



Colorado Division of Behavioral Health

**CAC Clinical Training
Program**

**DBH Approved Trainer
Program**



Colorado Division of Behavioral Health

**Handbook for DBH Approved Trainers
Revised February 2011**

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The Division of Behavioral Health in the Colorado Department of Human Services oversees the CAC Clinical Training Program. Within this program is included the DBH Approved Trainer Program. The purpose of this program is to approve qualified trainers to provide required training classes for certification as an addiction counselor in Colorado. Individual trainers develop training curriculums, agendas, PowerPoint presentations, and examinations for each of the classes they wish to train based on the Core Competencies developed by the CAC Clinical Training Program. The approval process begins with an application which is available on the DBH website. The exception to this process are the three Core Curriculum classes (Addiction Counseling Skills, Client Record Management and Principles of Addiction Treatment) that are developed by DBH. Trainers for the Core Curriculum are approved through successful completion of the Training-of-Trainers offered periodically by DBH.

Qualifications and Expectations of a DBH Approved Trainer

1. Must be credentialed and in good standing as a CAC III or LAC in Colorado.
2. Must have a minimum of a Masters degree in a behavioral health field.
3. Must have at least two years experience providing training or education to adult learners.
4. Must use DBH-approved core competencies in the development of the curriculum for each required class.
5. Must submit an original application, meet all application requirements, and be approved by the Division of Behavioral Health. The application will include a statement of specific experience relating to the training class.
6. Must submit a prepared PowerPoint presentation on a CD or flash drive.
7. Must administer an examination as a measurement of learning with a minimum passing score of 70%, results to be reported on the DBH Course Report form and submitted within two weeks of class delivery.
8. Must use course reports, evaluation instruments, and certificate formats as posted on the DBH website.
9. Must provide two letters of reference attesting to their expertise in the area of addiction counseling and vouching for their professionalism.
10. Attends DBH sponsored meetings for trainers and updates class presentations as required by DBH.
11. Supports the goals and objectives of the CAC Clinical Training Program in the Colorado Division of Behavioral Health
12. Seeks new learning opportunities in order to stay current with changes in the addiction counseling field and workforce development.
13. Single trainers have responsibility for training the entire curriculum. Co-trainers are approved to train together and are required to be in attendance for the full training. Each has specific curriculum sections to teach and neither may teach the class independent of the other.
15. **Prerequisites:** The trainer or training center/school/college or other entity who sponsors a CAC training class is responsible for obtaining proof of prerequisites for specified classes when enrolling students in a class that has a prerequisite requirement. Students who have not taken the prerequisite class and/or cannot produce proof shall not be enrolled in the class.

Core Competencies for DBH Approved Trainers

1. Communicates in a credible and effective way to facilitate learning
2. Demonstrates professionalism and self management
3. Displays leadership qualities in role modeling, inspiring, challenging, supporting and encouraging
4. Becomes a content expert, continually learning, adjusting and updating the training content and methods
5. Respects and promotes individual and cultural differences

6. Creates an empowering and motivating environment for learning
7. Ensures the effective use of time and resources
8. Promotes professional development of the addiction counseling workforce
9. Understands adult learning principles and applies them in the classroom
10. Creates safety in the training environment through effective classroom management
11. Uses interactive training tools to promote learning
12. Reviews best practice research and is aware of the trends in the field
13. Sets an example of professional ethics and appropriate boundaries

