



California Association for Alcohol/Drug  
Educators

# ACCREDITATION GUIDELINES FOR ALCOHOL AND DRUG COUNSELOR PROGRAMS FOR POST-SECONDARY SCHOOLS WORKFORCE CAREER TRACK

*This manual is intended for schools which meet the national standard of 315 classroom hours of education as a minimum for a certificate, and which generally do not have transferable units. This curriculum meets the minimum requirements for certification as approved by the Addiction Counselor Certification Board of California (ACCBC).*



California Association for Alcohol/Drug Educators  
5230 Clark Avenue, Suite 3  
Lakewood, CA 90712  
Ph: 707-7-CAADE-1 (707-722-2331)  
Fax: 562-275-3494  
Email Career Track Chair, Father Jack Kearney: [jkearney@caade.org](mailto:jkearney@caade.org)

## **CAADE Vision and Mission**

### **Vision Statement**

The CAADE Vision is to be a leader in state and national collaborative efforts to improve the overall health and welfare of those afflicted with substance use disorders.

### **Mission Statement**

CAADE promotes and supports quality higher education in addiction studies by developing and implementing accreditation standards; providing continuing education and professional development; leading at the state and national levels in the development and implementation of certification and licensure standards for addiction service professionals; and providing public policy education and advocacy among consumers and other stakeholders.

## **HISTORY – DEVELOPING THE ACCREDITATION GUIDELINES**

Under Contract with the Department of Health Care Services, the Guidelines for an Alcohol and Drug Studies Program Within Higher education was prepared for and adopted by the Accreditation Committee at the annual CAADE conference in Sacramento during April of 1986. The Committee was composed of members representing educational, treatment and recovery interests throughout the State including, the California Association of Alcohol and Drug Abuse Counselors (CAADAC), California Association of Addiction Recovery Resources (CAARR), California Association of Drinking Driver Treatment Programs (CADDTP), California Therapeutic Community (CTC), American Academy of Health Care Providers, American Indian Commission, County and State Alcohol and Drug agencies, DUI and EAP programs, service providers, and educators from community colleges, state universities, and private colleges.

These Guidelines were revised and updated in 1997, 1998 and 2000 to include standards from the State and National Curriculum Competencies developed under the auspices of the Addiction Technology Transfer Center (ATTC). CAADE is responsible for revising and maintaining the educational standards for these Accreditation Guidelines.

In 2004, CAADE received a grant from the Charles and Helen Schwab Foundation to “include evidence-based practices into its educational requirements, revise the Accreditation Guidelines, and advise, then evaluate, the CAADE-accredited counselor education programs by conducting a Re-Accreditation Self-Study.” In its Statement of Need for the Schwab Foundation grant, CAADE stated, “adolescent and adult addiction counselors throughout California need to be compliant with the national addiction counselor competency standards.”

During the past twenty years since the earliest drafts of the Guidelines for Alcohol/Drug Studies Programs within higher education were drafted, there has been increased knowledge about drugs, the underlying disorders for drug use, and considerable science-based research on effective individual, family, and group counseling techniques and strategies.

CAADE, through its board of directors, sub-committees, and members, remain current on federal, state, and local developments in the field. The guidelines are intended to be used as a working document with new ideas, suggestions, and comments always welcome.

In the summer of 2006 CAADE began exploring a process for accrediting post-secondary institutions that meet the 315-hour non-credit level. These guidelines are the result of those efforts, building upon the experience of CAADE as well as the California Association of

Alcohol and Drug Abuse Counselors (CAADAC). This accreditation will meet CAADAC minimum standards, those of the CCBADC - California Certification Board of Alcohol and Drug Counselors (the certification board for CAADAC), and the International Certification and Reciprocity Consortium (ICRC). CAADAC and CAARR have merged and have formed the California Consortium of Addiction Programs and Professionals (CCAPP). Accreditation through CAADE does not replace the CAADAC/CADCEP approval process.

*Note* This process is not directed at a particular certification in California; rather, it is focused on accrediting any school that seeks to set itself apart as providing quality education at the 315 hour level. Students who complete the 315-hour education at a CAADE-accredited post secondary school are eligible to apply for the basic CATC credential. Those with degrees earned at regionally-accredited colleges or universities may complete their addiction education at a CAADE-accredited post secondary school to enter into the CATC Tiers, as outlined below.



### ***Certified Addictions Treatment Counselor***

---

#### **THE CERTIFIED ADDICTIONS COUNSELOR (CATC) TIERED SYSTEM**

(Approved by the *Addiction Counselor Certification Board of California*)

- **Basic CATC:** (Entry-Level) The individual with a basic CATC meets the minimum addiction studies education requirements by completing 315 hours (21 units) in AOD education from a CAADE accredited program (or equivalent), 250 hours of supervised practicum fieldwork, and 2080 hours of supervised internship, along with passing the CATC exam or other NCCA approved examination per California counselor regulations.
- **CATC I:** The individual with a CATC I has completed a CAADE accredited addiction studies program or equivalent at a regionally accredited college or university and has met the requirements of the Basic CATC.
- **CATC II:** The individual with a CATC II has an Associate's Degree in Addiction Studies or a related field from a regionally accredited college or university, and has met the requirements of the Basic CATC.
- **CATC III:** The individual with a CATC III has a Bachelor's Degree in Addiction Studies or a related field from a regionally accredited college or university, and has met the requirements of the Basic CATC.
- **CATC IV:** The individual with a CATC IV has a Master's Degree in Addiction Studies or a related field from a regionally accredited college or university, and has met the requirements of the Basic CATC.
- **CATC V:** The individual with a CATC V has a Doctorate in Addiction Studies or a related field from a regionally accredited college or university, and has met the requirements of the Basic CATC.
- **CATC N:** The individual with a CATC N has a Nursing degree from a regionally accredited college or university (or a school approved by the California Board of Nursing), and has met the requirements of the Basic CATC.

---

#### **CAADE CAREER TRACK ACCREDITATION**

The accreditation process for Addiction Studies Programs is under the direction of the CAADE Board of Directors. The CAADE Career Track Schools office can be reached at: 707-722-2331 (**707-7-CAADE-1**).

Additional information may be obtained at [caade.org](http://caade.org)

# TABLE OF CONTENTS

## *Addiction Counseling Program Accreditation Requirements*

### **Article I: General Requirements**

- a) All Comprehensive Programs require approval by CAADE.
- b) Agreement to adhere to all laws and regulations within the alcohol/drug counseling profession and laws governing educational programs in the State of California.
- c) Any/all advertising must represent CAADE with this complete statement: “[Program Name] is accredited for the Workforce Career Track by the California Association for Alcohol/Drug Educators (CAADE).” It must also include the school accreditation number assigned by CAADE. Misrepresentation may result in loss of accreditation status. (If accreditation is revoked or has expired, the institution may not advertise CAADE accreditation in any manner or form.) See Article VII.
- d) Educational programs must represent specifically what they are offering in terms of education to all prospective participants. The respective student handbook should include a clear statement about course transferability, and which the California DHCS-approved certification bodies have accepted the program’s certificates. Misrepresentation may result in loss of accreditation status.
- e) Each Educational Institution must have a satisfactory academic and attendance policy in place. After submitted with initial application, it must be available to provide proof to CAADE upon request.

The minimum academic requirement is 70% (or a “C”) as a passing grade in a final exam. Otherwise, the class must be repeated. (This standard does not include individual grades for assignments or quizzes.) The minimum attendance standard must not fall below the 70% average, and attendance requires a minimum of 70% in order for students to graduate. Student’s missing course work and/or exams may be made up for credit and appropriately documented by the instructor.

