



INSTITUTE FOR CHEMICAL DEPENDENCY STUDIES  
ALL CAMPUSES

# School Catalog

Policies, Student Standards and Curriculum

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570 Hour Licensed Chemical Dependency Counselor Training Program  
Classroom and Distance Learning

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# ICDS Identifying Data and Historical Account

## The Institute for Chemical Dependency Studies (ICDS)

Main Campus: 1235 North Loop West, Ste. 701, Houston, TX 77008

### Identifying Data:

Catalog Volume 5

Revision Date: April 9, 2024

Effective Date: April 9, 2024

### History & Philosophy:

The Institute for Chemical Dependency Studies (ICDS) is one of the oldest and most respected Licensed Chemical Dependency Counselor (LCDC) Training programs in the state of Texas. Having been in operation since 1992, the school was first known as The LCDC Training School. In 2002, the name was changed to The Institute of Chemical Dependency Studies-Austin, with the same ownership and management until November 2013. Mr. Greg Lovelidge Sr., the founder of the LCDC Training School and honored professional in the field of chemical dependency counseling passed away in November 2013; however, ICDS continued in its mission through the leadership of the Lovelidge children. In 2017, ICDS was acquired by SwinnComm Holdings LLC, led by Mr. Earl M. Swindle Jr., a 20+ year veteran in chemical dependency counseling, social work and behavioral therapy and a contemporary of Mr. Lovelidge.

Our philosophy is simple: the skills needed to treat addiction are rarely taught in the academic world, and there is no movement on state or local college levels to develop a specific addiction 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. ICDS seeks to fill that demand with professionals who can effectively address the needs of those struggling with the disease of addiction.

### Education:

ICDS is a Career School. Students who successfully complete the LCDC Training Program receive a certificate and transcript, which allows them to enter the counseling field as an intern. In compliance with Texas Workforce Commission policy, ICDS maintains student records for a minimum of five years after closure and student transcripts indefinitely.

### Professional Memberships:

ICDS is a member of the National Association for Addiction Professionals (NAADAC) since 2002 and is an approved NAADAC education provider for Certification and Recertification for Alcoholism and Drug Abuse Counselors in the State of Texas by the Texas Certification Board of Addiction Professionals since 1995. The Institute for Chemical Dependency Studies has received a Certificate of Approval from the Texas Workforce Commission (TWC) to operate as a Career School.

# Description of Space, Facilities and Equipment

This policy applies to both programs – Classroom and Distance Learning.

Classrooms are in professional office buildings. Classes and workshops are held in a classroom and/or conference room. The rooms are equipped with projectors, whiteboards, tables and chairs for Instructors and students to utilize when needed.

Distance Learning students interact with their Instructors on a one-on-one basis via online and digital methods, and via mail. Distance Learning students also utilize group live chat sessions that are scheduled by the Instructor to review content and materials, present reports, and have open forum dialogues with the Instructor and other Distance Learning students.

**Houston Campus:** 1235, North Loop West, Ste. 701, Houston, TX 77008

## Owner and Key Faculty List

Officers, Directors: Earl M. Swindle, Owner & Director of Education-All Campuses

Partners: None

### Classroom Instructors:

Earl M. Swindle, Jr.

Degrees Held: BA, Business Management, MA Business Administration

Specialized Training: Areas of Instruction Licensed Chemical Dependency Counselor

Areas of Instruction: Licensed to teach all phase objectives and topics

### Distance Learning Instructors:

**Earl M. Swindle, Jr.**

Degrees Held: BA, Business Management, MA Business Administration

Specialized Training: Licensed Chemical Dependency Counselor

Areas of Instruction: Licensed to teach all phase objectives and topics

### **Ron Henry**

Degrees Held: BA, Human Development, BS Rehabilitation Science

Specialized Training: Licensed Chemical Dependency Counselor

Areas of Instruction: Licensed to teach all phase objectives and topics

## Tuition & Fees (All costs subject to change.)

(This policy applies to both programs – Classroom and Distance Learning)

• Tuition Fee:	\$3,875.00
• Administration Fee:	\$100.00
• Supplies Fee:	\$0
• Tools Fee:	\$0
• Laboratory Fee:	\$0
• Scholarship Terms:	N/A
• <u>Shipping for Distance Learning Program:</u>	\$25.00 (nonrefundable)
• <b>Total Tuition &amp; Fees Distance Learning &amp; Classroom</b>	<b>\$4,000.00 Distance Learning</b>
• Individual course fee:	\$600.00
• Practicum Fee:	\$650.00 <sup>1</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
- Chemical Dependency 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.

Title	Author(s)	Publisher	Estimated Cost
Drugs, Society, and Human Behavior, 16 <sup>th</sup> Edition	Carl Hart, Charles Ksir	McGraw-Hill Education	\$227.33
Loosening the Grip: A Handbook of Alcohol Information, 11 <sup>th</sup> Edition	Jean Kinney	McGraw-Hill Education	\$185.40
Pleasure Unwoven: A Personal Journey About Addiction, DVD (2009)	Written by Kevin McCauley, Produced by Jim Clegg	Institute for Addiction Study	\$29.95
My Name is Bill: Bill Wilson His Life and the Creation of Alcoholics Anonymous, (2004)	Susan Cheever	Washington Square Press/Simon & Schuster/Simon & Schuster	\$16.00
Becoming Naturally Therapeutic: A Return To The True Essence Of Helping, (1981)	Jacquelyn Small	Bantam Books/Random House/Random House Books	\$12.00
TAP 21: Addiction Counseling Competencies: The Knowledge, Skills, and Attitudes of Professional Practice, Technical Assistance Protocol (TAP) Series, (2008),	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>

<sup>1</sup> If charged separately, the Practicum Course is \$650. If enrolled in the full course curriculum, the Practicum fee is included in the tuition.

# School Calendar

Classroom and 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 classroom, 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)

## Class Schedule

- Day Class – Approximately 16 weeks – Classes held Monday through Thursday, 9:00am - 3:00pm, CST
- Evening Class – Approximately 26 weeks to complete – Classes held Mondays and Wednesdays, 6:00pm - 10:00pm, CST
- Breaks: Ten (10) minute break every hour/One (1) hour lunch break
- Distance Learning: Each Instructor schedules their own online support/chat classes. Dates of which will be provided to the student by the Instructor. 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.

## Hours of Operation

- Corporate Office: Monday through Friday, 9:00am to 5:00pm, CST.
- Classroom/School: Monday through Thursday, 9:00am - 3:00pm, CST
- Classes held Mondays and Wednesdays, 6:00pm - 10:00pm, CST

# Policy on Admission and Enrollment

This policy applies to both programs – Classroom and Distance Learning.

1. Enrollment periods for both classroom and Distance Learning programs 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 of age), and
  - c. Associates, Bachelor or Master’s Degree related to the field of chemical dependency such as Psychology, Behavioral Health, Social Work, Counseling, etc.
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. ICDS Enrollment Agreement
  - b. Proof of Education (previous and current)
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 chemical dependency field as well as a desire to work in the field.

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

This policy applies to both programs – Classroom and Distance Learning.

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 Chemical Dependency Counselors, Rule §140.406: 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 chemical dependency 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; and
    - (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. Unfortunately, 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 Department of State Health Services at 1-800-832-9623/Counselor Licensure Section, to determine what, if any credits earned from previous education and/or degrees can be applied to the Institute for Chemical Dependency Studies Licensed Chemical Dependency Counselor Training program.

## **Policy on Tuition and Billing**

This policy applies to both programs – Classroom and Distance Learning.

The billing policy of ICDS 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 of instruction.
4. Payment Plan 3 – After the deposit is received, six equal installments will be billed to the student until the balance is paid.

## **Policy on Refunds and Cancellations**

This policy applies to both programs – Classroom and Distance Learning and 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 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 class attendance through the last date of attendance. Leaves of absence, suspensions and school holidays will not be counted as part of the scheduled 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.

4. If a student enters a residence or synchronous distance education program and withdraws or is otherwise terminated after the cancellation period, the school or college 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.<sup>2</sup>
5. 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.
6. 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.
7. 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.
8. 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 or college who withdraws from the school or college 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;

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<sup>2</sup> 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.

- 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

This policy applies to both programs – Classroom and Distance Learning.

1. The ICDS grading policy will be explained by the Instructor.
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 (Classroom)

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. Attend 75% of scheduled classroom sessions.
2. Complete all make-up or missed hours as defined in the Policy on Attendance, which is detailed herein.
3. Turn in all assignments.
4. Pass each course test and essay with a 70% or better grade.
5. Be paid in full.

