

STAFF TRAINING PLAN

129457 -

Objective:

The purpose of Addiction Services training is to teach new skills, improve and enhance existing skills, and challenge staff in areas specific to job function, professional development and personal growth.

Training is an opportunity to remain current on all new developments in the substance abuse field. It is goal directed, such as, for the purpose of alcohol and drug certification. Training provides an opportunity for staff to consider other alternatives/options/points of view.

Training facilitates the completion of a process by which information/techniques are first presented, then a learning phase occurs, and then what has been learned is appropriately applied in the correctional facility and/or Project FIRE.

An Alcoholism/Drug Abuse Counselor is a person who; by virtue of special knowledge, training and experience, is uniquely able to inform, motivate, guide and assist alcoholics/drug abusers and those persons affected by problems related to the abuse of alcohol and other drugs.

An Alcoholism/Drug Abuse Counselor is an individual who possesses the professional skills necessary to perform the following tasks in providing alcohol and drug abuse treatment to correctional clients.

- a. intake
- b. evaluation
- c. orientation and motivation
- d. treatment planning
- e. consultation and referral
- f. alcoholism and drug abuse education
- g. individual counseling
- h. group counseling
- i. working with family and significant others
- j. report and record keeping
- k. utilization of appropriate community resources
- l. client follow-up
- m. crisis intervention

Entry (Basic) First Year Training Areas:

The following basic core training areas need to be provided to entry level or new staff unfamiliar with substance abuse terminology and intervention techniques. These areas are defined below according to content, time period and number of participants. We are working to develop training manuals on each area. The Short Term Client training manual is available upon request.

129457

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1. Overview of Substance Abuse (2 days, 30 participants)

Content: This course presents a general framework for defining and considering substance abuse in its broadest sense. Various concepts of abuse are compared and discussed, as are commonly used terms such as tolerance, rebound, antagonist, physical and psychological dependence. A classification system for drugs is presented and a number of legal and illegal drugs are discussed in terms of the system. Issues such as the history of use, current knowledge of biological and behavioral effects, patterns of usage, issues facing substance abuse treatment workers and the public are considered for each substance discussed.

2. Counselor Training: Short Term Client Systems
(4 days, 12 participants)

Content: This course is designed to provide participants with skills in the area of empathy and in exploration of values and attitudes so that they can establish and maintain a more effective helping relationship with their clients. Participants will also learn to enhance their listening skills. The basic model of learning is experiential with videotaping and role playing.

3. Group Counseling Process (4 days, 12 participants)

Content: This group course offers participants an opportunity to learn the processes of group through self study. The course will discuss and examine the dynamics that occur in groups, stages of group development, and the impact of leadership styles on behavior. The course aims at developing a clear understanding of group counseling processes and how they affect individual behavior. Groups will be examined from a classic T group perspective.

4. Chemically Dependent Family Systems
(1 day, 20 participants)

Content: This course is designed to explore the special dynamics that chemical dependence generates in a family system. Roles, rules and resources available to chemically dependent family systems will be discussed with possible interventions examined. This is an introductory course, and is expanded on after the first year.

5. Relapse Prevention (1 day, 30 participants)

Content: As more and more individuals work through chemical dependency toward recovery, the relapse phenomenon has become recognized as a predictable, and therefore manageable, component of any treatment system. This course will explore several of the latest developments in recognition of the steps and stages leading to relapse and the appropriate interventions essential to prevent or minimize the effects of relapse. This is an introductory course and is expanded on after the first year.

6. Knowledge of 12-Step Programs (1 day, 20 participants)

Content: The staff member will be able to:

1. Explain alcoholism/chemical dependency within the context of the disease concept of addiction
2. Identify other forms of addictive behavior fitting the above-mentioned concept (ie, co-dependence, over-work, etc.)
3. Explain the 12-Steps and their relationship to the process of recovery
4. Define key concepts such as "denial", "surrender", etc.
5. To explain the role of spirituality in recovery
6. Explain 12 Traditions of Program and understand the organizational conflict between DOC and fellowship. Primary training method will be attendance at X number of the following 12-Step meetings: both in institutions and in the community

A.A.

N.A.

Al-Anon, Nar-anon

ACOA

C.A.

