

Colorado Department of Human Services
Division of Behavioral Health
(Formerly the Alcohol and Drug Abuse Division)

College Equivalency for CAC Required Courses
Revised March 2009

It is the applicant's responsibility to demonstrate how their college courses meet the requirements listed below. Therefore, it is recommended that anyone wishing to use college course equivalents submit the following to DORA:

1. An official sealed transcript from an accredited college or university. The courses must be in human service disciplines. Each college class being offered as the equivalent of a CAC required or elective class must have a grade of C or above.
2. A cover letter for each college class that the applicant is requesting DORA accept in lieu of a required or elective CAC class explaining why the applicant thinks the class is equivalent to the Division of Behavioral Health (DBH) class. Please include a course syllabus and college catalog description.

College Equivalency Hours

One semester credit hour = 15 clock hours
Two semester credit hours = 30 clock hours
Three semester credit hours = 45 clock hours
One quarter credit hour = 8.5 hours
Two quarter credit hours = 17 hours
Three quarter credit hours = 25.5 clock hours

CAC required classes that must be taken (no college course equivalency)

Addiction Counseling Skills, 21 hours
Client Record Management, 14 hours
Principles of Addiction Treatment, 21 hours
Infectious Diseases in the Alcohol and Drug Treatment Setting, 14 hours
Ethical Issues in the Alcohol and Drug Clinical Setting and 42 CFR part 2, 14 hours
Pharmacology I and II, 28 hours
Differential Assessment, 14 hours
Therapeutic Resistance, 14 hours
Advanced Counseling Skills, 21 hours

CAC required classes that may have college equivalency (See below for class descriptions)

Diversity in Treatment Populations, 14 hours
Motivational Interviewing, 14 hours
Cognitive Behavioral Therapy, 14 hours
Group Counseling Skills, 21 hours
Clinical Supervision, 21 hours

Description of CAC Required Classes that May Have College Equivalency

CAC I Required Class

Diversity in Treatment Populations

A college course must offer college credit hours that are equivalent to or greater than the 14 clock hours required for this training. May accept either a focus on a specific minority population, specific cultures such as the culture of poverty, or a broad look at cultural competence. The class being proposed for equivalence must include:

- Definitions of culture, cultural awareness, cultural intelligence, cultural diversity and cultural competence
- Overview of diverse populations and communities to include strengths and challenges of these populations, world view, familial relationships, language and communication patterns
- Information on which drugs primarily impact which populations and barriers to obtaining addiction treatment for these various groups
- Information regarding providing a culturally specific assessment and treatment plan
- Address culturally specific treatment approaches and interventions in working with specific population groups
- Opportunity to explore counselor bias and prejudice, using strategies that increase counselor self-awareness
- Consider factors to include but be limited to economic status, violence, family structures and trauma

CAC II Required Classes

Motivational Interviewing

A college course must offer college credit hours that are equivalent to or greater than the 14 clock hours required for this training. An equivalent course in Motivational Interviewing will present both the model of Motivational Interviewing as well as the Stages of Change model. Presentation of uses of this theoretical approach must include discussion of addiction treatment. The course syllabus must specify successful completion of significant observed skills practice and/or demonstration. The course should present various assessment instruments to evaluate readiness for change, and teach clinical skills specific to each stage of readiness. The class being proposed for equivalence must include:

- Definition of Motivational Interviewing
- The spirit of Motivational Interviewing as an interpersonal style
- Attitudes and beliefs of counselor using Motivational Interviewing
- Principles of Motivational interviewing
- Research studies with motivational interviewing and the role of Bill Miller at University of New Mexico and his associates in developing this therapeutic approach
- Motivational Enhancement Therapy (MET)—the four session adaptation of the check-up intervention using the Motivational Interviewing style
- Important change elements in Motivational Interviewing such as understanding motivation and ambivalence

- Stages of change model developed by Prochaska and DiClemente
- Elements that influence change in Motivational Interviewing
- The role of resistance in using Motivational Interviewing and the differences from more confrontational approaches
- Strategies to eliciting self-motivational statements from clients
- Motivational Interviewing skills and practice

Cognitive Behavioral Therapy (CBT)

A college course must offer college credits that are equivalent to or greater than the 14 clock hours required for this training. An equivalent course in Cognitive Behavioral Therapy must include discussion of the application of CBT to addiction treatment. The course syllabus must specify that the course include significant skills training in the use of this model. The class being proposed for equivalence must include:

- Definitions of CBT and how it is designed to work
- Theoretical foundations for CBT
- History of development and implementation of CBT
- Research in support of CBT for substance use disorders
- Necessary therapeutic attitudes compatible with CBT regarding change, relationship between thoughts, feelings and behavior, maladaptive behaviors, conditioning, reinforcement, etc.
- Consideration of the three levels of thinking/cognition: 1) automatic thoughts, 2) assumptions, and 3) core beliefs or schema
- The process of constructing a cognitive case conceptualization
- Collaborative, empathic relationship between therapist and client
- Training in recognizing and coping with cravings, managing thoughts, problem solving, critical thinking skills, planning for emergencies, planning for anniversaries, recognizing seemingly irrelevant decisions, refusal skills
- Structure and format of sessions
- Use of thought record and other tools unique to CBT
- Use of homework and skill practice
- Practice of skills during sessions and outside sessions
- Compatibility of CBT with other therapies and with 12-step programs

Group Counseling Skills

A college course must offer college credits that are equivalent to or greater than the 21 clock hours required for this training. A portion of the course must be dedicated to experiential learning, where all class participants have opportunities to be both a group facilitator, as well as a group participant. The class being proposed for equivalence must include:

- Five group therapy models commonly used in substance abuse treatment
 1. Psycho-educational groups
 2. Skills development groups
 3. Cognitive-behavioral/problem-solving groups
 4. Support groups
 5. Interpersonal process groups

- Three group therapy types
 1. Relapse prevention groups
 2. Cultural or gender specific groups
 3. Topic-specific groups
- Criteria for placement of clients in groups
 1. Matching clients with motivational level
 2. Assessing client readiness for group
 3. Considerations include population specific issues, such as women, adolescents, and specific cultural backgrounds, client's level of interpersonal functioning and impulse control, motivation to abstain from alcohol/drugs, language barriers, and court-mandated group participation
- Group development, retention, safety and group norms
- Phase-specific tasks for clients in group therapy
 1. Beginning phase
 2. Middle phase
 3. Closure or termination
- Group leadership styles, concepts and techniques
 1. Personal qualities, modeling behavior, ethics, group cohesion, managing conflict, encouraging motivation, setting limits, maintaining safety, etc
 2. Co-leadership model
- Knowledge and skill competencies for group counselors
- Group dynamics and group interventions for problem behaviors
- Ethics of group counseling and common ethical issues
- Diversity-competent counselor in context of leading a group
- Best practice guidelines for group work

CAC III Required Class

Clinical Supervision

A college course must offer college credits that are equivalent to or greater than the 21 clock hours required for this training. This requirement can only be met by a graduate level course. An equivalent course must be dedicated specifically to the practice of clinical supervision. A graduate course in which a student receives group clinical supervision is not sufficient. The course should present various models of clinical supervision, and must include practice using individual and group supervision approaches, case reviews, chart reviews and counselor competency. The class being proposed for equivalence must include:

- Introduction and overview of clinical supervision, including definition
- Purpose of supervision, both clinical and administrative and how they overlap in the clinical setting
- Background and history of the development of clinical supervision in the addiction treatment field
- Overview of the core competencies for addiction counseling, including screening, assessment, counseling, case management, treatment planning, consultation, crisis intervention, client education, referral, and report writing and record keeping
- Foundation areas of supervision

1. Theories, roles and modalities of clinical supervision
 2. Leadership traits of an effective supervisor
 3. Supervisory alliance
 4. Critical thinking
 5. Organizational management and administration
- Performance domains
 1. Counselor professional development
 2. Professional and ethical standards
 3. Program development and quality assurance
 4. Performance evaluations and competency evaluations
 5. Administration, to include issues of: employment, employee discipline, legal issues, accountability and how supervision and administrative records should be generated and stored
 - Code of ethics specific to clinical supervision
 - The role of the CAC III and LAC in Colorado as supervisors and the Addiction Counselor Certification and Licensure Standards as they apply to clinical supervision practice in Colorado
 - Use of contracts in clinical supervision to include expectations of supervisor and supervisee.
 - Current trends in the clinical supervision field
 - Evaluation of supervisor readiness by some measure