



Office of Alcoholism and Substance Abuse Services

**Education and Training Provider
Certification Application Packet**

January 2013 *(Updated 06/15)*

**New York State Office of Alcoholism and Substance Abuse Services
Education and Training Provider Certification Application**

The New York State Office of Alcoholism and Substance Abuse Services (OASAS), in its efforts to promote the creation and standardization of course work/training which enhances the knowledge and skills of individuals pursuing or renewing a Credentialed Alcoholism and Substance Abuse Counselor (CASAC), Credentialed Prevention Professional (CPP) or Credentialed Prevention Specialist (CPS) in New York State, offers certification to entities that offer relevant course work/training by qualified instructors.

Through this certification process, OASAS reviews course work/training offered through accredited colleges or universities; governmental agencies; professional organizations; training institutes; in-service training programs; qualified trainers; distance learning providers; or special events/conferences to ensure the qualifications of instructors and compliance with Part 853 (Credentialing of Addictions Professionals) Regulations.

CERTIFICATION REQUIREMENTS

In order to become an OASAS Certified Education and Training Provider, an entity must meet at least one of the following education and training area criteria:

- Accredited colleges or universities that provide alcoholism and substance abuse-related course work.
- Governmental agencies, professional organizations or training institutes that provide, on an annual basis, alcoholism and substance abuse-related course work.
- Structured in-service (applicant's staff only) programs that annually produce an organized, integrated alcoholism and substance abuse-related education and training program.
- **Qualified Trainers** who offer alcoholism and/or substance abuse related education and training. (see requirements below)

Qualified Trainers: In order to make application for approval as a Qualified Trainer:

Individuals must have a minimum of two years of teaching/training delivery and/or vast knowledge in the subject area. (Instructor Qualifications Form - PDS -17.3 must be completed and all requested information must be provided).

- Distance learning providers that offer alcoholism and substance abuse-related course work/training. (Please see attached criteria for submission of course work/training to be offered via distance learning).

NOTE: There is no limit on the number of clock hours completed through distance learning that can be claimed toward satisfying **credentialing renewal education and training requirements**. Course work must be directly related to areas of professional expertise specified in the Part 853 Regulations.

- If this Education and Training program is part of an OASAS certified alcoholism, substance abuse and chemical dependence service provider, all program components must be in good standing.
- Conferences and other Special Events that offer alcoholism and substance abuse education and information.

CERTIFICATION PROCESS

The first step in the certification process is determining the appropriate application. Applications will only be accepted for the following:

- Application for the OASAS CASAC 350-Hour Certificate Program (OASAS CASAC 350-Hour Education and Training Standardized Curriculum (Part 853 Credentialing of Addictions Professionals) [PART C – PDS-17.4)
 - ✓ Academic or
 - ✓ Community Based Education and Training Program Forms

Submission of this Application shall constitute assurance by the submitting provider that the course work/training described in the Application will be delivered in the manner stated. Failure to provide course work/training in a manner consistent with that stated in the Application may be grounds for rescinding provider certification. Only course work/training submitted to and approved by OASAS may be identified and promoted by an Education and Training Provider through its OASAS Education and Training Provider Certificate.

**New York State Office of Alcoholism and Substance Abuse Services
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- Application for one full Section of the OASAS CASAC 350-Hour Certificate Program (OASAS CASAC 350-Hour Education and Training Standardized Curriculum (Part 853 Credentialing of Addictions Professionals)) [PART C – PDS-17.4];
- Application for individual course work/training for **credentialing renewal requirements only**. (Part B – PDS 17.2).

Please be advised that applications for individual course work/training will be reviewed for credentialing renewal requirements only.

Applications must provide all of the relevant information required in each of the associated forms and a signed Part A - Education and Training Provider Information/Education and Training Provider Certification Agreement (PDS 17.1 - - Part A).

Course work/training submitted as part of the Application for CASAC 350-Hour Standardized Curriculum approval will be reviewed to determine adherence to the content areas as outlined in the OASAS CASAC 350-Hour Education and Training Standardized Curriculum (Part 853 Credentialing of Addictions Professionals) or credentialing renewal requirements.

Application

Applications will be reviewed on a first-come, first-served basis. Upon receipt, Applications will be reviewed to ensure that the:

- applicant meets at least one of the education and training area criteria;
- forms have been accurately completed and are typed and legible;
- qualifications of all instructors are appropriately documented (please refer to the required qualifications for instructors); and
- course work/training submitted as part of the Application is in compliance with the OASAS CASAC 350-Hour Education and Training Standardized Curriculum.

Incomplete Applications

Entities whose Applications have been determined to be incomplete are advised of any incomplete information and/or deficiencies in the Application. Material submitted in response to the deficiencies identified will be reviewed and a determination made. Entities whose Applications are not approved will be contacted/notified.

Approved Applications

Entities whose Applications are approved and determined by OASAS to be eligible for Education and Training Provider Certification are forwarded a/an Approval Letter and OASAS Education and Training Provider Certificate along with instructions for obtaining/issuing the OASAS Standardized Certificate of Completion which must be issued to all individuals as documentation of completion of OASAS approved course work/training.

Application Amendment

Amended and/or new course work/training associated with an Education and Training Provider's Certification must also be submitted to OASAS for review and approval using an OASAS Education and Training Provider Certification Application Packet.

Application Renewal

OASAS Education and Training Provider Certificates are issued for a three-year period. Prior to the expiration of the certification, OASAS Education and Training Providers are mailed an Education and Training Provider Recertification Packet.

(If the content of the approved course work/training course title[s] and/or clock hours have not changed, upon receipt of the completed Recertification Packet OASAS will renew the Education and Training Provider certification.)

If there have been changes to any of the above, the Attestation Form and Education and Training Provider Certification Application Packet must be submitted.

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NOTE: Only course work/training submitted to and approved by OASAS may be identified and promoted by an Education and Training Provider through its OASAS Education and Training Provider Certificate.

Once certified, OASAS Education and Training Providers must comply with all of the requirements outlined in Part A – Education and Training Provider Information - - Education and Training Provider Certification Agreement.

OASAS' ON-LINE TRAINING CATALOG

The OASAS Training Unit maintains an On-Line Training Catalog, which is available, at OASAS' Web (<http://www.oasas.ny.gov/training/index.cfm>) This On-Line Training Catalog includes training, offered by OASAS and its Certified Education and Training Providers, which is acceptable toward satisfying initial and/or renewal credentialing requirements for the CASAC, CPP and CPS.

While the Catalog provides a listing of all OASAS approved course work/training, once approved as an OASAS Certified Education and Training Provider you must register onto the Provider Scheduling System to schedule your course work/training and offer credentialing/recredentialing applicants information on available training needed to fulfill their education and training requirements.

Instructions for Scheduling Course work/training are included in this Application Packet. Also, an instructional flyer will be included with your approval packet outlining the steps to register onto the Provider Scheduling System and schedule your course work/training.

INSTRUCTIONS

These instructions are intended to guide you in completing the Education and Training Provider Certification Application. The Application Packet and associated forms are available on OASAS' Web site at:
<http://www.oasas.ny.gov/workforce/training/documents/packet.pdf>

The forms necessary for completion can be found at: <http://www.oasas.ny.gov/mis/forms/pds.cfm>

Please read the following before proceeding to prepare the Application.

1. Review the Education and Training Provider Certification Application to ensure that you are making application to offer:
 - The full OASAS CASAC 350-Hour Education and Training Standardized Curriculum (Part 853 Credentialing of Addictions Professionals) [PART C – PDS-17.4)
 - One full Section of the OASAS CASAC 350-Hour Education and Training Standardized Curriculum (Part 853 Credentialing of Addictions Professionals) [PART C – PDS-17.4);
 - Individual course work/training for **credentialing renewal requirements only.** (Part B – PDS 17.2).

Ensure that the appropriate Certification Application forms are completed and included with your application:

- Part A – Education and Training Provider Information (PDS-17.1).
- Part B – **If applying for approval of an individual course/training:** Education and Training Provider Course Work/Training Information (PDS-17.2) with attached Instructor Qualifications Form (PDS-17.3).
- Part C – Full 350-Hour Education and Training Standardized Curriculum (PDS-17.4) or one full Section of the Standardized Curriculum – i.e., Section I 85 clock hours; Section II 150 clock hours;
- Part D – CPP 250-Hour Certificate Program Information and CPS 120-Hour Certificate Program Information (PDS-17.5).
- Part E – 60-Hour Problem Gambling Core Curriculum – Treatment Track and/or 30-Hour Problem Gambling Core Curriculum – Prevention Track (PDS-17.6)

Submission of this Application shall constitute assurance by the submitting provider that the course work/training described in the Application will be delivered in the manner stated. Failure to provide course work/training in a manner consistent with that stated in the Application may be grounds for rescinding provider certification. Only course work/training submitted to and approved by OASAS may be identified and promoted by an Education and Training Provider through its OASAS Education and Training Provider Certificate.

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Education and Training Provider Certification Application**

2. Submit the completed Application to:

**NYS OASAS
Learning and Development Unit
1450 Western Avenue
Albany, New York 12203-3526**

**PART A - EDUCATION AND TRAINING
PROVIDER INFORMATION**

Part A (Education and Training Provider Information [PDS-17.1]) contains information to create an applicant record. Complete Part A as follows (please type all information):

Education and Training Provider Information

- Enter the name of the education and training provider.
 - Enter the address of the education and training provider.
 - Enter the county in which the education and training provider is located.
 - Enter the name and title of the education and training provider's authorized representative.
 - Enter the name, title, telephone number/E-mail address, fax number of the contact person for the education and training provider.
 - Check the Education and Training Modality area;
 - Place a check mark next to the education and training area for which the Application is being submitted ;
 - Review the Education and Training Provider Certification Agreement.
 - Obtain the signature of the provider's authorized representative and contact person.
 - Date the Application
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**PART B - EDUCATION AND TRAINING
PROVIDER COURSE INFORMATION**

Part B (Education and Training Provider Course Work/Training Information [PDS-17.2]) forms must be submitted for **each course/training submitted for review and approval for credentialing renewal requirements only** (attach additional sheets, as necessary). (Please type all information).

1. Course Title/Proposed Section -- Enter the title of the course to be reviewed. The title of the course should reflect the nature of the curriculum and content areas. **Please be reminded that individual course work/training will be reviewed for credentialing renewal requirements only.**

2. Number of Clock Hours -- The length of all course work/training must be reflected in clock hours, determined as follows:

- Clock Hours = the actual number of hours documented for the education and training received – lunch and/or breaks cannot be counted toward the total clock hours. **Example: 9:00 - 11:30 AM = 2.5 clock hours**
- Credit Hours = credits awarded after successful completion of an academic course. One college credit hour (graduate or undergraduate) equals 15 clock hours. **Example: 3 credits = 45 clock hours**
- Continuing Education Units (CEUs) = credits awarded after successful completion of a Continuing Education course. One CEU equals 10 clock hours. **Example: .7 CEUs = 7 clock hours**

3. Course Outline -- Enter the instructor's outline of topics to be covered during the course.

4. Educational Goal(s) -- Provide a brief statement of the expected outcomes of the course.

Example: "Participants will increase their knowledge and skills in the area of relapse prevention counseling."