G.A.

O.A.

P.A.

7. Case and File Management (1 day, 20 participants)

Content: The staff member will be able to:

For Client Treatment Files

1. Demonstrate the ability to conduct an assessment interview
2. Demonstrate the ability to write brief, but complete, progress notes
3. Demonstrate the ability to formulate a treatment plan
4. Demonstrate the ability to effectively complete/utilize all applicable forms
5. Demonstrate the ability to conduct case review

For Monthly Reports

1. To know how to set up a system which accurately keeps track of statistics required for Addiction Services monthly and quarterly reports and for Institutional Quarterly and Annual Reports
 2. To know how to set up a system which enables counselor to keep records of attendance for 12 step meetings (A.A., N.A., Al-anon) and other programs (Behavioral Studies, Values Clarification, Cognitive Behavior Therapy groups, etc.)
 3. To set up a system for screening inmates for available services
 4. To know how to set up system to efficiently handle inmate request.
 5. How these reports fit into annual and other departmental reports
8. General Social Service Agency/Knowledge of Referral Procedures
(1 day, 20 participants)

The staff member will be able:

1. To have a working knowledge of local agencies for all services that might be needed
2. To integrate contacts with intake individual at each agency
3. To have a working knowledge of referral procedures, insurance regulations, Title 19 requirements, etc.

P/PREP (a statewide network of criminal justice programs serving offenders)

1. What is P/PREP
2. Who are P/PREP
3. The purpose of P/PREP
4. Knowledge of P/PREP agencies- their functions
5. Referral procedures

9. Boundaries between Counselor and Client/Professional Ethics
(1 day, 20 participants)

The staff member will be able:

1. To know the policy of the Department of Correction regarding counselor-inmate/counselor-client interactions. (Administrative Directives dealing with this issue)
2. To understand the concepts of Transference and Counter-Transference in a therapeutic relationship

3. To understand the concept of professional enabling in the addictive process
4. To be able to set limits with clients on both a behavioral and emotional level
5. To be aware of and to be able to successfully handle "boy-girl games"
6. Certification Code of Ethics
7. To be aware of discussing other staff with clients (appropriate discussion)

10. Alcoholism and Drug Abuse Counselor Certification
(1 Hour Informational Session)

Content: The staff member will be able:

1. To know the requirements for certification
2. To know the definition and tasks of an alcoholism and drug abuse counselor
3. To understand the certification process

11. Clinical Supervision

Content: This involves on-site daily counselor clinical supervision of individual and group practice by certified counselors.

Post 1st Year Training Areas:

Staff training should be provided on a regular continuing basis in order to enhance professional development and growth and so that alcohol and drug re-certification standards can be fulfilled. The attached Staff Training Curriculum for Substance Abuse Counselors provides an outline and objectives for further staff training. The training builds on the basic first year training and is repetitive to some extent. After the completion of the third year, most individuals should be prepared to meet the Requirements of Alcohol and Drug Abuse Certification as established by the Connecticut Alcoholism and Drug Abuse Certification Board (CADACCB).

This Post 1st Year Training is presently offered by Addiction Services, Connecticut Alcohol and Drug Abuse Commission (note attachment A), New England School of Addiction Studies (attachment B), and Rutgers Center of Alcohol Studies (attachment C).

COUNSELING SKILLS

A. Individual Counseling and Communications Skills

4 days

Carkhuff Developmental Counseling
Neurolinguistic Programming
IVEY Skills

1. Demonstrate effective attending skills
2. Give and receive effective feedback
3. Respond on an interchangeable feeling level
 - specific
 - paraphrase
 - non-judgemental
4. Demonstrate effective use of immediacy, self-disclosure, and questions

B. The Roles of Counseling/Treatment Modalities

6 days

1. Demonstrate knowledge of basic assumptions (Theory) of different treatment modalities, ie, Therapeutic Community- break down ego and rebuild; 12-Step Program- surrender and acceptance
2. Demonstrate knowledge of methods used in different treatment modalities and reasons for use ie, some encourage family involvement; others isolate away from family
3. Be familiar with historical perspective of drug treatment
4. Be able to explain different types of treatment modalities to families and clients

