

**INSTITUTE FOR ADDICTION EDUCATION**  
111 W. Anderson Lane Ste. E328 Austin, Texas 78752 --School ID: s5824  
(512) 893-1484



# School Catalog

Policies, Student Standards and Curriculum

Publication Date: 05/01/2021

Effective Date: 11/01/2021

Volume One

570 Hour Licensed Chemical Dependency  
Counselor Training Program

Distance Learning

## Table of Contents

Identifying Data and Historical Account .....	3
Identifying Data .....	3
History & Philosophy .....	3
Program Description.....	3
Professional Memberships .....	3
Accreditations and Approvals .....	3
Description of Space, Facilities and Equipment.....	4
Owner and Key Faculty List.....	4
Tuition & Fees.....	5
Required Textbooks, Video Resources & Manuals.....	5
School Calendar.....	6
Enrollment .....	6
Class Cohort Model.....	6
Remote Class Schedule .....	6
Course Time Hours.....	7
Hours of Operation .....	7
Policy on Admission and Enrollment .....	7
Policy on Granting Credit for College Degrees, Education or Experience.....	7
Policy on Tuition and Billing .....	8
Policy on Refunds and Cancellations .....	8
Policy on Grading and Marking .....	10
Policy on Student Evaluation .....	10
Policy on Determining Satisfactory Academic Progress .....	10
Policy on Determining Satisfactory Program Progress .....	11
Policy on Attendance, Make-Up Work and Leaves of Absence.....	11
Policy on Instructor Contact.....	12
Policy on Student Conduct .....	12
Policy on Sexual Harassment .....	13
Policy on Reenrollment after Dismissal for Violation of Student Conduct Expectations.....	13
Policy on Graduation Requirements, Transcript and Certificate of Completion .....	13
Students must meet the criteria below in order to receive a certificate of completion of the LCDC program. ....	13

Policy on Job Placement .....	14
Policy on Grievances and Complaints.....	14
Policy on Probation .....	15
Policy Remedial Work and Repeated Courses .....	15
Policy on Missed or Make-Up Instruction.....	15
Policy on Termination for Unsatisfactory Progress, Conduct or Financial Default.....	15
Policy on Internship and Licensure.....	16
Policy on Incomplete Grades.....	16
Policy on School Interruption of Services.....	16
Policy on Practicum Remote class Requirements .....	16
The Golden Rule for Avoiding Plagiarism—Give Credit Where Credit is Due .....	17
Student Curriculum and Program Outline (Distance Learning) .....	19
Course Descriptions and Outline .....	21
Sample Student Schedule .....	31
Approved and Regulated Statement .....	32
Certification Statement.....	32

# Identifying Data and Historical Account

## Institute for Addiction Education

School ID#: s5824

111 W. Anderson Lane Ste. E328

Austin, Texas 78752

### Identifying Data

Catalog Volume 1

Revision Date: May 1, 2021

Effective Date: August 1, 2021

### History & Philosophy

Institute for Addiction Education in an online career school offering a Licensed Chemical Dependency Counselor (LCDC) Training Program in the State of Texas. The founder of Institute for Addiction Education is Dr. Rhonda G. Patrick. Dr. Patrick is a leader and innovator in the addiction industry. She has founded several prevention, intervention, treatment and recovery programs in Texas and throughout the United States. Dr. Patrick operates one of the largest professional development and training companies in Texas, with a focus on the addiction-helping professional. It is through her work in both of these arenas, as well as the changing demography of the workforce, that Dr. Patrick founded Institute for Addiction Education. The philosophy of Institute for Addiction Education is simple: the skills needed to treat addiction are rarely taught in the academic world. And there is movement on neither state nor local college levels to develop an addiction specific treatment tract within the Psychology or Counseling programs. So, while many students study in accredited institutions, they may only get three to nine hours of focused study on the disease of addiction. Since addiction-induced illnesses are the 3<sup>rd</sup> leading causes of death in the United States, trained, licensed, and practicing addiction professionals are in great demand. Institute for Addiction Education seeks to fill that demand with professionals who can effectively address the needs of those struggling with the disease of addiction.

### Program Description

Institute for Addiction Education in an online career school offering a Licensed Chemical Dependency Counselor (LCDC) Training Program in the State of Texas. LCDC provide counseling services in Licensed Addiction treatment facilities in Texas. Students who successfully complete the Institute for Addiction Education Licensed Chemical Dependency Counselor (LCDC) Training Program receive a certificate of completion and transcript. This allows the student to sit for the LCDC exam and enter the addiction industry as an LCDC intern. Students will be granted licensure as an LCDC when they have completed their 4000 internship hours, passed their licensing exam, and completed, at minimum, an associate's degree. It takes an average of 2.5 years to become a fully licensed LCDC.

Completing the 570 addiction education and practicum hours through Institute for Addiction Education is the first step in becoming a LCDC.

### Professional Memberships

Institute for Addiction Education is currently seeking membership in the National Association for Addiction Professionals (NAADAC) and is seeking to become an approved NAADAC education provider. Institute for Addiction Education is also seeking to become a provider of Continuing Education for Certification and Recertification for Alcoholism and Drug Abuse Counselors in the State of Texas by the Texas Certification Board of Addiction Professionals.

### Accreditations and Approvals

Institute for Addiction Education is approved and regulated by the Texas Workforce Commission (TWC), Career Schools and Colleges, in Austin Texas to operate as a Career School.

## Description of Space, Facilities and Equipment

### Distance Learning

Institute for Addiction Education is an online career school that operates through a virtual learning environment. Our courses are provided online using both synchronous and asynchronous learning activities. The Institute for Addiction Education administrative office is in a professional office building located in Round Rock Texas. The administrative offices are where we store our records. Distance learning students interact with their instructors and other distance learning students on a one-on-one and group basis via video conferencing and other remote communication technology. Distance learning students utilize both live instructor lead video conferencing and pre-recorded class sessions to review content and materials, present reports, and have open forum dialogues with the instructor and other distance learning students. We utilize a Learning Management System (Prosperity) and ZOOM Conferencing as our primary methods of communication and interaction.

### Owner and Key Faculty List

#### Owners, Officers, Directors:

Rhonda G. Patrick, PhD, LCSW-S, MPALCSW-S, MPA,  
Director/CEO

#### Director/Administrator:

Rhonda G. Patrick, PhD, LCSW-S, MPA

#### Faculty:

##### **Dr. Rhonda G. Patrick**

Degrees Held:

Bachelor of Social Work, Master of Social Work,  
Master in Public Administration, PhD

Areas of Instruction:

Experiences and competent to teach all courses in the program.

#### Staff:

##### **Melanie McDowell**

Degrees Held:

Registrar/Executive Assistant  
Bachelor in Education, Master in Education

##### **Noelle Hernandez**

Held:

Curriculum Research and Development Degrees  
Bachelor of Psychology

## Tuition & Fees

### All costs subject to change

- Tuition Fee: \$4,500.00
- Administration Fee: \$150.00
- Shipping (Distance Learning Only) \$75.00
- Supplies Fee: \$0
- Tools Fee: \$0
- Laboratory Fee: \$0
- Scholarship Terms: N/A
- Total Tuition & Fees \$4,725.00
- Individual course fee: \$750.00<sup>1</sup>
- Practicum Fee: \$750.00<sup>2</sup>

## Required Textbooks, Video Resources & Manuals

The following course manuals are required and *are included* in the cost of tuition:

- Basics of Addiction Counseling and the Physiology of Addiction
- Twelve Core Functions of the Counselor
- Basic Counseling Skills and Methods
- Substance use and The Family
- Ethics and Special Treatment Issues
- Advanced Counseling Skills and Methods

Students are required to obtain the following textbooks, which are required for course instruction and *are not included* in the cost of tuition. Textbooks may be purchased via a variety of online book sellers or in bookstores. The Treatment Improvement Protocols will be available online free of charge.