## **Policy on Determining Satisfactory Academic Progress (Classroom)**

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 shall be graded separately.
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. Classroom session attendance will be documented and recorded in an Attendance Log. Students are required to sign-in an Attendance Log for all courses. This Attendance Log will be in the classroom facility.
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. Total time in weeks to complete the classroom program is sixteen (16) weeks of the student's enrollment date.
8. 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 Student Evaluation (Distance Learning)**

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. Attend weekly chats or message boards, as instructed by the Instructor.
2. Contact the Instructor routinely via phone or email regarding progress.
3. Complete each section of course manuals one at a time before proceeding to the next section, unless directed differently by the Instructor.
4. Complete all section quizzes, assignments and final exams and turn them in to the Instructor as proof that the student has completed the required number of clock hours for each course.
5. The Proctor must forward all final exams and or essays to the assigned Instructor for grading (via e-mail or postal mail).
6. Students must meet these guidelines for successful completion of the program:
  - a. Obtain a test and essay scores of 70% or above. Instructors will be available to assist students who are having problems achieving 70%.
  - b. Final exams must be completed at a Proctoring site. Students must submit their testing date three (3) days in advance of the date to the Instructor so that he/she may submit the final exam to the Proctor on time.
  - c. Tuition payments must be current, or payment arrangements made with the Administrative Office.

## Policy on Determining Satisfactory Progress (Distance Learning)

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

1. Students have until the end of ninety (90) day from the receipt of a course to complete it. If the student does not complete a course by this time, the student will be terminated, unless special request for extension of time has been made in writing to the Instructor.
2. Each course shall be graded separately.
3. Total time in weeks to complete the Distance Learning program is thirty-six (36) weeks of the student's enrollment 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.
4. Students will receive a progress report upon completion of each course.
5. Students who have been terminated for failing to make satisfactory academic progress may be readmitted upon written appeal to school Director.
6. Incomplete and withdrawals will be considered for readmission upon 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 Attendance, Make-Up Work and Leaves of Absence (LCDC 570 Hour Classroom)

Students must attend 75% of all scheduled classes to receive credit for the course. Please note:

1. Students are required to sign-in an Attendance Log for all courses. This Attendance Log will be in the classroom facility.
2. Should a student miss three (3) or more scheduled classroom sessions in one course, the student will be required to repeat that course at the next scheduled time that the course is available. Classroom session attendance will be documented and recorded in an Attendance Log. Students are required to sign-in an Attendance Log for all courses. This Attendance Log will be in the classroom facility. If the student is absent, or late, that will be marked and signed by the Instructor in the Attendance Log. Students are expected to arrive to class on time and stay until the end of each scheduled classroom session, unless given permission from the Instructor to depart before the end of the scheduled classroom session.
3. Any missed hours must be made up. If the student is ill and misses more than a day and a half (1 ½ days), the student must provide a doctor's note to the school Director to be placed in the student's permanent record. 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 class being made up.
4. Leaves of Absence must be approved by the school Director and shall be documented in the student's

permanent record. Please note:

- a. Students must be current with work load.
  - b. If a return from a Leave of Absence is 1-day prolonged, termination will result.
  - c. While on a Leave of Absence, students are not expected to submit any work.
5. 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 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.
6. If a student is absent for 20% of scheduled classroom course 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.
7. 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.
8. After ten (10) consecutive days absent, or after 20% of scheduled classroom course 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.
9. 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 (LCDC 570 Hour Distance Learning)**

Students must engage and participate to the greatest extent possible with Instructors. This can be done via weekly online chat sessions, email or vial other arrangements made with the Instructor. Students are required to:

1. Secure a Mentor. All Mentors are required to be licensed/certified as follows:
  - a. Licensed Chemical Dependency Counselor (LCDC)
  - b. Licensed Professional Counselor (LPC)
  - c. Licensed Clinical Social Worker (LCSW)
  - d. Licensed Marriage and Family Therapist (LMFT)
  - e. Hold an MA in Counseling Psychology or Clinical Psychology, CCJP or CPS, and who has worked in a chemical dependency counseling setting for a minimum of five (5) years
2. Provide ICDS with a signed Mentor Agreement.
3. Secure a Proctor. A Proctor is an approved person capable of supervising students taking their final exams. Proctors ensure educational integrity while students are taking their final exams. Students will need to use a proctoring site a total of four (4) times to take the final exam after end of each of the four (4) Distance Learning training courses. Relatives and co-workers are not eligible to be Proctors.
4. Schedule appointments with the Instructor weekly/biweekly via telephone or by e-mail. Appointment times will be established jointly between the designated Instructor and the student. Telephone calls and email will be kept in a log by the Instructor to show proof of student progress.
5. Complete each training course within a ninety (90) day period. If a student does not complete a course by this time, the student will be terminated, unless special request for extension of time has been made in writing to the Instructor.
6. Attend all required class sessions as scheduled by the Instructor.
7. 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 workload.
  - b. If a return from a Leave of Absence is 1-day prolonged, dismissal will result.
  - c. While on a Leave of Absence, students are not expected to submit any work.
8. 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 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. (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.

9. 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 class being made up.
10. Notify the Administration Office of any changes to student contact information, including mailing addresses, telephone numbers and/or email addresses.

## **Policy on Instructor Contact (Distance Learning)**

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 training 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 or Student Mentors 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 DSHS/LCDC Chapter 150, 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 ICDS for credit in a course. Reports will be checked for plagiarism, including text book 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 ICDS and will result in termination from the program at the discretion of the Instructor and the school Director.

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

This policy applies to both programs – Classroom and Distance Learning. Students must:

1. Attend all 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. Be paid in full.
5. 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)



## Policy on Job Placement

This policy applies to both programs – Classroom and Distance Learning.

1. ICDS does not offer a Job Placement Assistance Program. We will assist students with matters concerning employment into field of chemical dependency counseling. All states have licensing agencies, and ICDS can help with assisting students with referrals or recommendations.

## Policy on Grievances and Complaints

This policy applies to both programs – Classroom and Distance Learning.

This school has a Certificate of Approval from the Texas Workforce Commission (TWC). The school's programs are approved by TWC, as well and the National Association of Alcoholism and Drug Abuse Counselors (NAADAC). The TWC-assigned school number is: S5118 .

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 catalog.

If, as a student, you were not provided with this information, please inform school management. 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.

In accordance with the Texas Workforce Commission, Texas Administrative Code, Title 40, Part 20, Chapter 807, Subchapter P, Rule §807.301, the procedure for filing a student complaint is as follows:

1. If at any time a student is dissatisfied, the student should discuss the issue with his/her Instructor.
2. If the student feels the issue is not or cannot be resolved by the Instructor, he/she should contact the ICDS Director of Education to schedule an in-person meeting to resolve the issue. The school Director may be reached at:

Institute for Chemical Dependency Studies  
Attn: Earl M. Swindle, Director  
1235 North Loop West, Ste. 701  
Houston, TX 77008  
Phone: 512-246-6007  
Email: [eswindle@cdstudies.com](mailto:eswindle@cdstudies.com)

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. Information on filing a complaint with TWC can be found on TWC's website at: [www.texasworkforce.org/careerschoolstudents](http://www.texasworkforce.org/careerschoolstudents).

## Policy on Probation

This policy applies to both programs – Classroom and Distance Learning.

1. Probation occurs immediately after as student has failed to achieve the minimum grade of 70% 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 on Missed or Make-Up Instruction

This policy applies to both programs – Classroom and Distance Learning.

1. If a student is absent for 20% of scheduled classroom course 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 classroom course 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**

This policy applies to both programs – Classroom and Distance Learning.

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**

This policy applies to both programs – Classroom and Distance Learning.

1. ICDS provides the education and training to register as an LCDC Counselor Intern (CI) with the Texas Department of State Health Services (DSHS), or to register with Texas Certification Board of Addiction Professionals (TCBAP) to begin their direct supervision hours to pursue their as a Criminal Justice Addictions Professionals (CCJP).
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 the DSHS, Counselor Licensure Division.
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) or Certified Criminal Justice Addictions Professional Applicant Status - (CCJP-A).
4. It is recommended that students contact DSHS 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 Counselor Licensure Division of the Texas Department of State Health Services at 800-832-9623 or via their website at [http://www.dshs.state.tx.us/lcdc/lcdc\\_intern](http://www.dshs.state.tx.us/lcdc/lcdc_intern)

## **Policy on Incomplete Grades**

This policy applies to both programs – Classroom and Distance Learning.

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**

This policy applies to both programs – Classroom and Distance Learning.