C. Case and File Management

4 days

For Client Treatment Files

1. Demonstrate the ability to conduct an assessment interview
2. Demonstrate the ability to write brief, but complete, progress notes
3. Demonstrate the ability to formulate a treatment plan
4. Demonstrate the ability to effectively complete/utilize all applicable forms
5. Demonstrate the ability to conduct case review

For Monthly Reports

1 day

1. To know how to set up a system which accurately keeps track of statistics required for Addiction Services monthly and quarterly reports and for Institutional Quarterly and Annual Reports

2. To know how to set up a system which enables counselor to keep records of attendance for 12 step meetings (A.A., N.A., Al-anon) and other programs (Behavioral Studies, Values Clarification groups etc.)
3. To set up system for screening inmates for available services
 - intake screening
4. To know how to set up system to efficiently handle inmate requests
5. How these reports fit into annual and other departmental reports

D. Confidentiality

1 day

1. Demonstrate the ability to utilize confidentiality forms for a variety of circumstances
2. Explain the practical applications of the confidentiality regulations
3. Identify those occasions when confidentiality is to be broken
4. Explain the requirements procedures for reporting child abuse
5. Explain the application of the confidentiality regulations regarding subpoena

E. Process and Group Dynamics

3 days

Upon completion of this training, participants will be able to:

1. Define types of groups
2. Curative factors in group counseling
3. Role of group counseling in alcoholism and drug abuse treatment
4. Theories and principles of group process and dynamics
5. Factors to consider in selecting group members
6. Factors to consider in initiating a group
7. Role of group leader; factors in choosing and working with a co-leader
8. Framework for observing group interaction
9. Purposes and techniques of intervention
10. Techniques for recording and analyzing group progress
11. Techniques and guidelines for effective termination
12. Assess client readiness for group counseling
13. Provide physical, logistical, and administrative arrangements that foster group work
14. Promote group cohesiveness

15. Model and teach goal-setting, problem-solving, and feedback
16. Establish and maintain group norms that promote curative factors
17. Determine stage of group development
18. Attend to group process
19. Make interventions that contribute to group and individual goals
20. Balance individual and group needs
21. Assess member and group readiness for termination.
22. Prepare group members for termination

F. Crisis Intervention

2 days

Upon completion of this training, participants will know:

1. The anatomy of crisis, as well as the development of crisis
2. Theory and practice of crisis intervention
3. Goals of crisis intervention
4. How to practice crisis intervention within their counseling setting
5. Participants will be aware of follow-up necessary for clients (such as education in stress management, etc.)

G. Family Systems Dynamics

3 days

Upon completion of this training, participants should be able to:

1. Understand general systems theory, emphasis on systems and family systems parameters
2. Understand the family organization
 - know concepts of structured theory
 - Hierarchy, collusion, alliances, boundaries
 - Identify family types and styles
3. Understand family functioning through identification of roles and patterns
 - 4 basic roles
4. Know how families communicate (Satir)
 - Styles of coping, body positions, connection with roles, self-worth, rules, etc.
5. Intimacy

H. Working with Involuntary and/or Unmotivated Clients

1½ days

At the completion of training the participant will be able to:

1. Explain a rationale for mandated treatment (social, individual perspective)

2. Define the "political/power" aspects of the counseling relationship
3. Explain how this may modify the goals of treatment
4. Demonstrate, thru role play, effective confrontation
5. Demonstrate two other techniques to enhance client motivation
6. Understand role/use of family support

I. Problem Solving Skills

1 day

Upon completion, participant will be able to:

1. Develop effective goal statements
2. Rate deficit statements as acceptable or not (problem identification)
3. Analyze a problem using the Force Field Analysis Approach or a similar methodology
4. Develop a Treatment Plan that will provide a systematic approach to accomplishing a specific goal statement

J. Recovery Training Program

4 days

Upon completion, participants will be able to:

1. Conduct a 23 session Recovery Training Program in an institutional or community setting
2. Have knowledge of the Phases of Recovery
3. Will have an understanding of the addiction process

