



**California Association for Alcohol/Drug
Educators**

**Response by the California Association for Alcohol/Drug Educators
To
Workforce Development Needs
in the Field of Substance Use Disorders
Supplement to Stakeholder Recommendations for Mental Health and Substance
Use Disorder Services
June 2013**

**Presented to the Department of Healthcare Services
Deputy Director of Mental Health and Substance Use Disorder Services**

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TO: DHCS MENTAL HEALTH AND SUBSTANCE USE DISORDER SERVICES

While we were not able to submit a timely contribution to the Stakeholder Recommendations for Mental Health and Substance Use Disorder Services, we thought it important to communicate our position at the early stage of transition of AOD services to the DHCS. We offer this document, accompanied by the *Guidelines for Alcohol/Drug Studies within Higher Education*, and a copy of *Intervention, Treatment, and Recovery: A Practical Guide to the TAP 21 Addiction Counseling Competencies*, as a way of introducing ourselves and providing an overview of CAADE's crucial role in the history of addiction counselor education and certification in California.

The California Association for Alcohol/Drug Educators (CAADE) is a statewide organization established in 1985 as a California Non-Profit Corporation with a tax exempt status. CAADE has remained committed to establishing and assuring quality education and training programs in community colleges, state universities and private accredited colleges and universities within California and expanding to other Western Regional institutions of higher education.

WORKFORCE DEVELOPMENT NEEDS IN THE FIELD OF SUBSTANCE USE DISORDERS:

A REPORT FROM DEPARTMENT OF ALCOHOL AND DRUG PROGRAMS

The Workforce Development Needs Report outlined problems and goals to be achieved for healthcare workforce members who deliver Substance Use Disorder (SUD) services. Specifically, **Problem Statement 5, page 35** states as follows:

Sufficient training does not exist to prepare and allow all healthcare disciplines to deliver SUD services. Develop curricula and training for all healthcare workforce members who deliver SUD services. Make the training easy to access, affordable, and broad enough to address all elements of delivering SUD services in a wide variety of healthcare settings.

CAADE, in collaboration with the California Department of Alcohol and Drug Programs (ADP) has developed 40+ Chancellor approved Alcohol and Drug Studies (ADS) programs in California Community Colleges. Additionally, CAADE has accredited ADS programs in other regionally accredited colleges and universities such as California State University, Fullerton. These CAADE accredited ADS programs represent an estimated collective enrollment of 10,000 (ten thousand) students/counselors in workforce training in the field of substance abuse counseling. CAADE accredited ADS programs are held to rigorous education, training and supervision standards that meet or exceed 36 semester units (approximately 550 [five-hundred fifty] hours) of classroom instruction and supervised training by qualified educators and experienced supervisors.

We suggest that the aforementioned college programs meet all of the elements outlined in Problem Statement 5. CAADE accredited ADS programs are *easy to access, affordable, and*

broad enough to address all elements of delivering SUD services in a wide variety of healthcare settings.

Following is a detailed history of the curriculum development and accreditation work that CAADE's Accreditation Committee has accomplished since 1985.

CALIFORNIA'S COMMUNITY COLLEGE ALCOHOL/DRUG STUDIES PROGRAMS

Standardized Curriculum Model in California

Since 1985 the California Association for Alcohol/Drug Educators (CAADE), in collaboration with the California Department of Alcohol and Drug Programs and the Community College Chancellor's office, has been developing and implementing a standardized college curriculum for Alcohol and Drug Studies programs in higher education. Interested parties formed an Accreditation Committee and developed a standardized curriculum which CAADE oversees. For more than 25 years, CAADE has been accrediting community college Alcohol and Drug Studies programs that follow the standardized curriculum.

History of Standardized Addiction Counselor Curriculum in California

Under contract with the Department of Alcohol and Drug Programs, the *Guidelines for an Alcohol and Drug Studies Program within Higher Education* manual was prepared. At the annual educator's conference in Sacramento in April 1986, the guidelines were adopted by the Accreditation Committee (CAADE, 2012). The original study was initiated in the fall of 1985 by Richard Wilson and the Accreditation Committee. The committee was composed of members representing educational and 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, California Therapeutic Community, 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. After its first meeting at UCLA, the Accreditation Committee was divided into four subcommittees to work on the following aspects of accreditation:

Subcommittee A: Alcohol and Drug Studies Core

Subcommittee B: Alcohol and Drug Studies Skills

Subcommittee C: Alcohol and Drug Field Studies

Subcommittee D: Admission and Evaluation of Students; Standards for Instructors in Alcohol/Drug Studies Programs

In eight years the guidelines underwent three revisions. The first draft was reviewed at CAADE's spring 1985 meeting. An open session was held to obtain input from committee members and other interested persons. These comments were incorporated in the first revision. The second draft was circulated to an extensive list of authorities throughout the state to solicit comments and concerns. This resulted in a second revision.

