NEW YORK STATE | Office of Addiction Services and Supports

Education and Training Provider Curriculum and Application Instruction Packet

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www.oasas.ny.gov

New York State Office of Addiction Services and Supports
Education and Training Provider Curriculum and Application Instruction Packet

The New York State Office of Addiction Services and Supports (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

To become an OASAS Certified Education and Training Provider, the entity and instructors must be in good standing and must meet at least one of the following education and training area criteria:

- Accredited college or university that provides Substance Use Disorder related course work.

- Governmental agency, professional organization, or training institute that provides Substance Use Disorder related course work.

- Structured in-service program that produces an organized, integrated Substance Use Disorder related education and training program.

- Qualified Trainer who offers Substance Use Disorder related education and training.
  - In order to be approved 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).
- Provide conferences and other special events that offer Substance Use Disorder education and information.

DISTANCE LEARNING REQUIREMENTS

To become approved to offer coursework via distance learning, currently approved Education and Training providers may submit an application and include the attached criteria for submission of course work/training to be offered via distance learning (PDS 17.0). Distance learning courses that are three hours or longer must have a minimum of 50% instructor led interaction either via live or prerecorded video, video chat, an interactive online learning module or conference calls. The remaining 50% can be provided through printed materials supplied to the student. All distance learning content must be based on up

to date content with primary research within the last 5 years. All distance learning submissions should have a clearly stated rational for course length. This rationale should be based on measured completion time.

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. Distance Learning can only be used for CASAC renewal hours unless it is provided by an Academic Institution with an approved 350-hour Standardized Curriculum program.

CERTIFICATION PROCESS

The first step in the certification process is determining the appropriate application. Applications (available on the OASAS website) will only be accepted for the following:

- Application for the OASAS CASAC 350-Hour Standardized Curriculum; full Curriculum, or one full Section:
  - Part A - PDS-17.1
  - Part C - PDS-17.4AI for Academic Institutions
  - Part C - PDS-17.4CB for Community Based Programs
  - Instructor Qualification PDS-17.3 Form for each instructor

- Application for individual course work/training for CASAC **credentialing renewal requirements only:**
  - Part A - PDS-17.1R
  - Part B - PDS-17.2 Course Description for each unique course submitted
  - Instructor Qualification PDS-17.3 Form for each instructor

- Application for the CPP 250-Hour Certificate Program or the CPS 120-Hour Certificate Program:
  - Part A - PDS-17.1
  - Part D - PDS- 17.5 CPS or
  - Part D - PDS- 17.5 CPP
  - Instructor Qualification PDS-17.3 Form for each instructor

- Application for the 60-Hour Problem Gambling Core Curriculum – Treatment Track and/or 30- Hour Problem Gambling Core Curriculum – Prevention Track:
  - Part A - PDS-17.1
  - Part E - PDS-17.6 (60 hour)
  - Part E - PDS-17.6 (30 hour)
  - Instructor Qualification PDS-17.3 Form for each instructor

* Any of the above coursework to be offered outside of a classroom setting or at multiple locations simultaneously (i.e. online, home study, simulcast video) is considered distance learning and requires a PDS 17.0 Distance Learning Criteria Form **as well.**

Please be advised that applications for individual course work/training will be reviewed for CASAC renewal credentialing hours and for CPP/CPS initial and renewal hours only.
Applications must provide all the relevant information required in each of the associated forms; a signed Part A – Education and Training Provider Certification Information and Agreement (PDS 17.1 Part A), and a completed Instructor Qualifications Form (PDS 17.3) for each proposed instructor/trainer for a course.
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 Standardized Curriculum.

APPLICATION

Applications will be reviewed on a first-come, first-served basis. Please submit applications a minimum of four weeks prior to the scheduled training/conference. Applications for the 350-Hour CASAC Curriculum may require 6-8 weeks to review based on the completeness of the application. 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 Standardized Curriculum, the CPP 250-Hour Certificate Program or the CPS 120-Hour Certificate Program.

INCOMPLETE APPLICATIONS

Entities whose Applications have been determined to be incomplete are advised of any incomplete information and/or deficiencies in the Application. If the deficiencies are minor, applicants will be asked to supply the necessary items/information to complete the application. These submissions must occur within one week of the original submission or the application will be returned to the applicant. Material submitted in response to the deficiencies identified will be reviewed and a determination made. If the deficiencies are significant, such that they are unlikely to be corrected within one week of the original receipt of the application, the application will be returned to the applicant. Entities whose Applications are not approved will be contacted/notified.

APPROVED APPLICATIONS

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

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 OASAS Education and Training Provider Certification forms.

APPLICATION RENEWAL

OASAS Education and Training Provider Certification is issued for a three-year period. Prior to the expiration of the certification, OASAS Education and Training Providers are sent an Education and Training Provider Recertification Packet via the e-mail of the designated contact person. Providers should review their currently approved coursework on the OASAS Training Catalog, as directed in the renewal packet, and submit their recertification form along with a written request for any changes needed to the approved coursework.

