

Content must cover 3 clock hours. Please attach a Course Syllabus that includes:

- **A Course Description** including an outline of delivery of content areas relative to hours of training and method of delivery;
- **Educational Goals** (Provide a brief statement of the expected outcomes of this course);
- **Educational Objectives:** (Provide in measurable terms, specific knowledge, skills and abilities to be acquired by the learner. Provide approximately one objective for every two hours of instruction).



SECTION II – ALCOHOLISM AND SUBSTANCE ABUSE COUNSELING (150 Clock Hours)
[Must include a minimum of 15 hours of training specific to Cultural Competence]

EDUCATION AND TRAINING PROVIDER COURSE INFORMATION

FOUNDATIONAL COUNSELING SKILLS OF INDIVIDUAL AND GROUP COUNSELING
 (To include required content areas below)

Content	Indicate Number of Clock Hours of Delivery for Each
Recognizing, identifying, interpreting, assessing, and understanding verbal and non-verbal behaviors.	
Enhancing client engagement, also known as building rapport, through empathy, active listening, authenticity, appropriate self-disclosure, development of unconditional positive regard, and consideration of the stages of change.	
Stages of change: - The various manifestations of client ambivalence related to readiness to change and stage of change; - Determining relevant therapeutic approaches appropriate to stages of change/recovery and specific client needs.	
Counseling approaches: - Counselor communication skills such as developing the therapeutic alliance; - Effective use of open and closed ended questions and other interview techniques; - Responding appropriately to ambivalence, defensive mechanisms, and resistance; - Feedback procedure (e.g., reflection, reframing, interpretation, clarification) use, method; eliciting feedback to assure understanding of information given; - Accommodating diverse communication styles and systems (e.g. providing both oral and written instructions, tailoring vocabulary to the client’s level of understanding, utilizing different techniques based on the client’s learning style, etc.).	
Use of positive reinforcement (e.g., identifying client strengths, instilling hope, identifying client potential) and affirming behaviors.	
Demonstrating and maintaining a non-judgmental attitude: Conveying respect for personal differences and individual needs.	
Learning styles and teaching methods; o Adapting education style to the specific needs of the client; - Presenting technical information in a manner appropriate to the client; - Explaining difficult or contradicting concepts to clients in language that helps them understand differences in approaches to recovery; - Evaluating the reception of the information provided.	
Educating, communicating, and protecting client rights through the application of: - Advocacy techniques for client specific needs; - Grievance processes.	
The termination process: techniques and procedures for both individual and group counseling.	

Content must cover 20 clock hours. Please attach a Course Syllabus that includes:

- **A Course Description including an outline of delivery of content areas relative to hours of training and method of delivery;**
- **Educational Goals (Provide a brief statement of the expected outcomes of this course);**
- **Educational Objectives: (Provide in measurable terms, specific knowledge, skills and abilities to be acquired by the learner. Provide approximately one objective for every two hours of instruction).**



INDIVIDUAL COUNSELING

(To include required content areas below)

Table with 2 columns: Content, Indicate Number of Clock Hours of Delivery for Each. Rows include: The essentials of Substance Use Disorder counseling with individuals... Skills development in a variety of evidence based practices... Life skills and techniques that address vocational habilitation... The biological, psychological, social, emotional, and spiritual aspects of recovery... Counseling individuals about the use of addiction medications...

Content must cover 20 Clock Hours including 3 Hours of Vocational-related skills and 10 Hours of Counseling Theories. Please attach a Course Syllabus that includes:

- A Course Description including an outline of delivery of content areas relative to hours of training and method of delivery;
• Educational Goals (Provide a brief statement of the expected outcomes of this course);
• Educational Objectives: (Provide in measurable terms, specific knowledge, skills and abilities to be acquired by the learner. Provide approximately one objective for every two hours of instruction).

GROUP COUNSELING

(To include required content areas below)

Table with 2 columns: Content, Indicate Number of Clock Hours of Delivery for Each. Rows include: The essentials of Substance Use Disorder counseling with groups of individuals including: - different types of groups... Education of group members on the use of addiction medications...