Title	Author(s)	Publisher	Estimated Cost
Diagnostic and Statistical Manual of Mental Disorders 5th Edition	American Psychiatric Association	American Psychiatric Association	\$134.40
Chemical Dependency Counseling: A Practical Guide by Robert R. Perkinson Sage Publications \$70.00	Robert R. Perkinson- Keystone Treatment Center	Sage Publications	\$70.00
Foundations of Addictions Counseling (The Merrill Counseling Series)- MyLab access.	David Capuzzi and Mark D. Stauffer	Pearson Press	\$54.00
TIP 35: Enhancing Motivation for Change in Substance Use Disorder Treatment, Treatment Improvement Protocol, October 2019	Substance Abuse and Mental Health Administration (SAMHSA), U.S. Department of Health and Human Services,	Substance Abuse and Mental Health Administration (SAMHSA), U.S. Department of Health and Human Services	<b>Free</b>
TIP 60: Using Technology-Based Therapeutic Tools in Behavioral Health Services, Treatment Improvement Protocol, October 2019	Substance Abuse and Mental Health Administration (SAMHSA), U.S. Department of Health and Human Services,	Substance Abuse and Mental Health Administration (SAMHSA), U.S. Department of Health and Human Services	<b>Free</b>
TIP 63: Medications for Opioid Use Disorder, Treatment Improvement Protocol, October 2019	Substance Abuse and Mental Health Administration (SAMHSA), U.S. Department of Health and Human Services,	Substance Abuse and Mental Health Administration (SAMHSA), U.S. Department of Health and Human Services	<b>Free</b>

TAP 21: Addiction Counseling Competencies: The Knowledge, Skills, and Attitudes of Professional Practice, Technical Assistance Protocol (TAP) Series, November 2015	Substance Abuse and Mental Health Administration (SAMHSA), U.S. Department of Health and Human Services,	Substance Abuse and Mental Health Administration (SAMHSA), U.S. Department of Health and Human Services	<b>Free</b>
Facing Addiction in America: Surgeon General's Report on Alcohol, Drugs, and Health. (2016)	Vivek H. Murthy, M.D., M.B.A. Vice Admiral, U.S. Public Health Service Surgeon General	U.S. Department of Health and Human Services (HHS), Office of the Surgeon General.	<b>Free</b>

<sup>1</sup>If taken separately, each educational course is \$750. Special permission from the Director is required to enroll.

<sup>2</sup>If charged separately, the Practicum Course is \$750. If enrolled in the full course curriculum, the practicum fee is included in the tuition.

## School Calendar

Distance Learning instruction will be scheduled year-round, with the following exceptions: The following Federal Holidays will be observed:

- New Year's Day
- Martin Luther King, Jr. Day
- George Washington's Birthday
- Memorial Day
- Independence Day
- Labor Day
- Columbus Day
- Veterans Day
- Thanksgiving Day
- Christmas Day

The following scheduled distance learning and office closures/vacation periods will be observed:

- Winter Break - the last two weeks in December (specific dates to be announced annually)
- Spring Break - the last two weeks in March (specific dates to be announced annually)

## Enrollment

- Distance Learning: Enrollment is ongoing. The enrollment process takes approximately four calendar weeks to complete. Once approved, the student will start in the next available learning cohort.

## Class Cohort Model

- Students are organized into a class cohort based on their admission approval date. Each class cohorts will start and complete their classroom hours together. New cohorts begin on the first of each month and are expected to complete all classroom hours within 12 continuous weeks.

## Remote Class Schedule

- Distance Learning: The required 270 classroom hours are structured to take 12 weeks. The 300 practicum hours are structured to take 10-12 weeks. Students are required to attend six (6) hours per week of live synchronous classroom instruction. Class times are scheduled at the beginning of the program and dates are provided to the student by the Instructor. Make up classes are offered for those who miss the weekly scheduled class. Distance Learning students are required to maintain regular contact with their Instructor

through email, phone and scheduled one-on one-time to review curriculum and assignments.

## Course Time Hours

- Distance Learning: Each course is comprised of both synchronous and asynchronous learning. Asynchronous learning, through pre-recorded lectures, discussion board assignments and other learning activities accounts for most of the hours of each course. All asynchronous activities have minimum time requirements that students must meet. These are built into the LMS and course structure. Synchronous learning occurs in weekly instructor lead remote classes; each class session is 6 hours in length. Students must meet the minimum time requirements in each of each course to complete the certificate.

## Hours of Operation

- Administrative Hours: Monday through Friday, 9:00am to 5:00pm, CST.
- Office Hours: Scheduled Office Hours are available Monday through Thursday, 9:00am - 3:00pm, CST

## Policy on Admission and Enrollment

1. Enrollment periods is year-round.
2. A deposit fee of \$750 is required. The deposit applies to the tuition payment.
3. All students must submit proof of the following:
  - a. GED or High School Diploma,
  - b. Age (must be a minimum 18 years if age), and
  - c. If applicable, Associates, Bachelor or Master's Degree related to the field of substance use such as Psychology, Behavioral Health, Social Work, Counseling, etc.
  - d. If applicable, and other vocation, associates, bachelor or master's Degree.
4. All students must secure their financial status/payment plans before they are eligible to enroll in any course.
5. All students must complete and submit all required enrollment documents which include:
  - a. Institute for Addiction Education Enrollment Agreement
  - b. Proof of education (previous and current)
  - c. Department of Public Safety Criminal Background Verification
6. A student is not officially enrolled, nor eligible to receive credit for any course until all the above documentation has been completed in its entirety and returned to the school.
7. It is recommended, not required, that students have background or personal experience in the substance use field as well as a desire to work in the field.

## Policy on Granting Credit for College Degrees, Education or Experience

1. Granting of credit for college degrees or previous education is established in and is determined by the Texas Administrative Code, Chapter, Title 25 Health Services, Part 1 Department of State Health Services, Chapter 140 Health Professions Regulations, Subchapter I Licensed Substance use Counselors, Rule §440.406: Standards for 270 Educational Hours:
  - (a) At least 135 clock hours of the education must be specific to substance use disorders and their treatment. The remaining 135 clock hours may be specific or related to substance use counseling. Related education hours may include courses in psychology, sociology, counseling, mental health, behavioral science, psychiatric nursing, ethics, and rehabilitation counseling.
  - (b) The education shall be provided by a career school or college, or an accredited institution of higher education.
  - (c) Educational hours obtained at a career school or college must follow the curriculum for Transdisciplinary Foundations outlined in the KSAs:
    - (1) Understanding Addiction



- (2) Treatment Knowledge
  - (3) Application to Practice
  - (4) Professional Readiness
- (d) The department will not accept hours unless documented with a passing grade on an official transcript from the school. The applicant shall submit additional information requested by the department if needed to verify the content of a course.

2. Job experience PRIOR to becoming a Counselor Intern is not applied towards any credits, or training.
3. All students that have graduated with an Associates, Bachelors or Master degree in any counseling, or related behavioral science field are recommended to contact Texas Health and Human Service Commission (HHSC), to determine what, if any credits earned from previous education and/or degrees can be applied to Institute for Addiction Education Licensed Chemical Dependency Counselor Training program. Our director will conduct a preliminary review of transcripts, but official documentation of accepted course hours must be obtained by HHSC.

## **Policy on Tuition and Billing**

The billing policy of Institute for Addiction Education is that tuition payment must be made via cash, money order, cashier's check, or credit card. All accounts must be paid in full to receive transcripts.

1. Deposit required is \$750.00 upon enrollment. The deposit applies to the tuition payment.
2. Payment Plan 1 - 100% payment of full balance upon enrollment.
3. Payment Plan 2 – 50% upon enrollment and 50% upon completion of all courses.

## **Policy on Refunds and Cancellations**

This policy is required by the Law governing Career Schools and Colleges, Title 3, Texas Education Code, Section 132.061 and 132.0611; and the RULES for Texas Career Schools and Colleges, Title 40, Texas Administrative Code, Chapter 807.261-264.

A full refund will be made to any student who cancels the enrollment contract within 72 hours (until midnight of the third day excluding Saturdays, Sundays and legal holidays) after the enrollment contract is signed. A full refund will also be made to any student who cancels enrollment within the student's first three scheduled remote class days, except that the school may retain not more than \$100 in any administrative fees charged, as well as items of extra expense that are necessary for the portion of the program attended and stated separately on the enrollment agreement.

1. Refund computations will be based on scheduled course time of remote class attendance through the last date of attendance. Leaves of absence, suspensions and school holidays will not be counted as part of the scheduled remote class attendance.
2. The effective date of termination for refund purposes will be the earliest of the following:
  - a. The last day of attendance, if the student is terminated by the school;
  - b. The date of receipt of written notice from the student; or
  - c. Ten school days following the last date of attendance.
3. If tuition and fees are collected in advance of entrance, and if after expiration of the 72-hour cancellation privilege the student does not enter school, not more than \$100 in any administrative fees charged shall be retained by the school for the entire residence program or synchronous distance education course. If a student enters a residence or synchronous distance education program and withdraws or is otherwise terminated after the cancellation period, the school may retain not more than \$100 in any administrative

fees charged for the entire program. The minimum refund of the remaining tuition and fees will be the pro rata portion of tuition, fees, and other charges that the number of hours remaining in the portion of the course or program for which the student has been charged after the effective date of termination bears to the total number of hours in the portion of the course or program for which the student has been charged, except that a student may not collect a refund if the student has completed 75 percent or more of the total number of hours in the portion of the program for which the student has been charged on the effective date of termination. More simply, the refund is based on the precise number of course time hours the student has paid for, but not yet used, at the point of termination, up to the 75% completion mark, after which no refund is due.