CERTIFICATES OF COMPLETION

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 will receive a certificate template with the ETP provider name and # pre-filled and locked. If at any time, you cannot find this template, you may request a new one from the OASAS Learning and Development Unit at training@oasas.ny.gov. A Certificate of Completion and instructions for use will then be electronically transmitted to you. Certificates must have the relevant information **typed** in all boxes and the title of the training on the certificate must match the one provided to OASAS for approval. Certificates that are incomplete, not typed, or that have a title that differs from the one provided to OASAS will not be accepted by the Credentialing Unit. Training participants will be directed to request a reissue of the certificate from the Education and Training Provider. Certificates may only be issued electronically to participants if all fields are locked and unable to be altered by the participant.

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

RECORD KEEPING

Documentation of trainings provided including sign in sheets, course evaluations, and student records should be kept on file for a minimum of seven years. All records are subject to audit by OASAS and must be furnished upon OASAS' request.

EVALUATION OF STUDENT LEARNING

Education and Training Providers must determine how to best evaluate the student/participant's gains from the course. If a quiz/exam/test will be used as an evaluation of learning, passing scores must not be set any lower than 70%. ETPs are also recommended to utilize a course evaluation at the end of trainings to help guide their future trainings and course developments. A sample course evaluation can be obtained by e-mailing training@oasas.ny.gov.

PROMOTION OF STATUS AS OASAS CERTIFIED EDUCATION AND TRAINING PROVIDER

OASAS certified Education and Training Providers may promote their status as such on any promotional documents or their website. Use of the OASAS logo or other OASAS branding on any materials is **strictly prohibited**. If an individual or organization has been approved as an Education and Training Provider, they may only identify as an "OASAS Certified Education and Training Provider" and may not refer to themselves or the individuals providing the trainings as "OASAS Trainers."

OASAS' ON-LINE TRAINING CATALOG

The OASAS Learning and Development Unit maintains an On-Line Training Catalog, which is available, at OASAS' Web site at: (https://webapps.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, CASAC-G, CPP, CPP-G 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/re-credentialing 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.

Submit (email or FAX) the completed Application to:

NYS OASAS
Learning and Development Unit
1450 Western Avenue
Albany, New York 12203-3526
Or E-mail it to: training@oasas.ny.gov
Or Fax it to: (518) 485-8041

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FORM INSTRUCTIONS

These instructions are intended to guide you in completing the Education and Training Provider Certification Application. The individual Application forms are available on OASAS' Web site at: https://oasas.ny.gov/training/certified-education-and-training-providers

PART A - EDUCATION AND TRAINING PROVIDER INFORMATION

Part A (Education and Training Provider Information [PDS-17.1] and [PDS-17.1R]) contains information to create an applicant record as well as the training requirements an Education and Training Provider must comply with. Complete Part A as follows (**please type all information**):

Education and Training Provider Information

- Enter the name of the Education and Training Provider as it should appear on the certificate. This is the business name you will be offering trainings under, which may be your personal name. This is NOT the name of the trainer unless, the ETP plans to do business under that name.
- Enter your Education and Training Provider # if you have previously been approved as an OASAS Certified ETP. If not, leave that section blank.
- Enter the address of the Education and Training Provider. If this is a private address that should not be released to the public, please check the "no" box. Please note: you must provide some form of contact for training participants; therefore, your phone and/or e-mail address will be made public. Please indicate which you prefer.
- Enter the county in which the Education and Training Provider is located. You may serve more than one county; please list the county of the physical address.
- Enter the name and title of the Education and Training Provider's authorized representative. This is the person responsible for decisions related to the trainings provided and the person whose signature will appear on the certificate of completion.
- Enter the name, title, telephone number/E- mail address, fax number, and website of the contact person for the education and training provider. This may be the same person as the Authorized Representative. This is the person who will receive all the communication from OASAS including questions about trainings, and recertification notifications.
- Enter the language(s) that trainings are offered in.

- Select the Type of Request
    - **New Provider Application** if you have never applied as an ETP before;
    - **Add New Coursework/Training to Existing Provider** if you are a current OASAS Certified ETP and wish to add additional trainings to those approved by OASAS;
    - **ETP Recertification** if you are a current OASAS Certified ETP and need to recertify the program;
    - **Modify Previously Approved Coursework/Training** if you want to make changes to a course you have previously been approved for such as adding more hours or a new instructor.
- PDS 17.1 for Initial Providers Only**:** Check the type of Initial training to be offered:
    - **Academic CASAC 350-Hour Certificate Program** if the provider is a College/University then enter the type of Degree to be Offered by checking the appropriate box (es) to indicate if a degree will be offered and/or if it will be issued as a certificate or continuing education program.
    - **Community Based 350-Hour Certificate Program** if the provider is not affiliated with a College/University and plans to offer the 350-Hour Certificate.
    - **Section Training** if the provider plans to offer at least one full section, but not the entire 350-Hour Certificate. One of the previous two options should be selected in addition to this.
- Review the Education and Training Provider Certification Agreement.
- Obtain the signature of the provider's authorized representative and contact person.
- Date the Application.

