

Kingsborough Community College
The City University of New York

LETTER OF INTENT

for the

ASSOCIATE in SCIENCE DEGREE

in

CHEMICAL DEPENDENCY COUNSELING

Department of Behavioral Sciences and Human Services

I. PURPOSE AND GOALS

The Substance Abuse Counseling Program sponsored by the Department of Behavioral Sciences and Human Services is proposing the establishment of a two-year degree program leading to an A.S. in Chemical Dependency Counseling. The impetus for this proposal is based on the continuing need for qualified substance abuse counselors in the State of New York.

Treatment admissions in New York State in 2006 were over 300,000; this is the highest number in the country. The state of California, with 176,000 admissions, was second in treatment admissions (SAMHSA, Treatment Episode Data Survey, 2006). Clearly, the need for treating this disorder is critical. Currently, the addictions workforce in New York State has declined to 6,500 counselors from a 12,000 strong workforce ten years ago. The decrease in number is a result of several factors; primary among them is the aging out of a workforce that became credentialed through a grand-parenting process in 1994. At that time, many workers had been in the field, many of them in their own recovery from substance use disorders, for at least ten years. Training and education for these counselors was based on experience and commitment to the work. Today, more stringent standards are being developed for the professional chemical dependency counselor, not the least of which is a growing demand for more formal academic education as well as experience (Mustaine, West & Wyrick, 2003). Additionally, compensation for substance abuse work has been a problem in relation to other mental health professionals. This issue is being addressed with salaries and benefits increasing, in general, but, more directly, in relation to academic preparation.

The pursuit of an academic career in this field, however, is limited by the lack of degree programs specific to the discipline. Today, most courses are included within another related curriculum for those seeking to work with the chemically-addicted population.

Workforce development became a priority in New York State in the 5-Year Plan of the Office of Alcoholism and Substance Abuse Services, revised and expanded in 2006 (OASAS, 2006). Recently, NYS OASAS distributed its newest hiring protocol (OASAS, 2008) for substance abuse counselors by which an Associate's degree, plus the CASAC-Trainee certificate, enables individuals to obtain employment in the State system as Addiction Counselor Assistants (ACAs). The position is viewed as an entry level one that carries full employment benefits and opportunities for advancement. The position does not require prior attainment of the CASAC but assists the counselor in becoming ready for that credential through work experience. The State agency operates 13 addiction treatment centers in various regions of New York, five of which are located in each borough of New York City.

At a meeting on February 26, 2008, held by the Office of Alcoholism and Substance Abuse Services for substance abuse educators across the state, the agency's Training Unit stressed their interest in hiring CASAC-Ts with Associate's Degrees. The "model" which

OASAS described as MOST effective for recruiting future counselors is the “Kingsborough Model” in which students are supervised onsite by both KCC faculty and by counselors of the treatment centers. The preparation which these students bring to their field experience is felt to be superior, in some cases, to those students in master’s level academic programs (D. Rosenberry, personal communication, 2008). In the past year, five students have been hired by OASAS to serve as ACAs, four in Brooklyn and 1 in Staten Island. One of these students is working as a provisional employee until he finishes his associate’s degree in the Summer of 2008.

Possession of the Associate’s Degree provides a student in the OASAS system with the equivalent of one year of experience in the chemical dependency field (See Appendix A). This work experience is counted toward the three years required for the CASAC credential. The student must have documented sufficient and appropriate hours in classroom and field experience with a CASAC-T in order to be hired.

An examination of the employment postings for OASAS-licensed programs in the state indicates that providers are looking for both CASAC-T and CASAC credentialed counselors. Students with education beyond the GED are gaining in the numbers of individuals hired by these programs.

The goals of this proposal reflect both national and state efforts in the behavioral health field to attract, engage, and educate a new workforce to treat those with substance use disorders (SAMHSA, 2004). Further, this proposed program will integrate existing college degree requirements to produce future counselors who have a well-rounded and comprehensive grounding in the academic experience.

II. NEED and JUSTIFICATION for the Program

This proposed degree program provides students with a professionally-oriented course of study which establishes their credibility among potential employers as serious, well-prepared beginning counselors. The ability to graduate from a structured academic program in which competency and motivation may be measured within the more stringent parameters of a degree program places these students ahead of their non-academically prepared competitors for positions within the field. Each year, several students are hired out of their internships into the State system or by other treatment provider programs. This degree program can increase those numbers.