- f) Programs must retain proof of attendance and academic records on file for a minimum of five years. Rosters must be on file for a period of five years as well.
- g) Comprehensive programs must consent to audits by CAADE’s Workforce Career Track Accreditation Committee.
  - i. CAADE reserves the right to audit the Alcohol/Drug Counselor Studies Program to ensure compliance with the Career Track Accreditation Committee requirements. The authorization to audit includes: records, courses, and instructors’ qualifications, related activities of the institution, any license/certification for instructors and the school.
  - ii. CAADE may request institution or program information and give specific dates in which to respond. Failure to comply may result in loss of accreditation status. In addition, the Committee may schedule a random unannounced site visit to assure compliance with the Committee’s requirements.
- h) The educational institution must make transcripts available to participants who successfully complete the Alcohol/Drug Counseling program as well as any individual course. (The institution may charge a nominal fee for administration and printing costs.)
- i) The institutions’ course units/credits are not required to be transferable to another institution of higher learning, but must include transcripts and a certificate of completion or degree. (Institutions must disclose to prospective students both verbally and in writing whether units/credits are transferable or not.)
- j) The institution must provide a certificate of completion or degree (as per the institution’s policy) for participants who successfully complete the program.

- k) The institution must have written policies available upon request for:
  - Refunds for non-attendance, cancellations and students who drop out of the course/program.
  - Notification process for cancelled courses
  - Time period for refunds for full or partial registration fees.
  - Refund calculation for partial refunds
- l) An accredited institution accepts full responsibility for each course, this includes but is not limited to
  - Record Keeping
  - Course content, marketing, etc.
  - Issuing certificates
  - Course Curriculum
  - Instructor qualifications
  - An annual check on licensure or certification status of each instructor, with notations of each verification to be kept in the instructor's file
- m) The institution must ensure of instructors' on-going training for instructors to ensure that current information is disseminated to participants.
  - The institution must provide specific AOD educational hours in-service training for instructors that include instructional skills, student advisement processes, and academic policies and requirements.
  - This requirement may be met by the individual instructor's maintenance of their own licensure or certification, but the program should ensure that CEUs are obtained in the areas taught by the instructor.

**Article II. Program Curriculum/Content:** *Must total 21 Semester Units or 35.5 Credit Units and reflect TAP 21 Practice Dimensions.*

(a) Curriculum must include the following content areas in the curriculum:

- Introduction and Overview of Alcohol and Drugs
- Law and Ethics
- Personal and Professional Growth
- Physiology and Pharmacology
- Case Management
- Counseling Theories and Techniques
- Co-Occurring disorders
- Cultural Competency
- Fieldwork class (minimum 45 Hours)
- Clinically Supervised Externship (minimum 250 hours, taken concurrently with Fieldwork Class)

(b) Content of all courses must be relevant to Alcohol/Drug Counseling, and must relate to the scientific knowledge or technical skills required for Alcohol/Drug Counseling, or be related to direct and/or indirect patient care.

(c) Program Evaluation of Completion

- The students must meet all course/program requirements. Partial credit may not be granted for partial attendance or for completing partial course requirements.
- Upon completion of a single course or comprehensive program, the student must be evaluated according to the objectives of the program/course.

Examples of evaluation are:

- i. Written or Oral Exam
- ii. Demonstration of skills mastered

- iii. Solving of hypothetical counseling situations
  - iv. Essays
  - v. Oral Presentations
  - vi. Clinical Practicum Presentations
- (d) Content must be relevant to the development of current competency in the delivery of Alcohol/Drug Counseling.
- (e) The course objectives describe measurable outcomes the participant will demonstrate or achieve upon successful completion of the program.
- (f) The institution must disclose in advance if the course credits are transferable to a university or other institution of higher learning.
- (g) See appendix for more curriculum information

### **ACADEMIC CONTENT AREAS**

*Minimum hours for each area are 45 (approximately 3 semester units).*

**A. Introduction and Overview: This course will examine the history of alcohol and other mood changing drugs in the US; the myths and stereotypes of alcohol/drug use; socio-cultural factors that contribute to the use of drugs; and the patterns and progression of addiction.**

- Cultural/Lifestyle consideration: norms and differences; issues specific to special populations (e.g., ethnic minorities, women, youth, elderly, LGBTQ, physically disabled or impaired); the nature and extent of alcoholism/drug dependency problems among target populations.
- Human Behavior: theories of personality and human development; emotional states (e.g., dependency, resentment, guilt); theories of human needs and motivation; denial process.
- Family Dynamics: Recognition of family roles, modalities of treatment; communication issues; role-play.
- Treatment and Recovery Approaches: Treatment and recovery modalities; (e.g., psychiatric, psychosocial, clinical); Alcoholics Anonymous (and other support groups); aversion therapy; medical modalities; behavioral modification, social models, drinking driver programs, NIDA evidence-based practices, etc.
- Program Planning and Client Education: Goals and objectives; program policies and procedures; program strengths and limitations, service delivery planning, client education, lectures.

**B. Physiology and Pharmacology of Alcohol and Other Drugs**

- Examination of the effects of alcohol and similar legal psychoactive drugs to the body and behavior; damage to the body and behaviors; damage to the brain, liver and other organs.
- Tolerance, cross-tolerance, and synergistic effects.
- Physiological differences between males and females.
- Current understanding of the Disease Concept of Addiction and the role of neurotransmitters
- Disease model including signs and symptoms, research, neurobiological, AMA definition, Jellinek's work.
- Important terms such as confabulation, formication, kindling effect, etc.

### **C. Laws and Ethics (minimum 20 hours in the basic curriculum)**

- Current legal sanctions; liabilities, auto accidents, bars, restaurants, liquor stores, traffic laws.
- Specific issues regarding employment problems & other client civil rights
- Patient rights; professional liability.
- Code of conduct; ethical codes.
- Legal and Regulatory Restrictions: federal confidentiality regulations; state regulations; potential hazards resulting from noncompliance with regulations: state and federal agencies. i.e. 42 CFR Part B, CFR 45 HIPAA.
- Define what is meant by “dual relationships.”
- Define the terms co-dependence and counter transference
- Define and explain “Professional Boundaries.”
- Harm Reduction Models, including tobacco
- Duty to Warn issues, including current, relevant court cases
- Sexual Harassment Training, as per state regulations
- CAADE (and other) Code of Ethics, Scope of Practice, and Code of Conduct

### **D. Case Management; Assessment, Orientation, Treatment Planning and Relapse Prevention/Aftercare Planning**

- Initial intake and case management. Administrative requirements for admission to treatment, interpersonal dynamic and potential influence of client behaviors; signs and symptoms of physical disabilities, assessment of potential violence, self-harm, activities that bring agencies, resources of people together within a planned framework of action toward the achievement of established goals; including alcohol/drug history, vocational, cultural, educational background, lifestyle, living situation, medical, strengths and weaknesses for the development of a treatment plan. ASI and other assessment tools.
- Orientation. General nature and goals of the program; rules governing conduct, infractions that can lead to disciplinary action or discharge, hours of services, costs, clients’ rights, etc.
- Treatment/Recovery Planning. The components of a treatment plan; problem solving models and processes; theories and behavioral components of change; techniques used in behavioral contracts; the stages of recovery; identification of problems, ranking problems, realistic and unrealistic treatment goals at various stages of recovery; the value of participant client concurrence disagreement in the process; how to organize client information for presentation to other professionals, case presentation procedures.
- Reports and Record Keeping. Charting the results of the assessments; treatment plans; writing reports, progress notes, discharge summaries, and other client related data. (Practical application is required.)
- Aftercare and Follow-up. The role of aftercare in the treatment process; the role and importance of client follow up; relapse dynamics; self-help groups and/or support groups. (12-Step, etc.)
- Consultation and Referral. Alternative resources available to provide treatment and supportive services; roles and functions of individuals in resources agencies and their position in the decision making process; advocacy techniques; assessing the need for consultation and referral; identifying counselor limits and scope of practice.

- Community Prevention and Education. The concepts of prevention, community education and outreach; education and prevention models; effectiveness of prevention strategies and training methods; adult education techniques.
- Outreach. Businesses and clubs that can be used as referral sources. Assessing needs for training and technical assistance.
- Screening Techniques. Communication theories and techniques; interviewing techniques; considerations in assessing, client needs, resources, strengths and limitations. Identification of appropriateness and eligibility.
- Intervention and Referral. Emphasis on the chronic disease model and recovery process. Continuum of care issues, including employee assistance programs; information and referral; detoxification; various treatment modalities etc.
- Crisis Counseling Techniques and Theories. Signs and symptoms of potential suicide, aggression and other self destructive behaviors.