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 individual course/training submitted for review and approval.** Applicants may attach additional sheets, as necessary. Please type all information. These courses will only be approved for CASAC Renewal, but may be applicable for initial and renewal credentialing for CPP/CPS and gambling

Education and Training Provider Name – Enter the name of the Education and Training Provider, this is the organization name, not the name of the trainer for that session.

1. **Course Title/Proposed Section** -- Enter the exact title of the course to be reviewed. The title of the course should reflect the nature of the curriculum and content areas. The course title must be the same one used on the certificate to ensure participants receive appropriate credit. Please keep the title concise, as it needs to fit on the certificate. There is space on the certificate for a brief description of the what the course covers.

2. **Number of Clock Hours** – Please provide the proposed schedule for the class as well as the length of all course work/training 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: 3 days from 9:00 - 11:30 AM = 7.5 clock hours or 1 day 9:00AM- 5:00PM with a 30-minute lunch and two 15 minute breaks=7 clock hours.*** *Please enter credit hours for college courses as clock hours. One college credit hour (graduate or undergraduate) equals 15 clock hours.* ***Example: 3 credits = 45 clock hours***

3. **Course Outline** -- Enter the instructor's outline of topics to be covered during the course. Please provide bullet points to cover all the relevant information that will be taught. Please ensure the course and all content is described thoroughly.

4. **Educational Goal(s)** -- Provide a brief statement of the expected outcomes of the course. "In broad terms, educational goals are statements that describe the competences, skills, and attributes that students should possess upon completion of a course or program. They often operate within the interacting domains of knowledge, skills and attitudes." See http://www.sfu.ca/educationalgoals/define-educational-goals/ for more information.

5. **Educational Objective(s)** – Provide Measurable, Attainable, Time-Framed, Relevant, and Specific objectives about the 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).

   Examples: "By the end of the session participants will list four stages of addiction treatment group development."

   "By the end of the first day participants will distinguish between stimulants and depressants."

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. Submit the completed Instructor Qualifications Form(s) with the corresponding Part B form.

7. **Participant Evaluation Criteria and Procedures** –A course evaluation is required for any course five hours or longer. 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. The feedback obtained from course evaluations must be used to improve future trainings. Submit a copy of the course evaluation participants will use to evaluate the course.

PART C - CASAC 350-HOUR STANDARDIZED CURRICULUM PROGRAM INFORMATION

Part C - (CASAC 350-Hour Standardized Curriculum Program Information [PDS-17.4AI] and [PDS 17.4CB]) 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).

The following must be included with the application for the CASAC 350-Hour Standardized Curriculum or a full Section:

- A typed course description or syllabus for each class

- A training readiness tool for each student prior to enrollment – all students must have a High School diploma or GED and documentation of such must be verified;

- Documentation of planned/existing published fees/tuition rates and related marketing brochures;

- Documentation of all planned/existing training locations

- Documentation of planned/existing schedule of classes

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-17.5cpp or PDS-17.5cps] 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.

Additionally, please attach to the submission:

- Documentation of a screening instrument to ensure training readiness for each student prior to enrollment – such documentation must ensure that students have obtained a bachelor's degree
- Documentation of planned/existing published fees/tuition rates and related marketing brochures;
- Documentation of all planned/existing training locations
- Documentation of planned/existing schedule of classes

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)

Treatment Track [PDS-17.6t] and Prevention Track [PDS-17.6p] forms must only be submitted by providers seeking OASAS approval of a comprehensive course or sequence of courses meeting the full 60 and/or 30 clock hour requirements defined in the Education and Training Compliance Protocols. Additionally, please attach to the submission:

- Documentation of planned/existing published fees/tuition rates and related marketing brochures;
- Documentation of all planned/existing training locations
- Documentation of planned/existing schedule of classes

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?

- □ Complete the appropriate course description form (Part B, C, D or E) for the type of course work you are applying for?

- □ Complete an Instructor Qualification form for each instructor/trainer?

- □ If applicable, attach all required supporting documentation for the CASAC, CPP, CPS, or Gambling curriculum?
    - o Typed course descriptions or syllabi for each course.
    - o Documentation of Student Training Readiness Screening tool which includes verification of student's educational status of at least a GED or High School Diploma.
    - o Documentation of existing published fees/tuition rates and related marketing brochures.
    - o Documentation of school schedule and all locations utilized for training delivery.

- □ If submitting course work/training to be offered via distance learning, have you completed and attached the distance learning criteria form?

- □ Make a copy for your records?

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<u>OASAS ON-LINE TRAINING CATALOG</u>

We encourage you to participate in the OASAS Training Catalog 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.

To access the OASAS Training Catalog Provider Scheduling System, you must complete form IRM 15 https://oasas.ny.gov/irm-15. In completing the form, **under systems to access, select <u>Other</u> and then <u>specify OASAS Training Catalog</u>**.

