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Published in 2016 by ICCE Team
INTRODUCTION

The International Centre for Credentialing and Education of Addiction Professionals (ICCE) was established in February 2009 as a training and credentialing arm of the Colombo Plan Drug Advisory Programme. It is an integral part of the global initiative funded by Bureau of International Narcotics and Law Enforcement Affairs (INL), US Department of State geared towards professionalising the prevention and treatment workforce.

Since its inception, ICCE has embarked on a series of trainings in Asia and Africa which over the years has grown extensively reaching out to 42 countries that is beyond the borders of Colombo Plan member countries. Besides curriculum development and credentialing, training plays a vital role in the dissemination of the Universal Prevention Curriculum (UPC), Universal Treatment Curriculum (UTC) and Community-based Recovery Support System. Each course is intended to enhance the knowledge, skills and competencies of addiction professionals, as well as promote evidence-based practices for the enhancement of service delivery and treatment outcomes. Moreover, each curriculum has been piloted to ensure quality of content, as well as identify and address existing gaps prior to its application by training.

As an international certified education provider of the National Association of Alcohol and Drug Abuse Counsellors (NAADAC) in USA, ICCE collaborates with NAADAC to ensure the highest standard of quality of its initiatives. Besides NAADAC, the ICCE Commission, formed in 2012, oversees and ensures the highest quality and standard of ICCE initiatives, inclusive of trainings, examinations and their mode of administration, and credentials. The presence of the Commission also ensures that the Universal Prevention Curriculum for Substance Use (UPC) and the Universal Treatment Curriculum for Substance Use Disorders (UTC) remain globally applicable and backed by the most current evidence-based research and findings.
ICCE VISION, MISSION AND GOALS

<table>
<thead>
<tr>
<th>VISION</th>
<th>“To be the leading global training and credentialing organization of drug demand reduction professionals who enhance the health and well-being of individuals, families and communities”</th>
</tr>
</thead>
<tbody>
<tr>
<td>MISSION</td>
<td>“To train, professionalise and expand the global Drug Demand Reduction workforce”</td>
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</table>
| GOALS | - Create a cadre of drug demand reduction professionals through the enhancement of their knowledge, skills and competence, thereby enabling them to provide quality services for their beneficiaries;  
  - Provide a global standard that encourages drug demand reduction professionals to continue learning for the purpose of providing quality services to their beneficiaries;  
  - Focus on the development of the individual professional and provide a formal indicator of his/her current knowledge and competence; and  
  - Promote professional and ethical practice by enforcing adherence to a Code of Ethics. |
## ICCE FUNCTIONS DEFINED

<table>
<thead>
<tr>
<th>Curriculum Development</th>
<th>Training</th>
<th>Credentialing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development and review of prevention, treatment and specialised curricula</td>
<td>ToT of regional and national trainers on prevention, treatment and specialised curricula</td>
<td>Coordination of credentialing examinations</td>
</tr>
<tr>
<td>Adaptation and Translation of curricula to different languages</td>
<td>Echo training in participating countries</td>
<td>Coordination of issuance and renewal of credentials</td>
</tr>
<tr>
<td>Coordination of pre- and post-test questions for each curriculum</td>
<td>Cost-sharing initiatives</td>
<td>Appointment of ICCE Education Providers (individuals, organisations and universities)</td>
</tr>
<tr>
<td>Preparation and review of test items for ICCE credentialing examinations</td>
<td>Maintenance of directory of trainers (global, regional and national)</td>
<td>Coordination of issuance and renewal of education provider status</td>
</tr>
<tr>
<td>Maintenance of database for master trainers, EWG and EAG panel members</td>
<td>Maintenance of database for all implemented trainings</td>
<td>Maintenance of database for credentialed professionals, education providers and ICCE fellows</td>
</tr>
</tbody>
</table>
Since its inception, ICCE has embarked on a series of trainings on Basic Level UTC in different parts of the world through the funding support of INL, US Department of State, and more recently, initiated the pilot-testing of two curricula of Advanced Level UTC. ICCE global and regional trainers conduct trainings not only in their home countries, but also in various regions across the globe where ICCE initiatives are being carried out.

In addition, ICCE national trainers conducted a number of echo trainings in their respective countries and/or treatment centres. These have, thus far, provided approximately 10,000 addiction practitioners with the opportunity to enhance their technical knowledge and skills. These training initiatives were funded by ICCE external trainers utilising their personal resources, or with financial assistance from local organisations and governments. ICCE has also been able to implement echo trainings for Pakistan and Afghanistan with funding support from INL, US Department of State.

In early 2015 ICCE started rolling out the training on Universal Prevention Curriculum for Substance Use (UPC). This training series addresses the need for knowledgeable and competent professionals working in the prevention field while complementing the existing UTC training for addiction treatment professionals. With the UPC, member countries are more equipped comprehensively in reducing the initiation of substance use. The countries that are currently implementing UPC training programmes are: Bhutan, Fiji, Kenya, Malaysia, Maldives, Philippines and Sri Lanka.
TYPES OF TRAINING

REGIONAL TRAINING OF TRAINERS (TOT)
Regional trainers conduct trainings not only in their home countries, but also in various regions across the globe where ICCE initiatives are being carried out. This ensures that ICCE trainings have a global perspective and are cost-effective.