Content must cover 25 clock hours. Please attach a Course Syllabus that includes:

- A Course Description including an outline of delivery of content areas relative to hours of training and method of delivery;
• Educational Goals (Provide a brief statement of the expected outcomes of this course);
• Educational Objectives: (Provide in measurable terms, specific knowledge, skills and abilities to be acquired by the learner. Provide approximately one objective for every two hours of instruction).



COUNSELING SPECIAL POPULATIONS/CULTURAL COMPETENCE

(To include required content areas below)

Content	Indicate Number of Clock Hours of Delivery for Each
<p>Special Populations:</p> <ul style="list-style-type: none"> - “Special population” is defined by race; minority/protected status; ethnicity; gender; religion; legal status; age; and/or other status (to include content specific to veterans, trauma survivors, criminal justice-involved, sexual orientation, domestic violence, co-existing psychiatric disorders, compulsive behavior disorders or other disabilities.); - the specific ATOD prevention/treatment needs of particular populations, the different patient feelings and behaviors that may result from their respective culture including those about substance use, resources available to diverse populations, and development of the skills necessary to effectively counsel individuals in those populations. 	
<p>Cultural Competency:</p> <ul style="list-style-type: none"> - an ability for the counselor to understand diversity in order to communicate with, and effectively interact with people across diverse cultures. Cultural competence has three key components: (a) Knowledge of different cultural practices and worldviews, (b) skills to determine and use proficient intervention strategies, and (c) Recognize one’s own cultural worldview or cultural conditioning - How culture, demographics, and other client characteristics affect response to client’s treatment and how counselor’s bias can impact response to treatment; and - The use of the Cultural Formation Outline in the current edition of the DSM. 	

Content must cover 25 clock hours including 15 hours specific to Cultural Competency. Please attach a Course Syllabus that includes:

- **A Course Description including an outline of delivery of content areas relative to hours of training and method of delivery;**
- **Educational Goals (Provide a brief statement of the expected outcomes of this course);**
- **Educational Objectives: (Provide in measurable terms, specific knowledge, skills and abilities to be acquired by the learner. Provide approximately one objective for every two hours of instruction).**

THEORIES OF HUMAN DEVELOPMENT AND THE RELATIONSHIP TO SUBSTANCE USE

(To include required content areas below)

Content	Indicate Number of Clock Hours of Delivery for Each
<p>Various theories on human growth and development (i.e., cognitive, physical, psychological, emotional and spiritual development of human beings) with the emphasis on substance use.</p>	

Content must cover 10 clock hours. Please attach a Course Syllabus that includes:

- **A Course Description including an outline of delivery of content areas relative to hours of training and method of delivery;**
- **Educational Goals (Provide a brief statement of the expected outcomes of this course);**
- **Educational Objectives: (Provide in measurable terms, specific knowledge, skills and abilities to be acquired by the learner. Provide approximately one objective for every two hours of instruction).**



COUNSELING AND COMMUNICATING WITH FAMILIES AND SIGNIFICANT OTHERS

(To include required content areas below)

Content	Indicate Number of Clock Hours of Delivery for Each
The basic theory and skills needed by Substance Use Disorder counselors to work effectively with individual family members, significant others, and whole families including: <ul style="list-style-type: none"> - family counseling theories, dynamics, and roles; - observing and responding to family interaction; - education of family members on the biological, psychological/emotional, and social impact of Substance Use Disorders; - issues relating to children of persons with Substance Use Disorders; - assisting family members to understand and apply healthy boundaries; - how Substance Use Disorders affect society and the family of the substance user; - genograms. 	
Relapse/recurrence of symptoms topics (e.g. awareness of relapse/recurrence of symptoms, maintaining commitment to recovery, utilizing available resources) aimed to assist the families/significant others of SUD clients.	