You must then fax the completed form to 518-473-1316 Attention: Provider Help Desk If you require assistance, please call the OASAS Help Desk at (518) 485-2379 and select option 2.

You will then be provided a password for access to the Provider Scheduling System and will then follow these instructions:

The Training Catalog is available on-line at OASAS' Web site https://webapps.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:

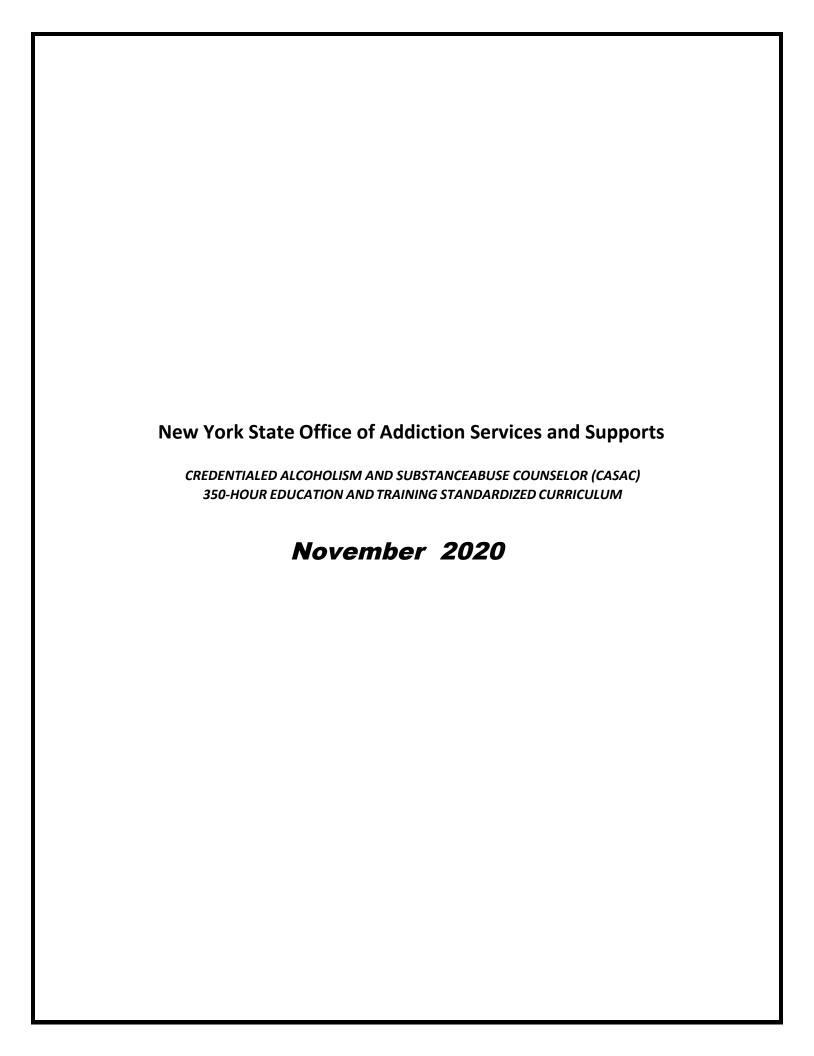**Go to** https://webapps.oasas.ny.gov/training/login/index.cfm

- **Click on "Sign Up as an OASAS Certified Education and Training Provider"**

- Enter the User Name and Password provided by the Help Desk

- 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 Learning & Development 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.

<u>Scheduling Course Work/Trainings</u>
Once Registered select Menu Items, Scheduling and **select Class Scheduling**
Select your organization and this will provide you with a listing of all your OASAS approved coursework/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.

If you have any questions or require assistance, please contact the Training Unit at 518-485-2027 or at training@oasas.ny.gov

New York State Office of Addiction Services and Supports

CREDENTIALED ALCOHOLISM AND SUBSTANCEABUSE COUNSELOR (CASAC)
350-HOUR EDUCATION AND TRAINING STANDARDIZED CURRICULUM

November 2020

New York State Office of Addiction Services and Supports
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Section I – Knowledge of Substance Use Disorders (85 clock hours)
Section I must include the following course content and associated clock hours. Furthermore, course names must be as stated below:

➢ **Basic Knowledge: Physical, Psychological, and Pharmacological Effects** - *Course work that provides knowledge of:*

- The history and evolution of Substance Use, Diagnosis, and treatment;
- Alcohol, Tobacco and Other Drugs (ATOD): As delineated in the most current version of the Diagnostic and Statistical Manual (DSM), substances of abuse, patterns and methods of use and misuse, and emerging trends;
- Effects of ATOD ingestion on the brain and body, including blood alcohol content and how it affects behavior;
- ATOD pharmacology and interaction of ATOD with other medications (both prescription and over the counter (OTC);
- Signs and symptoms of substance use including intoxication, tolerance and withdrawal;
- Biological, Psychological, and Social aspects of substance use disorders;
- Emotional, cognitive, and behavioral aspects of substance use with an emphasis on trauma; and
- The potential for multiple substance use disorders and recognition of behavior substitution or ATOD substitution.