**E. Individual, Group and Family Counseling** (*All counseling must be relative to SUD issues.*)

- Counseling Relationship in which the counselor helps the client mobilize resources to resolve his/her problems and/or to modify attitudes, behaviors, and values.
- Exploration of a problems, its ramification and examination of attitudes and feelings; consideration of alternative solutions; decision making; therapeutic approaches, (e.g., Reality Therapy, RET; Brief Therapy; Motivational Interviewing; etc.)
- Family Counseling. Theories of family codependency; techniques for motivation; family involvement in the treatment process; techniques of multi-family group counseling; working with family therapists, selecting therapists for family work; counselor identification of limitations relating to family issues. Evidence-based Family Intervention (Johnson; ARISE, etc.)
- Group Counseling. Purpose and function of different types of counseling groups; models of group; group techniques; stages of group; group intervention, group patterns; therapeutic factors in groups; expression, commitment, process groups, didactic training; role of the counselor; group orientation.
- This course must include practical applications in role-play settings.

**F. Personal and Professional Growth:**

- Counselor Burnout. Signs and symptoms; early warning signs; unique needs of the recovering counselor; prevention techniques.
- Personal and Professional Growth. Recognizing personal strengths, limitations and knowledge to promote professional growth; importance of stress management; relaxation techniques; leisure skills, exercise; proper nutrition; time management etc.
- The Recovering Counselor. “Two hats” and the limitations and liability. (Include ethical situations.)
- Professional Growth. Ethics and professional conduct/standards; consultations, counselor support and performance; the skills of a successful helper; on going education and training; translation of the code of ethics into professional behavior.
- Certification Requirements. Outline and review of SAMSHA, CAADE and California Certification Board of Alcohol/Drug Counselors (CCBADC) career paths, and/or other certifications for which students might be eligible. Review the State of California Counselor Regulations and code of conduct.
- Professional contacts and organizations.
- Content may be incorporated into the Fieldwork class.



## **G. Competencies to be covered in a course such as *Co-Occurring Disorders***

This course reviews the major concepts, definitions, and features of co-occurring mental health disorders associated with addiction (either as cause or consequence). Skills in recognizing co-occurring disorders, referral and case management of clients and appropriate scope of practice are emphasized. Common types of mental health issues associated with addiction, including mood, anxiety, and adjustment disorders, post-traumatic stress disorder, and unresolved issues of childhood abuse are covered as well as an overview of appropriate treatment and management approaches.

- Recognize the potential for substance use disorders to mimic a variety of medical and psychological disorders and the potential for medical and psychological disorders to co-exist with addiction and substance abuse;\*
- Describe how the mental health and addiction treatment fields operate separately and the implications of this separation for persons with both psychiatric and substance use disorders;
- Describe how to use the DSM/ASAM criteria to develop a multi-axial diagnosis;
- Explain how alcohol/drug use can mimic or mask psychiatric problems.
- Conduct an assessment interview with a person who has both psychiatric and substance use disorders;
- Describe the biopsychosocial model of addiction;
- Understand how each of a client's co-occurring disorders can affect treatment for other co-occurring disorders;
- Become familiar with the most commonly utilized treatment approaches for substance use disorders;
- Become familiar with the most commonly utilized treatment approaches for mental health disorders;
- Understand how to integrate treatment approaches for clients with co-occurring disorders;
- Recognize typical management, treatment problems and dilemmas faced by professionals attempting to help clients with co-occurring disorders, and identify and employ strategies for resolving these problems and dilemmas.
- List at least two treatment approaches traditionally utilized for mental health problems;
- List at least two treatment approaches traditionally utilized for substance use disorders;
- Describe the treatment needs of clients who have a substance dependence disorder and describe at least three psychiatric diagnoses;
- Explain the need for integrated treatment services for dually diagnosed individuals;
- List at least three symptoms of a "behavioral addiction."
- Describe the relationships among trauma, substance use disorders, and psychiatric disorders.
- Process addictions
- Explain the importance of cultural sensitivity in the dual diagnosis field.

## **H. Competencies to be covered in a course such as *Culture, Race and Gender Considerations (aka Specific Populations)***

This course identifies special problems, issues, and concerns of modern living within specific population groups. The course offers a beginning look at the historical issues involved in the intercultural socialization process. Course focus is on the social-psychological dynamics of special population groups such as the aged, disabled, persons diagnosed positive for HIV,

ARC, AIDS, women, LGBTQ, and adolescents. Ethnic and cultural differences will be emphasized to provide students the skills needed to communicate effectively with diverse populations.

- Recognize the social, political, economic, and cultural context within which addiction and substance abuse exist, including risk and resiliency factors that characterize individuals and groups and their living environments.\*
- Basic concepts of social, political, economic, and cultural systems and their impact on drug-taking activity. \*
- Respect for the client's racial, cultural, economic, and sociopolitical backgrounds.\*
- Statistical information regarding the incidence and prevalence of substance use disorders in the general population and major demographic groups.\*
- Recognition of the importance of contextual variables.\*
- Appreciation for differences between and within cultures.\*
- Provide treatment services appropriate to the personal and cultural identity and language of the client.\*
- Respect for the client's racial, cultural, economic, and sociopolitical backgrounds.\*
- Understand diverse cultures, and incorporate the relevant needs of culturally diverse groups as well as people with disabilities, into clinical practice.\*
- Understand the importance of self-awareness in one's personal, professional, and cultural life.\*
- The effects of chronic substance use on clients, significant others, and communities within a social, political, cultural, and economic context.\*
- Summarize the client's personal and cultural background, treatment plan, recovery progress, and problems inhibiting progress to ensure quality of care, gain feedback, and plan changes in the course of treatment.\*
- Adapt counseling strategies to the individual characteristics of the client, including but not limited to disability, gender, sexual orientation, developmental level, culture, ethnicity, age, and health status.\*

#### **I. Supervised Practicum:**

This course consists of (45) classroom hours. The course includes supervision by a qualified instructor and includes direct supervision. The instructor must also be available for consultation while student is completing field work requirements. The instructor should have a CCS, CA-CCS, or mental health license. At a minimum, the site supervisor must be a CATC or CADC II level counselor and provide onsite supervision at least one hour a week, either individually or in group supervision.

#### **J. Supervised Field Work Practicum (Externship)**

A minimum requirement of 250 hours of practical experiences performed at a state licensed or certified agency approved by the aforementioned instructor. The student must complete all of the TAP 21 practice dimensions at the internship site. Each practice dimension requires a minimum of 30 hours practicum. The application of knowledge and skills in a practice setting is essential to professional counseling. The field work is the means by which students learn to apply and integrate acquired knowledge and values; and to refine skills that are taught in the classroom. A written contract with measurable goals should be recorded and signed by the student, instructor, and onsite supervisor.

**Breakdown of Practicum Hours (Externship Hours):**

**45 Hours - Supervised Practicum Course (Classroom)**

**250 Hours - Supervised Field Work (Externship) in the 8 Practice Dimensions**

**Article III. Institution's Records/Record Keeping**

- a) The institution is required to clearly state the overall course objectives, have a concise course description in the institution's catalog, marketing brochures, and advertising etc. Clear representation of the program and courses shall be disclosed to all prospective students.
- b) Evaluations are submitted at the completion of each course.
- c) The institution must have evidence of instructor's qualifications and license/certification.
- d) Instructor's curriculum vitae/resume and application must be kept on file while employed and for a minimum of five years post employment.
- e) Documentation above (Article III, items a-e) must be kept on file at the institution or at an assigned location within California for a period of five years. If the institution closes or documentation is transferred, it must be kept in California; CAADE must be given access for verification of education required for certification.