4. Refunds for items of extra expense to the student, such as books, tools, or other supplies are to be handled separately from refund of tuition and other academic fees. The student will not be required to purchase instructional supplies, books and tools until these materials are required.
5. Once these materials are purchased, no refund will be made. For full refunds, the school can withhold costs for these types of items from the refund if they were necessary for the portion of the program attended and separately stated in the enrollment agreement. Any such items not required for the portion of the program attended must be included in the refund.
6. A student who withdraws for a reason unrelated to the student's academic status after the 75 percent completion mark and requests a grade at the time of withdrawal shall be given a grade of "incomplete" and permitted to re-enroll in the course or program during the 12-month period following the date the student withdrew without payment of additional tuition for that portion of the course or program.
7. A full refund of all tuition and fees is due and refundable in each of the following cases:
  - a. An enrollee is not accepted by the school;
  - b. If the course of instruction is discontinued by the school and this prevents the student from completing the course; or
  - c. If the student's enrollment was procured because of any misrepresentation in advertising, promotional materials of the school, or representations by the owner or representatives of the school. *A full or partial refund may also be due in other circumstances of program deficiencies or violations of requirements for career schools and colleges.*

#### REFUND POLICY FOR STUDENTS CALLED TO ACTIVE MILITARY SERVICE

1. A student of the school who withdraws from the school because of the student being called to active duty in a military service of the United States or the Texas National Guard may elect one of the following options for each program in which the student is enrolled:
  - a. If tuition and fees are collected in advance of the withdrawal, a pro rata refund of any tuition, fees,
  - b. or other charges paid by the student for the program and a cancellation of any unpaid tuition, fees, or other charges owed by the student for the portion of the program the student does not complete following withdrawal;
  - c. A grade of incomplete with the designation "withdrawn-military" for the courses in the program, other than courses for which the student has previously received a grade on the student's transcript, and the right to re-enroll in the program, or a substantially equivalent program if that program is no longer available, not later than the first anniversary of the date the student is discharged from active military duty without payment of additional tuition, fees, or other charges for the program other than any previously unpaid balance of the original tuition, fees, and charges for books for the program; or
  - d. The assignment of an appropriate final grade or credit for the courses in the program, but only if the instructor or instructors of the program determine that the student has:
    - i. satisfactorily completed at least 90 percent of the required coursework for the program; and
    - ii. demonstrated sufficient mastery of the program material to receive credit for completing the program.

- iii. The payment of refunds will be totally completed such that the refund instrument has been negotiated or credited into the proper account(s), within 60 days after the effective date of termination.

## Policy on Grading and Marking

1. The Institute for Addiction Education grading policy will be explained by the Instructor. Each student will be provided a syllabus of each course which clearly explains the grading policy.
2. Since the school focuses its efforts on preparing each student for the job market, it is the policy to grade based on skill competency.
3. Upon completion of coursework, scores will be used to calculate hour GPA and will be placed onto the student's transcript.
4. The grading system is as follows:

90-100	4.0	Satisfactory Academic Progress
80-89	3.0-3.9	Satisfactory Academic Progress
70-79	2.0-2.9	Satisfactory Academic Progress
0-69	0.0-1.9	Unsatisfactory Academic Progress

## Policy on Student Evaluation

A transcript for completion of the 570-hour LCDC Training Course will not be issued until all criteria noted below are met. Students are required to:

1. Complete 270 verifiable and documented synchronous and asynchronous learning hours.
2. Attend 75% of scheduled remote asynchronous class sessions.
3. Complete 300 verifiable and documented practicum hours.
4. Complete all make-up or missed hours as defined in the Policy on Attendance, which is detailed herein.
5. Complete all section quizzes, assignments and final exams. The LMS will record time spend in each course. The student will not be able to advance to the next course until the time requirements are met.
6. Obtain a test and essay scores of 75% or above. Instructors will be available to assist students who are having problems achieving 75%.
  - a. All exams must be completed using a proctoring service. Students must schedule their testing date three (3) days in advance of the final due date to allow time for the proctoring service to coordinate.
7. Be paid in full. Tuition payments must be current, or payment arrangements made with the Administrative Office.

## Policy on Determining Satisfactory Academic Progress

Students must achieve a grade denoting satisfactory academic progress on skill competencies as determined in Policy on Grading and Marking. Please note:

1. Each course that comprises the certificate program shall be graded separately. However, the student must pass all courses with 75% in order to receive a certificate of completion.
2. All students will receive a written progress report at the end of each course.
3. Students may be terminated for failing to comply with the Policy on Attendance. Remote class session attendance will be documented and recorded in a through attendance roster. Students attendance is recorded when they log in and out of the remote class. The attendance roster will be maintained in the administrative offices and online.
4. Students may be terminated for failing any course and for not making up or retaking the course.
5. Students who have been terminated for failing to make satisfactory academic progress may be readmitted

- upon appeal to Director of the school.
6. Incomplete and withdrawals will be considered for readmission upon written appeal to the school Director.
  7. Under Title 40, Texas Administrative Code, Section 807.241-245 students terminated for unsatisfactory progress cannot be readmitted, until a minimum of one grading period has passed. One grading period is equal to the time it takes to complete a course.

## **Policy on Determining Satisfactory Program Progress**

Students must maintain consistent and satisfactory progress on completion of program requirements.

Please note:

1. The student must complete each course within the certificate program within a two-week period. Complete all courses in the program within 12 weeks. If a student does not complete a course/program within these time frames, the student may be terminated. Students who fall behind will meet with their instructor/mentor to determine and appropriate course of action. If a student is terminated from the program, they can appeal to the School Director and request for extension of time to complete the course/program.
2. Total time in weeks to complete the Distance Learning program is twenty-four (24) weeks of the student's cohort start date. If a student cannot complete the training program within this time, the student must provide a written appeal to the school Director for additional time. Such requests will be reviewed and determined upon the discretion of the school Director.
3. Students will receive a progress report upon completion of each course.
4. Students who have been terminated for failing to make satisfactory academic or program progress may be readmitted upon written appeal to school Director.
5. Incomplete and withdrawals will be considered for readmission upon appeal to the school Director.
6. Under Title 40, Texas Administrative Code, Section 807.241-245 students terminated for unsatisfactory progress cannot be readmitted, until a minimum of one grading period has passed. One grading period is equal to the time it takes to complete a course.

## **Policy on Attendance, Make-Up Work and Leaves of Absence**

Students must engage and participate to the greatest extent possible with Instructors. This can be done via weekly mentoring/instruction sessions, email or via other arrangements made with the Instructor.

Students are required to:

1. Attend new student orientation prior to beginning cohort.
2. Schedule appointments with the instructor/mentor weekly/biweekly via telephone or by e-mail. Appointment times will be established jointly between the designated instructor/mentor and the student. Telephone calls, ZOOM meetings and email will be kept in a log by the Instructor to show proof of student progress.
3. Enroll with exam proctoring service. Information and instruction will be provided during new student orientation.
4. Attend all required remote class sessions as scheduled by the Instructor.
5. Leaves of Absence must be approved by the Director and shall be documented in the student's permanent record. Please note:
  - a. Students must be current with course work.
  - b. If a return from a Leave of Absence is 1-day prolonged, dismissal may result.
  - c. While on a Leave of Absence, students are not expected to submit any work.
6. Under Title 40, Texas Administrative Code, Section §807.245. Leaves of Absence.
  - a. Seminars and small schools with programs with course time of 40 hours or less shall not grant leaves of absence.
  - b. A school Director may grant a leave of absence after determining that good cause is shown.
  - c. Except as provided in subsection (d) of this section, in a 12-month calendar period, a student may have no more than two leaves of absence. For a program with course time of 200 hours or less, a

The information contained in this document is confidential, privileged and contains proprietary information and intellectual property.

The information contained in this document may not be used, published, or redistributed without the prior written consent of Institute for Addiction Education (IAE). Publication Date May 2021

student may be on leave of absence for a total of 30 calendar days. For programs with course time of more than 200 hours, a student may be on leave of absence for a total of 60 calendar days.