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

➢ **Supporting Recovery with Medications for Addiction Treatment (MAT) ATTC approved training/curriculum - -** NIDA/SAMHSA-ATTC Medication-Assisted Treatment Blending Team offers an approved on-line training on Medications for Addiction Treatment (MAT). To access this course: https://healtheknowledge.org/course/search.php?search=Medication+Assisted **(3.00 clock hours)**

➢ **Overview of the Addictions Field** - *Course work that provides knowledge of:*
- terms and concepts related to theory, research, and practice of treatment approaches, including faith based;
- basic concepts of social, political, economic, and cultural systems and their impact on substance use;
- risk and protection factors that influence individuals and groups;
- the continuum of substance use disorder services; prevention, treatment, recovery, and relevant levels of intervention and care;
- The Developmental Stages of Recovery (Transition, Stabilization, Early Recovery, Middle Recovery, Late Recovery, and Maintenance); and
- Knowledge of common client payer systems and funding sources (Medicaid, Private Insurance, Medicare, SSI/SSD). This information must include overarching concepts appropriate for a national exam rather than a NYS specific exam.

    [Content must cover 28 clock hours]

Section I – Knowledge of Alcoholism and Substance Abuse (85 clock hours)

➢ **Diversity of Intervention and Treatment Approaches -** *Course work that provides knowledge of*:
- the theory and application of best or evidence-based (i.e., having some basis in literature, r e s e a r c h , common or licensed/regulated practice) intervention and treatment approaches; therapy models (and their methods)

that address ATOD-related problems and diagnoses, and emerging trends in treatment;
- medication supported recovery/medication assisted treatment [including but not limited to methadone; buprenorphine; alcohol dependence medications and psychiatric medications] including client informed choice relating to MATS, and the difference between MAT (Short Term) with the goal of abstinence versus Medication Supported Recovery MSR (long term) maintenance;
- non-traditional treatment methods (e.g. Acupuncture, Yoga, etc.); and
- Continuum of care (including OASAS licensed and/or funded modalities) and resources available to develop an understanding of prevention, intervention, treatment, and recovery. This must include the requirements of federal block grant funding recipients including priority admission requirements.

[Content must cover 14 clock hours with a minimum of 2 hours related to block grant funding requirements https://oasas.ny.gov/requirements-under-federal-substance-abuse-prevention-and-treatment-sapt-block-grant]

    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 820 - Residential Services
    Part 822 - Chemical Dependence Outpatient and Opioid Treatment Programs
    Part 823 - Children's Services
    Part 824 - Specialized Services
    Part 825 - Integrated Outpatient Services

➢ **Introduction to Diagnostic Criteria - *Course work that provides knowledge of*:**
- various assessment instruments and diagnostic tools for Substance Use Disorder treatment, including but not limited to the current Diagnostic and Statistical Manual (DSM), International Classification of Diseases (ICD) standards and the Addiction Severity Index (ASI), as well as level of care determination tools such as the most recent version of the OASAS LOCADTR and A.S.A.M. Patient Placement Criteria.

[Content must cover 6 clock hours]

➢ **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 4 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 3 clock hours]

Section II – Alcoholism and Substance Abuse Counseling (150 clock hours)
Section II must include the following course content and associated clock hours:

➢ **Foundational Counseling Skills of Individual and Group Counseling** – *Course work that provides knowledge of*:
- Recognizing, identifying, interpreting, assessing, and understanding verbal and non-verbal behaviors;
- Enhancing client engagement, also known as building rapport, through empathy, active listening, authenticity, appropriate self-disclosure, development of unconditional positive regard, and consideration of the stages of change;
- Stages of change;
    - The various manifestations of client ambivalence related to readiness to change and stage of change;
    - Determining relevant therapeutic approaches appropriate to stages of change/recovery and specific client needs;
- Counseling approaches;
    - Counselor communication skills such as developing the therapeutic alliance;
    - Effective use of open and closed ended questions and other interview techniques;
    - Responding appropriately to ambivalence, defensive mechanisms, and resistance;
    - Feedback procedure (e.g., reflection, reframing, interpretation, clarification) use, method; eliciting feedback to assure understanding of information given;
    - Accommodating diverse communication styles and systems (e.g. providing both oral and written instructions, tailoring vocabulary to the client's level of understanding, utilizing different techniques based on the client's learning style, etc.);
- Use of positive reinforcement (e.g., identifying client strengths, instilling hope, identifying client potential) and affirming behaviors;
- Demonstrating and maintaining a non-judgmental attitude;
    - Conveying respect for personal differences and individual needs;
- Learning styles and teaching methods;
    - Adapting education style to the specific needs of the client;
    - Presenting technical information in a manner appropriate to the client;
    - Explaining difficult or contradicting concepts to clients in language that helps them understand differences in approaches to recovery;
    - Evaluating the reception of the information provided;
- Educating, communicating, and protecting client rights through the application of;
    - Advocacy techniques for client specific needs;
    - Grievance processes.
- The termination process: techniques and procedures for both individual and group counseling.
[Content must cover 20 clock hours]