#### **Article IV. Online Education Programs**

***Online education is strongly discouraged.*** Entry-level counselors in particular are in need of the networking, interaction, and socialization skills that can only come from a brick-and-mortar classroom experience with live instructors and fellow classmates. There are times, however, where schools and students may need to utilize information-based courses as part of the program. Such non-skill based courses must meet the following criteria:

- a) All requirements outlined in the comprehensive program are in effect for Online Education courses. Additionally, the following information is required for submission for accreditation. These requirements include, but are not limited to:
  - Syllabus
  - Lesson Plans
  - Assignments
  - Quizzes
  - Exams
  - Projects
  - Evaluation Processes
  - Certificate of Completion
  - Instructor(s)/Author(s) Resume/Curriculum Vitae, Credentials.
  - Full access to the web-based course is required for review.
  - Full access to database with answer keys and grading format or a hard copy of such.
- b) Proof of accreditation by a national or regional accreditation body if the course originates at another institution. (Legitimacy of the accreditation will be verified as part of the CAADE accreditation process.)
- c) Online programs must be consistent with the institution's mission and limited to those subject areas for which the institution has expertise.
- d) Admissions policies, procedures, and practices must fully and clearly represent the conditions and requirements related to online education.
- e) All online courses must be approved and administered under established institutional policies and procedures, and supervised by an administrator who is part of the institutional organization. There must be appropriate involvement of on-campus administrators and faculty in planning, accreditation, and on-going evaluation.
- f) The online courses must have educational learning objectives and outcomes that are consistent with the program objectives and the credential awarded. The delivery method must be appropriate for students and the curriculum. For example, a pharmacology course aimed at MFT students is not likely to suffice for addiction counselor students, and courses in laws and ethics aimed at licensed mental health professionals will lack training in CFR 42 part B.
- g) Instructors who teach online must be appropriately oriented and trained in the effective use of technology to ensure a high level of student motivation and quality of instruction.
- h) Any online courses offered by the institution must provide students with reasonable technical support and full disclosure of all program requirements, including any courses that cannot be completed online. (See item "o" in this article.)
- i) Institutions must assess whether students have the skills and competencies to succeed in an online environment. Proper training and support must be provided. The technology chosen must support and enhance the program's goals and objectives.
- j) The institution must employ faculty who have the qualifications and experience to teach using online methods. The qualifications, credentials, and experience of such faculty to provide

instruction in the subject matter of online courses must be comparable to those of faculty teaching programs or courses with similar subject matter in traditional settings.

- k) Programs must provide for timely and appropriate interaction among students as well as between students and faculty.
- l) Online standards require faculty support, resources, facilities, and equipment needed to engage effectively.
- m) Content of all courses must be relevant to alcohol/drug counseling, and must relate to the scientific knowledge or technical skills required for alcohol/drug counseling, or be related to direct and/or indirect patient care.
- n) Courses that *may not* be taught online:
  - Practicum Courses
  - Clinical Supervision
  - Clinical Externship
  - Skills-based courses, e.g. Group Counseling
- o) Course Evaluation:
  - Observable, measurable, and achievable student performance outcomes must be identified so that online courses can be compared to those with similar subject matter and objectives, whether delivered online or by traditional means. The institution must specify expected knowledge, skills, and competency levels that students will achieve in an online course, and such must be equivalent to those expected for comparable (site-based) courses. Completion, placement, and licensing/certification exam pass rates must be assessed for the online program and found to be comparable to site-based programs.
  - Students must meet all course/program requirements. Partial credit may not be granted for partial completing partial requirements.
  - Courses must be designed to ensure that students put in appropriate amount of study time; this is also disclosed to prospective students.
  - Courses are designed in such a way that includes the ability to verify appropriate study time has been spent.
  - Institutions have a protocol in place which ensures the identity of students taking an exam.
  - Upon completion, the student is evaluated according to the objectives of each course.

Examples of evaluation:

- i) Written or Oral Exam
  - ii) Demonstrated skills mastery
  - iii) Solving hypothetical counseling situations
  - iv) Essays
  - v) Oral Presentations
  - vi) Clinical Practicum Presentations
- p) A maximum of 12 units may be applied towards a certificate.

## **Article V. Instructor Requirements**

- a) Must have at least two years experience in the field of alcohol/drug counseling or related behavioral health profession. (Behavioral Health professions are indicative of psychology, abnormal psychology, human services, etc.)
- b) Must be a licensed mental health professional (accepted licenses include MFT, LPCC, LCSW or Clinical Psychologist) or certified equivalent to the California Certification Board of Alcohol and Drug Counselors (CCBADC) or CAADE CATE or CATC.
- c) Must be free from any disciplinary action by the certification, licensing or accreditation body in which they are licensed or certified.
- d) Must adhere to all applicable ethical standards and laws within the alcohol/drug counseling profession and the laws that govern educational Programs.

## **Article VI. Advertisement**

- a) Information disseminated by approved programs/courses shall be factual, not misleading, and shall include the following:
  - i) The statement “[program name] is accredited for the Workforce Career Track by the California Association for Alcohol/Drug Educators (CAADE), Accreditation number \_\_\_\_\_.”
  - ii) Clear, concise description of the course content.
  - iii) Institution name as officially on file with CAADE.

## **Article VII. Revocation of Accreditation Status**

- a) CAADE may withdraw accreditation of a program or deny an application for cause which include, but are not limited to the following:
  - i) Conviction of a felony of any offense substantially related to the activities of the institution providing a program or course.
  - ii) Failure to comply with any provision of Chapter VI, division 2 of the Business and Professional Code and/or Chapter XIV of the California Administrative Code.
  - iii) Failure to comply with the standards of the California Association of Alcohol/Drug Educators which applies to the course or program.(CAADE)
  - iv) Failure to comply by the educational institution's own policies for student refunds.
- b) Any material misrepresentation of fact by the educational institution or applicant in any information required to be submitted to CAADE is grounds for revocation of accreditation or denial of application.
- c) Should CAADE deny the educational institution (the applicant) the applicant has the opportunity to formally appeal the action to CAADE within thirty days from receipt of the denial.

## **Article VIII. Hold Harmless**

- a) It is expressly agreed and understood that the institution offering alcohol/drug counseling studies programs are independent from CAADE. The institution shall hold CAADE harmless from all suits, actions, or claims of any kind brought on account of any person or property or consequence of any act of omission by the institution or his employees, or from any claims or amounts arising or recovered under Worker's Compensation laws or any other law, by-law, ordinance, regulation, order or decree. The institution shall be responsible for all damage to property and personal injury of any kind resulting from any act, omission, neglect, or misconduct of any employee or agent of said provider in the manner of method of performing the work of the institution.

## **Article IX. Accreditation and Renewal**

- a) The institution must submit an application to CAADE; a response may be expected within a period of four (4) to six (6) weeks.
- b) Accreditation expiration is contingent upon the amount of years approved, and on the date in which it was issued. Provisional approval may be granted. Full approval will be for a period of five years.
- c) As a courtesy to the institution, CAADE will send a renewal notice prior to the expiration date. It is however the sole responsibility of the institution to renew their accreditation (including associated fee) to avoid a lapse in status.

## **Article X. Change in Status**

- (a) Educational institutions must notify CAADE within thirty days of any changes in the organizational structure, program or course. This would include - but is not limited to – any name or address changes.