The guidelines' third draft underwent review via four public meetings held around the state. The result of those and previous efforts was a broadly based curriculum model. The model evolves as the knowledge base expands.

The guidelines were revised and updated in 1997, 1998, and 2000 to include curriculum infusion content offered by the ATTCs through the NIDA-SAMHSA Blending Initiative.¹ CAADE was made responsible for revising and maintaining the educational standards for the *Guidelines Manual*.

Guidelines for Alcohol/Drug Studies within Higher Education manual was originally prepared for the California State Department of Alcohol and Drug Programs (ADP) in November 2000 (CAADE contract #98-0022343). Dick Wilson was the project director for this effort. The ADP project was the culmination of the work he began in 1985.

During the 1990s, CAADE's own accreditation committee undertook accrediting Alcohol and Drug Studies programs in California Community Colleges (CCC). The CCC programs, based on the *Guidelines Manual*, were ultimately approved by the Chancellor of California Community Colleges. During the 1990s, some 25–30 colleges developed Alcohol and Drug Studies certificate programs and were accredited by CAADE.

During 2000–2004, as several more colleges and universities obtained CAADE accreditation, and the alcohol and drug studies field was becoming more evidence and research based, the CAADE board of directors agreed to revise the *Guidelines Manual* to be used for new colleges and universities seeking accreditation as well as for board members to use when reaccrediting current programs.

In 2004, former CAADE president Angela Stocker was instrumental in submitting a successful grant application to the Helen and Charles Schwab Foundation. The Schwab grant allowed the CAADE board to prepare yet another revision of the *Guidelines Manual*.

In 2007–2008, Dr. Richard C. Wilson, in cooperation with Dr. Lori Phelps and the Human Services Department at California State University, Fullerton, was awarded grants by the California Department of Alcohol and Drug Programs (ADP Agreement Numbers 06-00207 and 07-00155).

During the past 25-plus years since the earliest versions of the *Guidelines for Alcohol/Drug Studies Programs within Higher Education* were drafted, knowledge has increased about drug abuse/dependence, the brain's reward mechanisms involved in drug use, and considerable evidence-based research has emerged about effective individual, family, and group counseling techniques and strategies. CAADE, through its board of directors, subcommittees, and the California Department of Alcohol and Drug Programs, keeps current on federal, state, and local developments in the field. A copy of the *Guidelines Manual* may be downloaded at www.caade.org (click on the Accreditation tab).

¹ Through the Blending Initiative, NIDA and [SAMHSA's Addiction Technology Transfer Centers \(ATTCs\)](#) disseminate treatment and training products based on results from studies conducted by the [National Drug Abuse Clinical Trials Network \(CTN\)](#) as well as other NIDA-supported research. <http://www.drugabuse.gov/blending-initiative>

GOAL 15 WORKFORCE DEVELOPMENT NEEDS REPORT, PAGES 35-36

(Goal 15: *Increase the number and types of training available to all healthcare providers who deliver SUD services*)

We suggest that many, if not all, of the objectives outlined in the ADP Workforce Development Needs Report related to Goal 15 are in place and being achieved now in the CAADE accredited ADS programs mentioned above. CAADE accredited programs include face-to-face courses as well as online courses. Several colleges and universities have offered on-site courses at local treatment centers and county facilities. Cypress College, East Los Angeles Community College, Rio Hondo College and Cal State Fullerton are examples of institutions that have offered innovative, on-site education and training for substance use treatment and other healthcare providers. A full list of CAADE accredited Alcohol and Drug Studies programs is available at <http://caade.org/caade-colleges-and-universities>.

FINDINGS: WORKFORCE DEVELOPMENT NEEDS REPORT

In the Workforce Development Needs report, pages 29-30, the following bullet points lay out future plans that align with the CAADE accredited college programs already in place:

- *Work with community colleges to develop curriculum and supports for peer and other alternative practitioners to assist licensed mental health and SUD practitioners.*

In response to the above finding we call to your attention the accredited, Chancellor approved, 36-unit Alcohol/Drug Studies certificates currently being offered in some 35+ California Community Colleges. The certificate programs provide an easy-to-access avenue for entry level peer counselors to begin study and for advanced counselors and/or licensed clinicians to receive addiction specific education in the addiction counselor competencies.