NATIONAL TRAINING OF TRAINERS (TOT)
ICCE in collaboration with the National Drug Focal Point trains a cadre of national trainers who carry out its objectives in providing the highest quality of training to SUDs professionals in a country. The focal point nominates potential trainers to be trained on the series of ICCE prevention and treatment curricula with the support from the Bureau of International Narcotics and Law Enforcement Affairs (INL), U.S. Department of State. The training is usually organised on a cost-sharing basis where ICCE provides the trainers and the manuals. On the other hand, each participating country bears the expenses of the conference package of the participants as well as the venue.

ECHO TRAINING
“Echo” training refers to training where national trainers facilitate the training of addiction professionals in their own country. These echo trainings provide opportunities to strengthen the technical competence of other addiction practitioners in a country and has a positive impact on the affected community.

Several trainers trained by ICCE have conducted a number of echo trainings in their respective countries and/or treatment centres. These training initiatives were not funded through ICCE, but by ICCE external trainers utilising their personal resources or with a financial assistance from local organisations and governments.
CSI INITIATIVES

CSI stands for cost-sharing initiative. It aims to encourage member and non-member countries to collaborate with ICCE on professionalising the drug demand reduction workforce through training. CSIs convene government officials, policy makers, community leaders, professionals, organisations, and NGOs to continually be educated on current evidence-based studies that address drug-related problems in the society. CSIs demonstrate that in order to attain sustainability over time, an individual and/or the society must be ready to take responsibility, and this requires collaborative effort in conducting either national or international training workshop in a community.

Besides donor-funded initiatives, ICCE also implements cost-sharing initiatives (CSI) with the support of INL, US Department of State. CSI takes place when addiction professionals pay for their own travel and accommodation expenses, as well as registration fees to cover the training materials. ICCE, on the other hand, provides participants with the training package and covers trainers’ expenses. Since 2013, demand-driven CSIs have been implemented in Cebu City and Baguio City - Philippines, Colombo - Sri Lanka, Bangkok - Thailand, Cape Town - South Africa, Johor Bahru – Malaysia and Jakarta, Indonesia.
CSI INITIATIVES

NATIONAL CSI

A national training workshop is usually hosted by the government of a particular country and is offered to their nationals and/or citizens. The costs associated with participants and the training is either fully covered by the host country (governmental and/or non-governmental agency) or on a cost-sharing basis with the participant themselves. As the NAADAC – certified education provider of the Colombo Plan, ICCE provides the DDR trainers.

INTERNATIONAL CSI

An international training workshop is offered worldwide on a cost-sharing basis and is either hosted by the governmental agency or an NGO, or conducted jointly by both in collaboration with ICCE. The partner agency covers the ground costs including the venue for the workshop. The participants pay the registration fee to ICCE to cover the training manuals, and other ICCE training services.

WHY DO YOU NEED TO GET INVOLVED IN ORGANISING A CSI TRAINING WORKSHOP?

CSI training workshop provides a unique opportunity for an organisation to expand its network, and stay at the forefront of the worldwide drug demand reduction workforce. CSI also serves as an avenue for professionals to get introduced to DDR to guide them in learning the current evidence-based practice of addressing important issues like drug use and implement high quality services.
I2 STEPS TO ORGANISING A CSI

A GUIDE FOR PARTNERSHIP

1. Identify the type of training to be conducted. Is it a National or International CSI training?

2. Write a letter of intent to ICCE and send to icce.csi@colomboplan.org

3. Schedule the date of the training together with ICCE. The date should at least be four (4) months prior to the actual event.

4. Discuss the terms of collaboration taking into account that the venue costs is to be covered by the host country.

5. Sign an MOU - A Memorandum of Understanding will provide an outline of the agreed terms and responsibilities of both parties.

6. Advertise - ICCE will design a flyer and advertise the training workshop on-line.

7. Promote - The partner organisation is expected to promote the event at the national and/or international level.

8. Run the selection process - Interested participants are requested to submit their application to ICCE for screening.

9. Notify – The registered participant will receive the official invitation letter either from the host organisation or from ICCE.

10. Implement – The ICCE team will facilitate the training workshop in coordination with the host organisation.

11. Process visa - The host organisation assists participants with visa application (if needed).

12. Evaluate - ICCE prepares the report of the initiative including the recommendation from both participants, host organisation and ICCE team.

For further information, kindly write to: sheila.marquez@colomboplan.org or visit http://www.colombo-plan.org/icce
The ICCE Fellowship Programme is for experienced MID-CAREER addiction professionals who are interested in strengthening their knowledge, skills and competence relating to drug treatment and rehabilitation as well as drug-related issues of common concern in the Asia and African region and Fellows’ home countries as well as on evidence-based treatment strategies. This is a Post-Graduate Diploma programme which offers wide opportunities for both academic and professional development through taught courses, besides attending conferences, networking, and acquiring practical work experiences inclusive of clinical attachment.

During the course of the year, Fellows work with other ICCE Fellows in organising and coordinating workshops and seminars related to addiction treatment and rehabilitation. Upon completion of the Programme, Fellows will need to write any of the ICCE credentialing examination offered at three levels, namely: International Certified Addiction Professional I (ICAP I), International Certified Addiction Professional II (ICAP II) and International Certified Addiction Professional III (ICAP III).
In light of this, successful ICCE Fellows will not only be awarded the Post-Graduate Diploma in Addiction Science, but also the International Certified Addiction Professional credential.