## ***Article XI. Audits***

- a) Random unannounced on-site audits may be conducted on a random basis or as per CAADE board requests, because of complaints received, notification of misrepresentation, or at the request of CAADE's chairperson. The purpose of the audit is to assure compliance with the Accreditation Requirements. The audit may consist of:
  - i) One or more CAADE Workforce Career Track committee member(s)
  - ii) Record reviews
  - iii) Review of Program courses, curriculum and evaluations.
  - iv) Inspection of policies/procedures of the institution to assure compliance with CAADE's accreditation requirements. (i.e. academic/attendance policies.)
  - v) Faculty qualification reviews may include resume, curriculum vitae, application for employment, and certification/license.
  - vi) Interviews with staff, faculty or administration as needed to validate compliance with CAADE requirements and will include class observations.
  - vii) Course audit.
- b) Random, off-site audits: CAADE may request specific documentation from an institution to assure compliance with accreditation requirements. Such audits are conducted via United States Postal Services, by way of certified mail. The institution will be given a minimum of 30 days to respond to the request. The audit letter may request:
  - i) Records
  - ii) Documentation verifying content of courses, curriculum, evaluations, advertising, certificate of completions, transcripts etc.
  - iii) Documentation of policies/procedures of the institution to assure compliance with CAADE's accreditation requirements. (i.e. academic/attendance policies.)
  - iv) Faculty qualification documents may include resume, curriculum vitae, application for employment, and certification/license.
  - v) Interviews with staff, faculty or administration as needed to validate compliance with CAADE requirements (may be conducted on the telephone.)

## **Article XII. Student Handbook and Records**

- a) Each student is given a handbook which includes as a minimum:
  - Student's Rights
  - Refund Policies
  - Complaint Process
  - Disciplinary Policies & Academic Honesty Policy
  - Book/Library Policies
- b) The Institution must have on file all of the following for each student:
  - Copy of student's High School Diploma, or equivalent
  - Student-signed (by student) copies of Refund Policy, Student's Rights, Complaint Process, Disciplinary Process, Externship & Site Placement Agreements, and Academic Honesty Policy
  - Emergency contact and medical information, attendance/tardiness records, academic records, and other documents required by law, BPPSE, or the parent school



### **Article XIII. Additional Requirements**

- 1 Program must submit proof of approval by the Bureau of Private Post-Secondary Education or other state agency approval for higher education.
- 2 School must demonstrate that students have basic computer skills, including, but not limited to:
  - a. A functional email account
  - b. Basic word processing skills
  - c. Ability to use a computer for activities related to employment as an addiction counselor, e.g. electronic medical records, computerized assessment forms, status reports for the courts, etc.
3. Students must be taught to build their own library of professional resources, paper or electronic. In at least one class students should be required to order and receive free publications from the SAMSHA store.
4. To ensure a variety of experience and viewpoints, no more than 33% of AOD coursework for a particular student may be taught by any one instructor. (This can be adjusted by the Accreditation Committee.) Instructors should be encouraged to invite guest speakers from time-to-time.
5. Students must have at least one comprehensive textbook that can be used for multiple classes.  
Examples:

#### Intervention, Treatment and Recovery:

#### *A Practical Guide to the TAP 21 Addiction Counseling Competencies*

Lori L. Phelps, Psy.D. 348 pp.

Publication date: 2013

Kendall Hunt Publishing Company

ISBN: 978-1-4652-1386-0

#### Chemical Dependency Counseling: A Practical Guide

Perkinson, Robert R.

Sage: Thousand Oaks, CA, 4th edition.

ISBN 9781412979214 978-1-4129-5700-7

**APPENDIX B**

**SAMPLE FIELD WORK STUDIES FORMS**

Code of Ethics for Interns.....	35
Information & Learning Objectives Worksheet.....	36
Sample Contract between Student & Agency.....	38
Weekly Report for Fieldwork Logs.....	39
Fieldwork Log.....	40
Final Fieldwork Report #1.....	41
Final Fieldwork Report #2.....	42
Final #3 Student Hourly Recording Form.....	43
Special Project Report.....	44

## **SAMPLE INTERN CODE OF ETHICS**

*(If already registered, students should utilize that certifying body code)*

As an intern, I realize that I am subject to a code of ethics similar to that which binds the professionals in the field in which I am interning. I assume the responsibility for my ethics while working in this agency and expect to account for my actions. I will keep confidential matters confidential.

I promise to bring to my work an attitude of open-mindedness, a willingness to be trained for it, and to bring to it interest and attention. I believe that my attitude towards my internship work should be professional. I believe that I have an obligation to my work, to those who direct it, to my colleagues, to those whom it is performed for, and to the public.

Being eager to contribute all that I can to human betterment, I accept this code for the intern as my code, to be followed carefully and cheerfully.

\_\_\_\_\_  
*Student's Signature*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Witness*

\_\_\_\_\_  
*Date*

**INFORMATION AND LEARNING OBJECTIVES WORKSHEET**

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_ Zip: \_\_\_\_\_

**1. OPTION ONE:** Experience with your present agency or job.

A. Name and Address of Employer: \_\_\_\_\_  
\_\_\_\_\_

Supervisor: \_\_\_\_\_ Phone: \_\_\_\_\_

B. What is your present job title? \_\_\_\_\_

C. What are your present duties? \_\_\_\_\_  
\_\_\_\_\_

D. Learning objectives and extra duties for internship:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**2. OPTION TWO:** Field Work Assignment that will satisfy the requirements for the course

A. Name of Agency: \_\_\_\_\_

Address: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Phone: \_\_\_\_\_

B. Arrangements for the student's fieldwork assignment will need to be made in cooperation with the instructor. If you have already chosen the agency or person you will work with, list learning objectives in D: 1, 2, 3, above.

**3. OPTION THREE:** Create a learning experience in cooperation with your instructor that will satisfy the requirements for the course.

A. Describe the Project: \_\_\_\_\_  
\_\_\_\_\_

B. Expected Outcome of Project: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## PERSONAL INTEREST INVENTORY

Name: \_\_\_\_\_

Certificate/Academic Goal: \_\_\_\_\_

\_\_\_\_\_

General Interest Area: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

General Long-Term Objectives (5 Years): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Employment Interest:

A. Part-Time:

B. Full-Time:

C. Population

Previous Life Experiences:

A. Academic:

B. Employment:

C. Personal:

D. Miscellaneous:

Volunteer Field Work Preferences:

A. Type of Agency:

B. Organization:

## SAMPLE CONTRACT BETWEEN STUDENT AND AGENCY

### 1. Agency commitment to student:

- To provide at least one hour per week of individual supervision; ideally more.
- To provide a stimulating professional environment whereby students are exposed to a broad spectrum of clinical and agency services.
- To provide a safe and ethical environment allowing students the opportunity to successfully transition for future employment in the chemical dependency field.

### 2. Skills and Duties: To provide adequate exposure to the 8 Practice Dimensions (TAP 21). Requirements vary between certifications. (A)

- Assist the student in developing confidence in working with clients and professionals in the field of helping. (I)
- I commit to be present at the intern site on agreed upon times and dates. When present at agency I will participate to the greatest of my ability. (S)
- Keep time commitment to agency. (Fulfill at least the required number of hours as prescribed by CAADE). (S)
- Demonstrate a working knowledge of services and treatment provided by said agency.
- I will accept responsibility for my part in the learning process. (S)
- I will abide by the policies of the agency, remain open to supervision and direction by staff, and will commit myself to the agency and CAADE Code of Ethics. (S)
- I pledge to honor confidentiality and will refrain from dual relationships wherever possible.(S)

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

Alcohol/Drug Studies Director:

\_\_\_\_\_ Date: \_\_\_\_\_

## WEEKLY REPORT FOR FIELDWORK LOGS

Student Name \_\_\_\_\_

Agency \_\_\_\_\_

DATE \_\_\_\_\_

HOURS \_\_\_\_\_

*Keep daily field notes of your activities, responsibilities, and reactions during your placement.*

A. One log per week covering clinical activities of that week that relate to the 8 Practice Dimensions (TAP 21). These will be turned in to class each week for the entire fieldwork experience.

B. Each log will be reviewed for:

1. Knowledge and understanding of the task, activity's purpose and rationale
2. Clear straightforward writing style
3. A reaction statement, either positive or negative (your feelings)

C. The log must include:

1. A precise description of each activity, including the who, what, when, how, and where. It should also include statements reflecting feelings and opinions and a final paragraph assessing and evaluating the weeks accomplishments, learning, and overall feelings about self and agency experience during week.

Remember, the log will account for not only activities and interactions with clients but also interactions with staff members.