- d. Programs with a course time of more than 600 hours, and that are eligible for Title IV funding, may have a leave of absence policy consistent with the U.S. Department of Education policy at 34 C.F.R. §668.22(d).
  - e. School attendance records shall clearly define the dates of the leave of absence. A written statement as to why the leave of absence was granted, signed by both the student and the school director indicating approval, shall be placed in the student's permanent file.
  - f. In addition to the requirements concerning leaves of absence in this subchapter, a school offering degree programs that schedules their courses on an academic quarter or academic semester basis may include in their attendance policies provisions for summer leaves of absence. These leaves of absence shall not exceed the lesser of 120 days or the interval between the end of the spring academic quarter or academic semester and the start of the fall academic quarter or academic semester.
7. Under Title 40, Texas Administrative Code, Section §807.244, Make-up Work, the following applies:
    - a. No more than 5% of the total course time hours for a program may be made up.
    - b. The school shall submit make-up work policies to the Commission for approval.
    - c. Make-up work shall be supervised by an Instructor approved for the remote class being made up.
  8. Notify the Administration Office of any changes to student contact information, including mailing addresses, telephone numbers and/or email addresses.

### **Policy on Instructor Contact**

Students will be assigned an Instructor and provided his/her phone number and email address. This information will be provided to a student upon the school's receipt of the tuition deposit and completed enrollment documentation. Please note:

1. The Instructor is the first point of contact.
2. The Instructor will guide students through the certificate program.
3. Students are required to maintain regular contact with the Instructor on a weekly to bi-weekly basis, or as determined by the Instructor.
4. Students may email Instructors at any time.
5. Individual student appointment times will be scheduled by the Instructor.
6. Instructors assigned to students will maintain a contact log and shall document the contact dates and times made with each student. These records will be provided to the school Director upon completion of each course.

### **Policy on Student Conduct**

Students must behave in a professional manner, as defined in the TAP 21 under professional and ethical responsibilities and as defined under ethical standards defined by HHSC/LCDC Chapter 450, Counselor Licensure Rules. Students will be held to a level of academic honesty including rules regarding plagiarism, cheating, and misrepresentation of current information. Rules regarding plagiarism apply to all outside assignments or reports to be turned into Institute for Addiction Education for credit in a course. Reports will be checked for plagiarism, including textbook and internet. Engaging in any of the behaviors will result in an "F" on the reports, and the student will be required to repeat the course. Violation of this policy will not be tolerated at Institute for Addiction Education and will result in termination from the program at the discretion of the Instructor and the school Director.

Additionally, students are expected to behave in a manner that will create a safe and orderly academic environment for themselves and others. Students found in violation of these conduct expectations will be subject to disciplinary action which may include written warning, suspension, dismissal, and/or referral to law enforcement officials. Below is a partial list of inappropriate behaviors that will be subject to disciplinary action. This list is not all-inclusive.

1. Academic dishonesty, including any form of plagiarism, cheating, falsification of records, or collaboration with

others to defraud.

2. Actions that disrupt teaching, learning, administration, or interfere with the rights of others.
3. Non-compliance with the directives of school faculty and staff.
4. Violation of written policies, rules, or procedures.
5. Theft of any kind, and related behaviors such as possessing stolen property or using the property of others without their permission.
6. Damage to property or destruction of property.
7. Creation of unsafe conditions.
8. Carrying out a false alarm or creating an emergency situation such as a fire or a bomb threat.
9. Hurting others, threatening others, or engaging in behavior that may result in harm to others.
10. Selling, consuming, and/or possessing alcoholic beverages.
11. Possessing or using drugs not prescribed for the student by a physician; selling any drugs; possessing or using illegal drugs or narcotics.
12. Possessing a firearm or other deadly or dangerous weapons such as knives, knuckles, clubs, baseball bats, and hammers while on the property of the school or in any part of the school building.
13. Sexual harassment in any form by students or any member of the administration, faculty, or staff is prohibited. The school is committed to creating and maintaining an environment for all school personnel and students that is free of harassment, forced sexual activity, or any other sexual communication or conduct that interferes with performance in the classroom or the workplace.

## **Policy on Sexual Harassment**

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- a. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
- b. submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individuals; or
- c. such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

## **Policy on Reenrollment after Dismissal for Violation of Student Conduct Expectations**

After one term has elapsed, a student whose enrollment was terminated for violation of student conduct expectations that did not result in the involvement of law enforcement officials will have one opportunity for reenrollment in a subsequent term in the next 12 calendar months.

## **Policy on Graduation Requirements, Transcript and Certificate of Completion**

Students must meet the criteria below in order to receive a certificate of completion of the LCDC program.

1. Attend all remote classes; making up any missed hours as defined in the Policy on Attendance, which is included herein
2. Turn in all assignments
3. Achieve a score of 70% or higher on all essays and tests
4. Complete 300 hours practicum
5. Be paid in full.

Upon completion of the program, and when all criteria for enrollment are met, students will receive the following:

- A Transcript
- A Certificate of Completion of the 570-hour LCDC Training Program (see sample below)



A student who has completed the course of study but does not meet course completion requirements can contact the registrar to for one opportunity to repeat subject classes with unsatisfactory grades in a subsequent cohort beginning no later than 12 calendar months after the end of the term in which the student was originally enrolled. There will be no additional administrative or tuition fees charged for students who exercise this option; however, there may be additional fees for books, supplies, and fees.

## Policy on Job Placement

Institute for Addiction Education does offer a Job Placement Assistance Program. We will assist students with matters concerning employment into field of substance use counseling. All states have licensing agencies, and Institute for Addiction Education can help with assisting students with referrals or recommendations. Institute for Addiction Education invites area employers to participate in a campus job fair at the end of each twelve-week term. Students also meet potential employers during the professional development and practicum. Job notices from businesses seeking qualified LCDC-I applicants are posted on the website. While the team takes great pride in the Institute for Addiction Education graduates working in the field in this community and beyond, neither the school, its board, administration, or any faculty or staff member can guarantee employment.

## Policy on Grievances and Complaints

This school has a Certificate of Approval from the Texas Workforce Commission (TWC). The TWC-assigned school number is: s5824. The school's programs are approved by Texas Workforce Commission, as well as the Texas Certification Board for Addiction Professionals.

Students must address their concerns about this school or any of its educational programs by following the grievance process outlined in the school's catalog. Schools are responsible for ensuring and documenting that all students have received a copy of the school's grievance procedures and for describing these procedures in the school's published catalogue. If, as a student, you were not provided with this information, please inform school management.

Complaints are defined as any student concern regarding the school programs, services, or staff. If at any time a student is dissatisfied, the student should discuss the issue with his/her Instructor.

A student who has a concern about a school-related issue is encouraged to schedule a conference with the school director to find resolution. If an issue is not resolved to a student's satisfaction through the conference, the student can file a formal complaint in writing with the school director who will formally investigate the complaint, take appropriate action, and provide a written response to the student by the 10th business day after the day the formal

written complaint is received by member of the school faculty or staff. Note: a conference with the director is not required before a student files a formal written complaint. Students dissatisfied with this school's response to their complaint or who are not able to file a complaint with the school, can file a formal complaint with TWC, as well as with other relevant agencies or accreditors, if applicable.

The school Director may be reached at:

Institute for Addiction Education  
Attn: Dr. Rhonda G. Patrick, Director  
111 W. Anderson Lane Ste. E328  
Austin, Texas 78752  
Phone: 512-893-1484  
Email: [director@iaelearning.com](mailto:director@iaelearning.com)

If the Director cannot resolve the issue, or if the student does not wish to follow the school's process, a student may submit a complaint with TWC's Career Schools and Colleges department or with the school's accrediting body. Information on filing a complaint with TWC can be found on TWC's website at: [www.texasworkforce.org/careerschools](http://www.texasworkforce.org/careerschools).

Texas Workforce Commission  
Career Schools and Colleges, Room 226T  
101 East 15<sup>th</sup> Street  
Austin, Texas 78778-0001  
(512) 936-3100

## **Policy on Probation**

1. Probation occurs immediately after as student has failed to achieve the minimum grade of 75% or greater as required for each course.
2. A probationary student is required to repeat a failed course during the entire 570 curricula, unless a course is not offered at that time, or space is not available. In that case, the student may repeat a failed course the next time that it is scheduled.

## **Policy Remedial Work and Repeated Courses**

1. This program does not offer remedial work.
2. When a course is repeated, the higher grade for the repeated course will be used.