**ENHANCEMENT WORKSHOP**

During the Fellowship programme, ICCE Fellows are also given the opportunity to attend an Enhancement Workshop conducted after the second semester of the one-year programme. This is a three-day professional development workshop that aims to provide an in-depth continuing education in the clinical practice of SUDs treatment. The workshop sessions focus on specific curricula of the Advanced Level Universal Treatment Curriculum, thereby further enhancing the theoretical foundation of these Fellows.

**PARTICIPATING COUNTRIES**

Applications are open to citizens of the Asian and African region.

**SELECTION PROCESS**

The selection process is divided into four stages:

**Stage 1:** Screening by the International Centre for Credentialing and Education of Addiction Professionals - The ICCE Fellowship Programme is facilitated by the International Centre for Credentialing and Education of Addiction Professionals. A special committee review applications submitted for the Programme, invite selected applicants for skype interviews, and determine which applications are to be forwarded for further reviews.

**Stage 2:** Candidates Review Committee - The Candidates Review Committee comprising independent expert panelists with regional experience who work in academia, international organisations, or non-governmental organisations will convene in December 2015 to shortlist candidates who were successful in their interviews.
Stage 3: Placement of selected ICCE Fellows - ICCE will announce the final selection results to successful candidates by 10 January 2016.

Stage 4: Confirmation of acceptance of ICCE Fellowship - Successful candidates are to confirm their acceptance of the ICCE Fellowship offered to them by writing to (icceinfo@colomboplan.org) with their IELTS or TOEFL examination result slip for the current year. Those who have not taken the IELTS or TOEFL examination will have to inform ICCE about the examination date and submit the result thereafter.

BASIC ELIGIBILITY CRITERIA

- An undergraduate degree in a relevant field of study.
- Five (5) years working experience in a drug treatment or rehabilitation setting.
- Less than 40 years old.

Applications for the ICCE Fellowship include the following:

- Full Curriculum Vitae (CV) with a recent passport-sized coloured photograph on the right upper corner of the CV
- Certified copies of academic and professional qualifications
- Recent Medical Health Examination Record
- Copy of valid English Proficiency certificate: IELTS= 6.0; TOEFL = 550* A 800-word short original essay on “Why I Want To Be An ICCE Fellow” CUCMS application form
FELLOWSHIP PROVISIONS

The Fellowship provides for the following:

- Tuition and fees at the participating university;
- One academic year maintenance (living) allowance;
- A book allowance (one-time);
- Air travel (One-time international travel to and from Malaysia OR Kenya for the Programme); and
- Examination fee for ICCE credentialing examination.

As of 2016, the participating universities for the fellowship programme are:

Cyberjaya University College of Medical Sciences, Cyberjaya, Malaysia

Kenyatta University, Nairobi, Kenya

For further information, kindly visit to: http://www.colombo-plan.org/icce or write to jochoong.leankeow@colomboplan.org
TRAINING IN UPC SERIES

UPC COORDINATORS SERIES

Course 1: Introduction to Prevention Science (40 hours)
Provides an overview of the science that underlies evidence-based prevention interventions and strategies, and the application of these effective approaches in prevention practice.

Course 3: Monitoring and Evaluation of Prevention Interventions and Policies (40 hours)
Provides an overview of primary evaluation methods used to measure evidence-based prevention interventions and guidance in applying them to “real-world” prevention settings.

Course 2: Physiology and Pharmacology for Prevention Specialist (24 hours)
Provides an overview of the physiology and pharmacology of psychoactive substances and their effects on the brain to affect mood, cognition, and behaviour and the consequences of such use on the individual, the family and the community.

Course 4: Family-based Prevention Interventions (32 hours)
Provides an overview of the family as the primary socialisation agent of children, the science behind family-based prevention interventions, and the application of such evidence-based approaches to help prevent the onset of substance use in children.
Course 5: School-based Prevention Interventions (40 hours)
Provides an overview of the school in society, the science behind school-based prevention interventions, and the application of such evidence-based approaches in school settings around the world.

Course 6: Workplace-based Prevention Interventions (26 hours)
Provides an overview of the role of work and the workplace in society, how stresses and other work-related influences affect people’s risk of substance use, the science behind workplace prevention interventions, and the application of such evidence-based approaches in work settings around the world.

Course 7: Environment-based Prevention Interventions (24 hours)
Provides an overview of the science underlying evidence-based substance use prevention environmental interventions, involving policy and community-wide strategies.

Course 8: Media-based Prevention Interventions (24 hours)
Provides an overview of the science underlying the use of media for substance use prevention interventions.

Course 9: Community-based Prevention Implementation Systems (40 hours)
Provides an overview of the science underlying the systems approach to prevention interventions and guidance on developing such approaches, as well as exemplars of evidence-based drug use prevention systems.
UPC IMPLEMENTERS SERIES

The UPC Implementer Series provides an in-depth knowledge and skills to prevention specialists who implement prevention interventions and/or policies. It provides a core set of curriculum that introduces prevention specialists to the theoretical foundations of evidence-based prevention programming, and provides a more in-depth understanding regarding the content, structure, effective delivery, and monitoring and evaluation of the short- and long-term impact of the interventions and policies.