The California Statewide Community College Academic Senate endorsed CAADE's accreditation activities and its Alcohol and Drug Studies curriculum in 2010 (see **California Statewide Community College Academic Senate Resolution 9.14 F10** below). Following is a summary of the 36-unit curriculum outlined in the latest version of the *Guidelines Manual*.

Summary of Minimum Curriculum Requirements Currently in Use in California Community Colleges (from the *Guidelines Manual, 2013 in progress*)

Summary: Courses and Units

BEHAVIORAL/FOUNDATIONAL

Introduction to Human Services	3 Semester Units
Introduction to Psychology	3 Semester Units
Human Development	3 Semester Units
Introduction to Sociology	3 Semester Units
Abnormal Psychology	3 Semester Units

Specific Population Groups 3 Semester Units
 Cultural Anthropology 3 Semester Units
 Other Appropriate College Electives 3 Semester Units
 (A minimum of two courses from above listing)

TOTAL.....6 Semester Units

CORE AREA

Introduction to Alcohol/Drug Studies: An Overview 3 Semester Units
 Treatment Modalities/Intervention, Treatment and Recovery
 (AKA Assessment and Service Coordination in Addiction Treatment) 3 Semester Units
 The Pharmacology and Physiological Effects of
 Alcohol and Drug Abuse 3 Semester Units
 Co-Occurring Disorders..... 3 Semester Units

TOTAL.....12 Semester Units

SKILLS AREA

Basic Counseling Skills (**Required**) 3 Semester Units
 (AKA Theories of Addiction Counseling, Helping Skills)
 Group Leadership and Group Process (**Required**)..... 3 Semester Units

Select 2 courses from the following:

Family Dynamics and Addiction 3 Semester Units
 Crisis Intervention (AKA Intervention and Referral Techniques) 3 Semester Units
 A Study of Social Model Living Skills..... 3 Semester Units
 Theories of Addiction Counseling 3 Semester Units
 AOD Prevention and Education 3 Semester Units
 Legal and Ethical Issues..... 3 Semester Units
 Culture, Race and Gender Considerations 3 Semester Units
 (AKA Specific Populations)

TOTAL..... 12 Semester Units

FIELD STUDIES

Field Studies & Seminar I..... 3 Semester Units
 Field Studies & Seminar II 3 Semester Units

TOTAL 6 Semester Units

- a. Behavioral/Foundational6 Semester Units or Equivalent
- b. Core Area.....12 Semester Units or Equivalent
- c. Skills Area.....12 Semester Units or Equivalent
- d. Field Studies.....6 Semester Units or Equivalent

TOTAL..... 36 Semester Units

**CALIFORNIA STATEWIDE COMMUNITY COLLEGE ACADEMIC SENATE
RESOLUTION 9.14 F10: 2010 FALL PLENARY SESSION NOVEMBER 13, 2010)**

***9.14 F10: Support of Maintaining Academic Standards for Alcohol and Drug
Academic Program (Barbara Croteau, Santa Rosa Junior College)***

Whereas, The California Association [for] Alcohol and Drug Educators has for the last 25 years been funded by the California Department of Alcohol and Drug [Programs] to provide high academic education standards for over 40 community colleges;

Whereas, An effective alcohol and drug academic program in community college provides students with the highest level of education available, and a faculty that [sub]scribes to those high standards is necessary to maintain the level of academic quality; and

Whereas, Current state legislative policy discussions would permit the use of lower academic standards within the field of alcohol and drug education;

Resolved, That the Academic Senate for California Community Colleges work with the California Association [for] Alcohol and Drug Educators to ensure faculty participation in any changes to academic programs in alcohol and drug education; and

Resolved, That the Academic Senate for California Community Colleges work with the Department of Alcohol and Drug [Programs] to ensure that any changes in academic standards meet both the Academic Senate and the Chancellor's Office minimum faculty qualifications and curriculum standards.

Transferrable Associate of Arts Degree Being Developed By Statewide Academic Senate

We call your attention to the work of the current president of the California Statewide Community College Academic Senate, Dr. Michelle Pilati. In May 2013, Dr. Pilati organized two statewide meetings in San Francisco and Ontario with Community College and California State University faculty to begin developing the minimum requirements for an Associate of Arts degree in Addiction Studies that will transfer to the California State Universities.

