East Los Angeles College

Addiction Studies Program/Psychology Department

Advisory Meeting

April 14, 2017 10:00-12:00

Chairperson: Mr. Eddie Alvo

1. Welcome and Explanation of Advisory Meeting
2. Introductions
3. Program Name and Professor Qualifications:

-Addiction Studies

-Licensed Psychologist, MFT or MA with two years experience in addiction treatment

1. Review of all workshops offered by LAH3C/Perkins Grant
2. Program Learning Outcomes/Student Learning Outcomes

PLO: Compare and contrast the difference between assessment, intervention, treatment and prevention in the recovery process

Psychology 81:

1. Demonstrate accurate documentation skills

2. Examine the ethical code for chemical dependency counselors

Psychology 82:

1. **Demonstrate the twelve core functions of a chemical dependency counselor (should be moved to Psychology 81)**
2. Describe the Harm Reduction Model of treatment, providing three features of the model
3. New Programs Considered:
4. Eating Disorders
5. Neurobiology of Addiction
6. Associate of Arts Degree in Addiction Studies
7. CAADE Conference: We will have 20 students attending the conference through ASU matched funding
8. Areas that our Students are lacking: Where we can improve
9. Student Intern Referral Process: Feel Free to Call Us
10. Transgender Issues
11. Items from the floor

**Program name and professor qualification**

* Program name is changing to Addiction Studies.
* It opens up the opportunity for addiction studies to have its own professors,
* Changes will happen fall of 2018
* Professors will need a CAADE certification
* Having the addiction treatment experience of at least 2 years is vital to getting the position as a professor.
* If they do not have CAADE certification and have an MFT instead, they should be required to take the CAADE certification exam if teaching is something they would like to do.
* EXPERIENCE IS KEY!!!

**Review of all Workshops**

* Offering workshops
* There have been many workshops and certifications offered to the student
* Drum circle, CPR, Zumba, yoga…and so on
* Offering drum circles in Baldwin park.

**Program learning out comes**

* Plo ideas: maybe combine all the slo into one slo
* Maybe a plo can include statistical percentages of the students that have passed the CAADE exam
* Plo can reflect the ability to Design and prepare an after-care plan and demonstrate the ability to effectively assess clients
* 6 dimensions of ASAM
* What a treatment plan is and how to do certain type of notes (documentation)
* How to write their own daft? Notes. And how to create a treatment plan.
* Give the students sample to allow the student to slowly learns how to create treatment plans
* One program has the students keep a journal so they track their own growth
* Shadowing the process of creating an assessment
* Diagraming
* Learn it in class an again while in internship to continue the learning process
* Documentation seems to be an issue. The interns seem be lacking in this area

**New Programs**

**Eating Disorders**

* Eating disorders have been seen in many of the clients
* Eating disorders should be included. Pairing it with a nutrition class is agreed to be beneficial
* Eating disorder is becoming a prevalent issue seen in the clients, certification/knowledge is vital so students know about the different eating disorders
* They have many interns in the facilities that have no idea what an eating disorder is or how to approach the issue.
* Eating disorders are considered the same as a violation of alcohol use within the facilities.

**Neurobiology**

* They agree this will be helpful
* The professor of this course should be someone who will make it interesting
* Maybe the professor with the great charts can be a consideration to teach the course

**Assessment specialist**

* Agree that it is a good class, it is part of the ASAM
* They need to learn what they are looking for in establishing a disorder.
* Identifying mental health issues
* Assessment teams.
* Jobs available for this skill

**Associate Art Degree for Addictions Study**

* + - 45 units
    - Plus general education 15-18 units
    - Psychology is impacted so this AA might help student get into universities through the AA in addiction studies
    - Make sure the units are transferable.
    - Having the certification in addiction studies and a bachelor’s degree they are considered above those who only have a psychology degree for graduate programs. Experience is key!!
    - Those who have different certification are viewed as better qualified candidates for job positions.

**CAADE conference**

* 20 students that will be attending the conference through asu matched funding

**Area that Students Are lacking**

* The students are not treating their internship as a job
* Lack focus
* They are not staying the full time required
* They are only showing up for about two hours causing some of the advisors to pick up their slack
* Lack of confidence could be an issue causing them to shy away from certain tasks.
* They have Unresolved family issues, so they are projecting their issues on the clients
* They have a sense of entitlement
* “home away from home” Janet G. Woititz might be a good book for them to read, to help them become more self-aware
* They do not understand what clear boundaries are.
* The interns want to be liked, resulting in an excess of self-disclosure, which the clients are taking advantage of. Clients are trying to manipulate the interns because of their lack of boundaries.
* They are giving out their personal information (one facility has progress reports with the interns)
* Codependence, they do not know anything about self care. WORK ON BOUNDARIES!
* Not addressing their personal mental health issues.
* Dress appropriately
* No follow through. They do not show up to the appointment they set up.
* It might be a good idea for interns to go and sit in a group before they start their internship. To see if they are a good fit for the facility.
* Is there a forum for the representatives to meet the students before they start internship.
* Maybe representative can come in and make presentations so both the students and the representatives get a feel for each other. To make students aware of what they can expect to encounter when they reach the end of the program.
* The interns do not have a clue of who they are.
* Maybe create a lesson plan where the students explore who they are
* WHO AM I? WORKSHOP
* Interview process support.
* Some of the students are just not ready. They might lack the maturity level
* They are not aware of self sabotage
* They do not address their own issues but they feel like they can be the power and authority of other people’s life
* Some are interested in the money not helping others
* Some feel that having a past in substance abuse makes them an expert.
* FAMILY ISSUES WORKSHOP

**Transgender Issues**

* Transgender clients has not been considered as a major issue
* Some facilities have been having trouble finding placement for transgender interns.
* They have trouble doing the UA testing.
* They school may be able to make it a requirement for the interns to disclose whether they are transgender. But the school themselves cannot disclose that information for them.
* They might have issues with that restroom they can use
* Have interns do minimal UAs

**Suggestion**

Extending the outpatient program because they feel it is too short because the whole background process and getting them set up is takes too long.