UPC-2 consists of a core curriculum track and seven prevention tracks, that is, School, Family, Environment, Media, Workplace, Community Implementation Systems, and Monitoring and Evaluation. A brief description of these tracks are as follows:

Core Curriculum (64 hours)

Course 1: Introduction to the Universal Prevention Curriculum for Substance Use Implementers Series
Course 2: Physiology and Pharmacology for Prevention Specialists
Course 3: Prevention science – Definition and Principles
Course 4: Critical Theories for Evidence-based Prevention Interventions and Policies
Course 5: Evidence-based Prevention Interventions and Policies – The UNODC International Standards on Drug Use Prevention
Course 6: Implementation Cycle for Prevention Interventions
Course 7: Trained Professionals in Prevention
Course 8: Code of Ethics for Prevention Professionals

UPC-2 Prevention Tracks
(Each of the seven prevention tracks are currently under development and are expected to be completed in April 2016.)

Track 1: Family-Based Prevention Interventions and Policies (140 hours)

Course 1: Introduction to the Family
Course 2: Family-based Interventions: Types and Evidence
Course 3: Examples of High-quality Family-based Prevention Interventions
Course 4: Implementing Family-based Prevention Programmes: Barriers and Solutions
Course 5: Monitoring and Evaluation in Family Prevention Programming
Track 2: School-Based Prevention Interventions and Policies (140 hours)

Course 1: Schools as Prime Sites for Prevention
Course 2: Child Development and Prevention
Course 3: Needs Assessment and Planning
Course 4: Review of Evidence-Based Prevention Interventions and Policies
Course 5: Selection, Adaptation and Implementation of Prevention Programming
Course 6: Monitoring and Evaluation in School Prevention Programming

Track 3: Workplace-based Prevention (130 hours)

Course 1: The Role of the Workplace in Prevention
Course 2: Why the Workplace is an Important Setting for Drug Use Prevention Programmes
Course 3: Key Components of Workplace Drug Use Prevention Programmes and Policies
Course 4: Overview of the UNODC International Standards Evidence-based Prevention Programmes
Course 5: Adapting and Implementing Workplace-Based Programmes
Course 6: Monitoring and Evaluation as Applied to the Workplace

Track 4: Media-based Prevention (115 hours)

Course 1: Introduction to Media and Their Use in Prevention
Course 2: The Nature of Media and Theories of Media Effects
Course 3: Overcoming Resistance
Course 4: Types of Persuasive Media: Advantages, Shortcomings and Peculiarities
Course 5: Monitoring and Evaluation as Applied to Media
Track 5: Environment-based Prevention Interventions and Policies (110 hours)

Course 1: Role of Environmental Interventions within the Socialisation and Prevention Framework
Course 2: Policies and other Environmental Interventions in the Micro-level Environment of Schools and the Workplace
Course 3: Principles of Effective Community-Wide Policies, Regulations, and Laws with Examples of Evidence-based Environmental Strategies
Course 4: Barriers and Enhancers of Effective Implementation of Environmental Interventions
Course 5: Monitoring and Evaluation as Applied to Environmental Interventions

Track 6: Community-based Prevention (150 hours)

Course 1: Evidence-based Intervention Delivery Systems: Overview and Background
Course 2: Adopting a Multiple-level Problem-Solving Prevention Approach
Course 3: Organising a Community Team
Course 4: Selecting, Adapting, and Implementing Evidence-based Interventions
Course 5: Sustaining Quality Implementation of Evidence-based Interventions
Course 6: Networking with Other Communities and National-level Support Systems
Course 7: Monitoring and Evaluation As Applied to Prevention Systems

Track 7: Monitoring and Evaluation (100 hours)

Course 1: Introduction to Monitoring and Evaluation—Data Collection Methodologies
Course 2: Monitoring and Evaluation — What is it?
Course 3: Building and Using Logic Models
Course 4: Monitoring and Evaluating Evidence-Based Prevention Interventions and Policies
Course 5: Working effectively with Evaluation Research Consultants
TRAINING IN UTC SERIES

UTC BASIC LEVEL

Course 1: Physiology and Pharmacology for Addiction Professionals (20 hours)
This curriculum presents a comprehensive overview of addiction; provides an understanding of the physiology of addiction as a brain disease; and describes the pharmacology of psychoactive substances. Provides an overview of the science that underlies evidence-based prevention interventions and strategies, and the application of these effective approaches in prevention practice.

Course 2: Treatment for Substance Use Disorders – The Continuum of Care for Addiction Professionals (33 hours)
This curriculum provides the foundation for learning about SUDs treatment. It gives an overview of recovery and recovery management, stages of change, principles of effective treatment, components of treatment and evidence-based practices.

Course 3: Common Co-occurring Mental and Medical Disorders - An Overview for Addiction Professionals (20 hours)
This foundational course provides an overview of the relationship of co-occurring mental and medical disorders, and SUDs-related treatment issues.

Course 4: Basic Counselling Skills for Addiction Professionals (33 hours)
This curriculum provides an overview of the helping relationship and opportunity to practice core counselling including basic skills in motivational interviewing, group counselling and implementation of psychoeducation sessions.
Course 5: Intake, Screening, Assessment, Treatment Planning and Documentation for Addiction Professionals (33 hours)

This curriculum is a skills-based course that teaches effective and integrated Intake, Screening, Assessment, Treatment Planning and Documentation procedures to addiction professionals.

