

ADCT Advisory Committee Meeting Minutes

November 24, 2008

3:00 – 4:30, CR's Eureka Downtown Site

Members in Attendance

Rhonda Lewis	Fortuna Community Services/HART
Kimberly Songer	Fortuna Community Services/HART
Neil Tarpey	Self/former ADCT Associate Faculty
Doug Walker	United Indian Health Services
Kenneth Powell	ADCS
Doug Rose-Noble	Humboldt County Mental Health
Mike Goldsby	CR ADCT Associate Faculty (non-voting)
Marcy Foster	EOPS Counselor/ADCT Program Coordinator (non-voting)

Handouts

ADCT Advisory Committee Meeting Agenda
Guidelines for Addiction Studies Advisory Committee 2008-2009
ADCT Class Offerings Fall 2008
ADCT Class Offerings Spring 2009
ADCT Curriculum Proposal

Agenda topics and Discussion

- **As we work on re-writing our ADCT curriculum and look at revising the course offerings, we need to know what the community needs from the ADCT program: a) What skills, emphases, and abilities should our program stress? b) What are we currently offering that is working well? c) What do we need to change, remove, or add?**
- There was a question of how many students complete the ADCT program each year. Marcy Foster reported on this. Following is the data for the district: during the 2004-05 academic year 10 graduates; 2005-06 academic year 8 graduates; 2006-07 there were 8 graduates; and 2007-08 there were 4 graduates. There was a discussion about possible reasons the numbers have dropped.
 - ✓ Marcy said one possibility is that CR is no longer offering the ADCT program at the Mendocino or Klamath- Trinity branches. The program is still offered at the Del Norte and Eureka Campus.
 - ✓ Rhonda & Kimberly shared that one reason for this could be that people are discovering that they will not be employable upon graduation from the program. As of 2005, state regulations require 2,080 hours of supervised work prior to being eligible to sit for the certification process. This equates to 1 year of full time supervised employment to meet the 2,080 hour requirement. CR's 2 field experience courses accounts for about 200 hours of this requirement. Students have 5 years after registering, to earn their 2,080 hours.
 - ✓ Neil Tarpey suggested that a person could fulfill those 2,080 hour over a 3 year period rather than all in 1 year. He said that CR offers 200 hours during the training phase. Then students' could do 11 hours a week for 3 years and have their hours completed. This may be more desirable for people as they can have their job, their family, and volunteer for 11

hours a week for 3 years rather than working full time for free for a year. This would also allow for the former student to mature in their lives while completing the required hours.

- ✓ There is another factor that will soon affect the number of possible field placements available in the field. Beginning in 2010, employers will be allowed to have no more than 20% of their work force non-certified. In other words, only 20% of an organizations staff can be interns. Rhonda stated that this equates to only 1 non-certified employ for her organization. Doug Rose-Noble states that all county employees now have to be certified. There is a category called AOD Counselor Trainee which is the counties 20% non-certified employees.
 - ✓ There used to be a number of participants, working in the field while attending classes in the evenings. This has probably diminished due to the new requirements.
 - ✓ Neil pointed out that most licenses require some sort of internship hours after the completion of the training phase. Everyone agreed that this required internship is good for the field.
 - ✓ Another factor in the reduction could be that some students begin the program and discover there is not a lot of money in the field. They may decide that if they are going to go to college they might as well study something more lucrative. Currently, the rate of pay is \$15 – \$17 and Fortuna Community Services. The rate is often lower at the non-profits. All agreed that raising the level of professionalism is important, but the rate of pay is not raising with the certification requirements.
 - ✓ Some students begin the ADCT program because they have had addictions issues and feel that is something they understand and accomplish. Once they discover they can succeed in college, many students choose a different major. They say, “I’ve done addictions long enough”.
 - ✓ Another factor could have something to do with the some students seem to start the program as a part of their therapeutic process. They may drop out when they find that it is not filling that purpose (there will be more discussion of this issue below).
- Course Offerings Recommendations
 - ✓ All attendees agreed that reading and writing skills are critical to the success in the program and in the working field. All agreed that this is an area where many of our students, and even our graduates, are weak. Neil suggested we make Engl 350 a requirement to even begin taking the ADCT classes. All agreed there needs to be Prerequisites or at the least Recommended Preparation added to all ADCT courses.
 - ✓ Marcy shared that some people feel that the program has to be offered in a way that students can complete it in 3 to 4 semesters. Adding the prerequisite of English competence could slow that process down. Kimberly Songer said she completed the program in 3 semesters and is not sure that was enough time. This is especially true if they come at a deficit. The group felt that pushing them through is not in the best interest of the students.
 - ✓ Ken Powell said, and everyone else agreed, that it is a problem for the agencies to get students for field placements before they have done their other course work. The field placements need to be the very last courses.