Content must cover 15 clock hours. A minimum of 3 hours must cover relapse/recurrence of symptoms prevention. Please attach a Course Syllabus that includes:

- **A Course Description including an outline of delivery of content areas relative to hours of training and method of delivery;**
- **Educational Goals (Provide a brief statement of the expected outcomes of this course);**
- **Educational Objectives: (Provide in measurable terms, specific knowledge, skills and abilities to be acquired by the learner. Provide approximately one objective for every two hours of instruction).**

INTEGRATED CARE

(To include required content areas below)

Content	Indicate Number of Clock Hours of Delivery for Each
The medical issues/health consequences common to individuals with SUD disorders, including diabetes, heart disease, cirrhosis, other effects of chemical substances on the body, HIV and AIDS, STD's, TB, hepatitis and other communicable diseases, as well as interventions which promote health and wellness; <ul style="list-style-type: none"> - Significance of diagnostic reports from laboratory tests; - Integrated service delivery within the continuum of care including: referring to appropriate medical personnel, and ways in which medical consultation and treatment support the recovery process; - Screening, brief intervention, and referral to treatment (SBIRT). 	
Co-occurring mental health disorders <ul style="list-style-type: none"> - Signs and symptoms of co-occurring mental health disorders; and - referring to appropriate mental health personnel, and ways in which mental health consultation and treatment support the recovery process. 	

Content must cover 10 clock hours. Please attach a Course Syllabus that includes:

- **A Course Description including an outline of delivery of content areas relative to hours of training and method of delivery;**
- **Educational Goals (Provide a brief statement of the expected outcomes of this course);**
- **Educational Objectives: (Provide in measurable terms, specific knowledge, skills and abilities to be acquired by the learner. Provide approximately one objective for every two hours of instruction).**



CRISIS MANAGEMENT

(To include required content areas below)

Content	Indicate Number of Clock Hours of Delivery for Each
Both life-threatening and non-life-threatening crisis situations and impact on recovery.	
Crisis situations/incidents that need an immediate response and how to triage.	
Methods to respond to client and/or family in crisis.	
Utilizing crisis intervention techniques and documenting results.	
Emergency procedures associated with overdose and acute withdrawal symptoms.	
Utilizing crisis situations to facilitate the recovery process.	

Content must cover 10 clock hours. Please attach a Course Syllabus that includes:

- **A Course Description including an outline of delivery of content areas relative to hours of training and method of delivery;**
- **Educational Goals (Provide a brief statement of the expected outcomes of this course);**
- **Educational Objectives: (Provide in measurable terms, specific knowledge, skills and abilities to be acquired by the learner. Provide approximately one objective for every two hours of instruction).**

RECURRENCE OF SYMPTOMS/RELAPSE PREVENTION

(To include required content areas below)

Content	Indicate Number of Clock Hours of Delivery for Each
Residual effects of substance use as it affects recurrence of symptoms/relapse.	
Recognizing client manifestations of recurrence of symptoms/relapse.	
Assessing a client's risk factors for recurrence of symptoms/relapse and need for recovery supports.	
Educating the client in understanding their individual recurrence of symptoms/relapse signs and symptoms.	
Assisting the client in intervening in the recurrence of symptoms/relapse process.	
Recovery and recurrence of symptoms/relapse process to include prevention planning.	
Risk factors associated with recurrence of symptoms/relapse.	
The dynamics of recurrence of symptoms/relapse.	

Content must cover 15 hours with a minimum of 3 hours specific to recurrence of symptoms/relapse prevention group counseling skills. Please attach a Course Syllabus that includes:

- **A Course Description including an outline of delivery of content areas relative to hours of training and method of delivery;**
- **Educational Goals (Provide a brief statement of the expected outcomes of this course);**
- **Educational Objectives: (Provide in measurable terms, specific knowledge, skills and abilities to be acquired by the learner. Provide approximately one objective for every two hours of instruction).**



**SECTION III – ASSESSMENT; CLINICAL EVALUATION; TREATMENT PLANNING; CASE MANAGEMENT;
AND PATIENT, FAMILY AND COMMUNITY EDUCATION (70 Clock Hours)**