1. If a circumstance arises whereby the school must interrupt services for a period of more than five (5) scheduled classroom 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 (Classroom to Distance Learning),
  - 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 Class Requirements (Classroom)**

For the 570 Hour Classroom Practicum, ICDS will schedule the student’s Practicum to begin the first available Practicum class after completion of the 270-core curriculum. Practicum classes are on designated evenings at 6pm for a duration of eight (8) weeks. 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.

The student must complete the 270 hours before receiving eligibility to begin the Practicum, except as listed above. Once this class is held, the student is considered *scheduled to attend the Practicum*. Student’s may solicit their Instructor’s referrals for Practicum sites in that are in proximity to a student’s physical address location. While ICDS cannot guarantee a student to obtain a Practicum site, ICDS 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.

## **Policy on Practicum Class Requirements (Distance Learning)**

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 ICDS cannot guarantee a student to obtain a Practicum site, ICDS 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 ICDS 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**  
**Houston Classroom – LCDC Training 270 Hours**  
**Distance Learning – LCDC Training 270 Hours**  
**Practicum Outline and Description – Both programs**

# Student Curriculum and Program Outline (Classroom)

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

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**PROGRAM DESCRIPTION:** The objective of the ICDS Distance Learning 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 270-hour classroom curriculum. The training is composed of six (6) courses consisting of 45 classroom hours each, and one (1) course (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 classroom program is sixteen (16) weeks.

Each course is subdivided into four (4) sections:

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

Total classroom curriculum = 270

- 135 hours Alcohol and Drug specific
- 129 hours Related
- 6 hours Ethics

Total Clock Hours required for completion of the Program = 570

Course Number	Course Title	Lecture	Lab	Externship (Practicum)	Total
DAAC 1319	Basics of Addiction Counseling and the Physiology of Addiction	22	23	0	45
DAAC 1309	Twelve Core Functions of the Counselor	30	15	0	45
DAAC 2341	Basic Counseling Skills and Methods	35	10	0	45
DAAC 2307	Chemical Dependency and The Family	36	9	0	45
DAAC 2343	Ethics and Special Treatment Issues	40	5	0	45
DAAC 1311	Advanced Counseling Skills and Methods	24	21	0	45
	Practicum (Externship)	0	0	300	300
<b>TOTAL</b>		<b>187</b>	<b>83</b>	<b>300</b>	<b>570</b>

The overall breakdown of course material 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

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

- Introduction to chemical dependency
- Twelve core functions of the counselor
- Dynamics of denial
- Treatment models
- Disease process of addiction

**OTHER ELECTIVE COURSEWORK = 45 hours**

- Prevention of chemical dependency
- Therapeutic communities
- Treatment of adolescent addiction
- Relapse prevention

A master bibliography is provided at the end of the manual as a guide for further education and/or research into various topics and issues related to the chemical dependency field. The bibliography also includes internet and e-mail addresses for the obtaining of free information from such federal agencies as: NIDA (National Institute of Drug Abuse) OSAP (Office of Substance Abuse Treatment) and NCADAI (National Clearinghouse for Alcoholism and Drug Abuse Information).

Course Number	Course Title	Lecture	Lab	Externship (Practicum)	Total
DAAC 1319	Basics of Addiction Counseling and the Physiology of Addiction	22	23	0	45

### 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, Twelve Step facilitation, cognitive-behavioral therapy, motivational interviewing, relapse prevention and integrated treatment.

### Objective

- To train students in the essential components and features of addictions and substance use disorders.

### Texts and Materials

- ICDS Training Course I Text and Workbook
- Drugs, Society, and Human Behavior* 16<sup>th</sup> edition, Authors: Authors: Carl Hart, Charles Ksir, Publisher Published by McGraw-Hill Education
- Loosening the Grip: A Handbook of Alcohol Information, 11<sup>th</sup> Edition, (2015)*, Author: Jean Kinney, Publisher: McGraw-Hill Higher Education
- Pleasure Unwoven: A Personal Journey About Addiction, (2009)*, Written by Kevin McCauley ; produced by Jim Clegg, Publisher: Institute for Addiction Study
- My name is Bill. Bill Wilson His Life and the Creation of Alcoholics Anonymous, (2004)*, Author: Susan Cheever, Publisher: Washington Square Press/Simon & Schuster
- Other materials may include The Big Book, the basic text for Alcoholics Anonymous, the Twelve Steps and Twelve Traditions, the basic text of Narcotics Anonymous, the Holy Bible, et. al.

### Methodology

- 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 Twelve Step facilitation of substance abuse recovery and associated program (Alcoholics Anonymous, Narcotics Anonymous, AL-ANON, Gamblers' Anonymous), and the role of spirituality in it.

### Student Assignments

- Each student will choose one drug category from the section on Psychopharmacology in *Drugs, Society, and Human Behavior* 16<sup>th</sup> edition, Authors: Authors: Carl Hart, Charles Ksir, Publisher Published by McGraw-Hill Education to present in class.
- Each student will either be assigned or choose a class of drug (or alcohol) and be directed to prepare a paper that details the history of the use/abuse of that drug, epidemiology, and physiological information administration, distribution, absorption, metabolism, and excretion). This paper is to be presented in class and will become part of the student record. A written report will be turned in to the Instructor.
- Students will be required to answer the questions from the end of Chapters 1- 5 by the last day of the course.

- Students will be required to write a paper on their own introspective and self-inquiry process developed through the self-help process (Twelve Step community), and how this relates to developing an empathic stance towards those suffering from chemical addiction. Aspects of these papers may be shared with the class.
- Students will be required to attend a minimum of two open Twelve Step meetings.

### **Part 1 = 20 hours**

The initial goal of the class and the expectations of the students will be explained. The student will be oriented to classroom procedures, attendance requirements, and other student responsibilities. The texts *Drugs, Society, and Human Behavior* 16<sup>th</sup> edition, Authors: Authors: Carl Hart, Charles Ksir, Publisher Published by McGraw-Hill Education, and *Loosening the Grip: A Handbook of Alcohol Information, 11th Edition, (2015)*, Author: Jean Kinney, Publisher: McGraw-Hill Higher Education will be the primary resource for lecture during this section of the training. Students will be exposed to a history of alcohol and drug abuse. Students will be introduced the way substances are administered, distributed, absorbed, metabolized, and excreted.

### **Format**

During the first 20 hours of instruction, the format will be a combination of lecture and A/V. Students will be encouraged to familiarize themselves with the texts, and lecture material will focus primarily on the text, *Drugs, Society, and Human Behavior* 16<sup>th</sup> edition, Authors: Authors: Carl Hart, Charles Ksir, Publisher Published by McGraw-Hill Education. Each student will either be assigned or choose a class of drug (or alcohol) and be directed to prepare a paper that details the history of the use / abuse of that drug, epidemiology, and physiological information (administration, distribution, absorption, metabolism, and excretion). This paper is to be presented in class and become part of the student record. The lecture material will be taken from the following sections:

- Drug Use in Modern Society, Chapters 1, 2, 3, & 4
- How Drugs Work, Chapters 5 & 6
- Uppers and Downers, Chapters 7,8, & 9
- Alcohol, Chapters 10 & 11
- Restricted Drugs, Chapters 15, 16, 17, & 18

### **Part Two = 8 hours**

During this 8-hour section the student will become familiar with the disease concept of addictive diseases. Students will a film version of *My Name is Bill: Bill Wilson - My Life and the Creation of Alcoholics Anonymous, (2004)*, Author: Susan Cheever, Publisher: Washington Square Press/Simon & Schuster film, and *Relapse, (2004)*, Author: Terence T. Gorski, Publisher: Herald House/Independence Press, Format: DVD Format. The students will discuss prejudice and misconceptions regarding the disease of addiction.

- Medical and psychiatric texts may be employed by the Instructor to detail specific diagnostic criteria.
- The DSM V and the ICD-10 may be cited to lend medical credibility to the lecture.
- The students will be required to defend the disease concept in class, using medical, psychiatric, and anecdotal (cited) authority.

### **Part Three = 15 hours**

The students will be oriented to Twelve Step programs during this 15-hour section. The primary resource for the class will be the course manual.

- Other materials for third phase may include the basic text of "Alcoholics Anonymous" commonly referred to as "The Big Book", the "Twelve Steps and Twelve Traditions", The basic text of Narcotics Anonymous, the Bible, et. al.
- Students will complete the step exercises in the Course I Manual at home and discuss the relevancy of the exercises in class.
- Each student will be required to attend at least two open Twelve Step meetings and observing anonymity, discuss their perceptions of the group.