K. Assertiveness Training

1 day

1. Demonstrate knowledge of the fundamentals of assertion. (definition, importance, assessing assertive behavior)
2. Demonstrate an ability to discriminate between assertive, aggressive, non-assertive behavior
3. Demonstrate an ability to express positive and negative feelings as well as to practice self affirmation (stand up for self, refuse requests, express personal opinions) assertively
4. Demonstrate an ability to teach the above skills to clients either in group or individual counseling
5. Demonstrate ability to know when to appropriately use assertive behavior

L. Reality Therapy

3 days

1. To gain a basic understanding of reality therapy, theoretical and experiential presentations
General overview and to demonstrate its applicability in alcohol/drug treatment, counseling
2. To learn the principles of reality therapy
3. Overview of the theory and philosophy of reality therapy

SECTION II
ADDICTION THEORY AND PROCESS

A. Pharmacology

1 day

1. To have a basic understanding and working knowledge of of classification of the major drugs-
 - narcotics
 - barbiturates
 - tranquilizers
 - amphetamines
2. What they look like, their effects, how used
3. First aid for the alcohol/drug abuser
4. Health issues? AIDS, hepatitis, etc.
5. Symptoms of alcohol/drug abuse

B. Role of Denial in Treatment

2 days

1. Demonstrate knowledge of the role of denial in the progression of the addictive process for both clinically dependent and co-dependent
2. Demonstrate knowledge at least 5 types of denial ie, minimizing, blaming, rationalizing, intellectualizing, create diversion, hostility
3. Demonstrate knowledge of how to and ability to confront denial in clients and family members (ie, how to organize an interview, etc.). This is to help client to work through issues around denial
4. Have a clear definition of denial
5. Demonstrate ability to differentiate between different types of denial systems ie (aggressor - victim - substance abuse - co-dependent)

C. Deaddiction, Recovery, Relapse, Relapse Prevention

3 days

Upon completion of this training, participants will be able to:

1. Stages in the Recovery Process
2. Understand Deaddiction and Recovery Program Model
3. Dynamics of the Addiction Cycle
4. Be able to explain the concept of loss and pain the recovery process
5. Clarify and guide clients in acceptance of the problem
6. Be aware of bio-psycho-social damage
7. Understanding nutritional and diet issues
8. Provide information on stress reduction techniques
9. Understand the importance of mutual sharing in promotion of healthy relationships
10. Role of A.A. and N.A.

F. Grief and Loss

3 days

The overall objective of this course is that the student demonstrate, through class participation and written assignments, the application of theory presented to his/her own point of view. Participation in this course includes exploration of the following:

1. The student's own concept of and reaction to death--his/her own, that of loved ones, that of others
2. The experience of the dying person
3. The process of grief and mourning
4. Current modes of caring for dying and bereaved persons
5. Connecting grief/loss with chemical dependence

G. Interpersonal Relationships/Intimacy

1 day

Objectives

1. To be able to utilize at least two tools for assessment of social life/interpersonal relationships (example attached)
2. To be able to identify values and provide education and insight, and strategies to overcome problems on the following issues:
 - isolation, trust, rejection and abandonment, intimacy, social belonging, sexuality, and vulnerability
3. To be able to identify experiences and characteristics that
 - deter
 - foster interpersonal relationships

SECTION III
COUNSELOR ISSUES

A. Wellness 1-3 days

Definition of wellness as healthiness in the counseling position-
for self.

1. Development of peer counseling groups
2. Experiential training in relation techniques such as self-hypnosis and meditation
3. Understanding and familiarity with EAP
4. Encouragement for at least one outside training event per year for self/personal development/fun

B. Boundaries Between Counselor & Client/Professional Ethics 1 day

Goals:

1. To know the policy of the Department of Correction regarding counselor-inmate/counselor-client interactions. (Administrative Directives dealing with this issue)
2. To understand the concepts of Transference and Counter-Transference in a therapeutic relationship
3. To understand the concept of professional enabling in the addictive process
4. To be able to set limits with clients on both a behavioral and emotional level
5. To be aware of and to be able to successfully handle "boy-girl games" (see Thresholds Manual) details to follow
6. Certification Code of Ethics
7. To be aware of discussing other staff with clients (appropriate discussion)

C. Stress Management 1 day

Objectives:

1. To be able to recognize stress
Understand how stress effects us physically, emotionally
2. To recognize stress- burnout potential as occupational hazards that especially impact the helping professional
3. To understand preventative as well as treatment/solution measures
4. To learn how to deal with stress productively and creatively

D. Understanding and Dealing with Burnout 2-3 days

Upon completion of this training, participants will be able to:

1. Provide an initial working definition of staff burnout
2. Convey some fundamental principles governing the inter-relationship between an entity and its environment
3. Provide a means for understanding how an individual and an organization are affected by the various aspects of the environment
4. Provide rudimentary information on the psychophysiology of stress
5. Describe the stress-response cycle
6. Describe the ways in which stressors in the environment are perceived and identified
7. Identify and analyze the indicators, manifestations, and consequences of burnout at the organization and individual levels
8. Examine the dynamic interaction among component parts of the ecosystem in which burnout occurs
9. How burnout manifests itself in themselves and their organization
10. Be aware of some techniques that can be used for prevention, or treatment of staff burnout at the individual level
11. Be aware of techniques that can be used for prevention, intervention, or treatment of staff burnout at the organizational level
12. Understand guidelines for the selection and implementation of strategies designed to address the burnout phenomenon at both the personal and organizational levels
13. Clarify their relationship with their work
14. Identify those factors in themselves, their organization, and their environment that contribute to burnout and that they would like to change
15. Develop, under supervision, an action plan that addresses burnout in themselves and their organization that they can implement when they return to their programs
16. Provide an opportunity to present their plans to other participants and receive feedback on the plan's potential effectiveness
17. Provide an opportunity to administer the post-test and re-administer the "self-assessment inventory"
18. Provide closure and reorientation

F. Clinical Supervision

5 days

Goals:

1. Participants will explore issues of clinical supervision
2. Participants will discover new ideas and develop new methods for clinical supervision
3. Participants will integrate new ideas and models into their present clinical supervision work
4. Participants will evaluate their own style of clinical supervision
5. Participants will develop a new appreciation for the task of clinical supervision

G. Alcoholism and Drug Abuse Counselor Certification

1 hour
- Informational Ses:

Upon completion of this training, participants will be:

1. Aware of the requirements for certification
2. Aware of the definition and tasks of an alcoholism and drug abuse counselor
3. Aware of the certification process

H. Sexual Dynamics of the Client-Counselor Relationship 1 day

1. To understand the sexual dynamics that complicate a relationship between counselor and client
2. To learn several intervention strategies to deal with these sexual dynamics (ie, seduction, power)
3. To feel comfortable discussing sexuality and appropriate norm behavior

I. Time Management

1. Explore current patterns of time use
2. Identify areas of possible change
3. Examine actions and alternatives for more effective use of time
4. Help improve control of workflow
5. Support and fun

J. Conflict Management

2 days
- Lecture and Experi

Upon completion of this training, participants will be able to:

1. Assess his/her current style of dealing with conflict by self-analysis and evaluation
2. Identify causes and types of conflict
3. Analyze variables contributing to conflict
4. Expand their repertoire of skills for dealing with conflict with peers, client, and superiors
5. Practice application of those skills to work situations
6. Plan to implement at least one new behavior to manage conflict more effectively

K. Dealing with the Aggressive/Physically Dangerous Client 1 day

1. Recognition-behavioral clues

- appearance
- temperament
- body language
- speech

2. Safety factors

- Regard every contact as potentially dangerous
- Keep "missiles" out of reach
- Do not sit if client is pacing (you may try modeling for a second or two)
- Do not invade personal space
- Be aware of escape route
- Telephone

3. Calming techniques-distraction

- Soft
 - 1-small talk
 - 2-favors
- Hard
 - Calm direct instruction
 - Do nothing
 - Positive-re-interpretation
 - Feign misunderstanding
 - Humor

4. Information gathering-interview

- Listening Responses
- Paraphrase
- Perception Check
- Open questions
- Behavior description
- Silence

SECTION IV
COMMUNITY RESOURCES

A. Knowledge of 12-Step Programs

At the end of training, the participant will be able to:

1. Explain alcoholism/chemical dependency within the context of the disease concept of addiction
2. Identify other forms of addictive behavior fitting the above-mentioned concept (ie, co-dependence, over-work, etc.)
3. Explain the 12-Steps and their relationship to the process of recovery
4. Define key concepts such as "denial", "surrender", etc.
5. To explain the role of spirituality in recovery
6. Explain 12 Traditions of Program and understand the organizational conflict between DOC and fellowship. Primary training method will be attendance at X number of the following 12-Step meetings: both in institutions and in the community
 - A.A.
 - N.A.
 - Al-Anon, Nar-anon
 - Al-Ateen
 - ACOA
 - C.A.
 - G.A.
 - O.A.
 - P.A.