**STANDARDIZED CURRICULUM BEING DEVELOPED FOR NATIONAL
APPLICATION IS BASED ON CALIFORNIA *GUIDELINES MANUAL***

It is in the best interest of the State of California to align with the national curriculum and accrediting standards being spearheaded by SAMHSA and the Center for Substance Abuse Treatment (CSAT). In fact, ADP and CAADE's historic work on evidence based curriculum and accreditation standards provided the foundation and model for the national standards currently being developed. An excerpt from *Intervention, Treatment, and Recovery: A Practical Guide to*

the TAP 21 Addiction Counseling Competencies (Phelps, 2013) outlines briefly the history of these developments.

Guidelines for Alcohol/Drug Studies Programs Within Higher Education Was The Model For The National Standards Being Developed by NASAC

NASAC (National Addiction Studies Accreditation Commission) was formed in 2010 under the direction of Dr. Westley Clark, Director of the Center for Substance Abuse Treatment, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services. The goal was to establish and implement a **standardized curriculum for addiction counselors at the Associate's, Bachelor's, Master's, and Doctorate levels**. In late 2010 representatives from NAADAC and INCASE (International Coalition of Addiction Studies Education) signed the articles of incorporation for the National Addiction Studies Accreditation Commission, LLC. INCASE was cofounded by CAADE's founder, Dr. Richard Wilson (CAADE, 2012) and the INCASE accreditation process was modeled after CAADE's in starting in the first part of the 1990s. More information on the NASAC curriculum standards can be found at <http://www.nasacaccreditation.com/>. (Phelps, 2013)

Western Addiction Studies Accreditation Commission

The California Association for Alcohol/Drug Educators recently launched an affiliate non-profit organization called the Western Addiction Studies Accreditation Commission (WASAC). Because CAADE's accreditation activities have expanded into other Western States (Arizona and Nevada) and now include institutions with higher degrees (Cal State Fullerton, University of Nevada Reno, Grand Canyon University and others), and because the *Guidelines Manual* is specifically geared toward community college certificate programs, the CAADE board of directors recognized a need to develop a separate accrediting commission to work with NASAC. The goal of WASAC is to establish itself as NASAC's west coast affiliate, accrediting Addiction Studies programs at the AA, BA, MA, and doctoral levels using NASAC's guidelines.

APPENDIX C OF THE WORKFORCE DEVELOPMENT NEEDS REPORT:

SAMPLE CAREER LADDER FOR SUD COUNSELORS

The concept of "tiers," or "career ladders," based on increasing levels of education serves as a model for the evolution of our field into a recognized profession. The tiers must be graduated in a way that makes advancing up the ladder both desirable and achievable, with career incentives in between. Recent legislative proposals in California do not offer tiers or a career ladder—they offer only two options at opposite extremes: either no degree with some "hours" of education or a Master's degree. Other states, Arizona for one, have real tiered systems with graduated levels ranging from the Associate's degree to the Bachelor's degree to the Master's degree, with appropriate changes in scope of practice at each degree level.

In 2012, the California Association for Alcohol/Drug Educators (CAADE) and its affiliate, the Addiction Counselor Certification Board of California (ACCBC), introduced a tiered system that we believe offers the best model of graduated tiers for a “career ladder.” It has all of the elements called for by the Workforce Development Needs report: it is easily accessible; it includes education for peer counselors at the 36-unit level; the curriculum can be applied toward the Associate’s degree in many colleges and is transferrable to many California State University programs by virtue of articulation transfer agreements; it requires evidence based education and training based on the TAP 21 addiction counseling competencies as outlined in California Code of Regulations (CCR), Title 9, Division 4, Chapter 8, Section 13040 (a)(1); and it is interdisciplinary, accepting degrees in Addiction Studies, Psychology, Sociology, Counseling, Human Services, Anthropology, Criminal Justice, Nursing, or other clinical degrees.

CAADE’s Tiered System

The Certified Addictions Treatment Counselor (CATC) Tiered System

- **CATC I**

An individual who is a CATC I has completed a CAADE-accredited addiction studies program (36 units) or equivalent at a regionally accredited college or university, has passed the CATC exam, and has completed at least 2,240 hours of supervised work in a state-licensed alcohol and other drug treatment facility.

- **CATC II**

An individual who is a CATC II has an **Associate** degree from a regionally accredited college or university, has completed a CAADE-accredited alcohol and drug studies program or equivalent, has passed the CATC exam, and has completed at least 2,240 hours of supervised work in a state-licensed alcohol and other drug treatment facility.