D. Each particular log will include a heading of date entered, intern site name, approximate time, and general label of activity. In the first paragraph you will describe the activity performed. Subsequent paragraphs will convey purpose or rationale and outcomes. The final paragraph will include feelings and opinions for the week as a whole. The length of each log will vary with the amount of time on site in a given week and complexity of the tasks. You are to assume that the person reading the log knows nothing about the activity there one needs to be behaviorally specific. You can expect a minimum of two to five pages per log, preferably typed.

E. FIELD WORK LOG: Each student will turn in a report each week indicating the number of volunteer hours worked that week. Reports should also indicate time spent in interviews, orientation, training, or negotiating for the placement. Both a factual record of these experiences and a description of the process are required.

Student's Name: \_\_\_\_\_

Agency: \_\_\_\_\_

**TOTAL HOURS (this report):** \_\_\_\_\_

DATE: \_\_\_\_\_

HOURS: \_\_\_\_\_

1. List the week's activities and experiences:

2. Describe the process: how you felt about these experiences, whether they relate to your goals, and any problems or concerns.



## FINAL FIELD WORK REPORT # 1

Date and Class \_\_\_\_\_

Student's Name \_\_\_\_\_

Agency \_\_\_\_\_

Student Signature \_\_\_\_\_

Supervisor Signature \_\_\_\_\_

PLEASE PLACE A NUMBER IN THE APPROPRIATE BOX

- 1 = Area of major concern
- 2 = Needs minor improvement
- 3 = Meets the norm
- 4 = Above average
- 5 = Outstanding

		(1)	(2)	(3)	(4)	(5)
1.	Appearance/Grooming					
2.	Punctuality					
3.	Motivation					
4.	Willingness to follow direction					
5.	Ability to perform requested tasks					
6.	Use of initiative					
7.	Acceptance of responsibility					
8.	Job performance					
9.	Ability to learn on the job					
10.	Reaction to supervision					
11.	Reaction to criticism					
12.	Overall, how would you rate this student's performance?					

COMMENTS:

## **FINAL FIELD WORK REPORT # 2**

1. Please note the areas relating to the student's field experience in which he/she displays the greatest strengths:

2. Areas in which the student needs to grow or gain more knowledge and/or experience:

3. Was the student able to fulfill his/her portion of the contract in regard to agency job responsibilities?



# **SPECIAL PROJECT REPORT**

## **ALCOHOL/DRUG STUDIES FIELD WORK**

The purpose of the Field Work Program is to provide the student with "hands-on" experience. In most instances, students get their first professional experience as an intern in an agency while fulfilling the requirements of the class on field work. However there are exceptions. Some students in the program are presently employed in a profession of their choice and are attending college in an effort to upgrade their skills. In this instance, the field work class serves an additional purpose of providing an opportunity to advance the student's skills and learning in his/her present employment.

The special project allows students to arrange with their agency to develop some project, program, or learning situation that will be beneficial to the agency and the student. In this instance, the student and the employer agree upon an appropriate and valuable project to be accomplished in the course of work, and will be reported on by the student at the end of the course. It is understood that the project will be related to the Alcohol and Drug Studies field. The final approval of the project will be determined by the field studies instructor.

## **PRELIMINARY REPORT**

1. Name of student.
2. Name, address, phone number, and a general description of the agency.
3. Student's specific job description. Include duties, tasks, committees served, typical schedule, etc.

## **SPECIAL PROJECT**

Describe the goals and purposes of the project, the proposed course of action, the tasks expected of the student and other persons involved in the project, time line with dates and points of evaluation, and the estimated number of hours to be devoted to this project.

## **COMMENTS OF SUPERVISOR**

Ideas, comments, and recommendations of the person in charge will be appreciated as a part of the student's proposal. Specifically, how will this project be of benefit to both the student and the agency? What are agency expectations? What kind of special project would satisfy needs in your agency?

## **SUMMARY REPORT BY STUDENT**

Description and evaluation of the project: Take care to cover all the issues covered in the proposal. Give the fullest report possible (the grade for the course depends heavily upon this report). Include approximate amount of time devoted to this project.

## **EVALUATION BY SUPERVISOR**

A brief but accurate evaluation of the student's special project is required. The purpose of the fieldwork program is to assist in the development of capable professionals. A critique, evaluation, and suggestions are valuable to the student and to the college.

Supervisor \_\_\_\_\_

Date \_\_\_\_\_

## APPENDIX C

### SELECTED REFERENCES FROM TAP 21

#### **“Addiction Counseling Competencies: The Knowledge, Skills, and Attitudes of Professional Practice”**

The following references are from the TAP 21 (1998), DHHS publication (SMA) 02-3750. As noted in the TAP 21 introduction, “all material appearing in this volume (TAP 21) is in the public domain and may be reproduced or copied without permission from CSAT or the authors. Citation of the source is appreciated.”

Adams, R.J., & Gallon, S.L. (1997). Entry-level addiction counselor competency survey: National results. Portland OR: Northwest Regional Laboratory Program Report.

American Psychiatric Association (1995). Diagnostic and statistical manual of mental disorders (4<sup>th</sup> ed.). Washington, DC: APA.

Bell, P. (1990). Chemical dependency and the African-American: Counseling strategies and community issues. Center City, MN: Hazelden.

Bissel, L., & Royce, J. (1994). Ethics for addictions professionals (2<sup>nd</sup> ed.). Center City, MN: Hazelden.

Brown, S. (Ed.) (1995). Preventing relapse in the addictions: A biopsychosocial approach. New York: Pergamon.

Deitch D. and Carleton S., Lowison, J.H., Ruiz, P., Millman, R.B., and Langrod, J.g. (Eds.) (1997). Education and training of clinical personnel substance abuse: A comprehensive textbook. Baltimore: Williams and Wilkins.

Ettore, E. (1992). Women and substance abuse. New Brunswick, New Jersey: Rutgers University Press.

Fisher, G., & Harrison, T. (1996). Substance Abuse: Information for School Counselors, Social Workers, Therapists, and Counselors. Boston: Allyn and Bacon.

Galanter, M. (1995) (Eds.). Recent developments in alcoholism, Vol. 12, Alcoholism and women. New York: Plenum Press.

Gerstein, D.R. (et. al.), (1997). National Treatment Improvement Evaluation Survey. Washington, D.C.: U.S. Department of Health and Human Services.

Lawson, G., Lawson, A., & Rivers, C. (1996). Essentials of chemical dependency counseling (2<sup>nd</sup> ed.). Gaithersburg, MD: Aspen Publishers, Inc.

Levin, J.D. (1995). Introduction to alcoholism counseling: A biopsychosocial approach. (2<sup>nd</sup> ed.). New York: Taylor & Francis.

Lewis, J.A. (Ed.). (1994). Addictions: Concepts and strategies for treatment. Gaithersburg, MD: Aspen Publishers, Inc.

Lewis J.A., Dana, R.Q., & Blevins, G.A. (1994). Substance abuse counseling (2<sup>nd</sup> ed.). Monterey: Brooks/Cole.

- Maracle, B. (1994). Crazywater: native voices on addiction and recovery. New York: Penguin Books.
- Meyers, R.J., & Smith, J.E. (1995). Clinical guide to alcohol treatment: The community reinforcement approach. New York: Guilford.
- Murphy, J., Impara, J.C., Conoley J.C., & Nathan, P.E. (Eds.). (1996). Assessment of substance abuse. Buros desk reference. Lincoln, NE: The University of Nebraska Press.
- Storti, S.A. (1997). Alcohol, Disabilities, and Rehabilitation. San Diego, CA: Singular Publishing Group, Inc.
- Sue, D.W., Arredondo, P., & McDavis, R.J. (1992). Multicultural counseling competencies and standards: A call to the profession. Journal of Counseling and Development, 70, 477-486.
- Washton, A.M. (1995). Psychotherapy and substance abuse: A practitioner's handbook. New York: Guilford.
- Weinstin, D.L. (Ed.) (1993). Lesbians and gay men: Chemical dependency treatment issues. Blinghamton, Ny: Haworth.
- Zweben, J.E. (Ed.). (April-June, 1990). Understanding and preventing relapse. Journal of Psychoactive Drugs, 22 (2).