## **Policy on Missed or Make-Up Instruction**

1. If a student is absent for 20% of scheduled remote class time and only makes up 50% off those absences, during the entire 570 curricula (Practicum is included in this time), the student will be terminated.
2. If a student is absent for ten (10) consecutive days during the entire 570 curricula (Practicum is included in this time), the student will be terminated.
3. After ten (10) consecutive days absent, or after 20% of scheduled remote class time is reached (whichever comes first), the student will be terminated and must reapply for admission. Readmission is at the discretion of the Director. Partial credit will not be given for any phase, once a student has been terminated.
4. Under Title 40, Texas Administrative Code, Section 807.241-245 students terminated for unsatisfactory progress cannot be readmitted until a minimum of one grading period has passed. One grading period is equal to the time it takes to complete a course.

## **Policy on Termination for Unsatisfactory Progress, Conduct or Financial Default**

1. Under Title 40, Texas Administrative Code, Section 807.241-245 students terminated for



unsatisfactory progress cannot be readmitted until a minimum of one grading period has passed. One grading period is equal to the time it takes to complete a course.

2. Students in either program may be terminated for violating the Policy on Conduct, which is outlined in this catalog. Students in this situation may reapply for admission. Readmission is at the discretion of the Director. Partial credit will not be given for any phase, once a student has been terminated.
3. Students whose financial accounts are more than 60 days outstanding from the agreed payment plan, shall be placed in a suspended status. Students in suspended status will be given thirty (30) days to rectify their account or will be terminated. Students who have been terminated due to financial default may reapply for admission upon written appeal to the school Director and upon the school's receipt of the full balance of tuition due.

## **Policy on Internship and Licensure**

1. Institute for Addiction Education provides the education and training to register as an LCDC Counselor Intern (CI) with the Texas Health and Human Services Commission (HHSC).
2. The other requirements for registration for internship are borne by the student including obtaining fingerprints and the required forms for the fingerprints for a criminal history check performed by Texas Health and Human Services Commission.
3. There are additional requirements for licensure including criminal history standards that may affect a student's ability to register as a Counselor Intern (CI).
4. It is recommended that students contact Texas Health and Human Services Commission for more information regarding requirements for registration upon completion of the education, and with questions regarding the criminal history standards or requirements for licensure (criminal history can affect your ability to register as a counselor intern). To obtain this information, contact the Professional Licensing Certification Unit their website at <https://hhs.texas.gov/doing-business-hhs/licensing-credentialing-regulation/professional-licensing-certification-unit/licensed-chemical-dependency-counselor-program/new-license-registration>

## **Policy on Incomplete Grades**

1. Under Texas Education Code, Section 132.061(f), a student who is obligated for the full tuition may request a grade of "incomplete" if the student withdraws for an appropriate reason unrelated to the student's academic status.
2. The policy must allow a student receiving a grade of incomplete to re-enroll in the program during the 12- month period following the date the student withdraws and complete those incomplete subjects without payment of additional tuition.

## **Policy on School Interruption of Services**

1. If a circumstance arises whereby the school must interrupt services for a period of more than five (5) scheduled remote class days, the school shall contact each student enrolled in the effected program, and provide them with the following information and assistance:
  - a. The next opportunity to enroll in another available course of instruction,
  - b. The opportunity to transfer to another program offered currently,
  - c. Assisting the student in completing the required forms for a transfer, and
  - d. Assistance with acclimating to a new program.
2. Students may opt to not take advantage of alternatives offered and may request to drop from the program in which they are currently enrolled. When this is the student's choice, the school shall work a refund calculation form per the Policy Refunds and Cancellations which is noted herein.

## **Policy on Practicum Remote class Requirements**

The student must complete the 270 hours before receiving eligibility to begin the Practicum. Only in extremely rare cases, and upon approval of the Director, shall a student be allowed to begin a Practicum before the completion of the core curriculum. Students must inform their Instructor in writing of when they are ready to begin the Practicum course. Student's may solicit their Instructor's referrals for Practicum sites

in that are in proximity to a student's physical address location. While Institute for Addiction Education cannot guarantee a student to obtain a Practicum site, Institute for Addiction Education will assist the student as much as possible in identifying a Practicum site. Students are required to comply with all the policies within this catalog in completion of the Practicum course. Please see refer to the Practicum Manual for further information.

## **The Golden Rule for Avoiding Plagiarism—Give Credit Where Credit is Due**

Dear Institute for Addiction Education Student:

Basically, there is only one way to avoid plagiarism—give credit to a source whenever you use information that is not your own unless it is common knowledge. If you come up with an idea all on your own, you don't have to give credit to anyone, except yourself. Also, if you are writing about something that is common knowledge, you don't have to give a citation for your sources.

### Common Knowledge:

Common knowledge is whatever information you and your reader are likely to know without referring to some other source. For example, there are 435 U.S. Congress Members and 100 U.S. Senators. That's probably common knowledge. How many of the Congress Members and Senators are Democrats, Republicans, or from other political parties, may or may not be common knowledge, depending on you and your reader(s). The more likely both you and your reader(s) are to know that information, and especially the more controversial a fact or idea is, the more likely it is to be common knowledge. How many votes any member of the House or the Senate got in the last election is probably not common knowledge. If the number of votes a candidate received is part of your paper, you should probably cite the source. The best rule of thumb to determine whether to give credit to a source for information that might be common knowledge is, "When in doubt, give the source." It is always better to err on the safe side.

### Cite Your Sources:

When should you cite a source? You should give credit to a source whenever you use someone else's work or idea that is not common knowledge. This includes any time you use or refer to information that comes from:

- Interviews
- Internet sites
- Chat Room Conversations
- Radio or Television Programs
- Personal Letters
- Speeches
- Books
- Magazines
- Newspapers
- Tape, Video, or CD Recordings
- Electronic Databases
- Basically, Any Source

Don't forget to give credit any time you use any of the following that come from another source:

- Quotations
- Statistics
- Graphs
- Pictures
- Ideas or Hypotheses
- Stories
- Lists

As stated above, the bottom line is that students must provide a source citation for every use of another person's words or ideas unless the information is common knowledge.

**Description & Synopsis**  
**Distance Learning – LCDC Training**  
**270 Hours Course/Class Description and Outline**  
**300 Hours Practicum Description and Outline**

# Student Curriculum and Program Outline (Distance Learning)

## The 570 Hour Core Curriculum for the Licensed Chemical Dependency Counselor Training Program

Copyright 2021

**PROGRAM DESCRIPTION:** The objective of the Chemical Dependency Counselor training is to prepare students to meet the education requirements to be a Licensed Chemical Dependency Counselor. Graduates of our program become effective, successful counselors and find jobs in fields with many employment opportunities. Working in several different areas such as Residential Treatment; Outpatient Treatment; Outreach; Screening and Referral community programs; TDCJ; Dual Diagnosis Programs; Adolescent Programs; Women with children; Domestic Violence Victims or Offenders; Criminal Justice Programs; Veteran’s Programs; Employee Assistance Programs; Prevention Programs, Court Diversion Programs. The purpose of this portion of the catalog is to provide students with a clear and concise summary of the material that is covered during the 570-hour curriculum. The training is composed of six (6) courses consisting of 45 hours each, and one (1) Practicum consisting of 300 hours (60 hours of curriculum, assignments, and supervision, and 240 of supervised on-site training) facilitated by a Qualified Credentialed Counselor. Total time in weeks to complete the program is twenty four (24) weeks.

Each course is subdivided into four (4) sections:

- Phase Objective
- Texts and Materials
- Curriculum
- Student Assignments

Total certificate program curriculum = 570 hours

- 135 hours alcohol and drug specific content
- 129 hours of clinically related content
- 6 hours ethics
- 300 hours practicum

Total Clock Hours required for completion of the Program = 570

Course Number	Course Title	*Synchronous Hours	**Asynchronous Hours	Externship (Practicum) Hours	Total Hours
DAAC 1301	Basics of Addiction Counseling and the Physiology of Addiction	47	8	0	55
DAAC 1309	Twelve Core Functions of the Counselor	37	8	0	45
DAAC 1311	Basic Counseling Skills and Methods	37	8	0	45
DAAC 2307	Substance use and The Family	27	8	0	35
DAAC 2343	Ethics and Special Treatment Issues	37	8	0	45
DAAC 2311	Advanced Counseling Skills and Methods	37	8	0	45
PRAC101	Practicum (Externship)	36	24	240	300
<b>TOTAL</b>		<b>258</b>	<b>72</b>	<b>240</b>	<b>570</b>

**\*Synchronous Hours-** Live remote instructor lead class instruction and interaction

**\*\*Asynchronous Hours-** Internet based, pre-recorded lectures, assignments, activities. On demand and available online 24/7.