- **CATC III**

An individual who is a CATC III has a **Bachelor’s** degree in Alcohol and Drug Studies or a related field from a regionally accredited college or university, has completed at least 15 units of CAADE-approved addiction studies or equivalent (including a minimum of two internship courses), has passed the CATC exam, and has completed at least 2,240 hours of supervised work in a state-licensed alcohol and other drug treatment facility.

- **CATC IV**

An individual who is a CATC IV has a **Master’s** degree in Alcohol and Drug Studies or a related field from a regionally accredited college or university, has completed at least 15 units of CAADE-approved addiction studies or equivalent (including a minimum of two internship courses), has passed the CATC exam, and has completed at least 2,240 hours of supervised work in a state-licensed alcohol and other drug treatment facility.

- **CATC V**

An individual who is a CATC V has a **Doctorate** in a related field from a regionally accredited college or university, has completed at least 15 units of CAADE-approved addiction studies or equivalent (including a minimum of two internship courses), has passed the

CATC exam, and has completed at least 2,240 hours of supervised work in a state-licensed alcohol and other drug treatment facility.

- **CATC (I, II, III, IV, V) N**

An individual who is a CATC N has a **Nursing** degree in a related field from a regionally accredited college or university, has completed at least 15 units of CAADE-approved addiction studies or equivalent (including a minimum of two internship courses), has passed the CATC exam, and has completed at least 2,240 hours of supervised work in a state-licensed alcohol and other drug treatment facility. The individual will have the CATC tier that correlates with their degree level, followed by the letter N.

The list below outlines the suggested 15 units of addiction coursework recommended for individuals who hold a degree in a related field and wish to become certified as addiction counselors:

- Drugs and Society OR Physiological Effects of Drugs and Alcohol
- Family and Addiction
- Intervention, Treatment and Recovery (Treatment of Substance Abuse—clinical focus)
- Co-Occurring Disorders
- Group Counseling (experiential)
- + Ethics specific to addiction counseling
- + Fieldwork or direct experience with AOD clients

APPENDIX D OF WORKFORCE DEVELOPMENT NEEDS REPORT:

“IC&RC COMPETENCIES”

The Workforce Development Needs Report titled Appendix D the “IC&RC Competencies.” The correct designation for the evidence-based, nationally accepted competencies is “TAP 21 Addiction Counseling Competencies.” A brief history of the TAP 21 is included here as well as the specific reference to the competencies cited in the California Code of Regulations governing counselor certification.

In 1998, the Substance Abuse and Mental Health Services Administration (SAMHSA) and the Center for Substance Abuse Treatment (CSAT) published *Addiction Counseling Competencies: The Knowledge, Skills, and Attitudes of Professional Practice (The Competencies)* as Technical Assistance Publication (TAP) 21. Developed by the National Curriculum Committee of the Addiction Technology Transfer Center (ATTC) Network, TAP 21 identifies 123 competencies that are essential to the effective practice of counseling for psychoactive substance use disorders. TAP 21 also presents the knowledge, skills, and attitudes (KSAs) counselors need to become fully proficient in each competency.

TAP 21 has been widely distributed by SAMHSA’s National Clearinghouse for Alcohol and Drug Information (NCADI) and the ATTC Network. It has become a benchmark by which curricula are developed and educational programs and professional standards are measured for the field of substance abuse treatment in the United States. In addition, it has been translated into

several languages. The TAP 21 addiction counseling competencies are the basis for the CAADE/ADP *Guidelines Manual* as well as for the NASAC curriculum standards.

The California Code of Regulations (CCR), Title 9, Division 4, Chapter 8, Section 13040 (a)(1) reads as follows:

Prior to certification as an AOD counselor, the certifying organization shall require each registrant to:

(a) Complete a minimum of 155 documented hours of formal classroom AOD education, which shall include at least the following subjects:

(1) The curriculum contained in “Addiction Counseling Competencies: The Knowledge, Skills, and Attitudes of Professional Practice”, Technical Assistance Publication Series 21(TAP 21), published by the Substance Abuse and Mental Health Services Administration, United States Department of Health and Human Services, Reprinted 2002 . . .

SOURCES OF INFORMATION AND REFERENCES

California Association for Alcohol/Drug Educators (CAADE). (2012). *Guidelines for alcohol/drug studies programs within higher education*. Fullerton: Author. Available at www.caade.org

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