Course 7: Crisis Intervention for Addiction Professionals (13 hours)

This curriculum addresses the concept of crisis as a part of life and provides guidelines for crisis intervention including managing suicide risk. It also addresses ways in which counsellors can avoid personal crisis situations by providing information and exercises about counsellor self-care.

Course 6: Case Management for Addiction Professionals (13 hours)

This curriculum is a foundational and skill-based course that provides an overview of case management in SUDs treatment and provides skills practice in case management functions.

Course 8: Ethics for Addiction Professionals (26 hours)

This curriculum addresses professional conduct and ethical behaviour in SUDs treatment that covers confidentiality, ethical principles and professional code of ethics. It also covers the importance of supervision as part of ethical practice. The participants are given the opportunity to learn and practice the use of an ethical decision-making model through case study analyses.
UTC ADVANCED LEVEL

The Advanced Level UTC is a set of eight curricula, which is currently being developed to provide a more comprehensive and theoretical foundation in the clinical practice of substance use disorder treatment. It is a specialised training that aims to provide an in-depth continuing education with the latest information and skills-based activities to further enhance the capacity of the treatment workforce and standardise the quality of care and services they provide for their clients.

Basically, it consists of the following curricula:

Course 9: Pharmacology and Substance Use Disorders
The course provides an overview of pharmacology through the identification of the Classification of drugs into separate categories based upon their effects on the Central Nervous System and their potential for addiction. It provides an understanding of the role of neurotransmitters or brain chemicals in the development of addiction and the psychological implications of substance use disorders.

Course 10: Managing Medication Assisted Treatment Programs
This course is both foundational and skills-based that is meant to provide an understanding and implementation of on Medical Assisted Programmes.
Course 11: Enhancing Motivational Interviewing Skills
This course provides an in-depth understanding of the theory and application of Motivational Interviewing strategies and interventions for SUD treatment.

Course 12: Cognitive Behavioral Therapy
This course provides an overview of cognitive–behavior therapy goals and techniques and its application to treatment of people with substance use disorders and comorbid disorders.

Course 13: Contingency Management
This is a foundational course that provides an understanding of the theories and principles of Reinforcement-based treatment, in general, and specifically the Contingency Management approach. The course covers the use of behavioral interventions in the treatment of SUDs, and the basic components of CM and its application.

Course 14: Working with families
The curriculum provides a comprehensive overview for SUD treatment practitioners working with families dealing with substance use disorders. The discussion covers the impact of SUD on family, its coping mechanisms, recovery issues and evidence-based interventions that can be implemented when working with families.
Course 15: Skills for Managing Co-Occurring Disorders
This skills based course is meant to enhance participant’s understanding of co-occurring disorders, substance-related disorders, and mental disorders, develop skills to identify and provide intervention to people with SUD and other co-occurring medical and mental disorders.

Course 16: Advanced Clinical Skills
These skills based courses are meant to enhance clinical skills through the use of evidence-based practices, effective techniques and approaches in SUD treatment. Participants will be encouraged to evaluate their treatment services for possible adoption of methods from these various treatment interventions.

Course 17: Case Management Skills and Practice
This course is designed to provide the opportunity to enhance competency in case management through a better understanding of the important roles and skills of case managers.

Course 18: Clinical Supervision
This course provides an understanding of clinical supervision as discusses an overview of the fundamentals, principles, models and methods of supervision. This is also meant to lay out the roles, functions, skills and competencies of clinical supervisors.

Upcoming Courses
Enhancing Group Facilitation Skills
Trauma Informed Care
Populations with Special Clinical Needs
Recovery Management
DEVELOPING COMMUNITY-BASED RECOVERY SUPPORT SYSTEMS

This training series consisting of two curricula, which provides knowledge and skills to participants on peer-led and community-based interventions to address substance use related problems among affected individuals, families and communities. The series also prepares individuals for ICCE Recovery Coach Credentials.

This series has been developed through funding from the U.S. Department of State to The Colombo Plan for the International Centre for Credentialing and Education of Addiction Professionals (ICCE).

Curriculum 1 is a five-day introduction to:

- Addiction recovery support principles, concepts, and practices;
- Information needed to bring these to life in individuals, families, and communities; and
- Activities that will help people explore this new information and combine it with their own wisdom and knowledge of their communities and cultures.

Curriculum 2 on the other hand is a three-day course that the discusses recovery in a bigger context by providing an overview of the evolution of the concept and development of the Recovery Movement around the globe. The curriculum helps participants to

- Explore the concept of recovery, its guiding principles and describe recovery-oriented support systems;
- Review the role of peer support in recovery support system, determine core competencies of recovery coaches;
- Define and determine the ethical boundaries and guidelines in recovery coaching; and
- Discuss strategies that recovery coaches can use to develop individual recovery plan based on understanding of recovery as an ongoing holistic process.
WHO SHOULD ATTEND ICCE TRAINING?

1. COUNSELLORS
2. CLINICAL AND/OR MEDICAL PRACTITIONERS
3. POLICY MAKERS
4. PERSONS WORKING IN THE ADDICTION FIELD
5. ACADEMICIANS
6. PERSONS IN RECOVERY AND THEIR SIGNIFICANT OTHERS
7. STUDENTS IN RELATED FIELDS
HOW CAN I AVOID THE ICCE TRAINING?

1. Contact or write to the drug focal point in your country.

2. Contact an ICCE education provider in your country. List of approved ICCE education provider is provided in this book.