## Suggested Reading

American Psychiatric Association. **Diagnostic & Statistical Manual of Mental Disorders IV - TR.** AP A. 2000.

Benshoff, J. & Janikowski, T. **The Rehabilitation Model of Substance Abuse Counseling.** Brooks/Cole, 1999.

Buelow, G. & Buelow, S. **Psychotherapy in Chemical Dependence Treatment: A Practical and Integrative Approach.** Brooks/Cole, 1997.

Corey, G., Corey, M.S. and Patrick Callanan. **Issues and Ethics for the Helping Professions.** 6th Ed. Brooks/Cole, 2003.

Corey, G. and Marianne S. Corey. **Groups: Process & Practice.** 6th Ed. Brooks/Cole, 2001.  
Corey, Gerald. **Theory and Practice of Counseling and Psychotherapy.** 6th Ed. Brooks/Cole, 2000.

DiClemente, Carlo. Addiction and Change: **How Addictions Develop and Addicted People Recover.** Guilford Press, 2003.

DeLeon, George. **The Therapeutic Community: Theory, Model, and Method.** Springer Publishing Company, 2000.

Doweiko, Harold. **Concepts in Chemical Dependency.** 5th Ed. Brooks/Cole, 2001.

Fisher, G. & Harrison, T. **Substance Abuse: Information for School Counselors, Social Workers, Therapists and Counselors,** 2nd. Ed. Allyn & Bacon, 1999.

Herdman, John. Global Criteria: **The Twelve Core Functions of the Substance Abuse Counselor,** 2nd ed., Learning Publications, 2000.

Inaba, Darryl. **Uppers, Downers, All-Arounders,** 4th Ed. CNS Publications, 2000.

Kinney, Jean. **Loosening the Grip.** 7th Ed. McGraw-Hill, 2003.

McCollum, E. & Trepper, T., ed. **Family Solutions for Substance Abuse: Clinical and Counseling Approaches.** Haworth, 2001.

Miller & Rollnick. **Motivational Interviewing: Preparing People for Change,** 2nded. Guilford Press, 2002.

Perfas, Fernando. **Therapeutic Community: A Practice Guide.** Universe, 2003.

Powell, David. **Clinical Supervision in Alcohol and Drug Abuse Counseling: Principals, Models, Methods,** Jossey-Bass, 1998

Ray, O. and Charles Ksir. **Drugs, Society and Human Behavior,** 9th Ed. WCB/McGraw-Hill, 2002.

\* While the overwhelming majority of the questions on the exam are taken from these texts, this is not intended to be a complete bibliography for the AODA exam. It was compiled to give applicants a reasonable number of texts to use for exam preparation. Often, information referenced from other texts is also found in these books. Rev. 10/2003

## APPENDIX E

### SAMPLE ACADEMIC HONESTY POLICY

Students are required to read and abide by the Academic Honesty Policy. Please understand the following:

This instructor, Cypress College and the profession and practice of Human Services encourage, and are committed to, honest, and fair and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work, and faculty members will take reasonable precautions to prevent the opportunity for academic dishonesty.

This instructor recognizes the following general categories of violations of classroom Academic Integrity, with representative example of each. During this course, Academic Integrity is violated whenever a student:

A. Uses or obtains unauthorized assistance in any academic work. ~ Copying from another student exam.

~ Using notes, books, or other aids of any kind during an exam where prohibited.

~ Stealing an exam, possessing a copy of an exam, revealing or exchanging an exam during the examination process.

B. Gives fraudulent assistance to another student.

~ Completing an academic activity or taking an exam for someone else.

~ Giving answers to or sharing answers with another student during an exam.

~ Sharing answers during an exam by using a system of signals or with technical equipment.

C. Knowingly represents the work of others as his/her own, or represents previously completed work as current.

~ Submitting a paper or another academic work, for credit, that includes works, ideas, data, or creative work of others without acknowledging the source.

~ Using another author's words without enclosing them in quotation marks, without paraphrasing them, or without citing the source appropriately. ~ Presenting another individual's work as one's own.

~ Submitting the same paper or academic assignment to another class without the permission of the instructor.

D. Fabricates data in support of an academic assignment. ~ Falsifying bibliographic entries.

~ Submitting any academic assignment that contains falsified or fabricated data or results.

E. Inappropriately or unethically uses technological means to gain academic advantage. ~ Inappropriately or unethically acquiring material via the Internet. ~ Using devices for communication during an exam.

Consequences for a single violation of this Academic Integrity Policy will be at the discretion of the instructor who will determine the action to be followed. . The student has a right to appeal. Appeal procedures are found in the student handbook or from the School Director.

Adapted with permission from *Successful Beginnings/or College Teaching: Engaging Your Students from the First y* by Angela Provitera McGlynn, 200 I, Atwood Publishing, Madison, WI



## SELF-STUDY ACCREDITATION

The Statewide CAADE Accreditation Committee, with input from other professionals, has designed a self-study accreditation process similar to the one used by nursing associations and widely utilized by colleges and universities for accreditation review. This accreditation instrument was approved with recommended revisions by the Statewide Committee on April 23, 1993. The essentials of this accreditation review are:

- Every five years all existing accredited programs will need to go through a review process in order to maintain their accredited status.
- The review will be completed by each campus program using a self-study process in which the school will examine components and demonstrate that the program meets or exceeds the minimums contained in the CAADE Accreditation Guidelines.
- The self study evaluation shall be reviewed by a sub-committee designated by the Accreditation Committee. The report will be evaluated by the subcommittee with a recommendation for approval or disapproval (with suggested changes to gain obtain approval) to the Accreditation Committee.

**I. CURRICULUM:** Each program will, via catalog descriptions and course outlines, demonstrate that they have in place the course work that will meet the minimum requirements of the Accreditation Guidelines.

A. A syllabus for each course/module that outlines exact expectations, assignments, deadlines, etc.

B. Curriculum (should include)

- 1) Program Philosophy or mission statement
- 2) Course Outline
- 3) Course Descriptions
- 4) Course Objectives (behavioral)
- 5) Evaluation process
- 6) Syllabi from individual instructors (instructional plan)
- 7) Demonstrate program is addressing the needs of the diversity of the student population
- 8) Demonstrate program relevant to the demographics of the population served
- 9) Demonstrate program reviewed periodically by the staff for most current information
- 10) Demonstrate program designed to meet certification training needs of California certification bodies.

C. Teaching methodology

- 1) Are there provisions for learning skills through a variety of modalities such as:
  - Written assignments?
  - Essays and research reports?
  - Review of current articles?
  - Audio and visual reviews?
  - Field trips?
  - Field experience?

2) Are there provisions for providing learning experiences that include

- Verbal presentations?
- Lab and/or Practicum? Analytical experiences?
- Written expression?
- Skill exercises?

D. Instructional modes

1) Are the attempts to provide a wide range of learning experiences include the following:

- lecture presentations
- term projects
- discussions
- actual work experience
- guided discussions
- reading assignments
- independent assignments
- audio-visual assignments, i.e. computer interactive exercises
- one-on-one supervision
- guest speakers
- small group exercises
- field experience

## **II. LIBRARY AND AUDIO VISUAL**

Programs will need to demonstrate that they have or have access to adequate library reference materials, i.e. books, journals, and audio-visual to support student research and study.

- A. Is a list of subscriptions to periodicals relevant to the field of addictions available?
- B. Are audio and video tapes current?
  
- C. Do audio and video tapes cover a wide range of topics relevant to addiction including compulsive disorders such as eating disorders, gambling, and relationship difficulties?
  
- D. Are the materials readily accessible to students?
- E. Does the material reflect the diversity in the student population?
- F. Is there a VCR & DVD player available to students?