5. Educational Objective(s) -- Provide, in measurable terms, specific knowledge, skills and abilities to be acquired by the participant. Provide approximately one objective for every two hours of instruction (i.e., 4 clock hours = at least 2 objectives).

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Examples: "Participants will be able to list four stages of addiction treatment group development."

"Participants will be able to distinguish between stimulants and depressants."

- 6. Instructor Name(s)/Qualifications** -- Enter the name(s) of the instructor(s) for each course. An Instructor Qualifications Form (PDS-17.3) must be completed for each instructor. Attach the completed Instructor Qualifications Form(s) to the corresponding Part B form.
- 7. Participant Evaluation Criteria and Procedures** -- Describe the method for determining whether the participant successfully completed the course work and a plan for evaluating relevant aspects of the learning and teaching experience. Attach a copy of the course evaluation participants will use to evaluate the course.
- 8. Submission of the following must be included with the application for the full CASAC 350-Hour Standardized Curriculum or a full Section:**
- Documentation of a screening instrument to ensure training readiness for each student prior to enrollment – such documentation must ensure that students have graduated high school or obtained a GED;
 - Documentation of existing published fees/tuition rates and related marketing brochures;
 - Documentation of school schedule and all locations of delivery of trainings
- 9. Documentation of course work/training will only be accepted from OASAS Certified Education and Training Providers using the OASAS standardized Certificate of Completion. This Certificate of Completion, which has been developed by OASAS, bears a watermark which will minimize the potential for alteration. Once you have gained approval as an OASAS Certified**

Education and Training Provider you must submit an E-Mail request for this document to OASAS' Training Unit at Training@oasas.ny.gov. A Certificate of Completion and instructions for use will then be electronically transmitted to you.

NOTE: Issuance of blank Certificates of Completion is not permitted under any circumstance.

PART C - CASAC 350-HOUR STANDARDIZED CURRICULUM PROGRAM INFORMATION

Part C - (CASAC 350-Hour Standardized Curriculum Program Information [PDS-17.4]) forms must be submitted by providers seeking OASAS approval of the full CASAC 350-Hour Standardized Curriculum as defined in Part 853 Regulations or one full Section of the CASAC 350-Hour Standardized Curriculum, i.e, Section I 85 clock hours; and/or Section II 150 clock hours).

PART D - CPP 250-HOUR/CPS 120-HOUR CERTIFICATE PROGRAM INFORMATION

Part D - (CPP 250-Hour Certificate Program Information and/or CPS 120-Hour Certificate Program Information [PDS-17.5]) forms must only be submitted by providers seeking OASAS approval of a comprehensive course or sequence of courses meeting the full 250 and/or 120 clock hour requirements defined in Part 855 Regulations.

PART E – CASAC 60-HOUR PROBLEM GAMBLING CORE CURRICULUM – TREATMENT TRACK AND/OR CPP 30-HOUR PROBLEM GAMBLING CORE CURRICULUM – PREVENTION TRACK (PDS-17.6)

Part E – (CASAC 60-hour Problem Gambling Core Curriculum – Treatment track and/or CPP 30-hour Problem Gambling Core Curriculum –

Submission of this Application shall constitute assurance by the submitting provider that the course work/training described in the Application will be delivered in the manner stated. Failure to provide course work/training in a manner consistent with that stated in the Application may be grounds for rescinding provider certification. Only course work/training submitted to and approved by OASAS may be identified and promoted by an Education and Training Provider through its OASAS Education and Training Provider Certificate.

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Prevention track [PDS-17.6]) forms must only be submitted by providers seeking OASAS approval of a comprehensive course or sequence of courses meeting the full 60 and/or 40 clock hour requirements defined in the Education and Training Compliance Protocols.

For more information, contact the OASAS Learning and Development Unit at:

Phone: (518) 485-2027
Fax: (518) 485-2062
E-Mail: training@oasas.ny.gov
Web site: www.oasas.ny.gov

February 2014

Submission of this Application shall constitute assurance by the submitting provider that the course work/training described in the Application will be delivered in the manner stated. Failure to provide course work/training in a manner consistent with that stated in the Application may be grounds for rescinding provider certification. Only course work/training submitted to and approved by OASAS may be identified and promoted by an Education and Training Provider through its OASAS Education and Training Provider Certificate.

**Criteria for Submission of Individual Course Work/Training Distance Learning Format
CASAC/ CPP/CPS Certificate programs will only be approved if offered through an academic
institution**

- Submit an OASAS Education and Training Provider Certification Application Packet - - (Part A – PDS-17.1; Part B – PDS-17.2 and an Instructor Qualifications Form - PDS-17.3)

Submit the following information (**All course content must be current and up-to-date, within five years of issuance**):

- Will the course work/training be offered as an/a

Asynchronous Learning Course: Any learning event where interaction is delayed over time. This allows on demand delivery to learners to participate according to their schedule, and be geographically separate from the instructor. Could be in the form of a workbook; distance learning course (on-line computer), etc.
OR

Synchronous Learning Course: Any learning event where interaction happens simultaneously in real-time. This requires that learners attend class at its scheduled time. (e.g. E-Learning technologies such as a Web Dialog).

- If this is previously approved course work/training explain how the original learning outcomes can be achieved by distance learning.
- Provide the information which will be shared with the learner relative to the type of technology required (if applicable) to complete the course work/training (e.g. internet explorer; adobe flash, etc.).
- Provide information on how materials will be disseminated to the learner (if applicable) (e.g. workbook will be distributed via U.S. Postal service within two days following request by learner).
- Provide rationale for determination of associated clock hours for this course work/training.
- Describe the process for and frequency of instructor/learner interaction and/or accessibility of instructor to learner. Will there be telephone office hours and if so please specify.
- Submit a copy of the assessment component (e.g. pre-test; post-test; final assignment) to be completed by the learner to determine successful completion.
- Description of pass/fail criteria to include information on how the learner will be notified if pass rate is not achieved. Also, will the learner be allowed to complete the final test more than once if successful completion is not initially achieved?
- How the OASAS Standardized Certificate of Completion will be generated to the learner upon successful completion and when this will occur (e.g. Standardized Certificate of Completion will be mailed to learner within two days following successful completion of course work/training).
- Submit a copy of the workbook if this is the format to be used for the course work/training or if on-line computer training, provide OASAS instructions for access to this course work/training.
- Provide the cost to purchase this course work/training.

EDUCATION AND TRAINING PROVIDER CERTIFICATION APPLICATION CHECKLIST

Did you remember to:

- Complete the Part A – Education and Training Provider Information?
- Sign and date the Part A – Education and Training Provider Certification Agreement?
- Complete a Part B – (Education and Training Provider Course Work/Training Information) form for individual course work/trainings which will be reviewed for credentialing renewal requirements only.
- Complete the Instruction Qualifications Form for each instructor?
- Complete Part C (CASAC 350-Hour Certificate Program Information) form for the full CASAC 350-Hour Standardized Curriculum or a full Section within the Standardized Curriculum
- Complete Part D (CPP 250-Hour Certificate Program) and/or (CPS 120-Hour Certificate Program Information) form, if applicable?
- Complete Part E (CASAC 60-hour Problem Gambling Core Curriculum – Treatment track and/or CPP 30-hour Problem Gambling Core Curriculum – Prevention track (PDS-17.6)?
- Attach all required supporting documentation - - See Part A - - Education and Training Provider Certification Information and Agreement - - *Submission to OASAS?*
- If submitting course work/training to be offered via distance learning, address all criteria as outlined in the attached Criteria for Submission of Course Work/Training Distance Learning Format
- MAKE A COPY OF THE COMPLETED APPLICATION FOR YOUR RECORDS?**

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Division of Quality Assurance and Performance Improvement Bureau of Talent Management

OASAS ON-LINE TRAINING CATALOG

In order to access the OASAS Training Catalog Provider Scheduling System you must complete form IRM 15 <http://www.oasas.ny.gov/mis/forms/IRM-15.pdf>. In completing the form, **under systems to access, select Other and then specify OASAS Training Catalog**.

You must then fax the completed form to 518-457-2387 Attention: Help Desk
You will then be provided a password for access to the scheduling system and will then follow these instructions:

The Training Catalog is available on-line at OASAS' Web site <http://www.oasas.ny.gov/training/index.cfm>.

While the Catalog will provide a listing of all OASAS approved course work/trainings; **you need to register onto the Provider Scheduling System to schedule upcoming trainings**. To do this, please follow the instructions listed below:

Go to www.oasas.ny.gov/training/index.cfm

- Select OASAS Certified Education and Training Provider Log In
- Enter your Email address and a password
- **Click on Sign up as an OASAS Certified Education and Training Provider (this will register you onto the system)**
- Enter User Info - - Under Organization Type Click on --- Select a Provider – Select Your Organization
- Select request role (Administrator or staff) - - Select continue
- Verify registration information - - Select complete
- An E-mail will be sent to the Training Unit Mailbox, verification of your status as an Education and Training Provider will be made and you will receive an E-mail confirming access to the system

Scheduling Course Work/Trainings

Once Registered - - Menu Items - - Scheduling – **select Class Scheduling**

Select your organization and this will provide you with a listing of all of your OASAS approved course work/trainings.

- To schedule a class - select icon to the left of course title and complete information (a default has been set for your organization and county location) (a calendar icon has been added for scheduling the start and end dates) - - Provide information and select add class
- Distance Learning - select icon to the left of course title and complete information - add cost and comments – select update

We encourage you to participate in the Provider Scheduling System to schedule your course work/training and offer credentialing applicants with information on available course work/training needed to meet their education and training requirements. If you have any questions or require assistance please contact the Training Unit at 518-485-2027 or at training@oasas.ny.gov

Education and training course work submitted for review as part of the Education and Training Provider Certification Application must be in compliance with the *Part 853 Credentialing of Addictions Professionals Regulations* as outlined in the attached

***CREDENTIALLED ALCOHOLISM AND SUBSTANCE ABUSE COUNSELOR (CASAC)
350-HOUR EDUCATION AND TRAINING
STANDARDIZED CURRICULUM***

Please be reminded that applications for individual course work/training and/or conferences and other special events will be reviewed only for credentialing renewal requirements.

***NEW YORK STATE OFFICE OF ALCOHOLISM AND
SUBSTANCE ABUSE SERVICES***

***PART 853 CREDENTIALING OF ADDICTIONS
PROFESSIONALS
CREDENTIALAED ALCOHOLISM AND SUBSTANCE ABUSE
COUNSELOR (CASAC)
350-HOUR EDUCATION AND TRAINING
STANDARDIZED CURRICULUM***

May 2012

Section I – Knowledge of Alcoholism and Substance Abuse (85 clock hours) – [Must include a minimum of 4 hours of training related to tobacco use and nicotine dependence.]