- The Instructor will discuss the etiology of the steps, and may cite the following sources:
  - William James, "The Varieties of the Religious Experience"
  - Mel B. "New Wine"
  - Sam Shoemaker Various Publications (Oxford Group)
  - The Bible
  - Bill W. - et.al. "Alcoholics Anonymous"
  - Dick B. "The Akron Genesis of AA"

**Part Four = 2 hours**

- Students will complete the examination in the manual, or an exam that is provided by the Instructor and turn it in.
- Students will complete an essay final exam on the phase, consisting of all topics covered in Course I. Students will be required to score a minimum of 70 % to pass the exam.

Course Number	Course Title	Lecture	Lab	Externship (Practicum)	Total
DAAC 1309	Twelve Core Functions of the Counselor	30	15	0	45

### 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.

### Objective

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

### Texts

- ICDS Training Course II Text and Workbook
- Loosening the Grip: A Handbook of Alcohol Information, 11th Edition, (2015)*, Author: Jean Kinney, Publisher: McGraw-Hill Higher Education
- Handouts of State Licensure and Treatment standards

### Student Assignments

- Students will write a comprehensive case study as preparation for practice in managing a case file and following an individual through a course of treatment. Case studies will be presented and critiqued in class.

### Methodology

- Students will participate in discussion and prepare a case presentation. Instructor will lecture in detail regarding the core functions and may use hand-outs and sample presentations to reinforce the importance of competency in each function.

### Part One = 30 hours

Each of the twelve core functions will be discussed, using the text as a basic reference.

- Screening* - Defined and explained. The words "Eligible" and "Appropriate" will be focused upon.
- Intake* - Defined and explained. The focus will be on the role of the intake staff member in relation to the client, as well as the various required consents and other documentation.
- Orientation* - Defined and explained. The focus of this discussion will be on the process of developing the relationship between the patient and the facility.
- Assessment* - Defined and explained. Various assessment tools including the MAST, SASSI, DSM IV Dx Criteria, will be covered. Students will be exposed to terms such as "Standard Measure", "Multiaxial Diagnosis", and "comorbidity" Students will develop the concept that assessment is ongoing and fluid.
- Treatment Planning* - Defined and explained. Students will learn the concept of mutually agreed upon goals and strategies to achieve them. Students will be familiarized with the various documentary requirements in treatment planning. Students will learn treatment plan writing techniques.
- Counseling* - Defined and explained. Students will learn the definition of counseling, and the continuum from education to therapy. Students will be exposed to at least three techniques to incorporate into their case presentation exercise.

- *Case Management* - Defined and explained. Students will learn appropriate methods of cooperative collateral contacts, consensual disclosure, and multidisciplinary communication.
- *Crisis Intervention* - Defined and explained. Students will learn the four levels of escalation of a crisis as well as the appropriate staff intervention for each phase. Students will develop the concept that crisis is a natural component of early recovery and that crisis is usually a therapeutic process.
- *Client Education* - Defined and explained. Students will learn the various methods of presenting information to the client. The concept of Discovery vs. Recovery should be explained.
- *Referral* - Defined and explained. Students will be taught the process of referral, the need to refer in the event of specialized problems, and the appropriate documentation to facilitate a referral.
- *Reports and Record Keeping* - Defined and explained. Students will cover the basic documentation requirements in treatment including;
- Progress Notes Assessments Consents Treatment Plans Reviews
- Unusual Incident Reporting Discharge Summaries Follow Ups
- Consultation with other professionals regarding client treatment/services. Defined and explained. Students will be exposed to the process of securing consults, the need for HIPPA compliant consents, and the various professional disciplines

**Part Two = 12 hours**

- Students will present in class a mock case presentation. The case presentation will follow the accepted format demonstrated by the Instructor and outlined in the manual. This presentation is a major assignment and should be completed as a homework assignment. This presentation will be critiqued by the class.

**Part Three = 3 hours**

- Students will take a -60--question multiple-choice exam on the twelve core functions.
- Students will complete an essay final exam on the course, consisting of all topics covered in Course II. Students will be required to score minimum of 70 % to pass the exam.

Course Number	Course Title	Lecture	Lab	Externship (Practicum)	Total
DAAC 2341	Basic Counseling Skills and Methods	35	10	0	45

### Description

- There are many different techniques that counselors can use with their clients. This course provides students with the basics 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 Gestalt, REBT, Cognitive-Behavioral, Transactional Analysis, and Reality Therapy. Each student will discuss the benefits and liabilities of these techniques.

### Objective

- To train students in the basic skills of substance abuse counseling.

### Texts

- ICDS Training Course III Text and Workbook
- *Becoming Naturally Therapeutic: A Return To The True Essence Of Helping*, (1981), Author: Jacquelyn Small, Publisher: Bantam Books/Random House
- *Loosening the Grip: A Handbook of Alcohol Information, 11th Edition, (2015)*, Author: Jean Kinney, Publisher: McGraw-Hill Higher Education

### Student Assignments

- Students will complete the exercises in the text as they appear and will discuss the exercises in class.
- Each Student will be required to design a group including admission criteria, type of group, counseling approach to use, and focus of group. This group design should be completed as a homework assignment.
- Students will conduct a 15-minute mock counseling session which we be assessed by both the presenter, other students, and the Instructor.
- Each Student will be required to read Ch. 9 of *Loosening the Grip: A Handbook of Alcohol Information, 11th Edition, (2015)*, Author: Jean Kinney, Publisher: McGraw-Hill Higher Education, Treatment Techniques and Approaches (pages 288 -302).

### Methodology

- The primary method of teaching in this phase is experiential. The students will begin to practice the techniques and skills presented in lecture and undergo a critique at the completion of each experience.

### Part One = 9 hours

- During this section, students will be encouraged to examine their own philosophy of life, styles of interpersonal communication, and theoretical orientation to the counseling process.
- The Instructor will assign the students to conduct practice sessions, which focus on the above skills. Feedback will be provided for each participant by the Instructor and the other students (see pages 5-7).
- Students will be paired and given the opportunity to practice the four basic attending skills:
  - Eye Contact
  - Attentive Body Language
  - Vocal Qualities
  - Verbal Tracking (see pages 2-3)

**Part Two = 6 hours**

- The art of questioning will be examined during this section.
- The Instructor will discuss the relationship between attending behaviors and questioning. The pros and cons of the interrogatory will be explored. The difference between open and closed questioning will be discussed. Questioning skills will be practiced and critiqued. The diagnostic value of appropriate questioning will be examined (see pages 8-17).

**Part Three = 9 hours**

- Client observation skills is the focus of the third section.
- Lecture will concentrate on observation of client behaviors and body language. Students will learn about the three basic types of learning - visual, auditory, and kinesthetic. (see pages 18-26).
- Students will each conduct a short practice session and be critiqued by their peers and the Instructor.

**Part Four = 6 hours**

- This section will focus on the necessity of appropriate feedback. Students will learn Encouraging, Paraphrasing, and Summarizing techniques.
- Lecture material will be taken from the basic text and various chapters from *Becoming Naturally Therapeutic: A Return To The True Essence Of Helping*.
- Students will each conduct a short practice session.

**Part Five = 5 hours**

- This section of the training will examine Noting and Reflecting Feelings. The importance of using skills previously learned in parts 1-4 will be explained.
- Explicit and implicit emotive responses will be discussed. As with the preceding sections of the course experiential learning will be employed throughout.
- Students will each conduct a short practice session and be critiqued by their peers and the Instructor (see pages 44-45).

**Part Six = 9 hours**

- Group counseling for addictive diseases will be covered in this section. Lecture will focus upon pros and cons of group, various types of groups, a discussion of group guidelines, and client expectations from groups (see pages 47-71).

**Part Seven = 1 hour**

- Each student will complete the 35-question exam in the Course III Manual.
- Students will complete an essay final exam on the phase, consisting of all topics covered in Phase III. Students will be required to score minimum of 70 % to pass the exam.

Course Number	Course Title	Lecture	Lab	Externship (Practicum)	Total
DAAC 2307	Chemical Dependency and The Family	36	9	0	45

### Description

- This course will educate students on the family roles and dynamics in chemical dependency counseling. Students will learn about the role and dynamics of the family in chemical dependency 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.

### Objectives

- To train students in the role and dynamics of the family in addictions counseling.
- To expose the students to the Family Intervention systems.