*NOTE:* Self-study should reflect current and future time-line planning to accomplish the above objectives.

### III. FACULTY QUALIFICATIONS

This self-study by way of resumes and other documentation shall reflect faculty training and experience to ensure that the program has faculty with the qualifications and commitment, to adequately carry out the program objectives.

The following is a list of recommended standards for instructors in Alcohol/Drug Studies Certificate Programs. The list was originally developed by a Committee on Alcohol/Drug Program Instructor Credentialing, appointed at the May 1983 informal gathering of alcohol and drug educators, which later became the California Association for Alcohol/Drug Educators (CAADE). A final report from the Committee was delivered in April 1984 and approved with modifications at the annual meeting of CAADE later that same month.

The task initially assigned to the Committee was to develop standards for credentialing teachers in programs awarding Certificates or Degrees in Alcohol/Drug Studies. However, the Committee chose to examine the credentialing concept itself, ultimately concluding that it would be wiser to follow the usual practice in higher and adult education of accrediting programs rather than credentialing instructors. The following considerations led the Committee to favor program accreditation over instructor credentialing:

- An accreditation system takes into account all aspects of program quality, rather than being limited to qualifications of the teaching staff.
- An accreditation system is more responsive to changes in knowledge and philosophy than is a credentialing policy. Program accreditation standards are expected to evolve over time, while credentialing as a form of individual licensing is awarded for the professional lifetime of the recipient.

The Committee recognized that an accreditation policy administered through a representative body of educators, with additional representation from practitioners is potentially a highly cost efficient, effective, and responsive way to enhance the quality of practice in the Alcohol/Drug field. Accreditation in no way conflicts with other approaches to quality assurance, such as professional licensing.

In recommending an accreditation, rather than a credentialing policy, the Committee recognized that instructor qualifications are normally included in a comprehensive accreditation system. The recommendations below are intended to be part of an overall accreditation system.

It should be added that the original work of the Instructor Standards Committee has been supplemented by the broader definition of work roles in the Alcohol/Drug field which was later adopted by CAADE's Accreditation Committee. While the original focus was on counselor training programs, the Accreditation Committee has addressed all work roles, including those which are primarily administrative and managerial. The Committee has enlarged the concept of work role, which originally was restricted primarily to individuals working in chemical dependency hospital treatment programs, to include staff in recovery homes, employee assistance programs, and DUI programs, as well as work roles in prevention and education. This broader focus is reflected in the qualifications which follow.

A. Guidelines will reflect minimum academic requirements.

- (1) Possession of a Master's Degree from an accredited institution or equivalent degree in the discipline of the faculty member's assignment.
- (2) Possession of a Master's Degree from an accredited institution, or equivalent degree, in a discipline reasonable related to the faculty member's assignment and possession of a Bachelor's degree from an accredited institution, or equivalent foreign degree, in the discipline of faculty member's assignment.
- (3) For faculty assigned to teach courses in disciplines where the Master's degree is not generally expected or available, and which are generally disciplines in a specialized technical, trade, or industrial fields, either or the following:
  - a. Possession of a Bachelor's degree from an accredited institution, or equivalent foreign degree, in a discipline reasonably related to the faculty member's assignment, plus two years of professional experience, plus appropriate certification to practice or licensure or its equivalent. If available; or
  - b. Possession of an Associate degree from an accredited institution in a discipline reasonably related to the faculty member's assignment, plus six years of professional experience, plus appropriate certification to practice or licensure or its equivalent, if available; or
  - c. Possession of a mental health license (PhD, PsyD, LMFT, LCSW, LPCC)
  - d. Certification as an Alcohol/Drug Counselor by a state-approved certification body with 315 educational hours, or more.

B. The self-study will provide resumes on all faculty and a rationale for any deviance from the minimum standards within the Accreditation Guidelines.

#### **IV. ADMISSION, GUIDANCE AND EVALUATION OF STUDENTS**

Students entering the program come from a variety of ethnic, social and academic backgrounds. Programs will need to demonstrate that they have the capacity to access and provide on-going evaluation of student progress toward completion of the program.

##### **A. Admission policy**

1. Establish eligibility criteria and make available in class schedules and student handbooks.
2. Applicants who find that they do not possess the necessary academic competencies are to be referred to programs which develop needed competencies and encouraged to apply again at a later date.
3. If the school's program is incorporated in a regular academic degree program, then the usual standards of admission of the institution or department may be applied to applicants to the alcohol/drug program. It shall still be necessary to inform prospective students of the kinds of learning skills that are required for successful completion of the program.
4. Each school shall have a policy for granting credit toward curriculum requirements. Transfer
5. Admission to the core component is open to all students who meet course prerequisites and admission requirements.
6. All admission material should contain assurances of conformity to affirmative action guidelines.

##### **B. Guidance:**

1. Programs shall identify the college's support services in the Student Handbook and advise students of same to include, but not limited to:
  - Tutoring services
  - Remediation service/learning assistance
  - Library services
  - Student service
  - Health services
  - Financial aid
  - Counseling services
  - Career Services (Placement)
2. Students shall be advised of the school alcohol/drug policy which shall be included in the student handbook.
3. The school policy relative to student due process shall be posted in each classroom.
4. The school/program policy relating to cheating and plagiarism shall be included in the student handbook and all students advised of the policy.

5. Students entering the program shall be advised of the basic components of the program to include, but not limited to:
  - Program structure
  - Student handbook
  - Course prerequisites
  - Course/program requirements
6. Students shall be advised that this program is not a substitute for the individual's own recovery program.
7. Provide documentation of a means to access retention and graduation rates.
8. Course syllabus is required for each course to include, but not limited to:
  - Course description
  - Course objectives
  - Course requirements
  - Attendance policy
  - Grading policy
  - How to contact instructor for assistance/questions
  - Faculty shall be available to students for guidance & assistance

C. Evaluation of Students:

1. Programs shall have clear, written standards and procedures for student evaluation to include but not limited to:
  - Grading policy
  - Course objectives
  - Competency based criteria for evaluation in skill/practicum
  - Dismissal/suspension policy
  - Form for advisement of academic standing if not meeting competencies
2. Recommendation for dismissal shall be reached collaboratively by faculty, Director of the Program, and appropriate administrative staff.
3. Dismissal criteria and process shall follow the school policy. What ever procedure for dismissal is used, the principles of fairness and due process must be incorporated and evident in records.
4. Demonstrate that faculty has training in working with diverse populations.

**V. HEALTH LAWS AND ETHICS**

- A. Does your program subscribe to the current minimum health laws and ethical standards contained in the Accreditation Guidelines?
- B. Does your program provide evidence of this by including written materials from the school catalogue or from documents provided to students in your department?
- C. Are there other issues that you would like to see addressed that your program would suggest should be included as a minimum?

## **VI. ADVISORY COMMITTEES**

A. Each program will demonstrate that they have an advisory committee composed of faculty, administrators, community leaders and students. This advisory committee will be expected to have a plan in place for:

1. Input that indicates program is sensitive to changing community needs.
2. Providing assistance to students in job placement and transfer to upper division and graduate schools.
3. Providing assurance that underserved populations and ethnic minorities have equal access to the program.
4. Providing information that will assist students to have access to financial assistance when needed.

B. Each program will be required to have on file in the Program Director's Office:

1. A listing of current advisory committee members
2. How often the committee meets
3. Minutes of previous two years committee meetings
4. Strategy for encouraging student participation.
5. The mission, goals, and objective of your advisory committee

C. Description of the role your advisory committee plays in:

1. Curriculum development
2. Community outreach
3. Intern and job placement
4. Liaison with appropriate certification associations

Each program will be expected to complete this self-study in writing to a sub-committee of the Statewide Accreditation Committee. A member of the subcommittee will do an on site visit to insure that the self study truly reflects what the written report has indicated.

Since this accreditation process is on-going and since programs are not accredited all at the same time, the committee will design a method that would permit 20% of the institutions to be reviewed each year over a five year period, which would mean that the ideal length of approved accreditation would be five years.