Section I must include the following course content and associated clock hours:

➤ **Basic Knowledge: Physical and Pharmacological Effects - Course work that provides knowledge of:**

- Alcohol, Tobacco and Other Drugs (ATOD) use and abuse;
- how the brain and other body parts react to ATOD ingestion;
- ATOD pharmacology and interaction of ATOD with other medications;
- the nature of addiction;
- the natural history of alcoholism and other drug dependence;
- genetic factors that may contribute to dependence;
- the Bio-Psycho-Social model of addiction; and particular substances of abuse (e.g., alcohol, amphetamine and related substances, caffeine, cannabis, cocaine, hallucinogens, inhalants, nicotine, opioids, phencyclidine and related substances, sedatives, hypnotics, anxiolytics, etc.).

[Content must cover a minimum of 30 clock hours - - a minimum of 4 of the 30 must be related to tobacco use; nicotine dependence; interventions; treatment and recovery and nicotine replacement therapy (NRT)];

➤ **Overview of the Addictions Field - Course work that provides knowledge of:**

- the history of alcohol and drugs;
- terms and concepts related to theory, research and practice and faith based treatment approaches;
- basic concepts of social, political, economic and cultural systems and their impact on drug-taking activity;
- risk and protection factors that characterize individuals and groups and their living environments;
- the continuum of addiction services, prevention, treatment, recovery and relevant levels of intervention and care;
- the continuum of drug use to include initiation; intoxication; harmful use; abuse; dependence; withdrawal; relapse and recovery.

[Content must cover a minimum of 28 clock hours]

➤ **Diversity of Intervention and Treatment Approaches - Course work that provides knowledge of:**

- specific therapy models;
- medication supported recovery (medication assisted treatment) [including but not limited to methadone; buprenorphine; alcohol dependence medications and psychiatric medications];
- non-traditional treatment methods;
- the theory and practice of recognized (i.e., having some basis in literature, research, common or licensed/regulated practice) intervention and treatment approaches; and OASAS licensed and/or funded modalities and therapy models that address ATOD-related problems and diagnoses.

[Content must cover a minimum of 12 clock hours]

Examples include - - Chemical Dependence Services

[Part 816 - Chemical Dependence Withdrawal and Stabilization Services](#)

[Part 817 - Chemical Dependence Residential Rehabilitation Services for Youth](#)

[Part 818 - Chemical Dependence Inpatient Rehabilitation Services](#)

[Part 819 - Chemical Dependence Residential Services](#)

[Part 822 - Chemical Dependence Outpatient and Opioid Treatment Programs](#)

Section I – Knowledge of Alcoholism and Substance Abuse (85 clock hours) – [Must include a minimum of 4 hours of training related to tobacco use and nicotine dependence.]

Section I must include the following course content and associated clock hours:

[Part 823 - Outpatient Chemical Dependency Services for Youth](#)

[Part 824 - Specialized Services](#)

➤ **Introduction to Diagnostic Criteria - Course work that provides knowledge of:**

- various assessment instruments and diagnostic tools for alcoholism and substance abuse 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 OASAS LOCADTR and A.S.A.M. Patient Placement Criteria.

[Content must cover a minimum of 6 clock hours]

➤ **Knowledge of 12 Step and Mutual Aid Groups - Course work that provides knowledge of:**

- the history, theory/philosophy, principles and practices of the 12 Steps and other types of mutual aid groups.

[Content must cover a minimum of 6 clock hours]

➤ **Toxicology Testing/Screening - - Course work that provides knowledge of:**

- basic concepts of toxicology screening options, limitations and legal implications as well as reporting language and the meaning of toxicology reports.

[Content must cover a minimum of 3 clock hours]

Section II – Alcoholism and Substance Abuse Counseling (150 clock hours) - - [Must include 15 hours specific to Cultural Competence]

Section II must include the following course content and associated clock hours:

➤ **Individual Counseling - Course work that provides knowledge of:**

- the essentials of alcoholism and substance abuse counseling with individuals, including the theory and practice of clinical management of the recovery of individuals, and the application of diagnostic criteria;
- counselor communication skills;
- skills and techniques that focus on the barriers to recovery including vocational habilitation and other multiple rehabilitation needs;
- dealing with the biological, psychological, social, emotional and spiritual aspects of recovery and how to integrate these to prevent the onset of active Alcohol, Tobacco and Other Drugs (ATOD) use, relapse prevention planning, and long term recovery;
- counseling individuals about the use of addiction medications (including but not limited to methadone; buprenorphine; alcohol dependence medications; and psychiatric medications).

[Content must cover a minimum of 45 clock hours including 6 hours of vocational-related skills and 6 hours of relapse prevention skills]

➤ **Group Counseling - Course work that provides knowledge of:**

- the essentials of alcoholism and substance abuse counseling with groups of individuals;
- the use of addiction medications (including but not limited to methadone; buprenorphine; alcohol dependence medications; and psychiatric medications);
- group theory including stages of group development and tasks of the counselor at different stages of the process;
- group dynamics, techniques and interventions used in group settings and group techniques designed for or modified for, specific populations;
- support groups.

[Content must cover a minimum of 30 clock hours including 6 hours of relapse prevention material]

➤ **Counseling Special Populations/Cultural Competency - Coursework that provides knowledge of:**

- the specific ATOD prevention/treatment needs of particular populations and development of the skills necessary to effectively counsel individuals in those populations;
“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.);
- an ability to understand, communicate with, and effectively interact with people across diverse cultures;
Cultural competence comprises four components: (a) Awareness of one’s own cultural worldview, (b) Attitude towards cultural differences, (c) Knowledge of different cultural practices and worldviews, and (d) Cross-cultural skills.

[Content must cover a minimum of 30 clock hours including 15 hours specific to Cultural Competency]

➤ **Effects on Family - - Counseling Families and Significant Others - Course work that provides knowledge of:**

- the basic theory and skills needed by alcoholism and substance abuse counselors to work effectively with individual family members, significant others and whole families, including co-dependency; issues relating to

children of chemically addicted persons;

- genograms;

Section II – Alcoholism and Substance Abuse Counseling (150 clock hours) – [Must include 15 hours specific to Cultural Competence]

➤ **Effects on Family - - Counseling Families and Significant Others (continued) - Course work that provides knowledge of:**

- the application of systems theory to practice with families;
- In addition, this section must address relapse prevention topics (e.g. awareness of relapse process, maintaining commitment to recovery, utilizing available resources) aimed to assist the families/significant others of ATOD clients.

[Content must cover a minimum of 21 clock hours including 6 hours specific to relapse prevention with families/significant others]

➤ **Theories of Human Development and the Relationship to Substance Abuse - Course work that provides knowledge of:**

- various theories on human growth and development (i.e., physical, psychological, emotional and spiritual development of human beings) with the emphasis on substance abuse.

[Content must cover a minimum of 12 clock hours]

➤ **Health, Wellness and Communicable Diseases – Course work that provides knowledge of:**

- the medical issues common to individuals with ATOD disorders, including HIV and AIDS, STD's, TB, hepatitis and other communicable diseases, as well as interventions which promote health and wellness.

[Content must cover a minimum of 12 clock hours].

Section III – Assessment; Clinical Evaluation; Treatment Planning; Case Management; and Patient, Family and Community Education (70 clock hours)

Section III must include the following course content and associated clock hours:

➤ **Assessment and Evaluation - - *Course work that provides:***

- knowledge sufficient to determine the presence and extent of any Alcohol, Tobacco and Other Drugs (ATOD)-related problems and make a determination of any needed initial services to include:
 - rapport building;
 - systematic data gathering from client and collateral sources concerning all functional areas;
 - screening and assessment instruments;
 - application of accepted substance use disorder diagnostic criteria to make treatment recommendations;
 - 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, etc.);
 - determining treatment readiness;
 - sharing of assessment results.

[Content must cover a minimum of 24 clock hours]

➤ **Treatment Planning, Client Record Keeping and Discharge Planning - - *Course work that provides:***

- knowledge of the cooperative process by which counselor and client devise an alcoholism and substance abuse treatment plan;
- knowledge of components of the treatment plan including goal setting, measurable objectives, time frames; activities, evaluation, relapse prevention and discharge planning;
- knowledge of the roles and tasks of the interdisciplinary treatment team in carrying out the treatment and discharge plan;
- knowledge of the content of clients' records and related documentation and record-keeping methods and processes;
- knowledge of the essential components of client records; including release forms, assessments, treatment plans, progress notes and discharge summaries and 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;
- skills to utilize new technologies in the production of client records

[Content must cover a minimum of 24 clock hours].

➤ **Case Management, Referral and Service Coordination - - *Course work that provides:***

- practical knowledge, and develops skills in case management, monitoring, ongoing assessment, and referral of the alcoholism or substance abusing/dependent client to the appropriate services in a suitable level of care;
- knowledge on documentation of 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.

[Content must cover a minimum of 12 clock hours]

Section III – Assessment; Clinical Evaluation; Treatment Planning; Case Management; and Patient, Family and Community Education (70 clock hours)

Section III must include the following course content and associated clock hours:

➤ **Patient, Family and Community Education and Prevention - - *Course work that provides:***

- Presentation and training techniques that address how to provide relevant information about ATOD abuse and related problems to patients, families & communities to encourage wellness and increase understanding of addiction;
- Presentation and training techniques that address and support substance abuse prevention, treatment and the recovery process;
- Knowledge of the connection of the theories and models of ATODG 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 a minimum of 10 clock hours]

Section IV – Professional and Ethical Responsibilities (45 clock hours) – [Must include 15 hours specific to Ethics for Addiction professionals and a minimum of 2 hours in Child Abuse and Maltreatment: Mandated Reporter NYS Education Department approved training]

Section IV must include the following course content and associated clock hours:

➤ **Counselor-Client Relationships - - *Course work that provides:***

- 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
 - response and responsibility to seek and utilize clinical supervision.
 - self-awareness regarding cultural bias and the need for cultural competency within the counselor/client relationship.

[Content must cover a minimum of 18 clock hours]

➤ **Ethical Decision Making & Conduct - - *Course work that:***

- 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.

[Content must cover a minimum of 9 clock hours]

➤ **Confidentiality/Legal Issues - - *Course work that provides:***

- 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 alcoholism and substance abuse services;
- emphasizes on program specific policies/procedures involving confidentiality, as well as legal issues that relate to alcoholism and substance abuse 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.