### Texts

- ICDS Training Course IV Text-Workbook, Chemical Dependency and the Family
- *Loosening the Grip: A Handbook of Alcohol Information, 11th Edition, (2015)*, Author: Jean Kinney, Publisher: McGraw-Hill Higher Education

### Films

- Instructor may use the following feature length films to illustrate the Wegschieder Roles:
  - *When A Man Loves A Woman*. Dir. Luis Mandoki. Buena Vista Pictures, 1994. Motion Picture.
  - *Under the Influence*. Dir. Thomas Carter. CBS Entertainment, 1986. Motion Picture

### Student Assignments

- Students will be required to read:
  - Ch. 7 and 9 of *Loosening the Grip: A Handbook of Alcohol Information, 11th Edition, (2015)*, Author: Jean Kinney, Publisher: McGraw-Hill Higher Education, Effects of Alcohol Problems on the Family, and Treatment Techniques and Approaches (pages 303 - 313)
- Students will be required to submit a paper on family systems.
- Students will be required to write an intervention letter following the accepted Johnson Model format.
- Students will be required to attend a minimum of one (1) Al-anon meeting. The Instructor may assign up to three (3) meetings to attend, the attendance will be discussed in class as part of the student's lab/participation grade.

### Methodology

- Using the didactic model, the Instructor will direct the class by discussing the nature of the family disease process. The students will also be given the homework assignment of preparing a mock intervention letter.

### Part One = 36 hours

- Course IV Manual should be supplemented with Ch. 7 from *Loosening the Grip: A Handbook of Alcohol Information, 11th Edition, (2015)*, Author: Jean Kinney, Publisher: McGraw-Hill Higher Education, Effects of Alcohol Problems on the Family (pages 209 - 225).
- The class will begin with an orientation the disease process.
- The Instructor will ask the individual students to develop a personal genogram going back at least two generations. The genograms are then presented in the class. The students will have the opportunity to see patterns develop in the family tree.

- At the end of the exercise, the Instructor may wish to show the following films:
  - *When A Man Loves A Woman*. Dir. Luis Mandoki. Buena Vista Pictures, 1994. Motion Picture.
  - *Under the Influence*. Dir. Thomas Carter. CBS Entertainment, 1986. Motion Picture
  
- At the end of the film(s), students will discuss the family roles of:
  - Victim
  - Chief Enabler
  - Hero
  - Scapegoat
  - Lost Child
  - Mascot

**Part Two = 7 Hours**

- Students will receive a lecture about the Johnson Model Intervention. Students will then develop and participate in a mock family intervention. The students will be coached on the intervention, and each will be asked to write and edit a letter to be used in the mock intervention.

**Part Three = 2 hours**

- Students will complete an essay final exam on the phase, consisting of all topics covered in Course IV.
- Students will be required to score a minimum 70% to pass the exam.

Course Number	Course Title	Lecture	Lab	Externship (Practicum)	Total
DAAC 2343	Ethics and Special Treatment Issues	40	5	0	45

### Description

- This 45-hour 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 ICDS. The objectives of each of the classes will be clearly stated by the various facilitators. Each Instructor will submit a lesson plan for approval to Director prior to facilitating the class. Specific lesson plans (proprietary) and Instructor qualifications (non-proprietary) are available to the appropriate monitoring authority and may be obtained by contacting the school office. The DSHS/LCDC required licensure and renewal hours will be provided during each part of the course. 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. Students will also learn about special issues pertaining to chemical dependency such as:
  - HIV-AIDS
  - Counseling Special Populations
  - Women's Issues
  - Fetal Alcohol Syndrome
  - Understanding Mental Health
  - DSM IV
  - Dual Diagnosis
  - Psychiatric Medications and the CD Client
  - Suicide Assessment
  - Crisis Intervention

### Objectives

- To apprise students of the ethical guidelines that pertain the profession of chemical dependency counseling.
- To educate students in special issues related to the treatment of addiction disorders.

### Texts

- ICDS Training Course V Text and Workbook
- *Loosening the Grip: A Handbook of Alcohol Information, 11th Edition, (2015)*, Author: Jean Kinney, Publisher: McGraw-Hill Higher Education
- Various Handouts on the Dynamics of Addiction and Criminal Behavior, and Criminal Justice Systems and Processes

### Student Assignments

- Students will be required to read Chapter 10 of *Loosening the Grip: A Handbook of Alcohol Information, 11th Edition, (2015)*, Author: Jean Kinney, Publisher: McGraw-Hill Higher Education, Special Populations.
- Pre-service students will present a short report on one of the special issues of their choosing (report will be presented in the next course).
- Students will complete an essay on the phase, consisting of all topics covered in Course V on the first day of the next phase. Students will be required to score a minimum of 70% to pass.
- During this phase, students will have an opportunity to network with allied health professionals in their area. Each Instructor should help to facilitate this networking as they see fit.

Course Number	Course Title	Lecture	Lab	Externship (Practicum)	Total
DAAC 1311	Advanced Counseling Skills and Methods	24	21	0	45

### 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 also learn issues regarding the seriously depressed and/or suicidal client, the 11 phases of relapse -- particularly Gorski's Counselor burn-out vs. counselor resilience. This course will also cover issues related to counseling and the criminal justice system: therapeutic treatment communities, TAIP program, and "safe p" programs. Students may make a field trip to a treatment community or similar facility. This course will also conduct a systematic review for the written portion of the LCDC licensure exam. 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

### Objective

- To train students in the advanced methods and techniques of substance abuse counseling.

### Texts

- ICDS Training Course VI Manual
- *TAP 21:: Addiction Counseling Competencies: The Knowledge, Skills, and Attitudes of Professional Practice, Technical Assistance Protocol (TAP) Series*, (2008), 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

### Film

- *Relapse*, (2004), Author: Author Terence T. Gorski, Publisher: Herald House/Independence Press, Format: DVD Format

### Student Assignments

- Students will cover five (5) practice exams in preparation for the written licensure exam.
- Student will take the Course VI exam. Students will be required to score a minimum of 70% to pass the exam.
- Students will present a short report on one of the special issues presented in Course V.

### Part One = 24 hours

- Lecture will predominate the first block of instruction. The material provided in the Course VI Manual covers seven counseling approaches.
- At the end of each of the approaches is a scenario that requires the students to apply knowledge gained during the lecture.
- The materials a comprehensive and extensive discussion of the various schools of personality development and should provide most of the lecture material.
- The material encourages a great deal of discussion and this should be monitored so as not to exceed allotted time allowances. The Instructor may need to also point out that the discussion represents theory, not quantifiable facts.

**Part Two = 12 Hours**

- Relapse Prevention is the focus of this section (see pages 51-67).
- The Instructor may wish to cover the criteria for diagnosis of dependence vs. abuse (see page 52). A discussion of the relapse process will be facilitated by the Instructor.
- The eleven (11) phases of relapse will be covered. This may be either preceded or followed by the film, at the discretion of the Instructor.

**Part Three =3 hours**

- This section focuses on the Intern Manual. The Instructor will familiarize the students with the Intern Manual and the necessity of keeping current with timely documentation of training.
- The Instructor will discuss the Therapeutic Community concept and familiarize the students with the continuum of care in the criminal justice system.
- Treatment Alternatives to Incarceration programs (TAIP), Substance Abuse Felony Prevention Treatment programs (SAFTP-P), and aftercare will be discussed.

**Part Four = 4 hours**

- Students will be oriented to the glossary of relevant terms located on page 69 in the Course VI Manual.
- During class, the students will self-administer one of the sample written examinations beginning on page 87 and will be graded by a peer.

**Part Five = 2 hours**

- Students will complete the Course 6 exam.
- Students will complete an essay final exam on the phase, consisting of all topics covered in Course VI.
- Students will be required to score a minimum 70% to pass the exam.