3. To get the latest update on ICCE activities visit the ICCE website at www.colombo-plan.org/icce or send an email to icceinfo@colomboplan.org

4. Be an ICCE scholar.
ICCE EDUCATION PROVIDERS

RATIONALE

In its endeavour to enhance the international prevention and treatment capacity, ICCE appoints education providers to disseminate training and education to those who are seeking to become certified professionals and those who want to maintain their certification. The appointment of ICCE Education Providers is to ensure that: the training and education meets current and evidence-based standards trainings and are offered to those with the requisite skills and training to train others. The resources and materials used to develop trainings are based on current and evidence-based materials of the UNODC International Standards.

ICCE ensures that the Approved Education Providers are committed to provide quality education and excellence. They are mandated to provide a training that meets the internationally-approved standards of education developed for the addiction profession. In addition, participants are assured that the continuing education hours provided by them will be accepted towards credentialing by the ICCE Commission as well as be accepted by many countries participating in ICCE initiatives.
### APPROVED ICCE EDUCATION PROVIDERS

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Address</th>
<th>Contact Person</th>
<th>Contact No.</th>
<th>E-mail</th>
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</thead>
<tbody>
<tr>
<td>Korean Association of Addiction Professionals (KAAP)</td>
<td>117, Ujangsan-ro, Gangseo-gu, Seoul, Korea</td>
<td>Dr. Hyun-sub Cho, President</td>
<td>0082 - 70 - 4849 - 3309, 0082 - 2 - 2698 - 8295</td>
<td><a href="mailto:grangchohs@daum.net">grangchohs@daum.net</a></td>
</tr>
<tr>
<td>T.T. Ranganathan Clinical Research Foundation</td>
<td>17, IV Main Road, Indira Nagar, Chennei 60020, India</td>
<td>Dr. Shanthi Ranganathan, Hon. Secretarary</td>
<td>0091 94440 46554 / 0091 44 2811 6554 / 0091 44 6517 4345</td>
<td><a href="mailto:ttrcrf@gmail.com">ttrcrf@gmail.com</a></td>
</tr>
<tr>
<td>National Rehabilitation Centre (NRC)</td>
<td>P.O. Box 55001, 454, Al Saadar Street - opposite the Abu Dhabi Sports Club - Abu Dhabi, United Arab Emirates</td>
<td>Dr. Shamil David Wanigaratne, Psychologist, Consultant, Senior Advisor to the Centre’s Director General</td>
<td>00971-2-4467777 Ext. 4121</td>
<td><a href="mailto:Shamil.Wanigaratne@nrc.ae">Shamil.Wanigaratne@nrc.ae</a></td>
</tr>
<tr>
<td>Dangerous Drugs Board</td>
<td>DDB-PDEA Bldg., NIA Northside Road, National Government Centre, Quezon City, Republic of Philippines</td>
<td>Usec. Jose Marlowe S. Pedregosa</td>
<td>0063-929-1753, 929-4544</td>
<td><a href="mailto:usecapabustan@ddb.gov.ph">usecapabustan@ddb.gov.ph</a></td>
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<tr>
<td>Oneness Group</td>
<td>2-10-18 Higashinaka, Yamatotakada, Nara, 635-0065, Japan</td>
<td>Mr. Yuji Yazawa, President &amp; CEO</td>
<td>0081-745-22-0270/0081-90-4283-4804</td>
<td><a href="mailto:yazawa@garden-ag.org">yazawa@garden-ag.org</a> / <a href="mailto:soutenable@gmail.com">soutenable@gmail.com</a></td>
</tr>
<tr>
<td>Thammasat University</td>
<td>60 Rangsit, Thanyaburi, Pathumthani12130, Thailand</td>
<td>Dr. Viroj Verachai, Director</td>
<td>602-5310080-4</td>
<td><a href="mailto:veviroj@hotmail.com">veviroj@hotmail.com</a></td>
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<td>Faculty of Nursing and Princess</td>
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<td>Mother National Institute on Drug</td>
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<td>Abuse Treatment</td>
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<td>Living Free Foundation, Inc</td>
<td>G/F, Amapola Apartments, 9717 Pililia Cor Baler Street, Brgy. Valeasza</td>
<td>Ms. Ma Elena Cristobal, President</td>
<td>00639178833161/00639173227807</td>
<td><a href="mailto:livingfreefoundation98@gmail.com">livingfreefoundation98@gmail.com</a></td>
</tr>
<tr>
<td>Serenity in the Steps</td>
<td>Steps, Gulf View Horizons, Suello Village, Buguio City, Philippines</td>
<td>Mr. Clemente Abella Jr, Proprietor</td>
<td>9064760618</td>
<td><a href="mailto:junjun2005@gmail.com">junjun2005@gmail.com</a></td>
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<td>Organisation</td>
<td>Address</td>
<td>Contact Person</td>
<td>Contact No.</td>
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<td>Seagulls Flight Foundation, Inc.</td>
<td>Unit 504, Park Trade Center, 1716 Investment Drive, MBP Ayalaalabang Muntinluy, Philippines</td>
<td>Ms. Teresita Cambe-Castillo</td>
<td>00632-917881120/02 8094847</td>
<td><a href="mailto:chitcastillo@gmail.com">chitcastillo@gmail.com</a></td>
</tr>
<tr>
<td>Cyberjaya University College of Medical Sciences</td>
<td>Jalan Teknokrat 3, Cyber 4, 63000 Cyberjaya, Selangor, Malaysia</td>
<td>Prof. Dato’ Dr. Mahmood Nazar Mohamed</td>
<td>00603-83137008/ 00601-24776710</td>
<td><a href="mailto:mahmoodnazar@gmail.com">mahmoodnazar@gmail.com</a></td>
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<tr>
<td>Drug Free Pakistan Foundation</td>
<td>Plot # A-3, Block 13D-3, Gulshan-e-Iqbal, Karachi 75300, Pakistan</td>
<td>Ms. Farheen Naveed Director</td>
<td>0092-21-34984990</td>
<td><a href="mailto:siddiqui20p@hotmail.com">siddiqui20p@hotmail.com</a></td>
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<tr>
<td>Kasih Mulia Foundation</td>
<td>Puit Karanfg Permai Blok T 7, Selatan, No. 40-42, Jakarta 14450, Indonesia</td>
<td>Mr. Sharif Hamid, Director (Education Provider)</td>
<td>0062-21-6683545</td>
<td><a href="mailto:educationykmykm@gmail.com">educationykmykm@gmail.com</a></td>
</tr>
<tr>
<td>Support for Addictions Prevention &amp; Treatment in Africa (SAPTA)</td>
<td>P.O. Box 21761-00505, Nairobi, Kenya</td>
<td>Dr. William Sinkele, Executive Director</td>
<td>00254-(0)-724511709</td>
<td><a href="mailto:sinkele@gmail.com">sinkele@gmail.com</a></td>
</tr>
</tbody>
</table>
CREDENTIALING