Section II – Alcoholism and Substance Abuse Counseling (150 clock hours)

➢ **Individual Counseling -** *Course work that provides knowledge and application of:*
- The essentials of Substance Use Disorder counseling with individuals, including the theory and practice of clinical management of the individual recovery process, and the application of diagnostic criteria;
- Skills development in a variety of evidence based practices to include Cognitive Behavioral Therapy, Motivational Enhancement Therapy, and Motivational Interviewing;
- Life skills and techniques that address vocational habilitation, other multiple rehabilitation needs, stress management/relaxation, communication, assertiveness, and refusal skills;

- 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/recurrence of symptoms planning, and long-term recovery; and
- Counseling individuals about the use of addiction medications (including but not limited to methadone, buprenorphine, alcohol dependence medications, and psychiatric medications).

[Content must cover 20 clock hours including 3 hours of vocational-related skills and 10 hours of counseling theories]

➢ **Group Counseling -** *Course work that provides knowledge and application of:*

- The essentials of Substance Use Disorder counseling with groups of individuals including:
    - o Different types of groups to include both therapeutic and support groups, their purposes, function, and parameters;
    - o Various facilitator roles and techniques;
    - o Group theory including stages of group development and tasks of the counselor at different stages of the process;
    - o Group dynamics, techniques and interventions used in group settings and group techniques designed for or modified for, specific populations;
    - o Orienting clients for group counseling;
    - o Managing membership issues (e.g., turnover, dropout, adding new members);
    - o Establishing an environment to support trust among group members;
    - o Developing cohesiveness and identity among group members;
    - o Using group dynamics for individual and group growth;
- Education of group members on the use of addiction medications (including but not limited to methadone; buprenorphine; alcohol dependence medications; and psychiatric medications);

[Content must cover 25 clock hours]

➢ **Counseling Special Populations/Cultural Competency -** *Coursework that provides knowledge of:*
- Special Populations:
    - o *"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.);
    - o The specific ATOD prevention/treatment needs of particular populations, the different patient feelings and behaviors that may result from their respective culture including those about substance use, resources available to diverse populations, and development of the skills necessary to effectively counsel individuals in those populations;

Section II – Alcoholism and Substance Abuse Counseling (150 clock hours)

Counseling Special Populations/Cultural Competency (cont.)
- Cultural Competency:
    - o An ability for the counselor to understand diversity to, communicate with, and effectively interact with people across diverse cultures. *Cultural competence has three key components:* (a) Knowledge of different cultural practices and worldviews, (b) skills to determine and use proficient intervention strategies, and (c) Recognize one's own cultural worldview or cultural

conditioning
- o How culture, demographics, and other client characteristics affect response to client's treatment and how counselor's bias can impact response to treatment; and
- o The use of the Cultural Formation Outline in the current edition of the DSM.

[Content must cover 25 clock hours including 15 hours specific to Cultural Competency]

➢ **Theories of Human Development and the Relationship to Substance Use - *Course work that provides knowledge of:***
- Various theories on human growth and development (i.e., cognitive, physical, psychological, emotional and spiritual development of human beings) with the emphasis on substance use.

[Content must cover 10 clock hours]

➢ **Counseling and Communicating with Families and Significant Others - *Course work that provides knowledge of:***
- The basic theory and skills needed by Substance Use Disorder counselors to work effectively with individual family members, significant others, and whole families including:
  - o Family counseling theories, dynamics, and roles;
  - o Observing and responding to family interaction;
  - o Education of family members on the biological, psychological/emotional, and social impact of Substance Use Disorders;
  - o Issues relating to children of persons with Substance Use Disorders;
  - o Assisting family members to understand and apply healthy boundaries;
  - o How Substance Use Disorders affect society and the family of the substance user;
  - o Genograms; and
- Relapse/recurrence of symptoms topics (e.g. awareness of relapse/recurrence of symptoms, maintaining commitment to recovery, utilizing available resources) aimed to assist the families/significant others of SUD clients.

[Content must cover 15 clock hours; a minimum of 3 hours must cover relapse/recurrence of symptoms prevention]

➢ **Integrated Care – *Course work that provides knowledge of*:**
- The medical issues/health consequences common to individuals with SUD disorders, including diabetes, heart disease, cirrhosis, other effects of chemical substances on the body, HIV and AIDS, STD's, TB, hepatitis and other communicable diseases, as well as interventions which promote health and wellness;
  - o Significance of diagnostic reports from laboratory tests;
  - o Integrated service delivery within the continuum of care including: referring to appropriate medical personnel, and ways in which medical consultation and treatment support the recovery process.
  - o Screening, brief intervention, and referral to treatment (SBIRT);
- Co-occurring mental health disorders
  - o Signs and symptoms of co-occurring mental health disorders; and
  - o Referring to appropriate mental health personnel, and ways in which mental health consultation and treatment support the recovery process.