It is recommended that an annual meeting attendance requirement be established for all Addiction Services staff

B. Knowledge of Inpatient, Detox., etc.

1. What is the difference between detox and inpatient treatment
2. To awareness of the local detox and inpatient programs
3. What are the requirements of admission
4. Basic understanding of how each program works (length of stay, treatment modality, participant requirements)
5. Understanding of when detox is indicated...when inpatient is indicated, halfway house/outpatient treatment
6. What are the referral procedures

C. General Social Service Agency/Knowledge of Referral Procedures

To be completed at each site or facility- appropriate for that area

1. To have a working knowledge of local agencies for all services that might be needed
2. To integrate contacts with intake individual at each agency

3. To have a working knowledge of referral procedures, insurance regulations, Title 19 requirements, etc.

D. P/PREP (a statewide network of criminal justice programs serving offenders

1. What is P/Prep
2. Who are P/prep
3. The purpose of P/Prep
4. Knowledge of P/Prep agencies- their functions
5. Referral procedures

SECTION V
SPECIAL POPULATIONS

A. Understanding and Counseling AIDS Clients 1 day

Upon completion of this training, participants will be able to:

1. Define AIDS
2. Identify the causes and symptoms of AIDS
3. Differences between AIDS and A.R.C.
4. Handling body fluids of AIDS/A.R.C. clients
5. Be aware of Administrative Guidelines on providing services to AIDS A.R.C. clients
6. Clarify counselors relationship with AIDS/A.R.C. clients
7. Issues of death and dying
8. Describe cultural ethnic issues surrounding disease
9. Clarification of safe sex

B. Cultural Issues 2 days

Participants at the end of this training will:

1. Identify specialized problems of each sub-group. These problems result from complex social forces beyond the control of an individual counselor
2. Some individuals within these groups have special problems caused by society's attitudes and beliefs
3. Teach the counselor to work with individuals while recognizing the tremendous impact on an individual that membership in a cultural, social, ethnic, racial, sexual, or exceptional sub-group can have
4. Sensitize the counselor by expanding his knowledge and increasing his effectiveness with individual members of such groups
5. Make counselor aware of own cultural issues and how that might interfere with/influence counseling process and dynamics

C. Child Sexual Abuse: Victims/Offenders 1 day

1. To have an overall awareness of the issues concerning child sexual abuse
2. To be aware of the myths associated with child sexual abuse
3. To become aware of the assessment issues regarding appropriateness for outpatient treatment of sex offenders
4. To become aware of the characteristics of the child sex offender, treatment approaches, issues and implications
5. To be able to define child sexual abuse/incest
6. To have available the references for responding to child sexual abuse and neglect (example: mandatory reporting law)

7. To know how and when to report child sexual abuse
8. To state the myths associated with child sexual abuse and to dispell these myths by citing research findings
9. To differentiate between the fixated and the regressed child sex offender
10. To identify the characteristics that make the sex offender suitable for outpatient treatment
11. To describe three assessment models (Groth, Sgroi, Finkelhor) that be utilized in work with sex offenders
12. To be able to cite reasons for the need for waiver of confidentiality/ use of authority
13. To be able to cite at least three community resources dealing with sex offenders
14. To realize that present knowledge regarding treatment of addictions forms the foundation for work with sex offenders

SECTION VI
SPECIAL ISSUES

A. Overview of Criminal Justice System

1 day

1. Knowledge of the structure of various components of the Criminal Justice System
2. Knowledge of the responsibilities and activities of each section
3. Knowledge of the process of movement through the system

B. Department of Correction Orientation- see attached schedule