[Content must cover a minimum of 9 clock hours]

Section IV – Professional and Ethical Responsibilities (45 clock hours) – [Must include 15 hours specific to Ethics for Addiction professionals and a minimum of 2 hours in Child Abuse and Maltreatment: Mandated Reporter NYS Education Department]

Section IV must include the following course content and associated clock hours:

- **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)
- **Counselor Wellness - - *Course work that provides:***
 - the definition of compassion fatigue, burnout and other job-related stresses and how to identify, prevent and recover from its effects through knowledge on: why compassion fatigue occurs and who is at risk; connection between PTSD 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 Alcoholism & Substance Abuse 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 alcoholism & substance abuse intervention services and referrals (e.g. Employee Assistance Programs (EAP); and peer support;
 - knowledge of alcoholism & substance abuse impairment and misconduct and identification of such, as well as guidelines for a counselor’s return to work as a direct care provider following a period of impairment.**[Content must cover a minimum of 7 clock hours]**

May 2012

Education and training course work submitted for review as part of the Education and Training Provider Certification Application must be in compliance with the *Part 853 Credentialing of Addictions Professionals Regulations* as outlined in the attached

EDUCATION AND TRAINING COMPLIANCE PROTOCOLS FOR CREDENTIALLED PREVENTION PROFESSIONALS AND CREDENTIALLED PREVENTION SPECIALISTS

CPP/CPS EDUCATION/TRAINING PROTOCOLS

Section I – Knowledge of Alcoholism and Substance Abuse at all Age Levels and Among People of Diverse Backgrounds and Cultures (CPP – 85 clock hours) (CPS – 50 clock hours) – A minimum of four hours in this section MUST be related to tobacco use and nicotine dependence and a minimum of 15 hours must be specific to cultural competence.

Section I includes course work that provides knowledge of abused substances and addiction; broad overview of the addiction field, including treatment approaches and modalities; theoretical models applied to understanding abuse and addiction; trends in alcohol and other drug (AOD) use, abuse, addiction and treatment (e.g., physical, psychological, social, cognitive/mental, and pharmacological); and the mutual aid aspects of AOD use, abuse, addiction and treatment. Examples include:

A. Basic Knowledge: Physical and Pharmacological Effects -- Course work that provides knowledge of AOD (including nicotine) use and abuse; how the brain and other body parts react to AOD ingestion; AOD pharmacology and interaction of AOD with other medications; the nature of addiction; the natural history of alcoholism and other drug dependence; genetic components; the Disease (Medical) Model of addiction; the recovery process from AOD dependence; the Bio-Psycho-Social Model of addiction; and particular substances of abuse (e.g., alcohol, amphetamine and related substances, caffeine, cannabis, cocaine, hallucinogens, inhalants, nicotine, opioid, phencyclidine and related substances, sedatives, hypnotics or anxiolytics, etc.).

B. Diversity of Intervention and Treatment Approaches -- Course work that provides knowledge of specific therapy models; non-traditional treatment methods; and the theory and practice of recognized (having some basis in literature, research, common or licensed/regulated practice) intervention and treatment approaches; and OASAS-licensed and/or funded modalities and therapy models that address AOD-related problems and diagnoses. Examples include:

acute care alcoholism program	hospital detoxification	inpatient rehabilitation
alcoholism outpatient clinic programs		medically supervised outpatient
drug free day service		methadone maintenance
drug free residential		methadone to abstinence
drug free outpatient		outpatient alcoholism rehabilitation
halfway house		prevention/school/community
innovative prevention/intervention programs		primary care program/alcohol crisis center
tobacco use and nicotine dependence		cultural competence

C. Knowledge of 12 Step and Mutual Aid Groups -- Course work that provides knowledge of the 12 Steps (e.g., describes the history, theory/philosophy, principles and practices); mutual aid groups (e.g., Alcoholics Anonymous, Al-Anon, Narcotics Anonymous, etc.); and spiritual aspects of sobriety and recovery.

D. Cultural Diversity -- Course work that provides knowledge of the similarities and differences between two or more population groups, including recommended approaches in both prevention and treatment for those groups. (e.g., foundations in cultural competence; cross-cultural communication; dealing with bias, racism, stereotyping and prejudice; ethnicity studies).

E. Special Populations -- Course work that provides knowledge of the specific AOD prevention/treatment needs of particular populations. "Special population" is defined by race; minority/protected status; ethnicity; gender; religion; legal status; age; and/or other status (e.g., co-existing psychiatric disorders/MICA, elderly, adolescents, racial minorities, women, veterans, trauma survivors, criminal justice-involved, DWI offenders, sexual orientation, disabilities, eating disorders, compulsive gamblers, domestic violence, etc.).

Education and Training Compliance Protocols (cont'd)

Section II – Prevention Specific and Related to the Performance Domains (Areas of Professional Expertise) (CPP – 60 Clock Hours) (CPS – 48 Clock Hours)

Section II includes course work that corresponds to the six performance domains as identified in the 2013 International Certification and Reciprocity Consortium (ICRC) Prevention Specialist Job Task Analysis (JTA):

- A. Planning and Evaluation** -- Course work that provides knowledge of determining the level of community readiness for change; identifying appropriate methods to gather relevant data for prevention planning; identifying existing resources available to address the community needs; identifying gaps in resources based on the assessment of community conditions; identifying the target audience; identifying factors that place persons in the target audience at greater risk for the identified problem; identifying factors that provide protection or resilience for the target audience; determining priorities based on comprehensive community assessment; developing a prevention plan based on research and theory that addresses community needs and desired outcomes; selecting prevention strategies, programs and best practices to meet the identified needs of the community; implementing a strategic planning process that results in the development and implementation of a quality strategic plan; identifying appropriate prevention program evaluation strategies; administering surveys/pre/posttests at work plan activities; conducting evaluation activities to document program fidelity; collecting evaluation documentation for process and outcome measures; evaluating activities and identifying opportunities to improve outcomes; utilizing evaluation to enhance sustainability of prevention activities; providing applicable workgroups with prevention information and other support to meet prevention outcomes; incorporating cultural responsiveness into all planning and evaluation activities; and preparing and maintaining reports, records, and documents pertaining to funding sources.
- B. Prevention Education and Service Delivery** -- Course work that provides knowledge of coordinating prevention activities; implementing prevention education and skill development activities appropriate for the target audience; providing prevention education and skill development programs that contain accurate, relevant and timely content; maintaining program fidelity when implementing evidence-based practices; serving as a resource to community members and organizations regarding prevention strategies and best practices.
- C. Communication** - - Course work that provides knowledge to promote programs, services, activities and maintenance of good public relations; participation in public awareness campaigns and projects relating to health promotion across the continuum of care; identify marketing techniques for prevention programs; apply principles of effective listening; apply principles of public speaking; employ effective facilitation skills; communicate effectively with various audiences; and demonstrate interpersonal communication competency.
- D. Community Organization** -- Course work that provides knowledge to identify community demographics and norms; identify a diverse group of stakeholders to include in prevention programming activities; build community ownership of prevention programs by collaborating with stakeholders when planning, implementing and evaluating prevention activities; offer guidance to stakeholders and community members in mobilizing for community change; participate in creating and sustaining community-based coalitions; develop or assist in developing content and materials for meetings and other related activities; develop strategic alliances with other service providers within the community; develop collaborative agreements with other service providers within the community; and participate in behavioral health planning and activities.
- E. Public Policy and Environmental Change** -- Course work that provides knowledge to provide resources, trainings and consultations that promote environmental change; participate in enforcement initiatives to affect environmental change; participate in public policy development to affect environmental change; use media strategies to support policy change efforts in the community; collaborate with

various community groups to develop and strengthen effective policy; advocate to bring about policy and/or environmental change.

- F. Professional Growth and Responsibility** -- Course work that provides knowledge to demonstrate the knowledge of current prevention theory and practice; adhere to all legal, professional and ethical principles; demonstrate cultural responsiveness as a prevention professional; demonstrate self-care consistent with prevention messages; recognize importance of participation in professional associations locally, statewide and nationally; demonstrate responsible and ethical use of public and private funds; advocate for health promotion across the life span; advocate for healthy and safe communities; demonstrate knowledge of current issues of addiction; demonstrate knowledge of current issues of mental, emotional and behavioral health.

Section II also includes course work that provides knowledge of OASAS' Risk and Protection-Focused Prevention Framework; OASAS' Results-Focused Prevention Work Plan and its components (i.e., target population and characteristics, performance targets, service approach and verification of achievement); environmental prevention; the Principles of Effectiveness; Safe and Drug Free Schools and Communities Act and programs; science-based programs; the multi-systems model; and classification of preventive interventions:

- Universal -- interventions that are desirable for the general population (e.g., newsletters, media campaigns, celebrations, brochures/pamphlets, etc.);
- Selective -- interventions directed at a subgroup of the population distinguished by age, gender, occupation or other obvious characteristics whose risk for alcohol and substance abuse and problem gambling is above average (e.g., Children of Alcoholics/Children of Substance Abusers programs, junior high transition programs, first-year college student interventions, etc.); and
- Indicated -- interventions targeted to individuals who exhibit the highest level of risk (e.g., prevention counseling, drinking driver programs, Employee Assistance Program interventions, etc.).

Such course work may also be claimed to satisfy CPP requirements in Section IV (Prevention Principles and Practices and the Services Continuum).

Education and Training Compliance Protocols (cont'd)

Section III -- Professional Development and Ethical Responsibilities (CPP -- 45 clock hours, including a minimum of 15 clock hours specific to Ethics for Prevention Professionals and a minimum of two hours in Child Abuse and Maltreatment: Mandated Reporter Training. (CPS -- 22 clock hours, of which 10 hours must be specific to Ethics for Prevention Professionals and a minimum of two hours in Child Abuse and Maltreatment: Mandated Reporter Training

Section III includes course work that provides knowledge of professional and ethical responsibilities for AOD prevention practitioners. To satisfy both the CPP and CPS requirements in this Section, the minimum number of clock hours referenced above for each credential must be focused on Individual and Program Ethics, including the CPP/CPS Canon of Ethical Principles; confidentiality and legal issues (e.g., laws, regulations, confidentiality of client records, quality assurance, policy development, monitoring and development of agency service agreements); mandated reporting (e.g., sexual, physical and emotional abuse, child abuse and domestic violence, etc.); appropriate and inappropriate behaviors in the professional setting; prevention practitioner wellness; identifying standards of conduct for prevention practitioners; setting professional goals with the prevention ethics standards in mind; and utilizing a method of decision making for difficult ethical situations in prevention.

The remainder of the CPP clock hours in this Section may include course work that provides knowledge of professional development for prevention practitioners. Examples include:

- A. Leadership Skills** -- Course work that provides knowledge of management; supervision; working with Boards of Directors and local/regional/state/federal governments; and networking and developing working relationships with community organizations, such as churches, foundations and public health/safety advocates, as well as the media.
- B. Computer Literacy/Resources** -- Course work that provides knowledge of the development of Web sites and pages; the use of graphics software/presentation packages; and utilization of the Internet for surveying community needs, providing education and information to the public and organizations (e.g., calendars and hotlines) and identifying potential funding sources, research and publications related to prevention.