WHAT IS CREDENTIALING?

Credentialing contributes greatly to the professionalisation of the field of addiction and substance use disorders as it establishes a standard and certain requirements that addiction professionals need to fulfil to be eligible for credentialing. It provides addiction professionals with public recognition of their experiences and skills amongst other colleagues and experts. Education, training and practice is the foundation for credentialing.

The credentialing system presents a structured and systematized process that allows people intending to perform or already performing clinical practices to acquire skills required to successfully perform their duties in addiction treatment setting.

The process of credentialing and its periodical renewal help to ensure that services provided to people with SUDs and their quality are perpetually reviewed, evaluated and improved.

Credentialing sets a standard for the quality of addiction prevention, intervention, treatment and aftercare services.

WHY GET CREDENTIALED WITH ICCE?

Sharing their reasons for choosing to be credentialed with ICCE, addiction professionals note:

- It gives me additional structure that I feel I belong to.
- An ICAP credential is the hallmark of credibility and competence in the global playing field.
- By being credentialed, I can proudly tell the world: “I am an addiction professional”
- The credential I received is recognised currently in 42 participating countries of ICCE initiatives.

ICCE continues to collaborate with NAADAC – The Association for Addiction Professionals to ensure that the quality and standards of its credentialing programmes are reflective of global standards. Through the assistance of NAADAC, it has developed three levels of credentials and examinations for treatment professionals.
CREDENTIALS OFFERED BY ICCE FOR ADDICTION TREATMENT PRACTITIONERS

- International Certified Addictions Professional I (ICAP I)
- International Certified Addictions Professional II (ICAP II)
- International Certified Addictions Professional III (ICAP III)
- Recovery Coach (RC)
- Clinical Supervision (CS)

CREDENTIALS OFFERED BY ICCE FOR SUBSTANCE USE PREVENTION PRACTITIONERS ARE:

- International Certified Prevention Specialist I (ICPS I)
- International Certified Prevention Specialist II (ICPS II)
- Endorsement
HOW TO GET CREDENTIALED WITH ICCE?

The credentialing process can be summarized in 12 simple steps as illustrated in the figure below:

**STEP 1**
Attend UPC / UTC training

**STEP 2**
Accumulate adequate number of continuing education and training hours

**STEP 3**
Obtain the required number of supervised working hours

**STEP 4**
Complete the ICCE application form and provide all required information

**STEP 5**
Send all forms to ICCE along with examination fee

**STEP 6**
Receive confirmation of qualification for examination from ICCE Commission (Papers must be submitted two months prior to the date of examination)

**STEP 7**
Sit for examination

**STEP 8**
Receive detailed examination results from ICCE

**STEP 9**
If pass, receive credentialing and you are encouraged to display credential after your name

**STEP 10**
If unsuccessful, you can try again by repeating step number 5

**STEP 11**
Now you are an addiction professional and you must always conduct yourself as a professional adhering to the Code of Ethics

**STEP 12**
Renew credentials every two years with 40 continuing education hours and examination fee

ICCE Training Guide 2016

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ELIGIBILITY CRITERIA FOR THE ICCE CREDENTIALS

CREDENTIALS FOR ADDICTION TREATMENT PRACTITIONERS:

i) International Certified Addiction Professional I (ICAP I):
   a. At least one (1) year of full time or 1500 hours of supervised working experience in SUD-related field. Passed the first public examination.
   b. Applicants with SUD would need to furnish proof of continuous and supervised sobriety for at least a period of one (1) year.
   c. Written verification of competency in required counselling skills and functions as certified by counsellors, supervisors or other health care professionals who have personally observed the candidate’s work in SUD treatment.
   d. Documentation of a total of 120 contact hours of education and training in alcoholism and drug abuse or related counselling subjects. Included in this total must be at least six (6) contact hours of HIV/AIDS training and at least six (6) contact hours of ethics training.
   e. Submission of a signed and dated statement that the candidate has read the ICCE Code of Ethics for counsellors and has agreed to adhere to it.