The demands of the field for better-trained and educated staff is apparent in the hiring practices of treatment providers and in the entry of other mental health professionals into the addiction workforce. Research indicates, however, that the education of other mental health professionals does not often include substance abuse training and the training of substance abuse counselors often does not include the generic counseling theory and skills found in the behavioral health curricula of academic institutions (Kerwin, Walker-Smith, & Kirby, 2006; Miller & Brown, 2000).

The SAC Program at Kingsborough addresses the above differences in education by incorporating, within its six classroom courses and two field courses, basic substance abuse knowledge and skill development, utilizing evidence-based clinical research as the basis for its theoretical approach. The SAC Program currently provides the appropriate education hours for students to obtain a CASAC-Trainee (CASAC-T) credential from the Office of Alcoholism and Substance Abuse Services. The latter renews Kingsborough's Education Provider Certificate #0371 every three years. It has officially recognized the Program as a full 350 CASAC training program.

Additionally, the presence of substance use disorders among every client population served by behavioral health and human services (Levin, 1998; Miller & Hetteima, 2001; Mustaine, West & Wyrick, 2003) suggests that this degree program can employ a cross-disciplinary approach to enhancing students' awareness of social and public health problems in this country. Co-occurring disorders, criminal justice, domestic violence, and community health issues as well as basic courses in mental health, psychology and sociology are germane to the development of an effective substance abuse counselor.

A Kingsborough SAC Program Advisory Council was established in the Spring of 2007. and meets twice a year, most recently in October of 2007. The group of eight individuals is comprised of treatment provider and OASAS representatives who are involved in the provision of field placements for students. The Council unanimously supported the idea of a two year degree program in chemical dependency, indicating that they would be more likely to hire students with this degree and that they would support a "fast-track" for students into the CASAC examination for quicker credentialing. The latter support will take the form of advocacy efforts to work with OASAS on recognizing this credential both as "work" experience AND educational training.

In the academic year of Spring, 2005, through Winter, 2006, a total of 473 students enrolled in the Substance Abuse Counseling Program's courses; in the academic year of Spring, 2006 – Winter, 2007, a total of 492 students enrolled in the courses. The figures for Spring, 2007 – Winter, 2008 are being tabulated. There is potential for increasing enrollment in the SAC Program as a result of a two year degree in chemical dependency.

Currently, the only colleges that offer two year degree programs in chemical dependency are community colleges within the State University of New York system; e.g., Mohawk Community College, Finger Lakes Community College and Hudson Valley Community College. These colleges are located in the upstate regions of New York and provide required SUNY curricula along with the substance abuse specialty. While there are colleges within the CUNY system which provide academic credit for addictions courses, such as John Jay College of Criminal Justice, New York College of Technology and City College of New York, there are no community or senior colleges within the CUNY system which provide two year degree programs in chemical dependency. A number of continuing education programs are in place in CUNY colleges which can provide the required CASAC-T courses without academic credit.

III STUDENTS

As a community college is often the stepping stone to more education and to employment, this degree program fulfills the Kingsborough Community College mission of providing its students with both opportunities. The needs of the addictions workforce, therefore, are likely to correspond to the interests and talents of Kingsborough students. The pressure to become gainfully employed does not preclude their continued pursuit of a four year degree. In many cases, students can work part- or full-time in an agency and continue their academic program as most programs have day, evening and weekend schedules.

As the chemical dependency field continues to grow, there is an increase in the conviction that more education should be required of its counselors (Kenneally, 2002; Mustaine et al., 2001). The SAC program currently attracts a wide diversity of students. A mix of new students and other undergraduates majoring in Mental Health and Liberal Arts represent the majority of Kingsborough Associate Degree students who enroll in the SAC Program. A number of Nursing and Community Health students enroll each semester along with various certificate students who are seeking the CUNY Certificate in Substance Abuse Counseling.

For students interested in the behavioral health professions, this degree will offer the opportunity to practice their skills in a professional setting and make decisions about their future careers. A two-year degree program, one that provides employment at moderate pay scales with flexible hours after graduation, allows individuals from different occupations to re-design their futures without tremendous financial burden and with high potential for employment when they complete the program. The program is tuition-reimbursable as a CUNY degree program and is, therefore, attractive to those who would normally not consider attending college..