Education and Training Compliance Protocols (Continued)

Section IV -- Prevention Principles and Practices and the Services Continuum (CPP Only -- 60 clock hours)

Section IV includes course work that provides knowledge to enhance skills and abilities to perform as an alcoholism and substance abuse or problem gambling prevention practitioner, as well as course work that familiarizes the individual with all aspects of the addiction services continuum. Examples include:

- A. Systems Approach to Prevention, Principles and Practices** -- Course work that provides knowledge of OASAS' Risk and Protection-Focused Prevention Framework; OASAS' Results-Focused Prevention Work plan and its components (i.e., target population and characteristics, performance targets, service approach and verification of achievement); environmental prevention; the Principles of Effectiveness; Safe and Drug Free Schools and Communities Act and programs; science-based programs; the multi-systems model; and classification of preventive interventions:
- Universal -- interventions that are desirable for the general population (e.g., newsletters, media campaigns, celebrations, brochures/pamphlets, etc.);
 - Selective -- interventions directed at a subgroup of the population distinguished by age, gender, occupation or other obvious characteristics whose risk for alcohol and substance abuse and/or problem gambling is above average (e.g., Children of Alcoholics/Children of Substance Abusers programs, junior high transition programs, first-year college student interventions, etc.); and
 - Indicated -- interventions targeted to individuals who exhibit the highest level of risk (e.g., prevention counseling, drinking driver programs, Employee Assistance Program interventions, etc.).
- B. Addiction Services Continuum** -- Course work that provides knowledge of individual counseling; group counseling; effects of alcoholism and substance abuse and/or problem gambling on family/counseling families and significant others; relapse prevention; vocational education counseling; communicable diseases: HIV/AIDS, STDs, TB, hepatitis; human growth and development; assessment and evaluation; case management and referral; treatment planning; client record keeping; and discharge planning.

**EDUCATION AND TRAINING COMPLIANCE
PROTOCOLS**

**CASAC 60-HOUR PROBLEM GAMBLING CORE
CURRICULUM - - TREATMENT TRACK**

AND

**CPP 30-HOUR PROBLEM GAMBLING CORE
CURRICULUM -- PREVENTION TRACK**

EDUCATION AND TRAINING COMPLIANCE PROTOCOLS

60-HOUR PROBLEM GAMBLING CORE CURRICULUM -- TREATMENT TRACK

The 60-hour Problem Gambling Core Curriculum -- Treatment Track includes course work that provides knowledge specific to the assessment and treatment of problem gambling; a broad overview of the problem gambling field, including treatment approaches and modalities; theoretical models applied to understanding problem gambling; trends in gambling and specific treatment for problem gambling (e.g., physical, psychological, social, cognitive/mental, pharmacological, etc.); and the mutual aid aspects of gambling and problem gambling, addiction and treatment. Examples include:

- A. Problem Gambling Knowledge and Education (15 hours) --** Course work that provides knowledge of gambling and problem gambling; problem gambling prevalence rates statewide and nationally; five types of gamblers; profiles of problem gamblers: men vs. women; escape vs. skill-based gambler distinctions; progression for problem gamblers and spouses; phases of problem gambling; warning signs of problem gambling; review of problem gambling diagnosis from DSM-IV; basic review of available services throughout New York State including treatment, prevention and self- help; basic knowledge of gambling venues; and special populations and their gambling practices.
- B. Skills for Screening, Assessment and Diagnosis (15 hours) --** Course work that provides knowledge of comprehensive assessment and diagnosis of problem gambling; review and scoring of most widely used screening tools including:
 - ▶ South Oaks Gambling Screen (SOGS)
 - ▶ South Oaks Gambling Screen for Adolescents (SOGS-R)
 - ▶ DSM-IV Pathological Diagnosis
 - ▶ Lie-Bet
 - ▶ Gambler's Anonymous and GAM-ANON 20 question tool
- C. Specialized Clinical Treatment, Treatment Planning and Case Management (20 hours) --** Course work that provides knowledge of legal issues related to gambling; financial issues: budgeting, restitution; crisis intervention specific to gamblers (including suicidal assessments and referrals); theoretical models of problem gambling treatment, including evidence based-practices and examples of interventions; addressing co-occurring disorders that are identified along with problem gambling; and ethical considerations in the clinical treatment of problem gamblers.
- D. Relapse Prevention and Discharge Planning (10 hours) --** Course work that provides knowledge of relapse triggers and relapse cycle for problem gamblers; incorporating spirituality into gambling-specific treatment; and orientation to Gambler's Anonymous and other support services.

30-HOUR PROBLEM GAMBLING CORE CURRICULUM -- PREVENTION TRACK

The 30-hour Problem Gambling Core Curriculum -- Prevention Track includes course work that provides a broad overview of the problem gambling field and that provides knowledge to enhance skills and abilities to perform as a problem gambling prevention practitioner. Examples include:

- A. Problem Gambling Knowledge and Education (10 hours) --** Course work that provides the history of gambling and problem gambling; definitions of gambling and problem gambling; problem gambling prevalence rates in, statewide and nationally; five types of gamblers; profiles of problem gamblers: men vs. women; escape vs. skill-based gambler distinctions; progression for problem gamblers and spouses; phases of problem gambling; warning signs of problem gambling; review of problem gambling diagnosis from DSM-IV; basic review of available services throughout NYS including treatment, prevention and self- help; basic Knowledge of Gambling Venues; and special populations and their gambling practices.
- B. Public Policy and Social Impact of Problem Gambling (10 hours) --** Course work that provides knowledge of the public perception of gambling; spectrum of gambling behaviors, public health risks (youth through aging populations; prevention risk and protective factors for gambling; and special populations (women, men, adolescents, seniors, minorities).
- C. Gambling Specific Prevention Strategies (10 hours) --** Course work that provides knowledge focused specifically on problem gambling prevention (e.g., factors which affect gambling-related behavior; evidence-based prevention approaches; and promising gambling prevention programs) and on community gambling assessment tools.

**New York State Office of Alcoholism and Substance Abuse Services
Education and Training Provider Certification Application**

**PART A - EDUCATION AND TRAINING PROVIDER CERTIFICATION INFORMATION AND AGREEMENT
(Information Must Be Legible)**

EDUCATION AND TRAINING PROVIDER INFORMATION

EDUCATION AND TRAINING PROVIDER NAME		EDUCATION AND TRAINING PROVIDER #	
EDUCATION AND TRAINING PROVIDER ADDRESS Can this information be released to the public? <input type="checkbox"/> Yes <input type="checkbox"/> No		COUNTY	
NAME OF AUTHORIZED REPRESENTATIVE(S)		TITLE OF AUTHORIZED REPRESENTATIVE(S)	
NAME OF CONTACT PERSON		TITLE OF CONTACT PERSON	
CONTACT PERSON TELEPHONE # / EMAIL ADDRESS/WEBSITE ADDRESS		CONTACT PERSON FAX NO.	
TYPE OF REQUEST: <input type="checkbox"/> New Application <input type="checkbox"/> Add New Coursework/Training <input type="checkbox"/> Modify Existing Coursework/Training			
Type of Education and Training Provider:			
<input type="checkbox"/>	Academic CASAC 350-Hour Certificate Program (use Section C - form PDS-17.4)		
<input type="checkbox"/>	Community Based 350-Hour Certificate Program (use Section C - form PDS-17.4)		
<input type="checkbox"/>	Section Training (use Section C - form PDS-17.4)		
<input type="checkbox"/>	Individual Course/Training Renewal Only (use Section B - form PDS-17.2) (Check <input type="checkbox"/> if in-service training)		
Education and Training Providers certified by the New York State Office of Alcoholism and Substance Abuse Services (OASAS) must comply with the following. Failure to comply may result in OASAS' right to rescind this Certification.			
<p>Quality Assurance:</p> <ol style="list-style-type: none"> Develop, provide, and maintain a quality level of education and training consistent with the information presented in this Application. Ensure appropriate class size (i.e. no more than 30 students in a clinical skills class (skills to be implemented upon completion of course)). Ensure that class schedule does not exceed 8 hours of direct training per day. Conduct periodic curricula material review to ensure that materials are up to date and consistent with current research. Maintain an attendance record for each student enrolled in a CASAC 350-Hour Standardized Curriculum Program. Student records must include: name of course/training; date of class delivery; date of completion; hours of completion and history of certificates issued to student and date of issuance of such. For individual training delivery you must maintain a sign in sheet for each delivery to include name and date of training; and name of individual attending/completing. Such records must be maintained on file and made available to OASAS upon request. Issue the OASAS Standardized Certificate of Completion to participants as documentation of successful completion of course work/training (to include partial completion of the full 350 hours of education and training, if applicable). This documentation must be provided to students upon departure of program and/or upon completion of individual trainings. Issuance of the OASAS Standardized Certificate of Completion is only permitted for the total clock hours of direct training completed by participants verified through student records and/or sign in sheets must be maintained for each student/participant. Acceptance of the OASAS Standardized Certificate of Completion from other OASAS Certified Education and Training Providers toward the 350 hour education and training requirement. Cooperate with OASAS Staff Compliance Visits and submit sign-in sheets, evaluations and/or other materials as requested by OASAS. <p>Ethics:</p> <ol style="list-style-type: none"> Ensure that the associated certifications and contracts for your organization and credentials/licenses for all staff employed or contracted by your organization to provide administrative and/or instructional duties are current and in good standing. 		<p>Ethics (continued)</p> <ol style="list-style-type: none"> Not knowingly misrepresent the purpose or limitations of provider certification to participants and/or the general public. Provide accurate information on education and training section determinations required for initial credentialing. Utilize the OASAS Training Catalog to schedule upcoming trainings through registration on the Provider Scheduling System - http://www.oasas.ny.gov/training/index.cfm. <p>CASAC 350-Hour Standardized Curriculum Program Application (only) must include submission to OASAS of the following:</p> <ul style="list-style-type: none"> For Application Process: <ol style="list-style-type: none"> Documentation of Student Training Readiness Screening tool which includes verification of student's educational status of at least a GED or High School Diploma. Documentation of existing published fees/tuition rates and related marketing brochures. Documentation of school schedule and all locations utilized for training delivery. <p>All OASAS Certified Education and Training Providers: For on-going review and approval, the following must be submitted:</p> <ol style="list-style-type: none"> Amended and/or new coursework/training. Changes in Authorized Representative, Education and Training Provider Name, contact name/information, training location (s). Instructor changes to include submission of new instructor qualifications (PDS-17.3) <p>Recertification (Three Year Certification Period)</p> <ul style="list-style-type: none"> ETPs are sent a recertification packet/instructions prior to expiration. (Please refer to ETP Certification Application Packet for instructions). If there is no activity (approved course work/training deliveries) during this three year certification period, ETP certification will be inactivated. ETPs will be notified by letter with instructions for future certification. 	
OASAS reserves the right to rescind an organization's/qualified trainer's Education and Training Provider Certification, if found to be in non-compliance with any of the above standards. Such notice shall be in writing from OASAS. The Education and Training Provider will have the opportunity to submit a written corrective action plan to address identified deficiencies and upon satisfactory review of the corrective action plan by OASAS, the Education and Training Provider status may be restored. If the Education and Training Provider Certification is rescinded the organization/qualified trainer will have the opportunity to submit a new Education and Training Provider Certification Application for OASAS consideration, after one year of termination.			
I agree to abide by the above-stated requirements and understand that these are the conditions under which Education and Training Provider Certification is granted and maintained.			
SIGNATURE OF AUTHORIZED REPRESENTATIVE (REQUIRED)		DATE	
SIGNATURE OF CONTACT PERSON (REQUIRED)		DATE	

New York State Office of Alcoholism and Substance Abuse Services
Education and Training Provider Certification Application

PART B - EDUCATION AND TRAINING PROVIDER COURSE WORK/TRAINING INFORMATION
(attach additional sheets, as necessary)
(please type all information)

EDUCATION AND TRAINING PROVIDER NAME:

1. Course Title (Enter the title of the course to be reviewed) - - Individual course work/training will be reviewed to satisfy credentialing renewal requirements only.