EDUCATION AND TRAINING PROVIDER COURSE INFORMATION

SCREENING, ASSESSMENT AND EVALUATION

(To include required content areas below)

Content	Indicate Number of Clock Hours of Delivery for Each
<p>Knowledge sufficient to determine the presence and extent of a Substance Use Disorder and make a determination of any needed initial services to include:</p> <ul style="list-style-type: none"> - rapport building and interviewing techniques; - Using stages of change to promote engagement; - screening and assessment instruments including how to appropriately select and administer them and the elements of a biopsychosocial assessment; - systematic data gathering, assessing, organizing, prioritizing and summarizing from client (including presenting symptoms) and collateral sources, including other professionals, concerning all functional areas to include cognitive functioning; - Interpreting written reports from other professionals, recognizing the need for additional information from collateral sources, updating and synthesizing data related to the client, identifying discrepancies in information given by the client and collateral sources, and assessing the appropriateness of involving concerned others in the assessment process with special consideration for domestic violence concerns; - Client behaviors indicative of other addictive disorders; - Application of accepted substance use disorder diagnostic criteria to make treatment recommendations; - Risk factors that relate to suicide, homicide, family violence, self-injury, and other harmful behaviors, assessing risk potential and responding appropriately; - Screening for other non-substance specific issues which can impact on assessment and treatment planning (e.g., suicidality, indicators of possible mental health disorder, medical conditions, gambling problems, other addictive disorders, etc.) including screening for issues outside the scope of practice of a substance use counselor that require referrals; - Determining treatment readiness, such as use of scaling questions like confidence in ability to change and importance of making the change; - Interpretation of assessment results to integrate all available information, formulate diagnostic impressions; - Sharing of assessment results and communicating and exploring treatment options with the client; - Exploring treatment options with the client taking into consideration client need and how a client’s financial circumstances influence treatment options and eligibility requirements for funding; and - Client ambivalence encountered during the assessment process. 	

Content must cover 24 clock hours. Please attach a Course Syllabus that includes:

- **A Course Description including an outline of delivery of content areas relative to hours of training and method of delivery;**
- **Educational Goals (Provide a brief statement of the expected outcomes of this course);**
- **Educational Objectives: (Provide in measurable terms, specific knowledge, skills and abilities to be acquired by the learner. Provide approximately one objective for every two hours of instruction).**



TREATMENT PLANNING, CLIENT RECORD KEEPING AND DISCHARGE PLANNING

(To include required content areas below)

Content	Indicate Number of Clock Hours of Delivery for Each
Knowledge of the cooperative process by which counselor and client devise a substance use disorder treatment plan using best practices: a collaborative process that reflects a verbal agreement between a counselor and client.	
Knowledge of components of the treatment plan including goal setting, measurable objectives, time frames; activities, evaluation, recurrence of symptoms/relapse prevention and discharge planning including discharge criteria.	
Knowledge of the roles and tasks of the interdisciplinary treatment team in carrying out the treatment and discharge plan.	
Updating a treatment plan: - Assessing client progress and circumstances which may necessitate a change in the course of treatment or impact prognosis development; - Collaborating with client and, when appropriate, concerned others to discuss progress and negotiate adjustments to the treatment plan; - Documenting any adjustments to the treatment plan.	
Knowledge of the essential components of client records; including release forms, assessments, treatment plans, progress notes, and discharge summaries/plans – to include skills to compose timely, clear, complete and concise records that comply with regulations; documentation of information in an objective and legible manner.	
Knowledge of new technologies in the production of client records including electronic health records.	
Discharge/Follow-Up/Aftercare: - Creating, maintaining, and monitoring effective follow-up with the client; - Preparing client and concerned others in separation issues inherent in the referral and aftercare process; and - Providing comprehensive and individualized discharge planning and referral services.	