The overall breakdown of program material for all courses will include a minimum of the following number of hours on the following topics:

**PSYCHOPHARMACOLOGY = 22 hours**

Physiology Neurophysiology Drug categories

**COUNSELING SKILLS = 50 hours**

Individual / family / group theories

**ASSESSMENT SKILLS and TOOLS = 36 hours**

Basic tools and application

Overview of current developments, advanced tools, dual diagnosis

Assessment and interviewing techniques documentation

Continuum of care consultation and referral

**FAMILY DYNAMICS = 45 hours**

Family roles

Family intervention counseling the family Introduction ACOA issues

Sex abuse, eating disorders, gambling, and other compulsive behaviors

**ETHICS = 6 hours**

Basic guidelines for LCDC Scope of practice

**HIV-AIDS / TB / Hepatitis = 6 hours**

Medical glossary

Frequently asked questions and answers

Prevention guidelines

**MULTICULTURAL ISSUES / DIVERSE POPULATIONS = 15 hours**

Cultural & gender issues

Sexual orientation issues

Age issues, including treating the geriatric population

Trauma Informed Care

**TREATMENT PLANNING and CASE MANAGEMENT = 45 hours**

Introduction to substance use

Twelve core functions of the counselor

Dynamics of denial

Treatment models

Disease process of addiction

Harm Reduction

**OTHER ELECTIVE COURSEWORK = 45 hours**

Prevention of substance use

Therapeutic communities

Treatment of adolescent addiction

Relapse prevention

Gender Specific Models

# Course Descriptions and Outline

The information contained in this document is confidential, privileged and contains proprietary information and intellectual property.

The information contained in this document may not be used, published, or redistributed without the prior written consent of Institute for Addiction Education (IAE). Publication Date May 2021

# Basics of Addiction Counseling and the Physiology of Addiction/DAAC 1301

## Syllabus

Course Number	Course Title	*Synchronous Hours	**Asynchronous Hours	Externship (Practicum) Hours	Total Hours
DAAC 1301	Basics of Addiction Counseling and the Physiology of Addiction	43	12	0	55

**Subject Description:** This course will provide students with a general overview of the major theories and techniques used for addiction counseling and prepare students for careers in the addiction counseling field. Students will be provided with the basic framework for understanding what substance abuse is and is not, and what substance abuse counseling is and is not. This course will offer exercises for students to develop their counseling skills and to prepare them to master the principles, theories, and skills introduced including but not limited to, 12-Step facilitation, cognitive-behavioral therapy, motivational interviewing, relapse prevention and integrated treatment.

**Subject Hours:** 55 contact hours (43 hours of synchronous learning, 12 hours of asynchronous learning)

**Performance Objectives:** Students will learn the various aspects of chemical addiction (both drugs and alcohol), including the process of addiction, and signs and symptoms of addictive behavior. Students will learn the specifics of commonly abused substances such as cocaine and its addictive properties, heroin, marijuana, prescription drugs and alcohol. Other drug dependencies will also be covered. Students will also learn about co-dependency and multiple addictions. Students will also learn the approach of the 12-Step facilitation of substance abuse recovery and associated program (Alcoholics Anonymous, Narcotics Anonymous, AL-ANON, Gamblers' Anonymous), and the role of spirituality in it.

**Prerequisites:** None

**Required Textbooks:**

- IAE Training Course I Text and Workbook. Editor: Dr. Rhonda G. Patrick, PhD, LCSW-S, MPA
- *Foundations of Addiction Counseling*, Authors: David Capuzzi and Mark D. Stauffer, Publisher: Pearson Publishing.
- *Chemical Dependency Counseling: A Practical Guide*, Authors: Robert R. Perkinson, Sage Publications

**Instructional Methods:**

- Lecture
- Role Play
- Community Activity
- Presentations

**Maximum Student: Instructor Ratio:** 10:1

**Materials and Media References:** None

**Content Outline:**

- Part 1 History and substances
- Part 2 Theories- Disease Concepts
- Part 3 Theories-12 step facilitation
- Part 4 Exam/Essay

<b>Basis of Grades:</b>	Presentation	25 percent
	Report	25 percent
	Test	25 percent
	Self-Reflection Assignment	15 percent
	12-Step Meeting Attendance	10 percent

## Twelve Core Functions of the Counselor /DAAC 1309 Syllabus

Course Number	Course Title	*Synchronous Hours	**Asynchronous Hours	Externship (Practicum) Hours	Total Hours
DAAC 1309	Twelve Core Functions of the Counselor	33	12	0	45

**Subject Description:** This course will introduce students to the twelve core functions that a counselor implements and will teach students the various skills and tools used to assess alcohol and other drug addictions. The DSM-V classifications of substance abuse disorders will be taught, as well as limits and parameters in identifying substance abuse disorders vs. other disorders, and dual and multiple diagnoses. This course will prepare students to develop the professional competence necessary to perform the following tasks in providing alcohol and/or drug abuse treatment to clients and significant others in a variety of treatment settings: Screening, Orientation, Assessment, Treatment Planning, Counseling, Case Management, Crisis Intervention, Client Education, Referral, Reports and Record Keeping.

**Subject Hours:** 45 contact hours (33 hours of synchronous learning, 12 hours of asynchronous learning)

**Performance Objectives:** To train students in the twelve core functions of the counselor, and the application of each to prepare for examination for licensure.

**Prerequisites:** None

**Required Textbooks:**

- IAE Training Course II Text and Workbook. Editor: Dr. Rhonda G. Patrick, PhD, LCSW-S, MPA
- *Foundations of Addiction Counseling*, Authors: David Capuzzi and Mark D. Stauffer, Publisher: Pearson Publishing.
- *Chemical Dependency Counseling: A Practical Guide*, Authors: Robert R. Perkinson, Sage Publications
- Handouts of State Licensure Treatment Standards

**Instructional Methods:**

- Lecture
- Presentations

**Maximum Student: Instructor Ratio:** 10:1

**Materials and Media References:** None

**Content Outline:**

- Part 1 12 Core Functions
- Part 2 Case Analysis
- Part 3 Exam/Essay

**Basis of Grades:** Case Study Analysis 25 percent  
 Test 75 percent



## Basics Counseling Skills and Methods/DAAC 1311 Syllabus

Course Number	Course Title	*Synchronous Hours	**Asynchronous Hours	Externship (Practicum) Hours	Total Hours
DAAC 1311	Basic Counseling Skills and Methods	33	12	0	45

**Subject Description:** There are many different techniques that counselors can use with their clients. This course provides students with the basic techniques of substance abuse counseling such as: active listening, attentiveness, reflection, paraphrasing, and summarization. Students will also learn the basics of group process, group dynamics, denial, resistance, defense mechanisms, psychodrama, and other specifically group-related approaches. Students will be exposed various counseling approaches including Crisis Intervention, Motivational Interviewing, and Cognitive-Behavioral Therapy. Each student will discuss the benefits and liabilities of these techniques.

**Subject Hours:** 45 contact hours (33 hours of synchronous learning, 12 hours of asynchronous learning)

**Performance Objectives:** Students will learn the basic skills of counseling.

**Prerequisites:** DAAC 1301

**Required Textbooks:**

- IAE Training Course III Text and Workbook. Editor: Dr. Rhonda G. Patrick, PhD, LCSW-S, MPA
- *Motivational Interviewing: Helping People Change, 3rd Edition.* Author: William R. Miller and Stephen Rollnick. Publisher: Guilford Press.
- *Foundations of Addiction Counseling,* Authors: David Capuzzi and Mark D. Stauffer, Publisher: Pearson Publishing.
- *Chemical Dependency Counseling: A Practical Guide,* Authors: Robert R. Perkinson, Sage Publications

**Instructional Methods:**

- Lecture
- Role Play
- Presentations

**Maximum Student: Instructor Ratio:** 10:1

**Materials and Media References:** None

**Content Outline:**

- Part 1 Attending Skills
- Part 2 Art of Interviewing
- Part 3 Observation Skills
- Part 4 Art of Feedback
- Part 5 Reflections
- Part 6 Basics of Group Facilitation
- Part 7 Exam and Essay

<b>Basis of Grades:</b>	Role Play Presentation	25 percent
	Group Activity	15 percent
	Test	25 percent
	Self-Reflection Assignment	10 percent
	Practice Scripts	25 percent

## Substance Use and the Family/DAAC 2307 Syllabus

Course Number	Course Title	*Synchronous Hours	**Asynchronous Hours	Externship (Practicum) Hours	Total Hours
DAAC 2307	Substance Use and The Family	23	12	0	35

**Subject Description:** This course will educate students on the family roles and dynamics in substance use counseling. Students will learn about the role and dynamics of the family in substance use counseling. Topical issues will include: co-dependency, enabling and collusion, adult children of alcoholics, family -of- origin issues, prevention and treatment in adolescents; sex addiction; domestic violence; couples and multi-family counseling; guilt and shame in the recovery process.