2. Number of Clock Hours (Enter the total number of clock hours and the length of each class session):

3. Course Outline (Enter the instructor's outline of topics to be covered during the course):

4. Educational Goal(s) (Provide a brief statement of the expected outcomes of the course):

5. Educational Objective(s) (Provide, in measurable terms, specific knowledge, skills and abilities to be acquired by the participant. Provide approximately one objective for every two hours of instruction):

New York State Office of Alcoholism and Substance Abuse Services
Education and Training Provider Certification Application

PART B - EDUCATION AND TRAINING PROVIDER COURSE WORK/TRAINING INFORMATION
(attach additional sheets, as necessary)
(please type all information)

EDUCATION AND TRAINING PROVIDER NAME:

EDUCATION AND TRAINING PROVIDER COURSE INFORMATION

6. **Instructor Name(s) Qualifications** (Enter the name(s) of the instructor(s) for the course. An Instructor Qualifications Form (PDS – 17.3) must be completed for each Instructor:

7. **Participant Evaluation Criteria and Procedures** (Describe the method of determining whether the participant successfully completed the course work and a plan for evaluating relevant aspects of the learning and teaching experience. Attach a copy of the course evaluation participants will use to evaluate the course).

PLEASE TYPE ALL INFORMATION

EDUCATION AND TRAINING PROVIDER NAME:

Instructor Name:

Instructor Address:

Instructor Telephone No.: Work: () Home: () Cell: ()

Degrees and Certifications (List all degrees/credentials/certifications relevant to course work/training to be delivered which are held by the instructor):

- Credentialed Alcoholism and Substance Abuse Counselor (CASAC)#**
- Credentialed Prevention Professional (CPP) #**
- Credentialed Prevention Specialist (CPS) #**
- Credentialed Problem Gambling Counselor (CPGC) #**

Other:

Work Experience (List the instructors work experience relevant to the training/course work to be delivered):

Training Experience: Document teachings/trainings, relevant to this course work/training, which have been delivered over the past two years to include: total number of hours of delivery for each; title of trainings delivered/courses taught; location of training deliveries/courses taught and references/contact information for verification of training delivery. Also, if possible, please include letter of reference verifying training(s) delivered.

Other Qualifications (to include information relative to vast knowledge of subject/content area):

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 Alcoholism and Substance Abuse (85 clock hours) – [Must include a minimum of 4 hours of training related to tobacco use and nicotine dependence]

Course Title: Basic Knowledge: Physical and Pharmacological Effects (to include required content areas below)

Content	Indicate Number of Clock Hours of Delivery for Each
Alcohol, Tobacco and Other Drugs (ATOD) use and abuse	
How the brain and other body parts react to ATOD ingestion	
ATOD pharmacology and interaction of ATOD with other medications	
The nature of addiction	
The natural history of alcoholism and other drug dependence	
Genetic factors that may contribute to dependence	
The Bio-Psycho-Social model of addiction; and particular substances of abuse (e.g., alcohol, amphetamine and related substances, caffeine, cannabis, cocaine, hallucinogens, inhalants, nicotine, opioids, phencyclidine and related substances, sedatives, hypnotics, anxiolytics, etc.)	

Content must cover a minimum of 30 clock hours - - a minimum of 4 of the 30 must be related to tobacco use; nicotine dependence; interventions; treatment and recovery and nicotine replacement therapy (NRT) - - please indicate course(s) that contain this required 4 hours of content.

Course Description (include an outline of delivery of content areas):

Indicate type of course and method of delivery (check all that apply):

Type of course:

<input type="checkbox"/>	Knowledge/Theory Based
<input type="checkbox"/>	Skills Transfer

Method of delivery:

<input type="checkbox"/>	Instructor Led Classroom
<input type="checkbox"/>	Group/Experiential Activity

<input type="checkbox"/>	Other (please describe)
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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)

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EDUCATION AND TRAINING PROVIDER COURSE INFORMATION

Course Title: Overview of the Addictions Field (to include required content areas below)

Content	Indicate Number of Clock Hours of Delivery for Each
The history of alcohol and drugs	
Terms and concepts related to theory, research and practice and faith based treatment approaches	
Basic concepts of social, political, economic and cultural systems and their impact on drug-taking activity	
Risk and protection factors that characterize individuals and groups and their living environments	
The continuum of addiction services, prevention, treatment, recovery and relevant levels of intervention and care	
The continuum of drug use to include initiation; intoxication; harmful use; abuse; dependence; withdrawal; relapse and recovery	

Content must cover a minimum of 28 clock hours

Course Description (include an outline of delivery of content areas):

Indicate type of course and method of delivery (check all that apply):

Type of course:

<input type="checkbox"/>	Knowledge/Theory Based
<input type="checkbox"/>	Skills Transfer

Method of delivery:

<input type="checkbox"/>	Instructor Led Classroom
<input type="checkbox"/>	Group/Experiential Activity

<input type="checkbox"/>	Other (please describe)
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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)

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Course Title: Diversity of Intervention and Treatment Approaches (to include required content areas below)

Content	Indicate Number of Clock Hours of Delivery for Each
Specific therapy models	
Medication supported recovery (medication assisted treatment) {including but not limited to methadone; buprenorphine; alcohol dependence medications and psychiatric medications	
Non-traditional treatment methods	
The theory and practice of recognized (i.e., having some basis in literature, research, common or licensed/regulation practice) intervention and treatment approaches; and OASAS licensed and/or funded modalities and therapy models that address ATOD-related problems and diagnoses.	

Content must cover a minimum of 12 clock hours

Course Description (include an outline of delivery of content areas):

Indicate type of course and method of delivery (check all that apply):

Type of course:

	Knowledge/Theory Based
	Skills Transfer

Method of delivery:

	Instructor Led Classroom
	Group/Experiential Activity

	Other (please describe)

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)

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EDUCATION AND TRAINING PROVIDER COURSE INFORMATION

Course Title: 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 alcoholism and substance abuse 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 OASAS LOCADTR and A.S.A.M. Patient Placement Criteria	

Content must cover a minimum of 6 clock hours

Course Description (include an outline of delivery of content areas):

Indicate type of course and method of delivery (check all that apply):

Type of course:

<input type="checkbox"/>	Knowledge/Theory Based
<input type="checkbox"/>	Skills Transfer

Method of delivery:

<input type="checkbox"/>	Instructor Led Classroom
<input type="checkbox"/>	Group/Experiential Activity

<input type="checkbox"/>	Other (please describe)
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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)

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EDUCATION AND TRAINING PROVIDER COURSE INFORMATION

Course Title: 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 a minimum of 6 clock hours

Course Description (include an outline of delivery of content areas):

Indicate type of course and method of delivery (check all that apply):

Type of course:

	Knowledge/Theory Based
	Skills Transfer

Method of delivery:

	Instructor Led Classroom
	Group/Experiential Activity

	Other (please describe)
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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)

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EDUCATION AND TRAINING PROVIDER COURSE INFORMATION

Course Title: 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 a minimum of 3 clock hours

Course Description (include an outline of delivery of content areas):

Indicate type of course and method of delivery (check all that apply):

Type of course:

	Knowledge/Theory Based
	Skills Transfer

Method of delivery:

	Instructor Led Classroom
	Group/Experiential Activity

	Other (please describe)
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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)

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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

Course Title: Individual Counseling (to include required content areas below)

Content	Indicate Number of Clock Hours of Delivery for Each
The essentials of alcoholism and substance abuse counseling with individuals, including the theory and practice of clinical management of the recovery of individuals and the application of diagnostic criteria;	
Counselor communication skills;	
Skills and techniques that focus on the barriers to recovery including vocational habilitation and other multiple rehabilitation needs;	
Dealing with the biological, psychological, social, emotional and spiritual aspects of recovery and how to integrate these to prevent the onset of active Alcohol, Tobacco and Other Drugs (ATOD) use, relapse prevention planning, and long term recovery;	
Counseling individuals about the use of addiction medications (including but not limited to methadone; buprenorphine; alcohol dependence medications; and psychiatric medications).	

Content must cover a minimum of 45 clock hours including 6 hours of vocational-related skills and 6 hours of relapse prevention skills

Course Description (include an outline of delivery of content areas):

Indicate type of course and method of delivery (check all that apply):

Type of course:

<input type="checkbox"/>	Knowledge/Theory Based
<input type="checkbox"/>	Skills Transfer

Method of delivery:

<input type="checkbox"/>	Instructor Led Classroom
<input type="checkbox"/>	Group/Experiential Activity

<input type="checkbox"/>	Other (please describe)
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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)

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EDUCATION AND TRAINING PROVIDER COURSE INFORMATION

Course Title: Group Counseling (to include required content areas below)

Content	Indicate Number of Clock Hours of Delivery for Each
The essentials of alcoholism and substance abuse counseling with groups of individuals;	
The use of addiction medications (including but not limited to methadone; buprenorphine; alcohol dependence medications; and psychiatric medications);	
Group theory including stages of group development and tasks of the counselor at different stages of the process;	
Group dynamics, techniques and interventions used in group settings and group techniques designed for or modified for, specific populations;	
Support groups.	

Content must cover a minimum of 30 clock hours including 6 hours of relapse prevention material

Course Description (include an outline of delivery of content areas):

Indicate type of course and method of delivery (check all that apply):

Type of course:

<input type="checkbox"/>	Knowledge/Theory Based
<input type="checkbox"/>	Skills Transfer

Method of delivery:

<input type="checkbox"/>	Instructor Led Classroom
<input type="checkbox"/>	Group/Experiential Activity

<input type="checkbox"/>	Other (please describe)
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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)

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Course Title: Counseling Special Populations/Cultural Competence (to include required content areas below)

Content	Indicate Number of Clock Hours of Delivery for Each
The specific ATOD prevention/treatment needs of particular populations and development of the skills necessary to effectively counsel individuals in those populations; <i>“Special population” is defined</i> 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.)	
An ability to understand, communicate with, and effectively interact with people across diverse cultures; <i>Cultural competence comprises four components:</i> (a) Awareness of one's own cultural worldview, (b) Attitude towards cultural differences, (c) Knowledge of different cultural practices and worldviews, and (d) Cross-cultural skills.	

Content must cover a minimum of 30 clock hours including 15 hours specific to Cultural Competency - - please indicate course(s) that contain this required 15 hours of content.