[Content must cover 10 clock hours]

Section II – Alcoholism and Substance Abuse Counseling (150 clock hours)

➢ **Crisis Management** – *Course work that provides knowledge of*:
- Both life-threatening and non-life-threatening crisis situations and impact on recovery;
- Crisis situations/incidents that need an immediate response and how to triage;
- Methods to respond to client and/or family in crisis;
- Utilizing crisis intervention techniques and documenting results;
- Emergency procedures associated with overdose and acute withdrawal symptoms; and
- Utilizing crisis situations to facilitate the recovery process.

[Content must cover 10 clock hours]

➢ **Recurrence of Symptoms/Relapse Prevention** – *Course work that provides knowledge of*:
- Residual effects of substance use as it affects recurrence of symptoms/relapse
- Recognizing client manifestations of recurrence of symptoms/relapse
- Assessing a client's risk factors for recurrence of symptoms/relapse and need for recovery supports
- Educating the client in understanding their individual recurrence of symptoms/relapse signs and symptoms
- Assisting the client in intervening in the recurrence of symptoms/relapse process
- Recovery and recurrence of symptoms/relapse process to include prevention planning
- Risk factors associated with recurrence of symptoms/relapse
- The dynamics of recurrence of symptoms/relapse

[Content must cover 15 clock hours with a minimum of 3 hours specific to recurrence of symptoms/relapse prevention group counseling skills.]

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:

➢ **Screening, Assessment, and Evaluation** - *Course work that provides:*
- knowledge sufficient to determine the presence and extent of a Substance Use Disorder and make a determination of any needed initial services to include:
- rapport building and interviewing techniques- Using stages of change to promote engagement;
- screening and assessment instruments including how to appropriately select and administer them and the elements of a biopsychosocial assessment;
- systematic data gathering, assessing, organizing, prioritizing and summarizing from client (including presenting symptoms) and collateral sources, including other professionals, concerning all functional areas to include cognitive functioning.
- Interpreting written reports from other professionals, recognizing the need for additional information from collateral sources, updating and synthesizing data related to the client, identifying discrepancies in information given by the client and collateral sources, and assessing the appropriateness of involving concerned others in the assessment process with special consideration for domestic violence concerns;
- Client behaviors indicative of other addictive disorders;
- Application of accepted substance use disorder diagnostic criteria to make treatment recommendations;
- Risk factors that relate to suicide, homicide, family violence, self-injury, and other harmful behaviors, assessing risk potential and responding appropriately.
- Screening for other non-substance specific issues which can impact on assessment and treatment planning (e.g., suicidality, indicators of possible mental health disorder, medical conditions, gambling p r o b l e m s , other addictive disorders, etc.) including screening for issues outside the scope of practice of a substance use

counselor that require referrals;

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

➢ **Screening, Assessment, and Evaluation (cont.)**
   o Determining treatment readiness, such as use of scaling questions like confidence in ability to change and importance of making the change;
   o Interpretation of assessment results to integrate all available information, formulate diagnostic impressions;
   o Sharing of assessment results and communicating and exploring treatment options with the client;
   o Exploring treatment options with the client taking into consideration client need and how a client's financial circumstances influence treatment options and eligibility requirements for funding; and
   o Client ambivalence encountered during the assessment process.
   [Content must cover 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 a substance use disorder treatment plan using best practices: a collaborative process that reflects a verbal agreement between a counselor and client;
   • knowledge of components of the treatment plan including goal setting, measurable objectives, time frames; activities, evaluation, recurrence of symptoms/relapse prevention and discharge planning including discharge criteria;
   • knowledge of the roles and tasks of the interdisciplinary treatment team in carrying out the treatment and discharge plan;
   • Updating a treatment plan:
     o Assessing client progress and circumstances which may necessitate a change in the course of treatment or impact prognosis development;
     o Collaborating with client and, when appropriate, concerned others to discuss progress and negotiate adjustments to the treatment plan;
     o Documenting any adjustments to the treatment plan;
   • knowledge of the essential components of client records; including release forms, assessments, treatment plans, progress notes, and discharge summaries/plans – to include skills to compose timely, clear, complete and concise records that comply with regulations; documentation of information in an objective and legible manner;
   • knowledge of new technologies in the production of client records including electronic health records;
   • Discharge/Follow-Up/Aftercare:
     o Creating, maintaining, and monitoring effective follow-up with the client;
     o Preparing client and concerned others in separation issues inherent in the referral and aftercare process; and
     o Providing comprehensive and individualized discharge planning and referral services.
   [Content must cover 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 client to the appropriate level of care;
   • knowledge on service coordination activities throughout the continuum of care and the ability to apply placement, continued stay, and discharge criteria for each modality on the continuum of care;
   • Assessing client's needs for referral to outside services and the process for making a referral:
     o Identifying appropriate resources for specific client needs;