There exists a group of counselors already working in the chemical dependency field who do not have the formal education offered by an academic institution. Many of these individuals, also, do not have their CASAC credential. For most, a GED or high school diploma represents the extent of their school experience. In response to the mounting pressure for higher education, many of these counselors will find an Associate's Degree in Chemical Dependency appealing for practical reasons. It will be possible to tailor their school schedules around their work schedules as most of the SAC classes are held during the day and the evening. Financial advisement will be provided to students who are working but require school loans or other tuition assistance.

Enrollment Projections for A.S. in Chemical Dependency Counseling Majors

	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	New	Cont.	New	Cont.	New	Cont.	New	Cont.	New	Cont.
F-T	10		10	7	10	12 ¹	10	15	10	18
P-T	15		15	10	15	17	15	22	15	26 ²
Sub-totals	25		25	17 ³	25	29	25	37	25	44
Totals	25		42		54		62		69	

IV. CURRICULUM

The chemical dependency portion of this curriculum is designed to reflect the 350 hours required to sit for the CASAC exam. The addition of the new Compulsive Gambling course, SAC 0182, is included as a requirement in the degree program, bringing the total of classroom credits to 23. The field courses, SAC 91A/B are equivalent to 7 credits. ENG 12 is required for all CUNY degree courses and is included in this curriculum.

The same courses already in the curriculum for the Substance Abuse Counseling Program will be required for this degree program. The Service-Learning Program will be utilized during the first year of a student's enrollment as described below. There are six classroom courses and two field courses. The courses are described as follows:

SAC 02000 – Introduction to Alcoholism and Substance Abuse Counseling

This course provides an overview of the major concepts and theories of chemical dependency. Students will be introduced to the physical, psychological, and social aspects of alcoholism and substance abuse. Basic theories and stages of chemical dependency are discussed. The impact of substance use disorders on individuals, families, social, political and legal institutions as a major public health problem is discussed. Counselor qualifications and skills are examined for those considering a career in the field.

SAC 02200 – Basic Techniques in Substance Abuse Counseling I

An overview of practical generic counseling skills and their adaptation to working with the substance dependent client are provided with an emphasis on experiential learning opportunities. Basic screening and interviewing techniques through assessment and treatment planning are taught within the context of substance abuse instruments and evidence-based clinical practices such as Motivational Interviewing, Transtheoretical therapy and Cognitive-Behavioral approaches.

¹ Beginning Year 3, the number of F-T continuing students determined by applying 25% graduation rate to prior year continuing F-T students plus 30% attrition applied to prior year new F-T students.

² In Year 5, number of P-T continuing students determined by applying graduation rate of 25% to prior year continuing P-T students plus 30% attrition applied to prior year new P-T students.

³ Attrition rate of 30% applied year-to-year to both full-time and part-time continuing students

SAC 02400 - Basic Techniques in Substance Abuse Counseling II

This course is a continuum of SAC 02200 and provides students with opportunities to learn more advanced skills. A particular focus is placed on group therapy in substance abuse counseling with an emphasis on basic group theory and relapse prevention strategies. Students will have opportunities to practice skills as group leaders, including the management of special issues in groups (co-occurring disorders and criminal justice issues). The prerequisites for this course are SAC 02200 and SAC 02000.

SAC 02600 - Ethics, Confidentiality and the Counselor/Client Relationship

This course opens discussion of the relationship between ethics, professionalism and the chemical dependency counselor through case examples and applications of ethical standards, confidentiality law and elements of therapeutic relationships. Students are encouraged to use critical reasoning in determining the ethics involved in counseling others as well as the recognition of counselor burn-out and wellness issues.

SAC 02800 - Alcoholism and Substance Abuse Treatment Modalities

This course provides students with an overview of the settings in which clients may be placed according to treatment needs, client histories and external influences, such as families, courts and criminal justice demands. An historical review of addiction treatment in the U.S. from the Revolutionary War until the present time is presented, including traditional models of treatment, counselor roles and the use of research in today's treatment practices.

* SAC XXX - Compulsive Gambling: Treatment and Prevention

This course provides student with an overview of the history of wagering historically and its prevalence in today's society. Various forms of gambling are explored in particular relationship to substance abusing behavior. Parallels between both behaviors are drawn with practice exercises in assessment and referral utilized to enhance skill development. Prevention principles are included as an integral part of the counselor's skill set and sample cases are discussed and presented for greater integration of course material. This course carries a separate specialty certificate from NYS OASAS as a gambling counselor.

