

Florida Department of Education
Curriculum Framework

Program Title: **Addiction Services**
Career Cluster: **Human Services**

CCC	
CIP Number	0451150100
Program Type	College Credit Certificate (CCC)
Program Length	24 credit hours
CTSO	HOSA (Future Health Professionals)
SOC Codes (all applicable)	21-1093 Social and Human Service Assistants
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

This certificate program is part of the Social and Human Services AS degree program (1451159901).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Human Services career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of aspects of the Human Services career cluster.

This program is designed to prepare students for employment as addictions specialists, SOC Code 21-1093 (Social and Human Service Assistants), or to provide supplemental training for persons previously or currently employed these occupations.

This certificate focuses on teaching broad, transferable skills and stresses understanding and demonstration of the human services profession, with an emphasis on addictions. The content includes, but is not limited to, personal awareness, history and present status of addictions/mental health/human services movement, interdisciplinary addiction professional roles and functions, human growth and development, adaptive and maladaptive patterns of behavior, case management, various treatment modalities, and therapeutic interventions, interpersonal communications, assessment, evaluation, working knowledge of DSM diagnostic criteria, etiology of addictions, psychopharmacology, pharmacology of abused substances, information management, employability skills, health and safety, including CPR, universal precautions and AIDS training.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.
Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 **HISTORY:** Identify the historical emergence of the different human services and the various forces that influenced their development
- 02.0 **PROGRAM PLANNING AND EVALUATION:** Exhibit the ability to: (A) assess the needs of clients and programs; (B) develop interventions that promote optimal functioning, growth, and goal attainment; and (C) evaluate and make necessary adjustments as appropriate.
- 03.0 **INTERPERSONAL COMMUNICATION:** Demonstrate the ability to create genuine and empathic relationships with others.
- 04.0 Demonstrate a general knowledge and understanding of the biological aspects of addiction.
- 05.0 Examine the theories, identification, and causes of addiction.
- 06.0 Apply an understanding of treatment knowledge.
- 07.0 Demonstrate competencies of practice using various interventions.

Florida Department of Education
 Student Performance Standards

Program Title: Addiction Services
 CIP Number: 0451150100
 Program Length: 24 credit hours
 SOC Code(s): 21-1093

This certificate program is part of the Social and Human Services AS degree program (1451159901). At the completion of this program, the student will be able to:	
01.0	HISTORY: Identify the historical emergence of the different human services and the various forces that influenced their development. – The student will be able to:
01.01	Discuss historical roots of human services.
01.02	Describe historical and current legislation affecting services delivery.
01.03	Explain how public and private attitudes influence legislation and the interpretation of policies related to human services.
01.04	Recognize the broader sociopolitical issues that affect human service systems.
02.0	PROGRAM PLANNING AND EVALUATION: Exhibit the ability to: (A) assess the needs of clients and programs; (B) develop interventions that promote optimal functioning, growth, and goal attainment; and (C) evaluate and make necessary adjustments as appropriate. – The student will be able to:
02.01	Demonstrate knowledge and skills to analyze and assess the needs of clients or client groups.
02.02	Develop goals, and design and implement a plan of action.
02.03	Display skills to evaluate the outcomes of the plan and the impact on the client or client group.
03.0	INTERPERSONAL COMMUNICATION: Demonstrate the ability to create genuine and empathic relationships with others. – the student will be able to:
03.01	Clarify expectations.
03.02	Deal effectively with conflict.
03.03	Establish rapport with clients.
03.04	Develop and sustain behaviors that are congruent with the values and ethics of the profession.
04.0	Demonstrate a general knowledge and understanding of the biological aspects of addiction. – The student will be able to:
04.01	Identify psychoactive substances associated with substance use disorders and describe their effects on the brain, body, and behavior.
04.02	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 use disorders (i.e. dual diagnoses).
04.03	Demonstrate familiarity with medical and pharmacological resources in the treatment of substance use disorders.

05.0	Examine the theories, identification, and causes of addiction. – The student will be able to:
05.01	Demonstrate a general knowledge and understanding of a variety of models and theories of addiction and other problems related to substance use.
05.02	Examine subjective and objective measures to assess for addiction and problematic use.
05.03	Recognize the social, political, economic, and cultural context within which addiction and substance use disorder exist, including risk and resiliency factors that characterize individuals and groups and their living environments.
05.04	Describe knowledge of the behavioral, psychological, biological, and social effects of psychoactive substance addiction on the user and significant others.
05.05	Analyze how problem substance use impacts family dynamics and functioning.
06.0	Apply an understanding of treatment knowledge. – The student will be able to:
06.01	Demonstrate a general knowledge and understanding of 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.
06.02	Recognize the importance of family, social networks, and community systems in the treatment and recovery process.
06.03	Demonstrate a general knowledge and understanding of the importance of research and outcome data and their application in clinical practice.
06.04	Recognize the value of an interdisciplinary approach to addiction prevention and treatment.
06.05	Demonstrate a general knowledge and understanding of the established diagnostic criteria for substance use disorders and describe treatment modalities and placement criteria within the continuum of care.
07.0	Demonstrate competencies of practice using various interventions. – The student will be able to:
07.01	Describe a variety of helping strategies for reducing the negative effects of substance use and substance use disorders.
07.02	Provide culturally sensitive treatment services appropriate to the culture identity and personal characteristic of the client which include ethnicity, language, gender, age, sexual orientation, etc.
07.03	Provide treatment services appropriate to the personal characteristics of the client which include ethnicity, language, gender, age, sexual orientation, etc.
07.04	Demonstrate a general knowledge and understanding of the history of drug policy and maintain currency with all changes.
07.05	Demonstrate a familiarity with drug court procedures, the needs of mandated clients, and techniques for effective treatment within the criminal justice system.
07.06	Illustrate an understanding of suicide protective and risk factors and knowledge of suicide assessment protocol, including gaining access to supervision to ensure the safety of the clients presenting with suicidal ideation, behaviors, intent and/or previous attempts.

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

HOSA (Future Health Professionals) is the intercurricular career and technical student organization(s) providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>