

ASAP Teacher / Trainer Summit – October 2007
Round Table Discussion Key Points

Strengthening Uniformity Between Training Modules & College Courses

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Training Modules and College Courses offer similar teaching methods and information to participants and students on the subject of intervention, prevention and treatment of alcoholism and substance abuse problems. The following represents a consensus of concerns from those professionals that addressed the title of this workshop:

1) ***Training presentation curriculum differ from college credit curriculum in both the information being disseminated and the hours/credits being achieved. This also varies with on-line training/courses.***

This discussion focused on the differences between a 6- or 12-hour CASAC/ CPP/ CPS training presentation, a Training Module for each area of need, and a typical 45-hour college course. It was determined that the method of presentation and amount of information taught may differ tremendously between these methods of teaching. Add on the new “on-line courses,” and you have even more disparity. The amount of “study,” use of “texts and articles” may be lacking with training presentations and modules, while classroom and on-line courses make required texts, papers and research necessary to promote learning. There is a lack of uniformity with the curriculum information and methods of teaching with all of these types of presentations. Information taught through all these curriculum need to be assimilated with specific key points for each subject taught. Gathering each trainer’s and teacher’s course outline will help to identify and summarize these key points of information for the vast array of subjects being taught.

2) ***The lack of supervision to make sure information is current and relevant was discussed.***

This group found it necessary to have a “think tank” of professionals who monitored each training agency, professional trainer and college offering CASAC/ CPP/ CPS courses, to make sure their information is current and accurate. This field is forever changing at a rapid pace, and changes are occurring all the time. These changes need to be incorporated in the training / teaching curriculum in the form of memos, e-mails, mailings, and phone contacts on a regular basis, say once every few months (4 times a year). This think tank should consist of professionals engaged in information and evidence-based research, and should be coordinated through the Training Unit of NYS OASAS. Trainers and teachers should have periodic consultations with the training unit professionals to give feedback about their training presentations and courses. The NYS OASAS participant course evaluation forms should also be reviewed more thoroughly for positive and negative feedback.

3) ***Standardizing training presentations and courses to be more uniform will also help build credibility in the field and with the individual providers, agencies and colleges.***

By standardizing the information, teaching methods, key points, and use of texts or articles, each trainer, teacher, and institution will be recognized more readily as a leader in the field of addictions. This may increase the interest in the field, and encourage people in high school and college to pursue and maintain work in the addictions field. Staying current is a paramount part of success and recovery.

4) ***Bringing in professionals with specific expertise and new information in the areas of: dual diagnosis, relapse prevention, gambling addiction, new medications and alternatives for treating opiate addictions, and other current issues affecting the addictions field should be arranged as an annual NYS conference.***

Looking at the field of addictions, there are many professionals available to speak on the subjects listed Above. The NYS OASAS Training Unit should engage these experts for an annual NYS Convention.

Participants for this workshop included:

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