**Subject Hours:** 35 contact hours (23 hours of synchronous learning, 12 hours of asynchronous learning)

**Performance Objectives:** To train students in the role and dynamics of the family in addictions counseling. To expose the students to the Family Intervention systems.

**Prerequisites:** None

**Required Textbooks:**

- IAE Training Course IV Text and Workbook. Editor: Dr. Rhonda G. Patrick, PhD, LCSW-S, MPA

**Instructional Methods:**

- Lecture
- Role Play
- Community Activity
- Presentations

**Maximum Student: Instructor Ratio:** 10:1

**Materials and Media References:** None

**Content Outline:**

- Part 1 Family and relation dynamics in addiction
- Part 2 Johnson Model and Bradshaw and the Family
- Part 3 Exam/Essay

<b>Basis of Grades:</b>	Family System Paper	25 percent
	Community Activity	25 percent
	Test	40 percent
	Self-Reflection Assignment	10 percent

## Ethics and Special Treatment Issues/DAAC 2343 Syllabus

Course Number	Course Title	*Synchronous Hours	**Asynchronous Hours	Externship (Practicum) Hours	Total Hours
DAAC 2343	Ethics and Special Treatment Issues	33	12	0	45

**Subject Description:** This block of instruction is unique, in that the fluid nature of the field of addiction treatment requires a fluid "specialized" curriculum to meet the changing needs of the student and professional obtaining continuing education. With this in mind, the following is merely a short list of the topical issues met by IAE. Students will learn the ethical guidelines that oversee the substance abuse counseling field. Critical topics will include, but not be limited to the dynamics of addiction and criminal behavior, criminal justice systems and processes, confidentiality laws, informed consent, client privilege, exceptions to confidentiality, dual relationships, peer confrontation.

**Subject Hours:** 45 contact hours (33 hours of synchronous learning, 12 hours of asynchronous learning)

**Performance Objectives:** To apprise students of the ethical guidelines that pertain the profession of substance use counseling and to educate students in special issues related to the treatment of addiction disorders.

**Prerequisites:** None

**Required Textbooks:**

- IAE Training Course V Text and Workbook. Editor: Dr. Rhonda G. Patrick, PhD, LCSW-S, MPA
- *Foundations of Addiction Counseling*, Authors: David Capuzzi and Mark D. Stauffer, Publisher: Pearson Publishing.
- *Chemical Dependency Counseling: A Practical Guide*, Authors: Robert R. Perkinson, Sage Publications

**Instructional Methods:**

- Lecture
- Role Play
- Community Activity
- Presentations

**Maximum Student: Instructor Ratio:** 10:1

**Materials and Media References:** None

**Content Outline:**

- Part 1 Ethics
- Part 2 Gender Issues
- Part 3 TC and Criminal Justice
- Part 4 Co-Occurring Disorder

<b>Basis of Grades:</b>	Presentation	25 percent
	Report	25 percent
	Test	25 percent
	Self-Reflection Assignment	15 percent
	Community Activity	10 percent

## Advanced Counseling Skills and Methods/DAAC 2311 Syllabus

Course Number	Course Title	*Synchronous Hours	**Asynchronous Hours	Externship (Practicum) Hours	Total Hours
DAAC 2311	Advanced Counseling Skills and Methods	33	12	0	45

**Subject Description:** This course will educate students on advanced counseling skills and methods and the five major theories of personality development, and the method of therapy created by each. Students will be exposed to at least three methods of counseling from each of these major schools. Students will explore relapse prevention theory and practice and recovery capital and the theory and practice of sustained recovery. This course will also criminal justice counseling technique and theory specifically, therapeutic treatment community treatment.

**Subject Hours:** 55 contact hours (47 hours of synchronous learning, 8 hours of asynchronous learning)

**Performance Objectives:** Students will learn the five major theories of personality development, and the method of therapy created by each. These are:

- Psychoanalytic
- Behavioral
- Humanistic
- Cognitive
- Transpersonal approaches

**Prerequisites:** DAAC 1311

**Required Textbooks:**

- IAE Training Course I Text and Workbook. Editor: Dr. Rhonda G. Patrick, PhD, LCSW-S, MPA
- *TAP 21: Addiction Counseling Competencies: The Knowledge, Skills, and Attitudes of Professional Practice, Technical Assistance Protocol (TAP) Series, (2015)*, Author(s): Substance Abuse and Mental Health Administration (SAMHSA), U.S. Department of Health and Human Services, Publisher: Substance Abuse and Mental Health Administration (SAMHSA), U.S. Department of Health and Human Services
- *Foundations of Addiction Counseling*, Authors: David Capuzzi and Mark D. Stauffer, Publisher: Pearson Publishing.
- *Chemical Dependency Counseling: A Practical Guide*, Authors: Robert R. Perkinson, Sage Publications

**Instructional Methods:**

- Lecture
- Role Play
- Presentations

**Maximum Student: Instructor Ratio:** 10:1

**Materials and Media References:** None

**Content Outline:**

- Part 1 Overview and Practice of Advanced Counseling Theory
- Part 2 Relapse Prevention Principles
- Part 3 Harm Reduction Theory
- Part 4 Model Programs
- Part 5 Exam/Essay

<b>Basis of Grades:</b>	Practice Scripts	25 percent
	Role Play	25 percent
	Test	25 percent
	Self-Reflection Assignment	25 percent

The information contained in this document is confidential, privileged and contains proprietary information and intellectual property.

The information contained in this document may not be used, published, or redistributed without the prior written consent of Institute for Addiction Education (IAE). Publication Date May 2021

# Practicum - Licensed Substance use Counselor Training Program

Course Number	Course Title	*Synchronous Hours	**Asynchronous Hours	Externship (Practicum) Hours	Total Hours	Sem Cr Hrs
PRAC101	Practicum (Externship)	36	24	240	300	6.5

## Curriculum Description

The Institute for Addiction Education Practicum is field-based, practical experience student, who has completed all required coursework. As such, the Practicum allows students to work in an Institute for Addiction Education-approved setting, i.e. a substance use or similar agency under the direct supervision of the Institute for Addiction Education Practicum Coordinator.

## Methodology

In six (6) remote class sessions, students will cover each of the eight Practice Dimensions, which are noted below, the elements (if any) under each, and the competencies listed under each Practice Dimension.

## Student Requirements

- Students are responsible for obtaining a Practicum site. During this time frame, students are required to be present in remote class, and to stay on track with all assignments.
- If a student cannot be present in the remote class, the student must receive approval the Instructor, or Director to be supervised properly.
- Students are eligible to begin Practicum upon completion of the 270 hours, or with special permission from the Director.
- Outside of remote class hours, student supervision will be provided by the Practicum site or an Instructor until all direct practice hours are completed.
- Contact the Practicum Coordinator once complete 240 direct practice hours, and the required final documentation form will be faxed or e-mailed to the Practicum site.
- After all practicum hours are completed, students must turn in the completed documentation form to the Institute for Addiction Education Practicum Coordinator. If all program hours (570) are completed and tuition is paid in full, a certificate of completion will be issued. Institute for Addiction Education will also continually obtain verbal confirmation of student progress during on-site hours and of student completion from the Practicum site.
- Students will utilize the Practicum Manual to facilitate assignments, Practicum course work and supervision.

## Introduction to the Transdisciplinary Foundations

Addiction professionals labor in a wide-ranging variety of masteries. The one mastery that is shared by all is the understanding of the addictive process that transcend any one specialty. The foundation for all addiction-focused disciplines is built on a common set of competencies that are transdisciplinary. A transdisciplinary approach is learning that is genuine and applicable to the real world, which is ever-evolving, unconfined and free of the boundaries of traditional subjects, but is undergirded and enriched by them. This approach inspires the vocation not just of counselors but of all addiction professionals.