Content must cover 24 clock hours. Please attach a Course Syllabus that includes:

- **A Course Description including an outline of delivery of content areas relative to hours of training and method of delivery;**
- **Educational Goals (Provide a brief statement of the expected outcomes of this course);**
- **Educational Objectives: (Provide in measurable terms, specific knowledge, skills and abilities to be acquired by the learner. Provide approximately one objective for every two hours of instruction).**



CASE MANAGEMENT, REFERRAL AND SERVICE COORDINATION

(To include required content areas below)

Content	Indicate Number of Clock Hours of Delivery for Each
Practical knowledge, and develops skills in case management, monitoring, ongoing assessment, and referral of the client to the appropriate level of care.	
Knowledge on service coordination activities throughout the continuum of care and the ability to apply placement, continued stay, and discharge criteria for each modality on the continuum of care.	
Assessing client’s needs for referral to outside services and the process for making a referral: <ul style="list-style-type: none"> - Identifying appropriate resources for specific client needs; - Documentation procedures for referral and follow-up including appropriate consent forms; - Planning and facilitating referral; - Referral rationale for group, individual, and family counseling; - Follow-up process with referral sources. 	
Appropriate practices and agency policies regarding case consultation: <ul style="list-style-type: none"> - Gathering, organizing, and interpreting data for case consultation; - Seeking and responding to information from other professionals relative to own knowledge of the case; - Identifying appropriateness of request for information from consultation source; - Utilization of consultation results; - Collaborating with outside resources and other professionals to maximize support for the recovery process; - Understanding importance of service coordination. 	
Establishing trust and rapport with colleagues and developing and maintaining collaborations with other professionals and community resources.	
Knowledge of community resources to meet client needs: <ul style="list-style-type: none"> - The diversity of services provided within the community and necessary referral information; - Knowledge of skills and services provided by other professionals; - Assessing community resources to support recovery including the strengths, limitations, philosophies, modalities and approaches of other service providers; - Services available to family and concerned others as they affect treatment and the recovery process; - Identifying possible conflicts of interest with outside resources. 	
Non-Treatment Recovery Resources: <ul style="list-style-type: none"> - Benefits and limitations of the 12 Steps and 12 Traditions; and - Benefits and limitations of other recovery support approaches. 	

Content must cover 12 clock hours. Please attach a Course Syllabus that includes:

- **A Course Description including an outline of delivery of content areas relative to hours of training and method of delivery;**
- **Educational Goals (Provide a brief statement of the expected outcomes of this course);**
- **Educational Objectives: (Provide in measurable terms, specific knowledge, skills and abilities to be acquired by the learner. Provide approximately one objective for every two hours of instruction).**



PATIENT, FAMILY AND COMMUNITY EDUCATION AND PREVENTION

(To include required content areas below)

Content	Indicate Number of Clock Hours of Delivery for Each
Presentation utilizing cultural and age appropriate training techniques that address how to provide relevant information about substance use disorders and related problems to patients, families, & communities to encourage wellness and increase understanding of addiction.	
Presentation and training techniques that address and support substance use disorder prevention, treatment, and the recovery process.	
Knowledge of the connection of the theories and models of Substance Use Disorder and Gambling prevention to current best practices, including OASAS' Risk & Protection framework, SAMHSA's Strategic Prevention Framework, model programs, and environmental strategies.	
Knowledge of the importance of life skills to the prevention and treatment of substance use disorders.	

Content must cover 10 clock hours. Please attach a Course Syllabus that includes:

- **A Course Description including an outline of delivery of content areas relative to hours of training and method of delivery;**
- **Educational Goals (Provide a brief statement of the expected outcomes of this course);**
- **Educational Objectives: (Provide in measurable terms, specific knowledge, skills and abilities to be acquired by the learner. Provide approximately one objective for every two hours of instruction).**



SECTION IV – PROFESSIONAL AND ETHICAL RESPONSIBILITIES (45 Clock Hours)

[Must include 15 hours specific to Ethics for Addiction professionals (please indicate course(s) that contain this required 15 hours of content) and a minimum of 2 hours in Child Abuse and Maltreatment: Mandated Reporter NYS Education Department approved training]