Course Description (include an outline of delivery of content areas):

Indicate type of course and method of delivery (check all that apply):

Type of course:

	Knowledge/Theory Based
	Skills Transfer

Method of delivery:

	Instructor Led Classroom
	Group/Experiential Activity

	Other (please describe)

Educational Goals (provide a brief statement of the expected outcomes of this course). Designate as either knowledge/theory based or skills transfer/interactive:

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)

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EDUCATION AND TRAINING PROVIDER COURSE INFORMATION

Course Title: Effects on Family - - Counseling 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 alcoholism and substance abuse counselors to work effectively with individual family members, significant others and whole families, including co-dependency; issues relating to children of chemically addicted persons;	
Genograms;	
The application of systems theory to practice with families;	
In addition, this section must address relapse prevention topics (e.g. awareness of relapse process, maintaining commitment to recovery, utilizing available resources) aimed to assist the families/significant others of ATOD clients	

Content must cover a minimum of 21 clock hours including 6 hours specific to relapse prevention with families/significant others

Course Description (include an outline of delivery of content areas):

Indicate type of course and method of delivery (check all that apply):

Type of course:

<input type="checkbox"/>	Knowledge/Theory Based
<input type="checkbox"/>	Skills Transfer

Method of delivery:

<input type="checkbox"/>	Instructor Led Classroom
<input type="checkbox"/>	Group/Experiential Activity

<input type="checkbox"/>	Other (please describe)
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Educational Goals (provide a brief statement of the expected outcomes of this course). Designate as either knowledge/theory based or skills transfer/interactive:

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)

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EDUCATION AND TRAINING PROVIDER COURSE INFORMATION

Course Title: Theories of Human Development and the Relationship to Substance Abuse (to include required content areas below)

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

Content must cover a minimum of 12 clock hours

Course Description (include an outline of delivery of content areas):

Indicate type of course and method of delivery (check all that apply):

Type of course:

<input type="checkbox"/>	Knowledge/Theory Based
<input type="checkbox"/>	Skills Transfer

Method of delivery:

<input type="checkbox"/>	Instructor Led Classroom
<input type="checkbox"/>	Group/Experiential Activity

<input type="checkbox"/>	Other (please describe)
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Educational Goals (provide a brief statement of the expected outcomes of this course). Designate as either knowledge/theory based or skills transfer/interactive:

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)

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EDUCATION AND TRAINING PROVIDER COURSE INFORMATION

Course Title: Health, Wellness and Communicable Diseases (to include required content areas below)

Content	Indicate Number of Clock Hours of Delivery for Each
The medical issues common to individuals with ATOD disorders, including HIV and AIDS, STD's, TB, hepatitis and other communicable diseases, as well as interventions which promote health and wellness.	

Content must cover a minimum of 12 clock hours

Course Description (include an outline of delivery of content areas):

Indicate type of course and method of delivery (check all that apply):

Type of course:

<input type="checkbox"/>	Knowledge/Theory Based
<input type="checkbox"/>	Skills Transfer

Method of delivery:

<input type="checkbox"/>	Instructor Led Classroom
<input type="checkbox"/>	Group/Experiential Activity

<input type="checkbox"/>	Other (please describe)
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Educational Goals (provide a brief statement of the expected outcomes of this course). Designate as either knowledge/theory based or skills transfer/interactive:

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)

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Section III– Assessment; Clinical Evaluation; Treatment Planning; Case Management; and Patient, Family and Community Education (70 clock hours)

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Course Title: 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 any Alcohol, Tobacco and Other Drugs (ATOD)-related problems and make a determination of any needed initial services to include:</p> <ul style="list-style-type: none"> - rapport building; - systematic data gathering from client and collateral sources concerning all functional areas; - screening and assessment instruments; - application of accepted substance use disorder diagnostic criteria to make treatment recommendations; - 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, etc.); - determining treatment readiness; - sharing of assessment results. 	

Content must cover a minimum of 24 clock hours

Course Description (include an outline of delivery of content areas):

Indicate type of course and method of delivery (check all that apply):

Type of course:

	Knowledge/Theory Based
	Skills Transfer

Method of delivery:

	Instructor Led Classroom
	Group/Experiential Activity

	Other (please describe)
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Educational Goals (provide a brief statement of the expected outcomes of this course). Designate as either knowledge/theory based or skills transfer/interactive:

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)

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EDUCATION AND TRAINING PROVIDER COURSE INFORMATION

Course Title: 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 an alcoholism and substance abuse treatment plan;	
Knowledge of components of the treatment plan including goal setting, measurable objectives, time frames; activities, evaluation, relapse prevention and discharge planning;	
Knowledge of the roles and tasks of the interdisciplinary treatment team in carrying out the treatment and discharge plan;	
Knowledge of the content of clients' records and related documentation and record-keeping methods and processes;	
Knowledge of the essential components of client records; including release forms, assessments, treatment plans, progress notes and discharge summaries and 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;	
Skills to utilize new technologies in the production of client records	

Content must cover a minimum of 24 clock hours

Course Description (include an outline of delivery of content areas):

Indicate type of course and method of delivery (check all that apply):

Type of course:

<input type="checkbox"/>	Knowledge/Theory Based
<input type="checkbox"/>	Skills Transfer

Method of delivery:

<input type="checkbox"/>	Instructor Led Classroom
<input type="checkbox"/>	Group/Experiential Activity

<input type="checkbox"/>	Other (please describe)
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Educational Goals (provide a brief statement of the expected outcomes of this course). Designate as either knowledge/theory based or skills transfer/interactive:

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)

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EDUCATION AND TRAINING PROVIDER COURSE INFORMATION

Course Title: 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 alcoholism or substance abusing/dependent client to the appropriate services in a suitable level of care;	
Knowledge on documentation of 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.	

Content must cover a minimum of 12 clock hours

Course Description (include an outline of delivery of content areas):

Indicate type of course and method of delivery (check all that apply):

Type of course:

<input type="checkbox"/>	Knowledge/Theory Based
<input type="checkbox"/>	Skills Transfer

Method of delivery:

<input type="checkbox"/>	Instructor Led Classroom
<input type="checkbox"/>	Group/Experiential Activity

<input type="checkbox"/>	Other (please describe)
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Educational Goals (provide a brief statement of the expected outcomes of this course). Designate as either knowledge/theory based or skills transfer/interactive:

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)

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EDUCATION AND TRAINING PROVIDER COURSE INFORMATION

Course Title: Patient, Family and Community Education and Prevention (to include required content areas below)

Content	Indicate Number of Clock Hours of Delivery for Each
Presentation and training techniques that address how to provide relevant information about ATOD abuse and related problems to patients, families & communities to encourage wellness and increase understanding of addiction;	
Presentation and training techniques that address and support substance abuse prevention, treatment and the recovery process;	
Knowledge of the connection of the theories and models of ATODG 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 a minimum of 10 clock hours

Course Description (include an outline of delivery of content areas):

Indicate type of course and method of delivery (check all that apply):

Type of course:

<input type="checkbox"/>	Knowledge/Theory Based
<input type="checkbox"/>	Skills Transfer

Method of delivery:

<input type="checkbox"/>	Instructor Led Classroom
<input type="checkbox"/>	Group/Experiential Activity

<input type="checkbox"/>	Other (please describe)
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Educational Goals (provide a brief statement of the expected outcomes of this course). Designate as either knowledge/theory based or skills transfer/interactive:

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)

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EDUCATION AND TRAINING PROVIDER COURSE INFORMATION

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

Course Title: 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 counter-transference; counselor self-disclosure; recovery issues; sexual harassment; response and responsibility to seek and utilize clinical supervision; self-awareness regarding cultural bias and the need for cultural competency within the counselor/client relationship.	

Content must cover a minimum of 18 clock hours

Course Description (include an outline of delivery of content areas):

Indicate type of course and method of delivery (check all that apply):

Type of course:

<input type="checkbox"/>	Knowledge/Theory Based
<input type="checkbox"/>	Skills Transfer

Method of delivery:

<input type="checkbox"/>	Instructor Led Classroom
<input type="checkbox"/>	Group/Experiential Activity

<input type="checkbox"/>	Other (please describe)
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Educational Goals (provide a brief statement of the expected outcomes of this course). Designate as either knowledge/theory based or skills transfer/interactive:

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)

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EDUCATION AND TRAINING PROVIDER COURSE INFORMATION

Course Title: Ethical Decision Making & 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.	

Content must cover a minimum of 9 clock hours

Course Description (include an outline of delivery of content areas):

Indicate type of course and method of delivery (check all that apply):

Type of course:

<input type="checkbox"/>	Knowledge/Theory Based
<input type="checkbox"/>	Skills Transfer

Method of delivery:

<input type="checkbox"/>	Instructor Led Classroom
<input type="checkbox"/>	Group/Experiential Activity

<input type="checkbox"/>	Other (please describe)
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Educational Goals (provide a brief statement of the expected outcomes of this course). Designate as either knowledge/theory based or skills transfer/interactive:

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)

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EDUCATION AND TRAINING PROVIDER COURSE INFORMATION

Course Title: 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 alcoholism and substance abuse services	
Emphases on program specific policies/procedures involving confidentiality, as well as legal issues that relate to alcoholism and substance abuse 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	

Content must cover a minimum of 9 clock hours

Course Description (include an outline of delivery of content areas):

Indicate type of course and method of delivery (check all that apply):

Type of course:

<input type="checkbox"/>	Knowledge/Theory Based
<input type="checkbox"/>	Skills Transfer

Method of delivery:

<input type="checkbox"/>	Instructor Led Classroom
<input type="checkbox"/>	Group/Experiential Activity

<input type="checkbox"/>	Other (please describe)
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Educational Goals (provide a brief statement of the expected outcomes of this course). Designate as either knowledge/theory based or skills transfer/interactive:

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)

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EDUCATION AND TRAINING PROVIDER COURSE INFORMATION

- **Course Title: 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](#) 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.

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EDUCATION AND TRAINING PROVIDER COURSE INFORMATION

Course Title: Counselor Wellness (to include required content areas below)

Content	Indicate Number of Clock Hours of Delivery for Each
The definition of compassion fatigue, burnout and other job-related stresses and how to identify, prevent and recover from its effects through knowledge on: why compassion fatigue occurs and who is at risk; connection between PTSD 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 Alcoholism & Substance Abuse 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 alcoholism & substance abuse intervention services and referrals (e.g. Employee Assistance Programs (EAP); and peer support	
Knowledge of alcoholism & substance abuse impairment and misconduct and identification of such, as well as guidelines for a counselor's return to work as a direct care provider following a period of impairment	

Content must cover a minimum of 7 clock hours

Course Description (include an outline of delivery of content areas):

Indicate type of course and method of delivery (check all that apply):

Type of course:

<input type="checkbox"/>	Knowledge/Theory Based
<input type="checkbox"/>	Skills Transfer

Method of delivery:

<input type="checkbox"/>	Instructor Led Classroom
<input type="checkbox"/>	Group/Experiential Activity

<input type="checkbox"/>	Other (please describe)
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Educational Goals (provide a brief statement of the expected outcomes of this course). Designate as either knowledge/theory based or skills transfer/interactive:

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)

**PART C - CASAC 350-Hour Certificate Program - - Academic Institutions
Standardized Curriculum Certification
(All information must be typed)**

EDUCATION AND TRAINING PROVIDER NAME:

DEGREE PROGRAM AND/OR **CERTIFICATE PROGRAM - - IF DEGREE, PLEASE INDICATE:**

ASSOCIATES - Title: _____

BACHELORS – Title: _____

MASTERS – Title: _____

Section I – Knowledge of Alcoholism and Substance Abuse (85 clock hours) – [Must include a minimum of 4 hours of training related to tobacco use and nicotine dependence]

The courses listed for each of the content areas satisfy the minimum hours (one credit equals 15 clock hours) required in the standardized curriculum in this section and can be documented through course syllabus or internal records upon request by OASAS. Please place a check mark in the box to confirm.