# Student Curriculum and Program Outline (Distance Learning)

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

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PROGRAM DESCRIPTION: The objective of the ICDS Distance Learning 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 a field 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 270-hour classroom curriculum. The training is composed of four (4) courses and a one (1) course consisting of 300 hours provided by a Qualified Credentialed Counselor. The total time to complete the Distance Learning program is 36 weeks. At the submission of the first manual quiz, open an email and go the subject Lesson Quiz. Answer down the page. Below is an example:

1. A
2. B
3. C

Each course is subdivided into four (4) sections:

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

Total classroom curriculum = 270

- 135 hours Alcohol and Drug specific
- 129 hours Related
- 6 hours Ethics

Total Clock Hours required for completion of the Program = 570

Course Number	Course Title	Lecture	Lab	Externship (Practicum)	Total
DAAC 1319	Basics of Addiction Counseling and the Physiology of Addiction	85	0	0	85
DAAC 1311	Basic Counseling Skills and Methods	30	0	0	30
DAAC 2341	Advanced Counseling Skills and Methods	30	0	0	30
DAAC 2307	Chemical Dependency and The Family	30	0	0	30
DAAC 1309	Twelve Core Functions of the Counselor	50	0	0	50
DAAC 2343	Ethics and Special Treatment Issues	45	0	0	45
	Practicum (Externship)	0	0	300	300
TOTAL		270	0	300	570

### Getting Started in Distance Learning: General Guidelines

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 the Institute for Chemical Dependency Studies (ICDS). Revised: April 28, 2024

1. Some students find that they prefer starting with the textbooks, and then move into the manuals, and some prefer starting with the manuals and then move over to the textbooks. Some do both at the same time. Whatever works best for each student is the recommended method in which to complete the Distance Learning curriculum as, there is no required start.
2. Upon receipt of program materials, provide confirmation that you have read and understand the School Catalog, and complete all enrollment documents.
3. Please sign all enrollment documents in blue ink and return via mail or scan to email to the School Director.
4. Every course includes additional assignments that are NOT in the course manuals. Please coordinate with the Instructor when to start each assignment and when to turn in each assignment.
5. Grades and progress reports are kept on file at the end of each course and will be made available to students.
6. If state in which a student is seeking licensure requires a Practicum: Unless approved by the Director, students may not start the Practicum until all four courses have been completed. Students are responsible for *helping* locate a Practicum site. The student Practicum Manual will have all the required forms for Practicum providers, the weekly sheets to track your time and the evaluation with total hours to be completed at the end of the Practicum. In the Practicum Manual, students are required to submit the eight (8) assignments to the Instructor. Do not start these until a Practicum site has been secured.
7. Finals: Each course contains one (1) final exam. It is in essay format. Students are required to utilize a Proctor or Testing Center to complete this exam. If a testing center is utilized, students may type this exam. If no testing center is used, students are required to hand write this exam. Students must provide the Director three (3) days in advance of the date to take the final exam with the name, address, city, state and zip code of the Proctor. This is to ensure that the exam is sent to send the Proctor in enough time for it to arrive on exam date.
8. If the 3-day advance notification is not received, ICDS cannot guarantee that the exam will be sent in enough time to meet the scheduled exam date. Upon completion of the final exam, the Proctor is required to send it to the student's assigned Instructor.
9. Upon completion of coursework, Instructors will submit to the Director a student's final progress report and a transcript request. All self-pay students must ensure that their tuition is paid in full before a transcript is provided. ICDS will provide students with two (2) copies of transcripts. A student may also request that a transcript to be sent to a college or university. Upon such a request, it is the responsibility of the student to provide ICDS with the address, city, state, zip code and appropriate contact person/division. ICDS will ship the one (1) transcript to the student's selected college or university free of charge. Additional copies of transcripts can be requested at a fee of \$25.00 each.

Course Number	Course Title	Lecture	Lab	Externship (Practicum)	Total
DAAC 1319	Basics of Addiction Counseling and the Physiology of Addiction	85	0	0	85

### 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, Twelve Step facilitation, cognitive-behavioral therapy, motivational interviewing, relapse prevention and integrated treatment.

### Objectives

- To train students in the essential components and features of addictions and chemical dependency.
- To educate students on the 12 Steps of Recovery.

### Texts

- ICDS Training Course 1 Manual
- *Drugs, Society, and Human Behavior 16th edition, Authors: Authors: Carl Hart, Charles Ksir, Publisher Published by McGraw-Hill Education*
- *Loosening the Grip: A Handbook of Alcohol Information, 11th Edition, (2015), Author: Jean Kinney, Publisher: McGraw-Hill Higher Education*

### Methodology

Students will learn:

- The various aspects of chemical addiction [both drugs and alcohol], including the process of addiction, and signs and symptoms of addiction disorders.
- The specifics of various abused and addictive drugs including, cocaine, heroin, marijuana, and other commonly abused substances. Other drug dependencies will also be covered.
- Co-dependency and other process addictions.
- We will also cover the Twelve Step program approach of substance abuse recovery, and the role of spirituality in it. Students will also learn about Twelve Step programs such as: Alcoholics Anonymous, Narcotics Anonymous, AL-ANON, Gamblers' Anonymous and so on.
- The various approaches and opportunities regarding treatment options.
- The specifics of detox services, in-patient residential services, and out-patient services, as well as aftercare programs.
- The appropriateness of referrals, assessment criteria used for appropriate level of care placement, as well as issues that further complicate treatment modalities.
- The principals of effective treatment as well as treatment for co-occurring disorders. We will spend some time on prevention, intervention and education. We will break down each step, and pick out clue words that indicate, support and enforce the importance of each individual step. Students will have a better understanding of the sequence of each of the steps as well as work assignments on each step to better understand what we are asking of our clients.
- Students will be asked to attend any Twelve Step meetings and share their experience.

Course Number	Course Title	Lecture	Lab	Externship (Practicum)	Total
DAAC 1311	Basic Counseling Skills and Methods	30	0	0	30
DAAC 2341	Advanced Counseling Skills and Methods	30	0	0	30
DAAC 2307	Chemical Dependency and The Family	30	0	0	30

### Description

- There are many different techniques that counselors can use with their clients. This course will at some of the techniques that are felt to be most effective during a counseling session. This course will provide students with the basics techniques of substance abuse counseling. Students will learn the basics techniques of substance abuse counseling: 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 Gestalt, REBT, Cognitive-Behavioral, Transactional Analysis, and Reality Therapy. Each student will discuss the benefits and liabilities of these techniques. This course will also provide students with the basic knowledge of:
  - Individual Counseling Group Counseling
  - Effects on Family – Counseling Families and Significant Others Counseling Special Populations
  - Relapse Prevention
  - Vocational Education Counseling
  - Communicable Diseases: HIV/AIDS, STDs, TB, Hepatitis Human Growth and Development

### Objective

- To train students in the various trends, styles and technique of counseling approaches. Students will also learn about counseling theories, counseling of alcoholism and other addictions or disorders, addicted family intervention.

### Texts

- ICDS Training Course 2 Manuals
- *Loosening the Grip: A Handbook of Alcohol Information, 11th Edition, (2015)*, Author: Jean Kinney, Publisher: McGraw-Hill Higher Education
- *Becoming Naturally Therapeutic: A Return To The True Essence Of Helping, (1981)*, Author: Jacquelyn Small, Publisher: Bantam Books/Random House

### Methodology

- Students will learn the need for diversity in counseling modalities, with the chemical dependency population, reminding them that one style will not work for all clients.
- Students will learn the differences, benefits and dynamics of group, individual and family counseling- and integrating the approaches into each.
- Students will learn the about the dynamics involved in counseling sessions.
- Students will learn the family roles of:
  - Victim
  - Chief Enabler
  - Hero
  - Scapegoat
  - Lost Child
  - Mascot
- HIV/AIDS, STDs & Hepatitis C will also be integrated into this course.

Course Number	Course Title	Lecture	Lab	Externship (Practicum)	Total
DAAC 1309	Twelve Core Functions of the Counselor	50	0	0	50

### 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.

### Objectives

- To train students in the various trends, styles and technique of counseling approaches.
- To educate students of the twelve core functions of a counselor.

### Texts

- ICDS Training Course 3 Manuals
- *Drugs, Society, and Human Behavior 16th edition, Authors: Authors: Carl Hart, Charles Ksir, Publisher Published by McGraw-Hill Education*
- *Loosening the Grip: A Handbook of Alcohol Information, 11th Edition, (2015), Author: Jean Kinney, Publisher: McGraw-Hill Higher Education*

### Methodology

- Students will learn the need for diversity in counseling modalities with the chemical dependency population, reminding them that one style will not work for all clients.
- Students will learn the differences, benefits and dynamics of group, individual and family counseling- and integrating the approaches into each.

Course Number	Course Title	Lecture	Lab	Externship (Practicum)	Total
DAAC 2343	Ethics and Special Treatment Issues	45	0	0	45

### Description

- This 45-hour 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 ICDS. The objectives of each of the classes will be clearly stated by the various facilitators. Each Instructor will submit a lesson plan for approval to Director prior to facilitating the class. Specific lesson plans (proprietary) and Instructor qualifications (non-proprietary) are available to the appropriate monitoring authority and may be obtained by contacting the school office. The DSHS/LCDC required licensure and renewal hours will be provided during each part of the course. 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. Students will also learn about special issues pertaining to chemical dependency such as:
  - HIV-AIDS
  - Counseling Special Populations
  - Women's Issues
  - Fetal Alcohol Syndrome
  - Understanding Mental Health
  - DSM IV
  - Dual Diagnosis
  - Psychiatric Medications and the CD Client
  - Suicide Assessment
  - Crisis Intervention

### Objectives

- Students will learn about the ethical guidelines that pertain to the profession of chemical dependency counseling. What is confidentiality? What laws govern this scope of practice?
- Students will learn the difference between State and Federal Laws regarding disclosure.
- Students will learn the importance of counselor wellness, resources for impaired professionals.