Course Reports, Test Administration, Certificates and Evaluations

1. Checks student completion of prerequisite classes either at registration or at the beginning of each class where a prerequisite is required or works with a training center, school, college or other venue to accomplish this. After March 1, 2011, a student may not take a class for which the prerequisite has not been completed.
2. Creates an exam using multiple choice, true/false or fill in the blank questions, with a minimum of 10 questions for a 7 hour training, 20 questions for a 14-hour or 21-hour training.
3. Reviews exam periodically to assure the questions relate to the training material.
4. Informs students when the exam will be given, what preparation will be provided or allowed for, and the process for grading the exams.
5. Adheres to DBH policy to not pass a student who fails the skills portion of the class even though they may pass the written exam. The trainer may refer the student to retake the class. If the student does not pass the written exam but demonstrates good skills, a retest of the written exam may be offered at the trainer's discretion.
6. Works with students who have test anxiety to make accommodations if feasible.
7. Monitors the room during the examination.
8. Scores the tests before distributing certificates.
9. Uses all DBH approved class titles in marketing efforts as well as on all Certificates of Completion.
10. Uses all DBH approved formats including course report forms and trainer evaluation forms.
9. Prepares certificates in advance of the class leaving a blank space to write in the student's name or works with another entity to prepare the certificates using the DBH approved template.
10. Records test results on the course report using percentages only and sends to DBH within two weeks of completion of class.
11. Gathers written evaluations by having students place them in a large envelope before picking up their certificate. The trainer is expected to review the evaluations for feedback that will inform their future trainings.
12. Includes a slide in the PowerPoint, or information on a handout, about the voluntary trainer evaluations in Survey Monkey available on the DBH website for students/participants.

Creation and Delivery of Training

DBH Approved Trainers shall:

1. Base the class format and content on the DBH established core competencies for that class.
2. Conduct classroom training of at least seven (7) hours per day not including breaks.
3. Online classes shall approximate the number of hours of in-person classes.
4. Use a variety of training materials and training strategies to meet the needs of a diverse student population.
5. Provide instruction and demonstrate skills to be utilized by each student.
6. Provide all equipment needed for classroom presentation or have access to such equipment, such as laptop, projector, whiteboards, etc.
7. Be familiar with using PowerPoint presentations along with use of other electronic media. Video presentations may not exceed 40 minutes per day of training.
8. Assess individual student learning to determine the level of competency with the training material throughout the training experience.
9. Shall adhere to established class size limits. Exceptions may be approved by the Manager of the CAC Clinical Training Program on a case-by-case basis.

Trainer Re-Credentialing

It is the policy of DBH that individuals who are DBH-approved trainers for the required training classes for certification as an addiction counselor are required to be re-credentialed every three years or periodically as determined by DBH. The purpose of this policy is to review trainer competency to assure the quality of training provided through a process of ongoing evaluation and professional development.

Re-credentialing requirements:

1. Maintain credentials in good standing with DORA.
2. Completion of a Training-of-Trainers (TOT) if required by DBH.
3. Re-credentialing shall be staggered for classes approved for CAC I, CAC II, and CAC III. The re-credentialing process shall begin on the first day of each year when all affected trainers will be notified beginning on Jan. 1, 2012. Trainers will be given 90 days in which to submit an updated version of their training agenda, curriculum, PowerPoint, examination, and resource list. The submissions shall be reviewed by members of the CCTC and approved or not approved for another three-year period to be dated from the first day of that year. A fee may be charged for re-credentialing.

Re-credentialing of a trainer shall be denied if the trainer:

1. Credentials are no longer in good standing with DORA.
2. Fails to provide required paperwork to DBH in a timely fashion to include course reports, evaluations and re-credentialing documents.
3. Teaches course content that differs significantly from the core competencies approved by the CCTC.

4. Receives one or more complaints that are not satisfactorily resolved. This may occur when a pattern of complaints is identified by the Manager and the trainer fails to remediate the problem by following DBH recommendations.

Training-of-Trainers

It is the policy of DBH to establish standardized training opportunities for required classes as needed for updates, new training classes, or new training approaches. The purpose of this policy is to provide opportunities for existing trainers and trainer applicants to receive specific training for class curriculums, training skills, classroom management, presentation skills, etc.

1. The CCTC may establish a TOT requirement for certain classes for new trainer applicants and existing approved trainers.
2. The TOT may be delivered in person or by electronic means or a combination of these.

Online Classes

It is the policy of DBH to allow approved trainers to provide online learning classes for CAC credit without any additional application or approval process. The CCTC will advise the CAC Clinical Training Program in determining which CAC credit classes may be adapted to an online format. Online classes shall be based on the DBH core competencies. When establishing online classes, the initiator of those classes shall make an initial presentation to the CCTC in order to demonstrate how the training will be delivered and DBH requirements met.