- ✓ Doug Walker and Beverly Songer said that one of the classes they took while in the program, included field trips to different agencies to see the kind of services were provided at each. They found it especially valuable to hear how the clients in the different organizations felt about the services they were receiving.
 - ✓ Taking the whole class to visit the agencies can be difficult for the organizations as well as for the instructor(s). A career fair or an event once a year, or once a semester, where the different agencies could come and present what a student might gain from working in their agency could serve the same purpose. At HSU, Sherrie Johnson coordinates the field experience placements. She schedules the different agencies to come and give a 10-15 minute presentation about the agency and what a student might learn there. Doug Walker said hearing from the clients was more helpful to him than to hear the agency director talk.
 - ✓ It is important to find ways to inform students, early on, what the full picture is of the field. This could be in the form of a fair, a brochure, handouts, etc.
- Looking at the document (see Attachment "A" below) reflecting current and proposed ADCT curriculum, the following themes surfaced.
 - ✓ Everyone thought a course in professional writing would be very helpful. Everyone agreed that professional writing would be a different focus than the English curriculum. Professional writing would include topics such as case plans, case notes, and documentation. They felt that assessment & assessment tools, treatment planning, diagnostic skills, including the DSM IV (as it relates to addictions) would fit very well in this course. This is a lot to put in 1 course but could be done if it is limited to how these relate to addictions.
 - ✓ It was suggested that we consider adding English 150 or 1A to the curriculum. If this is not possible, they recommend we add prerequisites and/or recommended preparation to all courses.
 - ✓ The group liked the idea of 2 counseling skills classes and recommended the first one be required prior to beginning the field placements. Neil Tarpey said that he would recommend keeping Family Systems as a separate class. He said that when he taught Family Systems, there were people who had no intention of completing the certificate, took the family systems class in an effort to understand these concepts. Others in the group said that made a lot of sense to them.
 - ✓ Case Management is a very important skill that needs to be included in the curriculum. All agreed that this needs to be a class.
 - ✓ Within the Counseling Skills curriculum there needs to be training in client centered/strength based models such as Motivational Enhancement, Harm Reduction, and Evidence Based training. These skills put the locus of control back in the client's hands.
 - ✓ The topic of confidentiality and mandated reporting needs to be addressed throughout the curriculum. Transference and counter-transference needs to be discussed on a regular basis in every course as well. This needs to include ethics, professionalism, self-disclosure, and boundaries. Another important topic is the difference between confidentiality and anonymity.

- ✓ Marcy Foster said that she has heard some people say that we need to include training on co-occurring disorders and others have said that this does not need to be a part of the ADCT program. She has also heard that co-occurring disorders is not included in the TAP 21. Everyone in attendance said that definitely needs to be included even if it is not a part of TAP 21 or not. This could also include information on brain functions. Our proposed curriculum below combines co-occurring disorders with special populations. The group felt strongly that the special populations' curriculum needs to include issues related to women, children, adolescents, seniors, different cultures, domestic violence, etc. It needs to be all inclusive and may not be possible to include the co-occurring disorders piece. It was the consensus of the group that we needed 2 stand alone courses here. One focused on special populations and another on co-occurring disorders.
- ✓ Neil Tarpey suggested we look at the possibility of offering some of these topics as 1 or 2 unit courses rather than the traditional 3 unit course. He suggested that 2 or 3 of these shorter courses could be offered on the same night, same time slot, with one beginning when the week after the other one ends throughout the semester. Topics could include women and addictions, adolescents and addictions, seniors, co-occurring disorders, etc. We could also offer them on 1 or 2 Saturdays. These courses could be desirable for community members to earn their CEU credits.
- ✓ It was suggested that we offer courses at the Eureka Downtown (EDT) site. Marcy said that there is an ADCT 10 course being offered at EDT this spring semester.