### Texts

- ICDS Training Course 4 Manuals
- *Loosening the Grip: A Handbook of Alcohol Information, 11th Edition, (2015)*, Author: Jean Kinney, Publisher: McGraw-Hill Higher Education

### Methodology

- Students will learn about the necessity to recognize and respond appropriately to ethical dilemmas encountered while treating addictive disorders. The goal is for students to understand that this is a complex task that cannot be taken for granted by even experienced counselors.
- Students will be required to read and will be quizzed on the following:
  - *Drugs, Society, and Human Behavior 16th edition*, Authors: Carl Hart, Charles Ksir, Publisher: McGraw-Hill Education
  - *Loosening the Grip: A Handbook of Alcohol Information, 11th Edition, (2015)*, Author: Jean Kinney, Publisher: McGraw-Hill Higher Education
  - *Becoming Naturally Therapeutic: A Return To The True Essence Of Helping, (1981)*, Author: Jacquelyn Small, Publisher: Bantam Books/Random House

## **Additional Information**

- Other recommended reading can be obtained at no cost from the National Clearinghouse for Alcohol and Drug Information (NCADI), (800) 729-6686.
- Students are responsible for ordering TIPS and TAPS. Both TIPS and TAPS can be downloaded at: <http://ncadi.samhsa.gov/govpubs/>
- ICDS will provide to students, when available, the TAP 21.
- CSAT Technical Assistance Publication Series (TAP)
- CSAT Treatment Improvement Protocol Series (TIP)
- It is recommended that all students read TIP 38: Integrated Substance Abuse Treatment and Vocational Services which can be found at: <http://ncadi.samhsa.gov/govpubs/bkd381/>

## Distance Learning Course Assignments

- Students will be required to read all sections and assigned readings and complete all required essays and the tests for each course.
- Lesson quizzes must be completed by the student and emailed to the Instructor.
- The final exam must be administered by the student Proctor.
- For textbook chapter readings, students are required to log into *Drugs, Society, and Human Behavior 16th edition*, Authors: Carl Hart, Charles Ksir, Publisher Published by McGraw-Hill Education at: [www.mhhe.com/hart14e](http://www.mhhe.com/hart14e) and *Loosening the Grip: A Handbook of Alcohol Information, 11th Edition, (2015)*, Author: Jean Kinney, Publisher: McGraw-Hill Higher Education at: [http://highered.mcgraw-hill.com/sites/0073404659/information\\_center\\_view0/](http://highered.mcgraw-hill.com/sites/0073404659/information_center_view0/) and then click student link.
  1. Select the appropriate chapter to complete the quiz.
  2. Select the multiple choice/quiz option.
  3. Take the quiz.
  4. Submit the quiz to the Instructor by typing in their email address.
  5. There is an option to fill in section ID and other information; however, all that is required is your name and the Instructor's email address. These links are also listed in the books themselves.

### **DAAC 1319      Basics of Addiction Counseling and the Physiology of Addiction**

Basic Knowledge:      Physical and Pharmacological Effects  
Diversity of Intervention and Treatment Approaches  
Knowledge of Twelve Step and Mutual Aid Groups

Readings              *Loosening the Grip: A Handbook of Alcohol Information, 11th Edition, (2015)*, Author: Jean Kinney, Publisher: McGraw-Hill Higher Education, Chapters 3-4, 6-7 & 13 + Online Quizzes

*Drugs, Society, and Human Behavior 16th edition, Authors: Carl Hart, Charles Ksir, Publisher Published by McGraw-Hill Education, Chapters. 1-5 & 9 + Online Quizzes*

Reports                Choose a drug (or alcohol) and prepare a paper that details the history of the use and abuse of that drug. Include physiological information (administration, distribution, absorption, metabolism, and excretion). This paper must include this information to be accepted. This report should list ALL sources used. This paper should be a minimum of 4 pages, in size 12 font. This paper is to be typed and e-mailed or mailed in to the Instructor.

### **DAAC 1311      Basic Counseling Skills and Methods**

### **DAAC 2341      Advanced Counseling Skills and Methods**

### **DAAC 2307      Chemical Dependency and The Family**

Basic Knowledge:      Individual Counseling Group Counseling  
Effects on Family – Counseling Families and Significant Others  
Counseling Special Populations  
Relapse Prevention  
Vocational Education Counseling  
Communicable Diseases: HIV/AIDS, STDs, TB, Hepatitis Human Growth and Development

Readings              *Loosening the Grip: A Handbook of Alcohol Information, 11th Edition, (2015)*, Author: Jean Kinney, Publisher: McGraw-Hill Higher Education, Chapters 8-10 & 14 + Online Quizzes

*Becoming Naturally Therapeutic: A Return To The True Essence Of Helping, (1981)*, Author: Jacquelyn Small, Publisher: Bantam Books/Random House, read in its entirety

**Reports** Each student is to write a report detailing the 10 influential points they gained from reading *Becoming Naturally Therapeutic: A Return To The True Essence Of Helping*, (1981), Author: Jacquelyn Small, Publisher: Bantam This paper is to be typed and e-mailed or mailed to the Instructor and become part of the student record.

**DAAC 1309 Twelve Core Functions of the Counselor**

**Basic Knowledge:** Assessment and Evaluation  
Case Management and Referral  
Treatment Planning, Client Record Keeping and Discharge Planning  
Patient, Family and Community Education and Prevention

**Readings** *Loosening the Grip: A Handbook of Alcohol Information, 11th Edition, (2015)*, Author: Jean Kinney, Publisher: McGraw-Hill Higher Education, Chapters 12 plus the Online Quizzes

**Reports** Students are to develop an Assessment on a client (black out all references referring to the client's name, address, SSN). This assessment should include the following areas:

1. Presenting problems and circumstances leading to admission
2. Alcohol and other drug use: Past and Present
3. Past psychiatric treatment
4. Past chemical dependency treatment
5. Medical history: Past and Present
6. Family structure
7. Current living situation
8. Relationships with family of origin
9. Relationships with nuclear family
10. Relationships with significant others
11. Social history
12. Education and vocational training
13. Employment history: (reason for changes in employment)
14. Employment current status
15. Legal history: Past and Current legal status
16. Emotional state
17. Behavioral functioning: Past and Present
18. Strengths and Weaknesses
19. Diagnostic Impression
  - Axis I
  - Axis II
  - Axis III

Students are required to develop a client Treatment Plan on the client in the assessment.

Based on Section I Counseling Theories, students are required to write and describe three different theories that would work well while receiving services, along with justification for changing from one theory to another.

Based upon the Assessment that developed for this course, students are required to describe how they would address the area of Case Management.

**DAAC 2343 Ethics and Special Treatment Issues**

Basic Knowledge: Counselor Ethics  
Confidentiality/Legal Issues  
Counselor – Client Relationships  
Counselor Wellness

Readings: *Loosening the Grip: A Handbook of Alcohol Information, 11th Edition, (2015)*, Author: Jean Kinney, Publisher: McGraw-Hill Higher Education, Chapters 11 & 14 + Online Quizzes

# Student Curriculum and Program Outline (Classroom and Distance Learning)

## Practicum - Licensed Chemical Dependency Counselor Training Program

Course Number	Course Title	Lecture	Lab	Externship (Practicum)	Total
DAAC 2367	Practicum (Externship)	0	0	300	300

### Curriculum Description

- The ICDS Chemical Dependency Education Practicum is field-based, and provides practical experience for the student, who has completed all required coursework. As such, the Practicum allows students to work in an ICDS-approved setting, i.e. a chemical dependency or similar agency under the direct supervision of the ICDS Practicum Coordinator.