EDUCATION AND TRAINING PROVIDER COURSE INFORMATION

COUNSELOR-CLIENT RELATIONSHIPS

(To include required content areas below)

Content	Indicate Number of Clock Hours of Delivery for Each
Knowledge of the therapeutic alliance as a unique relationship between counselor and client, integrating basic counseling skills, critical thinking, ethical standards, and professional responsibilities to the client. Topics include, but are not limited to: - clinical boundaries; - transference and countertransference; - counselor self-disclosure; - recovery issues; - sexual harassment; - self-awareness regarding cultural bias and the need for cultural competency within the counselor/client relationship.	
Knowledge of the purpose of and responsibility to seek and utilize clinical supervision.	
Professional scope of practice in substance use disorder counseling.	
Staying consistent in the professional role at all times both with colleague and/or client interactions and in professional and community settings.	
Client rights.	
Potential conflicts of interest.	

Content must cover 16 clock hours. Please attach a Course Syllabus that includes:

- **A Course Description including an outline of delivery of content areas relative to hours of training and method of delivery;**
- **Educational Goals (Provide a brief statement of the expected outcomes of this course);**
- **Educational Objectives: (Provide in measurable terms, specific knowledge, skills and abilities to be acquired by the learner. Provide approximately one objective for every two hours of instruction).**



ETHICAL DECISION MAKING AND CONDUCT

(To include required content areas below)

Content	Indicate Number of Clock Hours of Delivery for Each
Provides knowledge of the use of critical thinking and analysis in effective ethical decision-making.	
Examines the differences between virtue ethics and ethical decision-making by formal codes of ethics.	
Provides knowledge of professional and ethical responsibilities of Addictions Counselors; includes formal canons of ethical principles. Must include but is not limited to, the CASAC Canon of Ethical Principles, the American Psychological Association Code of Ethical Principles and Code of Conduct, the ethical codes of the American Counseling Association and of the National Association of Social Workers, the American Association for Marriage and Family Therapy and the National Organization for Human Service Education.	
Examines clinical supervision as an ethical obligation throughout the career of a counselor.	
Provides knowledge of the ethical concerns and need for clear client/counselor boundaries related to the use of technology including text messaging, Social Media, and E-mail.	

Content must 9 clock hours and must include 1 hour of Technology and Ethics. Please attach a Course Syllabus that includes:

- **A Course Description including an outline of delivery of content areas relative to hours of training and method of delivery;**
- **Educational Goals (Provide a brief statement of the expected outcomes of this course);**
- **Educational Objectives: (Provide in measurable terms, specific knowledge, skills and abilities to be acquired by the learner. Provide approximately one objective for every two hours of instruction).**

CONFIDENTIALITY/LEGAL ISSUES

(To include required content areas below)

Content	Indicate Number of Clock Hours of Delivery for Each
Knowledge of current federal (42CFR Part 2, Health Insurance Portability and Accountability Act [HIPAA] Sections 160 & 164), and state laws governing the appropriate delivery of alcohol and substance use disorder services.	
The ability to explain the rationale for decisions affecting confidentiality	
Confidentiality best practices and administrative rules, including Jurisdictional specific rules and regulations regarding best practices for handling confidential client information.	
Emphasis on program specific policies/procedures involving confidentiality, as well as legal issues that relate to Substance Use Disorder clients.	
An understanding to seek clinical supervision on complex issues relating to confidentiality and legal matters.	
Information which addresses confidentiality and legal issues associated in work with clients impacted by HIV/AIDS.	
Consequences of violating codes of ethics, confidentiality laws, and client rights.	

