

Wisconsin Department of Safety and Professional Services

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PROCEDURE FOR OBTAINING APPROVAL TO CONDUCT A SUBSTANCE ABUSE COUNSELOR PRE-CERTIFICATION PROGRAM

1. Complete the official application for approval and submit with initial proposal to conduct a program.
2. Include the following in the attached written proposal:
 - a. One page table of the proposed courses as they pertain to each of the 6 core curricular areas.
 - b. Description and rationale for proposed program, including curriculum plan and instructional methods (e.g., classroom or distance education).
 - c. Detailed outlines of each course with specific allocations of classroom hours on each required topic. For comprehensive programs based on core competencies, a detailed outline of each core competency, how each core competency will be measured, and classroom hour equivalencies toward each content area for each competency.
 - d. Description of integrated and identified program outcomes and how the outcomes will be measured.
 - e. Description of how the program meets all the required content (see content definitions on next page).
 - f. Describe instructor qualifications. Instructors shall be knowledgeable in the subject and shall meet one of the following:
 - (a) Be an instructor of substance abuse related courses in an accredited institution.
 - (b) Be a current certificate holder as a clinical substance abuse counselor, intermediate clinical supervisor or independent clinical supervisor.
 - (c) Be a credential holder in a related field such as a physician, social worker, marriage and family therapist, professional counselor or psychologist, with knowledge and experience related to substance abuse counseling.
 - (d) Be a person who in the judgment of the department is qualified by experience or education or both to supervise a course of study.
 - g. If distance education is being provided, describe how instructors will be available to students at reasonable times and by reasonable means, will provide reasonable oversight of student identity, and will provide opportunities for student evaluation of self-mastery.
3. The department will evaluate whether the proposal meets the requirements for a comprehensive program, and may ask for further information or suggest modifications before approval is granted.
4. Once the department approves the program, the provider is required to inform the department in advance of any major changes in courses or instructor qualifications and receive re-approval.

See description of required hours and content areas on next page.

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The following content areas and related hours are required:

CONTENT AREA	HOURS
Assessment	60
Counseling	60
Case Management	60
Education	60
Professional Responsibility	60
Electives within the performance domains listed above	60
Total	360

All of the content areas shall be infused with information and application to practice that is responsive to the characteristics of individual, group, family, and couple clients and significant others seeking substance use disorder treatment, including, but not limited to, age, gender, ability, disability, developmental level, sexual orientation, health status, ethnicity, culture, and social issues.

Content definitions are the following:

1) "Assessment" means education on the comprehensive process of collecting pertinent data about patient or patient systems and their environment and appraising the data as a basis for making decisions regarding substance use disorder diagnosis and treatment or referral. The education shall consist of culturally inclusive studies in understanding addiction, psychopharmacology, recognition and differentiation of co-occurring medical and psychological disorders, clinical evaluation and treatment planning.

(2) "Case management" means education on culturally appropriate administrative, clinical, and evaluative activities included in the process of coordinating and prioritizing patient treatment goals and working with the patient and significant others, as well as other services, agencies and resources to achieve those treatment goals. The education shall include studies in implementing treatment plans including continuing assessment, the referral process, service coordination, including for co-occurring medical and psychological disorders, record management and documentation and utilizing the written client record to guide and monitor services to reach measurable goals and objectives.

(3) "Counseling" means education which includes the study of fundamental theories, principles and techniques of substance use disorder counseling to facilitate the progress of diverse patients toward mutually determined treatment goals and objectives using culturally sensitive modalities. Counseling education shall include studies of understanding addiction, recognized treatment theory and practice, the recovery process, effective strategies for meeting the counseling needs of diverse patients, crisis management skills, and treatment of co-occurring medical and psychological disorders.

(4) "Education" means the process of providing patients, groups, families, couples, significant others, and communities with information on risks related to substance use, the processes of dependence including signs, symptoms and behavior patterns, and available resources for prevention, treatment, and recovery in culturally relevant ways. The education shall include studies in understanding addiction, the classification and basic pharmacology of drugs, basic physiology and the effects of drug use on the human body and patient, learning styles and teaching methods, delivery of educational programs, health and behavior problems related to substance use including transmission and prevention of HIV/AIDS, tuberculosis, sexually transmitted infections, and other infectious diseases, and basic life skills such as stress management, communication, and assertiveness.

(5) "Professional responsibility" means education which addresses standards of conduct or professional behavior expectations for counselors, supervisors and prevention workers. Professional behavior areas to be studied shall include, at a minimum, legal issues specific to substance use disorder professional practice, patient welfare as a primary concern, responsibility for professional competence and professional development, participation in ongoing supervision and consultation, counselor values and self-care, relationships with other professionals and institutions and the establishment of limits and boundaries in the patient relationship. This education shall also address the impact of specific cultural, ethnic and racial influences and expectations.