### Methodology

- In eight (8) classroom 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 class, and to stay on track with the all assignments.
- If a classroom student cannot be present in the classroom, the student must receive approval the Instructor, or Director of Training and Education to be supervised properly.
- Classroom students are eligible to begin Practicum upon completion of the 270 hours, or with special permission from the Director.
- After/during the eight time of classroom hours, student supervision will be provided by the Practicum site or an Instructor until the 240 hours are completed.
- Contact the Practicum Coordinator during the last week of the 240 hours, and the required final documentation form will be faxed or e-mailed to the Practicum site.
- After the 240 hours are completed, students must turn in the completed documentation form to the ICDS Practicum Coordinator. If all hours are completed and tuition is paid in full, a certificate and letter can be issued. ICDS will also continually obtain verbal confirmation of student progress during on-site hours and of student completion from the Practicum site.
- Distance Learning students will have scheduled Practicum sessions/chats with the Instructor.
- 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 are 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 of counselors and 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:
  1. *Understanding Addiction is defined as:*
    - a. Understand a variety of models and theories of addiction and other problems related to substance abuse.
    - b. 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.
    - c. Describe the behavioral, psychological, physical health, and social effects of psychoactive substances on the user and significant others.
    - d. 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.
  2. *Treatment Knowledge is defined as:*
    - a. 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.
    - b. Recognize the importance of family, social networks, and community systems in the treatment and recovery process.
    - c. Understand the importance of research and outcome data and their application in clinical practice.
    - d. Understand the value of an interdisciplinary approach to addiction treatment.
  3. *Application to Practice is defined as:*
    - a. Understand the established diagnostic criteria for substance use disorders and describe treatment modalities and placement criteria within the continuum of care.
    - b. Describe a variety of helping strategies for reducing the negative effects of substance use, abuse, and dependence.
    - c. Tailor helping strategies and treatment modalities to the client's stage of dependence, change, or recovery.
    - d. Provide treatment services appropriate to the personal and cultural identity and language of the client.
    - e. Adapt practice to the range of treatment settings and modalities.
    - f. Be familiar with medical and pharmacological resources in the treatment of substance use disorders.
    - g. Understand the variety of insurance and health maintenance options available and the importance of helping clients access those benefits.
    - h. Recognize that crisis may indicate an underlying substance use disorder and maybe a window of opportunity for change.
    - i. Understand the need for and the use of methods for measuring treatment outcome.
  4. *Professional Readiness is defined as:*
    - a. Understand diverse cultures and incorporate the relevant needs of culturally diverse groups, as well as people with disabilities, into clinical practice.
    - b. Understand the importance of self-awareness in one's personal, professional, and cultural life.
    - c. Understand the addiction professional's obligations to adhere to ethical and behavioral standards of conduct in the helping relationship.
    - d. Understand the importance of ongoing supervision and continuing education in the delivery of client services.
    - e. Understand the obligation of the addiction professional to participate in prevention as well as treatment.
    - f. Understand and apply setting-specific policies and procedures for handling crisis or dangerous situations, including safety measures for clients and staff.

## **Texts**

- The TAP 21 Manual is required for both Distance Learning and Classroom students.

## **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 the following:
  1. Clinical Evaluation
    - a. Screening
    - b. Assessment
  2. Treatment Planning
  3. Referral
  4. Service Coordination
    - a. Implementing the treatment plan
    - b. Consulting
    - c. Continuing Assessment and Treatment Planning
  5. Counseling
    - a. Individual Counseling
    - b. Group Counseling
    - c. Counseling for Families, Couples, and Significant Others
  6. Client, Family, and Community Education
  7. Documentation
  8. Professional and Ethical Responsibilities

# Sample Student Curriculum and Program Outline

(Classroom and Distance Learning)

## Session 1

### CLINICAL EVALUATION

Screening

Assessment

Reading Assignments

- TAP 21
- Clinical Evaluation (Read pgs. 37 – 48)

Core Function Manual (Course II Manual)

- Screening
- Assessment

## Session 2

### TREATMENT PLANNING

Reading Assignments

- TAP 21
- Treatment Planning (pgs. 53– 62)
- Core Function Manual (Course II Manual) - Treatment Planning

## Session 3

### REFERRAL

Reading Assignments

- TAP 21 Referral (pgs. 67 – 74)
- Core Function Manual (Course II Manual) - Referral

## Session 4

### SERVICE COORDINATION

Reading Assignments

- TAP 21 Service Coordination (pgs. 77 – 95)
- Core Function Manual (Course II Manual) - Consultation with other Professionals
- Review Assessment, Review Treatment Planning

## Session 5

### COUNSELING

Reading Assignments:

- TAP 21 Counseling (pgs. 99– 119)
- Core Function Manual (Course II Manual) – Counseling

## Session 6

## **CLIENT, FAMILY, AND COMMUNITY EDUCATION**

### Reading Assignments

- TAP 21 Client, Family, and Community Education (pgs. 131 – 137)
- Core Function Manual (Course II Manual) - Client Education

## **Session 7**

### **DOCUMENTATION**

### Reading Assignments

- TAP 21 Documentation (pgs. 141 – 147)
- Core Function Manual (Course II Manual) - Report and Record Keeping

## **Session 8**

### **PROFESSIONAL AND ETHICAL RESPONSIBILITIES**

### Reading Assignments

- TAP 21 - Professional and Ethical Responsibilities (pgs. 151 – 158)
- Ethics for Addiction Professionals -- Le Clair Bissell, M.D., C.A.C. James E. Royce, S.J., Ph.D. HAZELDEN

# ADDENDUM

## Title 38 United States Code Section 3679(e) School Compliance Policy

### Allowing Veterans to Attend or Participate in Courses Pending VA Payment

Section 103 of Public Law (PL) 115-407, 'Veterans Benefits and Transition Act of 2018,' amends Title 38 US Code 3679 by adding a new subsection (e) that requires disapproval of courses of education, beginning August 1, 2019, at any educational institution that does not have a policy in place that will allow an individual to attend or participate in a course of education, pending VA payment, providing the individual submits a certificate of eligibility for entitlement to educational assistance under Chapter 31 or 33.

A *Covered Individual* is any individual who is entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post-9/11 GI Bill benefits. ICDS permits any covered individual to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' (VA) website – eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:

#### **Pending Payment Compliance**

In accordance with Title 38 US Code 3679(e), ICDS adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post-9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation & Employment (Ch. 31) benefits, while payment to the institution is pending from VA. ICDS will not:

- Prevent the student's enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA Certificate of Eligibility (COE) by the first day of class;
- Provide a written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

## APPENDIX: Master Bibliography

- Childhood and Society, Erik H. Erikson, W.W. Norton & Co., New York. I'm OK -- You're OK, Thomas H. Harris, Avon Books, New York.
- Feeling Good: The New Mood Therapy, David D. Burns, Signet Books, New York. A Primer of Freudian Psychology, Calvin S. Hall, Mentor Books, New York.
- The Basic Writings of Sigmund Freud, Modern Library, New York. Client-Centered Therapy, Carl R. Rogers, Houghton-Mifflin Co., Boston.
- The Myth of Mental Illness, Thomas S. Szasz, Harper & Row, New York.
- Reality Therapy: A New Approach to Psychiatry, William Glasser, Perennial Library, New York, N.Y. Principles of Intensive Psychotherapy, Frieda Fromm-Reichman, University of Chicago, Chicago. The Doctor and the Soul, Viktor E. Frankl, Vintage Books, New York.
- Critical Incidents, (ethical Issues in substance abuse prevention and treatment), William L. White, Lighthouse Training Institute, Bloomington, Illinois.
- Clinical Manual of Substance Abuse, Jean Kinney, Mosby-Year Book, St. Louis, Missouri.
- The 12 Core Functions of a Counselor, Stanley F. Kulewicz, Counselor Publication, Marlborough, CT. Double Bind, Caryl Trotter, Harold House/Independence Press, Independence Missouri.
- How to Help Someone Who Doesn't Want Help, Vernon E. Johnson, Johnson Institute, Minneapolis, Minn. Alcoholism & Substance Abuse in Special Populations, Gary W. & Ann W. Lawson.
- Aspen Publishers, Gaithersburg, Maryland
- Treatment Choices for Alcoholism and Substance Abuse, Harvey B. Milkman & Lloyd I. Sederer, Lexington Books, New York, New York.
- The Professional Alcohol and Drug Counselor Supervisor's Handbook, Lawrence Clayton & Randy VanNostrand, Learning Publications, Holmes Beach, FL.
- Diagnostic and Statistical Manual of Mental Disorders, 4th edition, American Medical Association. Treating Alcohol Dependency, P.M. Monti, D.B. Abrams et al, Guilford Press, 1989.
- Cocaine Addiction: Treatment, Recovery and Relapse Prevention, A.M. Washton, W.W. Norton 1989. Issues and Ethics in the Healing Profession, 4th edition, G. Corey, M.S. Corey, and P. Callanan, 1993. Treatment Dependence, J. Bell, British Journal of Addiction, 87(7): 1049-1054, 1992

**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.*



04/28/2024

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**Earl M. Swindle**  
**Owner/COO & School Director**

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**Date**