- o Documentation procedures for referral and follow-up including appropriate consent forms;
- o Planning and facilitating referral;
- o Referral rationale for group, individual, and family counseling;

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

➢ **Case Management, Referral, and Service Coordination (cont.)**
- o Follow-up process with referral sources;
- Appropriate practices and agency policies regarding case consultation:
  - o Gathering, organizing, and interpreting data for case consultation;
  - o Seeking and responding to information from other professionals relative to own knowledge of the case;
  - o Identifying appropriateness of request for information from consultation source;
  - o Utilization of consultation results;
  - o Collaborating with outside resources and other professionals to maximize support for the recovery process;
  - o Understanding importance of service coordination;
- Establishing trust and rapport with colleagues and developing and maintaining collaborations with other professionals and community resources;
- Knowledge of community resources to meet client needs:
  - o The diversity of services provided within the community and necessary referral information;
  - o Knowledge of skills and services provided by other professionals;
  - o Assessing community resources to support recovery including the strengths, limitations, philosophies, modalities and approaches of other service providers;
  - o Services available to family and concerned others as they affect treatment and the recovery process;
  - o Identifying possible conflicts of interest with outside resources;
- Non-Treatment Recovery Resources:
  - o Benefits and limitations of the 12 Steps and 12 Traditions; and
  - o Benefits and limitations of other recovery support approaches.
  [Content must cover 12 clock hours]

➢ **Patient, Family, and Community Education and Prevention -** *Course work that provides:*
- Presentation utilizing cultural and age appropriate training techniques that address how to provide relevant information about substance use disorders and related problems to patients, families, & communities to encourage wellness and increase understanding of addiction;
- Presentation and training techniques that address and support substance use disorder prevention, treatment, and the recovery process;
- Knowledge of the connection of the theories and models of Substance Use Disorder and Gambling prevention to current best practices, including OASAS' Risk & Protection framework, SAMHSA's Strategic Prevention Framework, model programs, and environmental strategies;
- Knowledge of the importance of life skills to the prevention and treatment of substance use disorders.
  [Content must cover 10 clock hours]

Section IV – Professional and Ethical Responsibilities (45 clock   hours)
Section IV <u>must include</u> 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;
  - self-awareness regarding cultural bias and the need for cultural competency within the counselor/client relationship;
- Knowledge of the purpose of and responsibility to seek and utilize clinical supervision;
- Professional scope of practice in substance use disorder counseling;
- Staying consistent in the professional role at all times both with colleague and/or client interactions and in professional and community settings;
- Client rights; and
- Potential conflicts of interest.

[Content must cover 16 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; and
- Provides knowledge of the ethical concerns and need for clear client/counselor boundaries related to the use of technology including text messaging, Social Media, and E-mail.

[Content must cover 9 clock hours and must include 1 hour of Technology and Ethics]

➢ **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 alcohol and substance use disorder services;
- The ability to explain the rationale for decisions affecting confidentiality;
- Confidentiality best practices and administrative rules, including Jurisdictional specific rules and regulations regarding best practices for handling confidential client information;
- emphasis on program specific policies/procedures involving confidentiality, as well as legal issues that relate to Substance Use Disorder clients;
- an understanding to seek clinical supervision on complex issues relating to confidentiality and legal matters;
- information which addresses confidentiality and legal issues associated in work with clients impacted by HIV/AIDS; and
- Consequences of violating codes of ethics, confidentiality laws, and client rights.

[Content must cover 9 clock hours]

Section IV – Professional and Ethical Responsibilities (45 clock hours)
Section IV must include the following course content and associated clock hours:

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

    [Content must cover 4 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 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 clock hours)**

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

    [Content must cover 5 clock hours]

CPP/CPS EDUCATION AND TRAINING CURRICULUM CONTENT

CPP/CPS EDUCATION/TRAINING CURRICULUM CONTENT

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 Substance Use Disorder; 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 SUD program hospital detoxification   inpatient rehabilitation SUD
outpatient clinic programs   medically supervised
outpatient
drug free day service   methadone maintenance
drug free residential   methadone to abstinence
drug free outpatient   outpatient SUD 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.).

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 priories 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 effective 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 develop 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).

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.

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 a Substance Use Disorder 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 Substance Use Disorder 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.

New York State Office of Addiction Services and Supports
Education and Training Provider Curriculum
and Application Instruction Packet

CASAC 60-HOUR PROBLEM GAMBLING CORE CURRICULUM -

- TREATMENT TRACK AND

CPP 30-HOUR PROBLEM GAMBLING CORE CURRICULUM -

- PREVENTION TRACK

New York State Office of Addiction Services and Supports
Education and Training Provider Curriculum and Application Instruction Packet

<u>**60-HOUR PROBLEM GAMBLING CORE CURRICULUM -- TREATMENT TRACK**</u>

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-5; 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- 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; 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.