SAC 091A – Field Placement in Substance Abuse Counseling I

Supervised instructional experience in a licensed substance abuse treatment agency is arranged each semester. Students experience program and counselor functioning, engaging in counseling activities expected of CASAC-T level counselors. The field experience is conducted with faculty supervision and site supervision. This field focuses on interviewing, intake, assessment, treatment planning and referral.

SAC 091B – Field Placement in Substance Abuse Counseling II

This is a continuation of the previous field course with the same agency requirements and faculty and site supervision. In this field, students are expected to focus on group development and leadership, case management, and inclusion in team conferencing.

* New Course

The remaining 34 credits comprise the general education component of the curriculum. Liberal arts courses total 31 credits and consist of English Composition, psychology and sociology courses which support the major and 12 credits in liberal arts and sciences distributed over those disciplines not covered by the major.

During their second semester in the program, students will be encouraged to participate in the Service-Learning volunteer program as an introduction to working in treatment agencies. Students entering the Field courses will be required to complete SAC 02000, SAC 02200, SAC 02600 before placement. They may be enrolled in SAC 02400, SAC 02800 and SAC 8201 during their field experiences.

The total 60-credit curriculum is outlined on the following page.

A.S. in ~~Chemical~~ Dependency Counseling

COLLEGE REQUIREMENTS

Successful completion of CUNY/ACT in Reading and Writing and Mathematics test with passing examination scores or remedial courses may be required

ENG 01200	4 credits
ENG 02400	3
HPE 01200	3

DEPARTMENT REQUIREMENTS

General Psychology (PSY 01100)	3
Human Growth & Development (PSY 03200)	3
Abnormal Psychology (PSY 03600)	3
Introduction to Sociology (SOC 03100)	3
Introduction to Substance Abuse Counseling (SAC 02000)	3
Basic Techniques in Subst. Abuse Cnslg. I (SAC 02200)	3
Basic Techniques in Subst. Abuse Cnslg. II (SAC 02400)	3
Ethics, Confidentiality & Counselor/Client Relationship (SAC 02600)	3
Treatment Approaches in Subst. Abuse Cnslg. (SAC 02800)	3
*Compulsive Gambling: Treatment & Prevention (SAC XXX)	4
Supervised Instructional Experience in Substance Abuse Counseling (SAC 91A/B)	7

GROUP REQUIREMENTS - 12

A minimum of three credits each selected from at least two different groups – I – III – must be in Basic Courses..... 6

- I. Performing and Visual Arts
(Art, Music, Speech, Theatre Arts)
- II. Language and Literature
(Foreign Language, Literature, Philosophy)
- III. Social Sciences
(History, Economics, Political Science*)
*POL 06300 is recommended
- IV. Behavioral Sciences – Satisfied by Dept. Requirements
- V. Mathematics and Sciences 6
(Choice of BIO 03300 or SCI 03700; choice of SCI 02500,
BIO 07000, BIO 04900)

* NEW COURSE

V. FACULTY

The Department currently has a full-time Director of the Substance Abuse Counseling Program and from 3 – 4 Adjunct Lecturers each semester. Upon implementation of the degree program, it is anticipated that an additional full-time faculty member will be hired to teach the program courses with 1 or 2 adjuncts covering evening classes. Faculty recruited from active employment in the substance abuse treatment field demonstrate the level of expertise in utilizing the established competencies framework for educating and training substance abuse counselors (NIDA, TIP 21; NIDA, TIP 21A, 2007).

VI FACILITIES AND EQUIPMENT

The existing offices utilized for the Substance Abuse Counseling Program can support the instructional needs of the A.S. degree program in Chemical Dependency.

VII. ESTIMATED COST

The cost of an additional full-time faculty member is expected to be approximately \$62,000 plus 38% for fringe benefits for a total of \$85,560 for the first year. This will be off-set by one or two fewer adjunct lecturers each semester for a total new cost the first year of approximately \$74,520. This is the only cost anticipated for this new program. This cost over five years including inflation and salary increases is estimated in the SED tables required for this purpose.

**PROJECTED EXPENDITURES FOR THE PROPOSED
A.S. in Chemical Dependency Counseling**

Expenditures	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
<i>Faculty</i> ¹					
New Resources	\$74,520	\$76,383	\$85,792 ²	\$87,749	\$89,755
<i>Equipment</i>					
New Resources					
<i>Other</i> ³					
New Resources	\$7,500	\$7,500	\$7,500	\$7,500	
Total					
New Resources	\$82,020	\$83,883	\$93,292	\$95,249	\$89,755

¹ Additional F-T faculty plus 38% fringe minus the cost of one or two fewer adjunct hours. 2.5% inflation added in each subsequent year.