## Four Foundations

There are four (4) foundations of the Transdisciplinary Approach which serve as the fundamentals to the enhancement of proficiency in any of the practice specialties. These foundations include:

*Understanding Addiction is defined as:*

- Understand a variety of models and theories of addiction and other problems related to substance abuse.
- 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.
- Describe the behavioral, psychological, physical health, and social effects of psychoactive substances on the user and significant others.
- 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.

*Treatment Knowledge is defined as:*

- Describe the philosophies, practices, policies, and outcomes of the most generally accepted and scientifically supported models of treatment, recovery, relapse prevention, and continuing care for addiction and other substance related problems.
- Recognize the importance of family, social networks, and community systems in the treatment and recovery

process.

- Understand the importance of research and outcome data and their application in clinical practice.
- Understand the value of an interdisciplinary approach to addiction treatment.

*Application to Practice is defined as:*

- Understand the established diagnostic criteria for substance use disorders and describe treatment modalities and placement criteria within the continuum of care.
- Describe a variety of helping strategies for reducing the negative effects of substance use, abuse, and dependence.
- Tailor helping strategies and treatment modalities to the client's stage of dependence, change, or recovery.
- Provide treatment services appropriate to the personal and cultural identity and language of the client.
- Adapt practice to the range of treatment settings and modalities.
- Be familiar with medical and pharmacological resources in the treatment of substance use disorders.
- Understand the variety of insurance and health maintenance options available and the importance of helping clients access those benefits.
- Recognize that crisis may indicate an underlying substance use disorder and maybe a window of opportunity for change.
- Understand the need for and the use of methods for measuring treatment outcome.

*Professional Readiness is defined as:*

- 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.
- Understand the addiction professional's obligations to adhere to ethical and behavioral standards of conduct in the helping relationship.
- Understand the importance of ongoing supervision and continuing education in the delivery of client services.
- Understand the obligation of the addiction professional to participate in prevention as well as treatment.
- Understand and apply setting-specific policies and procedures for handling crisis or dangerous situations, including safety measures for clients and staff.

## **Texts**

- *TAP 21: Addiction Counseling Competencies: The Knowledge, Skills, and Attitudes of Professional Practice, Technical Assistance Protocol (TAP) Series, (2015), Author(s): Substance Abuse and Mental Health Administration (SAMHSA), U.S. Department of Health and Human Services, Publisher: Substance Abuse and Mental Health Administration (SAMHSA), U.S. Department of Health and Human Services*
- *Foundations of Addiction Counseling, Authors: David Capuzzi and Mark D. Stauffer, Publisher: Pearson Publishing.*
- *Chemical Dependency Counseling: A Practical Guide, Authors: Robert R. Perkinson, Sage Publications*

## **Assignments**

Students will maintain a log of hours worked and they will record observations, activities and other notes about experiences. In addition, the student will complete a weekly reflection exercise that will be discussed during the group class meeting.

## **Sites**

Practicum sites will be selected by the student. The practicum coordinator will work with the student and the students preferred practicum location to ensure that there is adequate onsite supervisor and that each site understand what is required. Once there is an agreed upon placement, the Practicum Coordinator, student, and on-site supervisor will sign a placement agreement. Practicum placement is the responsibility of the student.

## **Site Visits**

The practicum coordinator will make two site visits to monitor the student's progress. Once at the 150-hour point and one at completion of hours. In addition, the practicum coordinator will make telephone contact with the site supervisor as needed.

## **Evaluations**

This course is a pass/fail course. Students are evaluated using the KSA practicum evaluation, which will be provided to the on-site supervisor and student at the beginning to the practicum. The practicum coordinator will assess progress at the midpoint meeting and then will complete with supervisor and student at end of hours. They expectation is that the student will demonstrate basic competency in the profession practice dimensions. Should the student be deficient in any area they will be given the opportunity for remedial learning activities and additional hours.

## **Professional Practice Dimensions**

Professional practice for addiction counselors is based on eight (8) Practice Dimensions each of which is necessary for effective performance of the counseling role. Several of these dimensions contain sub- elements. The eight practice dimensions of addiction counseling include all of the following:

### Clinical Evaluation

- Screening
- Assessment
- Treatment Planning
- Implementing the treatment plan
- Consulting
- Continuing Assessment and Treatment Planning

### Referral

### Service Coordination

### Counseling

- Individual Counseling
- Group Counseling
- Counseling for Families, Couples, and Significant Others

### Client, Family, and Community Education

### Documentation

- Electronic Health Records

### Professional and Ethical Responsibilities

# Sample Student Schedule

## Core Course Outline

### **ORIENTATION- OCCURS ONE WEEK PRIOR TO COHORT START DATE**

Introduction to school personnel, instructors, mentors  
Review of student catalogue  
Program expectations  
Discussion of schedule  
Orientation to LMS and guided user training

### **Week 1/2**

#### **Basics of Addiction Counseling and the Physiology of Addiction**

Review of synchronous materials  
Student questions regarding synchronous material  
Instructor Lecture  
Case Presentation  
Role Play

### **Week 3/4**

#### **Twelve Core Functions of the Counselor**

Review of synchronous materials  
Student questions regarding synchronous material  
Instructor Lecture  
Group Discussion  
Video Demonstration  
Group Presentation

### **Week 5/6**

#### **Basic Counseling Skills and Methods**

Review of synchronous materials  
Student questions regarding synchronous material  
Instructor Lecture  
Case Presentation  
Role Play

### **Week 7/8**

#### **Substance Use and the Family**

Review of synchronous materials  
Student questions regarding synchronous material  
Lecture  
Group Discussion  
Video Demonstration  
Group Presentation

### **Week 9/10**

#### **Ethics and Special Treatment Issues**

Review of synchronous materials  
Student questions regarding synchronous material  
Lecture  
Group Discussion  
Video Demonstration  
Group Presentation



## **Week 11/12**

### **Advance Counseling Skills**

Review of synchronous materials  
Student questions regarding synchronous material  
Lecture  
Case Presentation  
Role Play

### **Practicum Outline**

## **Week 13**

### **Professional and Ethical Responsibilities**

#### **Documentation**

Review of synchronous materials  
Student questions regarding synchronous material  
Student Discussion-Practicum Integration  
*Reading Assignments*  
TAP 21 - Professional and Ethical Responsibilities  
Ethics for Addiction Professionals -- Le Clair Bissell, M.D., C.A.C. James E. Royce, S.J., Ph.D. HAZELDEN  
TAP 21 Documentation  
Core Function Manual (Course II Manual) - Report and Record Keeping

## **Week 14**

### **Clinical Evaluation**

#### **Screening and Assessment**

Review of synchronous materials  
Student questions regarding synchronous material  
Student Discussion-Practicum Integration  
*Reading Assignments*  
TAP 21- Clinical Evaluation  
Core Function Manual (Course II Manual)  
Screening  
Assessment

## **Week 15**

### **Treatment Planning**

Review of synchronous materials  
Student questions regarding synchronous material  
Student Discussion-Practicum Integration  
*Reading Assignments*  
TAP 21- Treatment Planning  
Core Function Manual (Course II Manual) - Treatment Planning

## **Week 16**

### **Referral/Service Coordination**

Review of synchronous materials  
Student questions regarding synchronous material  
Student Discussion-Practicum Integration  
*Reading Assignments*  
TAP 21-Referral  
Core Function Manual (Course II Manual) - Referral  
TAP 21-Service Coordination  
Core Function Manual (Course II Manual) - Consultation with other Professionals  
Review Assessment, Review Treatment Planning

**Week 17**

**Counseling**

Review of synchronous materials  
Student questions regarding synchronous material  
Student Discussion-Practicum Integration  
*Reading Assignments*  
TAP 21-Counseling  
Core Function Manual (Course II Manual) – Counseling

**Week 18**

**Client, Family, and Community Education**

Review of synchronous materials  
Student questions regarding synchronous material  
Student Discussion-Practicum Integration  
*Reading Assignments*  
TAP 21-Client, Family, and Community Education  
Core Function Manual (Course II Manual) - Client Education

**Approved and Regulated Statement**

*"Approved and Regulated by the Texas Workforce Commission, Career Schools and Colleges, Austin, Texas."*

**Certification Statement**

*All the information contained in this catalog is true and correct to the best of my knowledge and belief.*



\_\_\_\_\_  
**Dr. Rhonda G. Patrick, LCSW-S, MPA**  
**Director/CEO**

November 1, 2021  
**Date**

I have received a copy of the student catalogue. I understand that an appointment may be scheduled to review the catalogue with the Director before I am required to pay an application fee.

I would like to schedule an appointment to discuss the catalogue.  
I have reviewed the catalogue and have no questions and do not need to schedule an appointment.

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