

**Addiction Studies in Higher
Education and the Impact on the
Profession of Addictions
Counseling**

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NAADAC

Academic Standards and Addiction Studies

Collaborative Committee Chair

Early History and Development

Problems:

- Lay and Recovery individuals provided counseling
- Unproven methods, “what worked for me”
- Counseling skills, knowledge and understanding non-existent

Early History and Development

Concerns:

- Alcoholics Anonymous, clergy and some physicians provided help
- Reluctance of nurses, psychologist, social workers to work with chemical dependency (CD)
- No academic preparation

Prevalence of CD and Patients

- 8% - 14% have alcohol abuse or dependency
- 29% of mental health clients have CD
- 47% of schizophrenics have CD history
- 40% of families in counseling have CD member

(Polcin, 2000)

Clinical Training Issue

- APA programs “low” level of training in evaluation, treatment and prevention in C.D.
(Selin & Svanum, 1981)
- By 1986 few universities have inclusion of CD courses
(Lubin, Brady, Woodward & Thomas, 1986)
- Minimum training found little agreement in prerequisites. curriculum or instructor qualifications.
(Lawson & Lawson, 1990)

Organizational Development: Con't.

Certification:

- States establish Certification Boards
- Two National Organizations:
 - National Association of Alcoholism and Drug Abuse Counselors (NAADAC)
 - International Certification Reciprocity Consortium (IC & RC)

Organizational Development: Con't

Academics:

- Association for Counselor Education and Supervision (ACES)
- Council for Accreditation of Counseling and Related Educational Programs (CACREP)
- National Board of Certified Counselors (NBCC)

Organizational Development: Con't

States determined counseling standards:

- Most counselors were recovering
- Most were high school graduates
- Education was provided by states, workshops or conferences


Move Toward Certification

NAADAC Certification:


- Some Undergraduate Courses
- Practicum Hours
- Supervision
- Exam
- Oral Case Presentation
- Master Addictions Counselor (MAC)

Examination Skill Groups

NAADAC

1. Treatment admission (screening, intake, an orientation)
 2. Clinical assessment
 3. Ongoing treatment planning
 4. Counseling services (individual, group, family, crisis Intervention, and client education)
 5. Documentation
 6. Case management
 7. Discharge and continuing care
 8. Legal, ethical, and professional growth issues
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Benefits Of Education-Based Certification

1. Standardization of the field of substance use disorders
 2. Proven method by which addiction professionals are recognized
 3. Constant actualization of skills and knowledge of addiction professionals
 4. Clients verification that persons offering treatment services are competent, skilled and knowledgeable
 5. It improves overall quality of services
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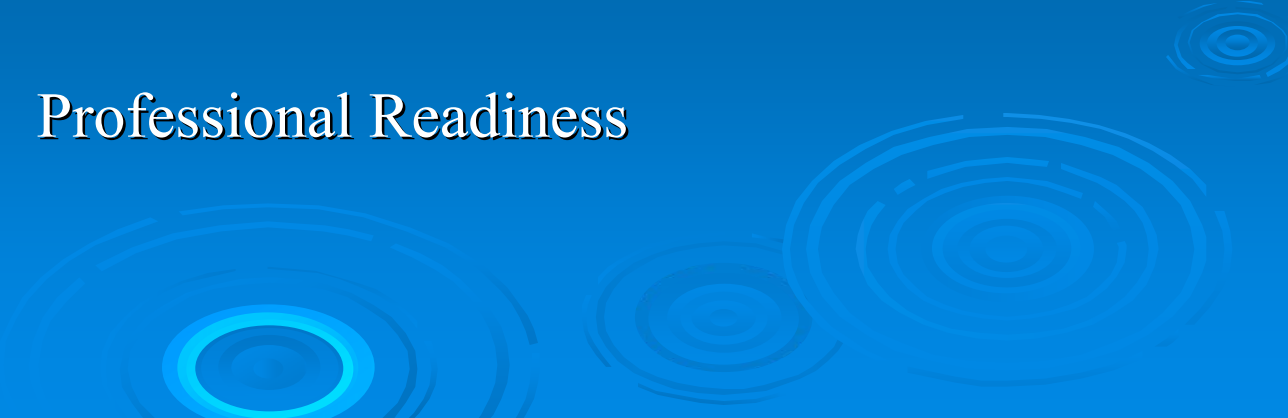
Academics, Theory & Treatment

- Center for Substance Abuse Treatment (CSAT)
- Addiction Technology Transfer Center (ATTC)
- ATTC establishes Review Committee on Addiction Courses and Programs
- The findings: AC did not have defined knowledge or skill set.

(Horvatic & Wergin, 1998)


ATTC Response

Four Trans-disciplinary Foundations:

- √ Understanding Addiction
 - √ Treatment Knowledge
 - √ Application to Practice
 - √ Professional Readiness
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ATTC Response: Con't


Practice Categories:

- Clinical Evaluation
 - Treatment Planning
 - Referral
 - Case Management
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Practice Categories: Con't

- Counseling
 - √ Client
 - √ Family
 - √ Community
- Education
- Documentation
- Professional & Ethical Responsibilities

Managed Care

- Masters Degree
 - SA reimbursement is less
 - Ethical concerns
 - Behavioral Syndromes
 - Scope of Practice
 - Theories
- 

Theories

Cognitive Behavior Therapy (CBT)

- Thoughts, Feelings, Behavior
- Most conclusive treatment to addictions
- Assist in Relapse Prevention

(Beck, Wright, Newman & Liese, 1993)

Theories: Con't

Motivational Interviewing (MI)

- Developed to work with SA in criminal justice system
- Incorporates resistance
- Starts where client is at in stages of change model

(Miller, Zweben, Diclemente & Rychtarik, 1992)

Theories: Con't

MI Stages of Change

√ Precontemplation

√ Contemplation

√ Preparation

√ Action

√ Maintenance

√ Relapse


Ethical Issues

- √ Scope of Practice
- √ Education/Training
- √ Confidentiality of Alcohol & Drug
Patient Records Code 42 (CFR42)
- √ Functioning outside of certification level

Ethical Ramification

- √ Ethics & Law Application
- √ Lack of Ethical Knowledge
- √ Second Class Profession
- √ Second Class Clients
- √ Lack of Direction, Expectations

The Future

- √ CACREP Addictions/Programs
 - √ Graduates lack competence
 - √ Education Consolidation
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The Future: Con't

Higher Education

- √ Offer Hybrid Degrees

- √ Focus on:
 - Quality Control
 - Policy Procedure
 - Utilization Review
 - Clinical Supervision
 - Grants

Conclusion

Higher Education Joint Effort

- ATTC – Science to Service
 - CACREP – Academic Application
 - NAADAC – Education to Profession
- National Degree Standardization
- National Accreditation Agency

For More Information Concerning NAADAC or NCC

- Phone: 800.548.0497
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