² Additional six adjunct hours @ \$1,250 per hour added to cost of new full-time faculty in year 3 and each subsequent year.

³ Adjunct replacement costs for new faculty reassigned time for research.

**PROJECTED REVENUE RELATED TO THE PROPOSED
A.S. in Chemical Dependency Counseling**

Revenues	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
<i>Tuition Revenue¹</i>					
01. From Existing Sources ²		\$39,560	\$63,480	\$72,600	\$102,240
02. From New Sources ³	<u>\$59,600</u>	<u>\$57,800</u>	<u>\$54,200</u>	<u>\$48,800</u>	<u>\$57,800</u>
03. Total	\$59,600	\$97,360	\$117,680	\$121,400	\$160,040
<i>State Revenue⁴</i>					
04. From Existing Sources		\$50,825	\$82,925	\$98,975	\$123,750
05. From New Sources	<u>\$74,900</u>	<u>\$74,900</u>	<u>\$72,225</u>	<u>\$66,875</u>	<u>\$73,625</u>
06. Total	\$74,900	\$125,725	\$155,150	\$165,850	\$197,375
<i>Other Revenue</i>					
07. From Existing Sources					
08. From New Sources					
09. Total					
<i>Grand Total</i>					
10. From Existing Sources		\$90,385	\$146,405	\$171,575	\$225,990
11. From New Sources	<u>\$74,900</u>	<u>\$132,700</u>	<u>\$126,425</u>	<u>\$115,675</u>	<u>\$131,425</u>
TOTAL	\$134,500	\$223,085	272,830	\$287,250	\$357,415

¹ F-T tuition of \$1,540 per student per semester and P-T tuition of \$120 per credit per student per semester.

² Revenue generated by projected enrollment of continuing students

³ Revenue generated by projected enrollment of new students

⁴ \$2,675 per FTE

Appendix

N.Y.S. Job Description

Occ. Code 8339020

ADDICTIONS COUNSELOR ASSISTANT, GRADE 11**New York State Department of Civil Service****Classification Standard****BRIEF DESCRIPTION OF CLASS**

Addictions Counselor Assistants serve as a member of a multidisciplinary clinical treatment team providing a therapy program tailored to the individual needs of patients in an Addictions Treatment Center (ATC). Under the supervision of professional clinicians, they serve as a secondary therapist for groups of patients in one or more of the component units of a treatment center; assist in the delivery of a comprehensive rehabilitation program through consultation with team members; and assist in individual and group counseling of patients, discharge planning, and community involvement. Because an ATC is typically a small facility, employing approximately 25 to 100 staff, Addictions Counselor Assistants are responsible for augmenting services provided by other treatment team members; for example, supervising a scheduled recreational outing in the absence of a Recreation Therapist and leading an established therapy group in the absence of an Addictions Counselor.

Addictions Counselor Assistants are in the non-competitive jurisdictional class and are in the NYS Office of Alcoholism and Substance Abuse Services and in SUNY Buffalo.

DISTINGUISHING CHARACTERISTICS

ADDICTIONS COUNSELOR ASSISTANT: entry-level, non-credentialed, paraprofessional; under direct supervision, perform duties related to the care and counseling of patients to assist them in recognizing and dealing with their addictions and its social, medical, economic and psychological aspects and consequences.

RELATED CLASSES

Addictions Counselors are professional members of a multidisciplinary clinical treatment team providing a therapy program tailored to the individual needs of addiction patients in an Addiction Treatment Center (ATC). They play a central role in the design and delivery of a comprehensive individualized treatment program through consultation with team members, individual and group counseling of patients, discharge planning, community involvement, and case management services.