Content must cover 9 clock hours. Please attach a Course Syllabus that includes:

- **A Course Description including an outline of delivery of content areas relative to hours of training and method of delivery;**
- **Educational Goals (Provide a brief statement of the expected outcomes of this course);**
- **Educational Objectives: (Provide in measurable terms, specific knowledge, skills and abilities to be acquired by the learner. Provide approximately one objective for every two hours of instruction).**



PROFESSIONAL DEVELOPMENT
(To include required content areas below)

Content	Indicate Number of Clock Hours of Delivery for Each
The ability to identify and address personal/professional and organizational strengths and limitations.	
The ability to identify and use sources of supervision and consultation.	
Knowledge of the importance of time management and the ability to implement an organizational skill set.	
Knowledge of personal biases and how to recognize them.	
The development of professional goals and objectives.	
Knowledge of the importance of developing professional competencies through continuing education, professional supervision, and training.	
Knowledge of education and training methods which promote personal/professional growth including utilizing current professional literature and information sources on current trends in the substance use field.	
Self-evaluation techniques and how to use them for personal and professional growth.	
The ability to accept, elicit, and use both constructive criticism and positive feedback from colleagues and supervisors.	
Knowledge and application of evidence-based practices to the counseling process through the support of clinical supervision.	

Content must cover 4 clock hours. Please attach a Course Syllabus that includes:

- **A Course Description including an outline of delivery of content areas relative to hours of training and method of delivery;**
- **Educational Goals (Provide a brief statement of the expected outcomes of this course);**
- **Educational Objectives: (Provide in measurable terms, specific knowledge, skills and abilities to be acquired by the learner. Provide approximately one objective for every two hours of instruction).**

Child Abuse and Maltreatment: Mandated Reporter Training – New York State Education Department approved training/curriculum - - The NYS Office for Children and Family Services (OCFS) Mandated Reporter Resource Center offers NYS Education Department approved [on-line training for mandated reporters](http://www.nysmandatedreporter.org/TrainingCourses.aspx) in New York State so that every mandated reporter has the knowledge and skills to be able to: effectively report child abuse or maltreatment/neglect to the NYS Child Abuse and Maltreatment Register. To access this course: <http://www.nysmandatedreporter.org/TrainingCourses.aspx> (2.00 Clock Hours)

Please provide information on how your students will complete this requirement. If students are required to complete the on-line course (noted above) to meet the OASAS regulatory requirement they must generate the certificate of completion for this online course and submit to you to be retained on file prior to issuing the CASAC 350-Hour Certificate of Completion.

If you or your staff have completed the NYS Office for Children and Family Services (OCFS) Training of Trainers (TOT) for this curriculum please include their names and titles and a copy of their TOT Certificate of Completion with this application. Delivery of this curriculum by this staff member will fulfill the OASAS regulatory requirement for individuals completing the course.



Office of Addiction Services and Supports

COUNSELOR WELLNESS

(To include required content areas below)

Content	Indicate Number of Clock Hours of Delivery for Each
Understanding of compassion fatigue, burnout, vicarious traumatization and other job-related stresses to include the impact of clients’ high risk behaviors despite treatment interventions; how to identify, prevent, and recover from these effects through knowledge on: why compassion fatigue and other job stresses occur and who is at risk; connection between a trauma history and compassion fatigue; recognition of symptoms; and prevention and recovery strategies, including the role of clinical supervision..	
Knowledge of the importance of self-care for the Substance Use Disorder Counselor, and the relationship between a healthy body, a healthy mind, and counselor wellness, and techniques for fostering that relationship (examples include but are not limited to, nutrition awareness, relaxation techniques, personal growth and clinical supervision)	
Knowledge of Counselor Wellness programs, including how to develop agency resources to offer counselor assistance, especially Substance Use Disorder intervention services and referrals (e.g. Employee Assistance Programs (EAP)); and peer support.	
Knowledge of how substance use/impairment during work hours constitute misconduct, as well as guidelines for a counselor’s return to work as a direct care provider following a period of impairment.	

Content must cover 5 clock hours. Please attach a Course Syllabus that includes:

- **A Course Description including an outline of delivery of content areas relative to hours of training and method of delivery;**
- **Educational Goals (Provide a brief statement of the expected outcomes of this course);**
- **Educational Objectives: (Provide in measurable terms, specific knowledge, skills and abilities to be acquired by the learner. Provide approximately one objective for every two hours of instruction).**