Complaints Against Trainers

It is the policy of DBH to review and investigate any written or verbal complaints received from identified sources against DBH approved trainers. The purpose of this policy is to provide an established protocol when a valid complaint has been made against a DBH-approved trainer that allows for the trainer to make necessary adjustments and corrections in response to that complaint.

The complaint procedure involves the following steps:

1. The complaint shall be evaluated for validity by the Manager. The trainer in question will be notified of the complaint by mail or email, which shall include a copy or a summary of the complaint.
2. The trainer in question shall be contacted and invited to respond to the complaint.
3. The Manager may request a meeting with the trainer and the results of any such meeting shall be documented by the Manager and reviewed by the trainer.
4. The trainer and Manager shall sign an agreement outlining specific steps that will be taken and monitored in order to correct issues raised by the complainant.
5. The trainer shall be given a specified period of time to remedy the issues brought forward in the complaint.
6. The Manager shall interview complainants as deemed necessary, either in person or by other means, or conduct investigations as deemed appropriate by DBH.
7. The Manager shall compile all related documentation of the process and shall consult with the CCTC regarding resolution of the issues as appropriate.

8. The decision of the Manager regarding any disciplinary action with a DBH approved trainer is final. However a trainer may request a hearing before the CCTC to appeal the decision within 30 days of official notification of the Manager's decision.

Entities Who Wish to Offer a Standardized Curriculum

It is the policy of DBH to approve a curriculum for a required class for those entities who wish to offer a DBH approved curriculum to students and allow for various trainers to present the curriculum. The policy attempts to ensure that all trainers who present the curriculum are qualified to deliver the content through established expertise and knowledge base.

1. The curriculum must first be created, submitted and approved by the CCTC and CAC Clinical Training Program.
2. An additional fee and application will be required for each trainer applicant who applies to train the standardized curriculum.
3. The "author" of the standardized and approved curriculum is responsible for updating that curriculum as needed or as required by the DBH CAC Clinical Training Program for re-credentialing purposes.

Know Your Style as a Trainer

1. Recognize your own style and how it influences the way you teach.
2. Do be sensitive to the relationships of learning style related to culture, gender, ethnicity, education levels, recovery status, etc.
3. Do vary teaching strategies, assignments and learning activities to give all students a chance to participate in a way they can learn the material. The trainer may provide options such as giving students a choice between a written essay or a verbal presentation.
4. While students may enjoy working with others with similar beliefs or backgrounds or experiences, make sure the students are mixed differently each time an assignment is given.

Adult Learning Principles

How do adults get the most from any learning experience?

1. Trainer sets up the learning activity by explaining what, why and how
2. Learners participate in activities that promote learning
3. Learners share and interpret their reactions
4. Learners identify concepts that can be applied to their own life experience, knowledge and situations

Build learning on adult's life experiences

1. Get to know your audience and their range of experience and knowledge
2. Connect the learning to this experience base by engaging participants as partners in learning, encouraging them to share their knowledge and experience with others
3. Elicit real-life situations from participants

Show participants how the class is relevant to their goal

1. Give class overview of content and its importance to addiction counseling
2. State the applicability of this class to the work of an addiction counselor

Create safety in the environment & process

1. Set boundaries around use of cell phones, laptops, texting, etc.
2. Be mindful about starting on time with regular breaks
3. State clear expectations for students regarding attendance, participation and exam

Build mutually respectful relationship

1. Answer questions in a clear and understandable manner with consistent feedback
2. Acknowledge the diversity of student experience in the classroom

Understand different learning styles and importance of using a variety of training methods

1. Lectures, small group discussions, activities, demonstrations, role play, game playing, student teach backs, and use of audiovisuals and videos
2. Engage language, motor skills, artistic creation, social interaction, sensory input, team building, verbal skills
3. Sequence presentations to allow for maximum learning, building one concept upon another in a logical manner