- **Basic Knowledge: Physical and Pharmacological Effects (to include required content areas)**

Content Areas
Alcohol, Tobacco and Other Drugs (ATOD) use and abuse
How the brain and other body parts react to ATOD ingestion
ATOD pharmacology and interaction of ATOD with other medications
The nature of addiction
The natural history of alcoholism and other drug dependence
Genetic factors that may contribute to dependence
The Bio-Psycho-Social model of addiction; and particular substances of abuse (e.g., alcohol, amphetamine and related substances, caffeine, cannabis, cocaine, hallucinogens, inhalants, nicotine, opioids, phencyclidine and related substances, sedatives, hypnotics, anxiolytics, etc.)

Course(s) offered/total credit hours that meet the required content areas (courses may contain content in more than one Section, if applicable you need only attach one course syllabus):

Course Title (Please attach the syllabus for each course to include method of delivery)	Total Credit Hours

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- **Overview of the Addictions Field (to include required content areas)**

Content
The history of alcohol and drugs
Terms and concepts related to theory, research and practice and faith based treatment approaches
Basic concepts of social, political, economic and cultural systems and their impact on drug-taking activity
Risk and protection factors that characterize individuals and groups and their living environments
The continuum of addiction services, prevention, treatment, recovery and relevant levels of intervention and care
The continuum of drug use to include initiation; intoxication; harmful use; abuse; dependence; withdrawal; relapse and recovery

Course(s) offered/total credit hours that meet the required content areas (courses may contain content in more than one Section, if applicable you need only attach one course syllabus):

Course Title (Please attach the syllabus for each course to include method of delivery)	Total Credit Hours

- **Diversity of Intervention and Treatment Approaches (to include required content areas)**

Content
Specific therapy models
Medication supported recovery (medication assisted treatment) {including but not limited to methadone; buprenorphine; alcohol dependence medications and psychiatric medications
Non-traditional treatment methods
The theory and practice of recognized (i.e., having some basis in literature, research, common or licensed/regulation practice) intervention and treatment approaches; and OASAS licensed and/or funded modalities and therapy models that address ATOD-related problems and diagnoses.

Course(s) offered/total credit hours that meet the required content areas (courses may contain content in more than one Section, if applicable you need only attach one course syllabus):

Course Title (Please attach the syllabus for each course to include method of delivery)	Total Credit Hours

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- **Introduction to Diagnostic Criteria (to include required content areas)**

Content
Various assessment instruments and diagnostic tools for alcoholism and substance abuse 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 OASAS LOCADTR and A.S.A.M. Patient Placement Criteria

Course(s) offered/total credit hours that meet the required content areas (courses may contain content in more than one Section, if applicable you need only attach one course syllabus):

Course Title (Please attach the syllabus for each course to include method of delivery)	Total Credit Hours

- **Knowledge of 12 Step and Mutual Aid Groups (to include required content areas)**

Content
The history, theory/philosophy, principles and practices of the 12 Steps and other types of mutual aid groups.

Course(s) offered/total credit hours that meet the required content areas (courses may contain content in more than one Section, if applicable you need only attach one course syllabus):

Course Title (Please attach the syllabus for each course to include method of delivery)	Total Credit Hours

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- **Toxicology Testing/Screening (to include required content areas)**

Content
Basic concepts of toxicology screening options, limitations and legal implications as well as reporting language and the meaning of toxicology reports

Course(s) offered/total credit hours that meet the required content areas (courses may contain content in more than one Section, if applicable you need only attach one course syllabus):

Course Title (Please attach the syllabus for each course to include method of delivery)	Total Credit Hours

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Section II– Alcoholism and Substance Abuse Counseling (150 clock hours) – [Must include a minimum of 15 hours of training specific to Cultural Competence]

The courses listed for each of the content areas satisfy the minimum hours (one credit equals 15 clock hours) required in the standardized curriculum in this section and can be documented through course syllabus or internal records upon request by OASAS. Please place a check mark in the box to confirm.

- **Individual Counseling (to include required content areas below)**

Content
The essentials of alcoholism and substance abuse counseling with individuals, including the theory and practice of clinical management of the recovery of individuals and the application of diagnostic criteria;
Counselor communication skills;
Skills and techniques that focus on the barriers to recovery including vocational habilitation and other multiple rehabilitation needs;
Dealing with the biological, psychological, social, emotional and spiritual aspects of recovery and how to integrate these to prevent the onset of active Alcohol, Tobacco and Other Drugs (ATOD) use, relapse prevention planning, and long term recovery;
Counseling individuals about the use of addiction medications (including but not limited to methadone; buprenorphine; alcohol dependence medications; and psychiatric medications).

Course(s) offered/total credit hours that meet the required content areas (courses may contain content in more than one Section, if applicable you need only attach one course syllabus):

Course Title (Please attach the syllabus for each course to include method of delivery)	Total Credit Hours

- **Group Counseling (to include required content areas below)**

Content
The essentials of alcoholism and substance abuse counseling with groups of individuals;
The use of addiction medications (including but not limited to methadone; buprenorphine; alcohol dependence medications; and psychiatric medications);
Group theory including stages of group development and tasks of the counselor at different stages of the process;
Group dynamics, techniques and interventions used in group settings and group techniques designed for or modified for, specific populations;
Support groups.

Course(s) offered/total credit hours that meet the required content areas (courses may contain content in more than one Section, if applicable you need only attach one course syllabus):

Course Title (Please attach the syllabus for each course to include method of delivery)	Total Credit Hours

- **Counseling Special Populations/Cultural Competence (to include required content areas below)**

Content
The specific ATOD prevention/treatment needs of particular populations and development of the skills necessary to effectively counsel individuals in those populations; <i>“Special population” is defined</i> 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.)
An ability to understand, communicate with, and effectively interact with people across diverse cultures; <i>Cultural competence comprises four components:</i> (a) Awareness of one's own cultural worldview, (b) Attitude towards cultural differences, (c) Knowledge of different cultural practices and worldviews, and (d) Cross-cultural skills.

Course(s) offered/total credit hours that meet the required content areas (courses may contain content in more than one Section, if applicable you need only attach one course syllabus):

Course Title (Please attach the syllabus for each course to include method of delivery)	Total Credit Hours

- **Effects on Family - - Counseling Families and Significant Others (to include required content areas below)**

Content
The basic theory and skills needed by alcoholism and substance abuse counselors to work effectively with individual family members, significant others and whole families, including co-dependency; issues relating to children of chemically addicted persons;
Genograms;
The application of systems theory to practice with families;
In addition, this section must address relapse prevention topics (e.g. awareness of relapse process, maintaining commitment to recovery, utilizing available resources) aimed to assist the families/significant others of ATOD clients

Course(s) offered/total credit hours that meet the required content areas (courses may contain content in more than one Section, if applicable you need only attach one course syllabus):

Course Title (Please attach the syllabus for each course to include method of delivery)	Total Credit Hours

- **Theories of Human Development and the Relationship to Substance Abuse** (to include required content areas below)

Content
Various theories on human growth and development (i.e., physical, psychological, emotional and spiritual development of human beings) with the emphasis on substance abuse.

Course(s) offered/total credit hours that meet the required content areas (courses may contain content in more than one Section, if applicable you need only attach one course syllabus):

Course Title (Please attach the syllabus for each course to include method of delivery)	Total Credit Hours

- **Health, Wellness and Communicable Diseases** (to include required content areas below)

Content
The medical issues common to individuals with ATOD disorders, including HIV and AIDS, STD's, TB, hepatitis and other communicable diseases, as well as interventions which promote health and wellness.

Course(s) offered/total credit hours that meet the required content areas (courses may contain content in more than one Section, if applicable you need only attach one course syllabus):

Course Title (Please attach the syllabus for each course to include method of delivery)	Total Credit Hours

Section III– Assessment; Clinical Evaluation; Treatment Planning; Case Management; and Patient, Family and Community Education (70 clock hours)

The courses listed for each of the content areas satisfy the minimum hours (one credit equals 15 clock hours) required in the standardized curriculum in this section and can be documented through course syllabus or internal records upon request by OASAS. Please place a check mark in the box to confirm.

- **Assessment and Evaluation (to include required content areas below)**

Content
Knowledge sufficient to determine the presence and extent of any Alcohol, Tobacco and Other Drugs (ATOD)-related problems and make a determination of any needed initial services to include: <ul style="list-style-type: none"> - rapport building; - systematic data gathering from client and collateral sources concerning all functional areas; - screening and assessment instruments; - application of accepted substance use disorder diagnostic criteria to make treatment recommendations; - 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, etc.); - determining treatment readiness; - sharing of assessment results.

Course(s) offered/total credit hours that meet the required content areas (courses may contain content in more than one Section, if applicable you need only attach one course syllabus):

Course Title (Please attach the syllabus for each course to include method of delivery)	Total Credit Hours

- **Treatment Planning, Client Record Keeping and Discharge Planning (to include required content areas below)**

Content
Knowledge of the cooperative process by which counselor and client devise an alcoholism and substance abuse treatment plan;
Knowledge of components of the treatment plan including goal setting, measurable objectives, time frames; activities, evaluation, relapse prevention and discharge planning;
Knowledge of the roles and tasks of the interdisciplinary treatment team in carrying out the treatment and discharge plan;
Knowledge of the content of clients' records and related documentation and record-keeping methods and processes;
Knowledge of the essential components of client records; including release forms, assessments, treatment plans, progress notes and discharge summaries and 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;
Skills to utilize new technologies in the production of client records

Course(s) offered/total credit hours that meet the required content areas (courses may contain content in more than one Section, if applicable you need only attach one course syllabus):

- **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](#) 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.

- **Counselor Wellness (to include required content areas below)**

Content
The definition of compassion fatigue, burnout and other job-related stresses and how to identify, prevent and recover from its effects through knowledge on: why compassion fatigue occurs and who is at risk; connection between PTSD 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 Alcoholism & Substance Abuse 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 alcoholism & substance abuse intervention services and referrals (e.g. Employee Assistance Programs (EAP); and peer support
Knowledge of alcoholism & substance abuse impairment and misconduct and identification of such, as well as guidelines for a counselor’s return to work as a direct care provider following a period of impairment

Course(s) offered/total credit hours that meet the required content areas (courses may contain content in more than one Section, if applicable you need only attach one course syllabus):

Course Title (Please attach the syllabus for each course to include method of delivery)	Total Credit Hours