ILLUSTRATIVE DUTIES

ADDICTIONS COUNSELOR ASSISTANT: under the supervision of an Addictions Counselor, using the treatment plan as a guide, serve as a multidisciplinary treatment and rehabilitation team member; provide individual and group counseling services; assist in conducting family

therapy or crisis intervention therapy; attend team meetings; assist in developing, assessing, and modifying the individual treatment plan by providing information gathered through direct observation and discussion with patients; discuss the implementation of future components; review the written summary of the treatment plan and prepare progress notes regarding its implementation; discuss discharge and continuing care plans; screen prospective patients, on a referred or walk-in basis, for admission to the facility; recommend an appropriate modality of treatment; refer persons recommended for admission to a physician for a medical examination; administer breathalyzer test to determine blood alcohol level; prepare a written summary of the in-take interview; teach or provide information about coping mechanisms for emergency situations, and provide information regarding the availability of medical, addictions and social services in the community; arrange referrals to appropriate community providers for the patient as directed; make and escort patients to appointments, transmit health history, and discuss referrals with the patient; record observations about patient actions, such as achievement of treatment objectives, injuries, or incidents, etc.; provide supplementary counseling on an individual or family basis to assist in planning a schedule of patient activities and encourage full participation; discuss with patients the reasons for non-participation as a potential avenue of therapeutic insight; discuss with patients the formulation of long-range goals and the ways in which they may be achieved; assist in the evaluation of a patient's suitability for a half-way house or other form of sheltered living; as directed, contact social agencies to arrange for various necessary supports in the community; encourage patients to contact supportive groups to arrange for sponsorship; may assist in providing information to community groups about an ATC to improve the understanding of addictions and programs provided for addicts; provide information regarding the principles and philosophy of Alcoholics Anonymous, Narcotics Anonymous, Al-Anon and Alateen, Women for Sobriety, etc. various services available for post-discharge continuing care.; assist therapy specialists with programs and conduct specialized therapy programs (recreational, vocational, social) in the temporary absence of a therapist or a therapy assistant; transport patients as needed; while patients are sleeping and no night time programs are in progress, ensure their safety by periodically inspecting the area and responding rapidly to any unusual or potentially dangerous situations; and may review patients' records for completeness and accuracy in accordance with standards set by senior clinical staff.

NATURE OF SUPERVISION

Addictions Counselor Assistant is a non-supervisory class. However, more senior incumbents may provide instruction or guidance to new incumbents, particularly in relation to the routines, procedures and policies of the treatment center.

The assignments of incumbents in this class may vary considerably according to the predominant level of social stability among patients. Therefore, the supervision exercised over them also varies considerably. In most inpatient settings they would function under the direction of an Addictions Counselor. However, there may be instances where an incumbent would report directly to other professional clinical staff members based upon a specialized assignment or project, e.g., pre-screening and admissions, preparation for survey, and special training. Addictions Counselor Assistants assigned to a night shift, weekend or other non-program periods may function under indirect supervision on an on-call basis.

MINIMUM QUALIFICATIONS

An Associate's Degree with a specialization in Alcoholism, Substance Abuse or Chemical

Dependency;

or

one (1) year of full-time employment in a field requiring the application of communication skills and one (1) year of experience in a direct treatment capacity working in an addictions treatment setting.

Substitutions:

1. 30 college credits in a human services field may be substituted for the one year of communication experience.
2. 10 college credits* in specific alcoholism, substance abuse or chemical dependency courses may substitute for the one year of specialized experience.
3. 150 clock hours of relevant addictions instruction** (as defined by NYS OASAS) for CASAC credential eligibility may substitute for the one year of specialized experience.

*Must submit college transcript and course description.

**Must submit written verification

NOTE: Classification Standards illustrate the nature, extent and scope of duties and responsibilities of the classes they describe. Standards cannot and do not include all of the work that might be appropriately performed by a class. The minimum qualifications above are those which were required for appointment at the time the Classification Standard was written. Please contact the Division of Staffing Services for current information on minimum qualification requirements for appointment or examination.

Date: 11/01

Addictions Counselor Assistant (ACA) (G-11)

An Associates degree with a specialization in Alcoholism, Substance Abuse or Chemical Dependency, or: One year of full time experience in a field of employment requiring the application of communication skills and one (1) year of experience in a direct treatment capacity working in an Alcoholism, Substance Abuse or Chemical Dependency treatment setting.

Substitutions

1. 30 college credits in a human services field may be substituted for the one year of communications experience.
2. 10 college credits* in a specific alcoholism, substance abuse or chemical dependency courses may substitute for the one year of specialized experience.
3. 150 clock hours of relevant alcoholism instruction** (as defined by the NYS Standards for Credentialed Alcoholism Counselors) may substitute for the one year of specialized experiences.

* Must submit college transcript and course description.

** Must be supported by official written documentation from the Education/Training provider which verifies the detail of your claim and attests to both your participation and successful completion. You cannot verify your own claim.