➤ **We are currently accredited with the CAADE. Is there another accreditation organization we may want to consider? If so, what would make that a better option?**

- There are around 10 different certifying bodies in California. There is a lot of fighting throughout the state among these organizations. Rhonda said that it looks like the State is on the verge of becoming the only certifying body. In order to apply for certification, a student does not need an addiction studies certificate. However, all of the certifying organizations require a minimum number of addiction study courses from an accredited training facility such as CR. The course requirements are outlined in the TAP 21 which is the guide that all of the tests are written to. The TAP 21 competencies are what CR's ADCT program is using as our guide for re-writing the curriculum. In order to facilitate this process, Marcy has created an Excel spreadsheet with the 123 Competencies down the left side and the title of the courses across the top. The instructors are defining which competencies are addressed in each of the courses they are planning to re-write.

➤ **Some people say that the courses at times are used as therapy for newly recovering addicts. 1) Do you see this as an issue or a concern? 2) How do you recommend we address this?**

- Mike said that there are not very many people who walk in the door thinking that this will substitute for their therapy or their "program". However, Voc Rehab counselors often encourage people to start the program before they are ready. The drop off rate is so high in the beginning of the semester that he wonders if people signed up for the wrong reasons. Maybe for the financial aid or that they had unreasonable expectations.

- Some people say they begin the program to understand their own addiction issues or the issues of someone they care about. Some just take 1 or 2 classes with no intention of completing the whole program. This is good for the student and good for the program/courses.
- The students in the ADCT program get stereotyped as those troubled people with all those issues.
- There are students who get their bachelors or masters and return to get the information on addictions.
- Everyone agreed that this does happen at times for a variety of reasons. People are naturally drawn to do what they understand or to what they want to understand. Therefore, people who have experienced addiction issues are naturally drawn to the ADCT program to better understand themselves and how to help others avoid the difficulties they had faced. These students also enroll in this program because it is a certificate and can be completed in a shorter amount of time. Many people see the certificates as an education that they can complete. Once they are successful, they often continue on to an associate degree and/or to transfer.
- While the students participate in classroom activities, such as movies and class discussions, the information often surfaces strong emotions and reactions. Neil Tarpey said that when he was teaching he included a statement in his syllabus to address this. He also provided a list of community resources so they could access the help they may need. He provided copies of this statement for the participants. Marcy asked him to send this to her electronically so that she can forward it on to other ADCT instructors.

❖ ***The following agenda items were not discussed due to the lack of time. They will be added to the agenda for the next meeting which will be scheduled in January.***

- **Are you aware of educational materials that could be incorporated into our curriculum (books, brochures, web sites, etc.)?**
- **There is always and need for funding to cover the cost of things like conferences/faculty development/stipends for special projects, etc.**
 - ✓ **Does anyone have ideas of sources for these sorts of funding opportunities**

Attachment "A"

**ADCT Curriculum Proposal
Per Group Discussion at Sept. 24th ADCT Team Meeting**

Current Course Requirements

ADCT 10	Intro to Addiction Studies	3
ADCT 11	Pharmacology and Physiology of Addictions	3
ADCT 12	Substance Abuse: Law, Prevention & Education	3
ADCT 13	Substance Abuse in Special Populations	3
ADCT 14	Health, Nutrition, & Addiction	3
ADCT 15	Intro to Counseling Skills	3
ADCT 16	Family Systems	3
ADCT 17	Field Experience II	3
Soc 34	Intro to Social Work	3
Soc 38	Field Experience	3
Soc or Psych Elective		3
Total		33

Proposed Course Requirements (per discussion at ADCT team meeting 9/24/08)

ADCT 10	Intro to Addiction Studies	3	
ADCT 11	Pharmacology and Physiology of Addictions	3	
ADCT 12	Ethics, Law, & Prevention	3	
ADCT 13	Special Populations & Dual Diagnosis (Psych or Soc?)	3	
ADCT 14	Health, Nutrition, & Addiction	3	delete course
ADCT 15	Intro to Counseling & Family Systems I	3	
ADCT 16	Intro to Counseling & Family Systems II	3	
ADCT 17	Field Experience II	3	
Soc 34	Intro to Social Work	3	
Soc 38	Field Experience	3	
??	Case Management	3	add course
??	Professional Writing/DSM IV	3	add course
??	One More New Course	3	add course
Total		36	