Retention rates of learning to keep in mind

1. 5% lecture
2. 10% reading
3. 20% audio-visual
4. 30% demonstration
5. 50% discussion groups
6. 75% practice by doing
7. 90% teaching others

Classroom Management And Trainer Tips

Mastering nervous symptoms as a trainer:

1. Know some relaxation techniques and use them
2. Arrive early and be prepared
3. Have backup plans if the equipment does not work properly
4. Use things like music or yoga if you find this calming
5. Begin by having a conversation with the students
6. Learn about your audience so you can make adjustments
7. Use name tags and call students by their names
8. Locate the expertise in the room and call upon people to share their knowledge & experience
9. Attend to environmental aspects in the training room
10. Use humor

Examples of Disruptive Behaviors

1. Student is always late
2. Student dominates the discussion and is very opinionated
3. Student becomes bored and disengaged
4. Student carries on side conversations

5. Student announces they have other activities that cause them to miss class time
6. Student has a negative attitude
7. Student challenges the trainer and becomes aggressive
8. Student tries to engage trainer in an argument
9. Student demands special treatment

Trainer Strategies

1. Identify the *behavior* as an issue or a problem
2. Ignore behavior that is not disruptive
3. Recognize your own biases and stress triggers
4. Don't take it personally
5. Concentrate on reaching learning objectives
6. Take action to stay in control

Training Method Strategies

1. Set a comfortable learning climate by acknowledging various points of view.
2. Use small groups or work in pairs to involve everyone in the content.
3. Ask a direct question of talkers or quiet non-participants.
4. Ask a direct question of the person next to a disruptive participant.
5. Acknowledge the off-track learner's position and tie his or her point to the lesson.
6. Don't get drawn into an argument; use reversed or redirected questions to move along.
7. Rescue a participant who was "shut down" by another's interruption or put-down.
8. Ask each person to write a summary of learning points
9. TAKE A BREAK!

Disciplinary Strategies

1. Stop talking until interrupters stop.
2. Use nonverbal cues: move closer to the disruptive learners, move away from rambler, make eye contact with side-talkers
3. Nod your head to encourage or discourage behaviors.
4. Directly ask for silence or compliance with your directions.
5. Confront problem behavior assertively during or after the training, perhaps in private with the student. Avoid embarrassing or discounting students.
6. Acknowledge acceptable behavior with positive reinforcement.

Trends Transforming the Field of Addiction Counseling

1. "Your brain on drugs" (egg in frying pan) has been replaced with a real brain, neuroscience of the brain as it relates to addiction, addiction as a brain disease
2. Movement towards the integration of mental health, substance abuse, and medical treatment and increased cross training by behavioral health professionals

3. Increased use of electronic health records
4. Increased awareness and implementation of trauma informed care
5. Tobacco cessation as part of treatment
6. Availability of training and treatment services online
7. Increased emphasis on nutrition, exercise, prevention, wellness, healthy lifestyle choices
8. Growing use of blended treatment approaches (Ex: Cognitive Behavioral Treatment using the motivational style)
9. Recovery coaching and recovery management
10. Changes in behavioral health treatment as a result of The Affordable Healthcare Act of 2010

CAC Clinical Training Program, March 1, 2011

DBH Approved Required Class Titles and Class Size Limits

CAC I Classes

1. Addiction Counseling Skills- 8
2. Client Record Management- 16
3. Principles of Addiction Treatment- 30
4. Professional Ethics I: Ethics and Jurisprudence – 30
5. Culturally Informed Treatment -16
6. Infectious Diseases in Addiction Treatment - 30
7. Pharmacology I – 30

CAC II Classes

1. Cognitive Behavioral Therapy- 24
2. Motivational Interviewing- 12 (3 day class)
3. Group Counseling Skills- 16
4. Pharmacology II - 30
5. Clinical Assessment & Treatment Planning- 30
6. Co-Occurring Disorders – 30
7. Professional Ethics II – 30
8. Trauma Informed Care for Diverse Populations – 30

CAC III Classes

1. Advanced Motivational Interviewing- 12
2. Clinical Supervision I- 12
3. Clinical Supervision II – 12
4. Professional Practice - 30