   f. Completion of an application for the appropriate level of credential and submission of the same to ICCE
   g. Payment of non-refundable application fee.
   h. Passing of the ICCE I examination.

ii) International Certified Addiction Professional II (ICAP II):
   a. At least two (2) years of full-time or 3,000 hours of supervised working experience as a SUD Treatment Practitioner. The two (2) years need not be consecutive.
   b. Applicants with SUD would need to furnish proof of continuous and supervised sobriety for at least a period of two (2) years.
   c. Successful completion of ICAP I and practising as an addiction counsellor for at least two (2) years following ICAP I certification or graduate / higher in relevant field.
   d. Achievement of ICAP I and practicing as a SUD Treatment Practitioner for at least two (2) years following ICAP I credentialing or Bachelor’s degree/ higher in the relevant field.
   e. Written verification of required counselling skills and functions as certified by counsellors or supervisors or
ELIGIBILITY CRITERIA FOR THE ICCE CREDENTIALS

health care professionals who have personally observed the candidate’s work in SUD treatment.

f. Documentation of a total of 240 contact hours of education and training in alcoholism and drug abuse or related counselling subjects. Included in this total must be at least six (6) contact hours of HIV/AIDS training and at least six (6) contact hours of ethics training.

g. Submission of a signed and dated statement that the candidate has read the ICCE Code of Ethics for counsellors and has agreed to adhere to it.

h. Completion of an application for the appropriate level of credential and submission of the same to the ICCE.

i. Payment of non-refundable application fee.

j. Passing of the ICAP II examination.

iii) International Certified Addiction Professional III (ICAP III)

a. At least five (5) years of full-time or 7500 hours of supervised working experience as a SUD Treatment Practitioner.

b. Applicants with SUD would need to furnish proof of continuous and supervised sobriety for at least a period of five (5) years.

c. Achievement of ICAP II and practicing as a SUD Treatment Practitioner for at least two (2) years following ICAP II or Masters / higher in relevant field.

d. Written verification of competency in required counselling skills and functions as certified by counsellors or supervisors or other health care professionals who have personally observed the candidate’s work in SUD treatment.

e. Documentation total of 500 contact hours of education and training in alcoholism and drug abuse or related counselling subjects. Included in this total must be at least six (6) contact hours of HIV/AIDS training and at least six (6) contact hours of ethics training.

f. Submission of a signed and dated statement that the candidate has read the ICCE Certification Code of Ethics and agreed to adhere to it.

g. Completion of an application for the appropriate level of credential and submission of the same to ICCE.

h. Payment of non-refundable application fee.

i. Passing of the ICAP III examination.
ELIGIBILITY CRITERIA FOR THE ICCE CREDENTIALS

Additional Eligibility Criteria for ICCE Examination Level I:

a. The following individuals without work experience will be allowed to write the ICCE level I Examination on condition that the credential will only be released upon completion of the required supervised working experience, certified by a recognised and licensed treatment and rehabilitation institution in their region:

b. University students who are currently pursuing Bachelor’s/ Master’s Degree in Psychology, Social Work, Behavioural Science courses and Nursing Courses. Individuals who have completed their University Degree.

c. Recovering persons (without any work experience and with two year of continuous total abstinence period without any substitution drugs (namely methadone, buprenorphine etc.) who are interested in working in the area of addiction treatment field may undergo the UTC training series and write the ICAP examination.

Re-Credentialing of ICAP Credentials

a. Initial credentialing under this programme is valid for a period of two (2) years from the date of credential issue. After two (2) years, the candidate will be required to re-credential. To do so, he or she must submit a completed application form for re-credentialing and will be required to comply with the following requirements:

b. Indicate that the requirement for 40 contact hours of education/training during the 2 year period of credentialing has been completed. Of the 40 contact hours, 20 hours must be on alcoholism and/ or drug abuse counselling related matters. The other 20 hours may be in other subjects, but should be related to the development of the professional’s expertise in the field, including a minimum four (4) hours of ethics training.

c. The applicant is not required to submit training documentation as a routine matter, however, they must maintain appropriate training records and be prepared to submit the documentation should he/she be randomly selected for audit by the Commission.

d. Applicants applying for a renewal of their credential will receive a formal letter announcing that their records are being audited and that they have 30 days to produce documentation of the hours claimed.

e. Credentials of applicants not complying with the audit requirements or failing to provide documentation of the required hours will be presented to the Commission for credential termination.
ELIGIBILITY CRITERIA FOR THE ICCE CREDENTIALS

f. Signature and date indicating the truthfulness of the information presented and professional agreement to continue to adhere to the ICCE Code of Ethics for Credentialed addiction professional.

g. Payment of non-refundable application fee.

RECOVERY COACH (RC) CREDENTIALS ELIGIBILITY AND REQUIREMENTS

i) Experience

a. One year of supervised experience in the area of substance use disorders.

b. Evidence of one continued year of total abstinence from all kind of substances.

c. Evidence of 100 hours of education/training in SUD/Peer Recovery.

ii) Recommended Practice Areas

a. Screening

b. Outreach during Pre and Post Treatment

c. Facilitating Referral

d. Continuing care (conducting home visit, facilitating support group, psychoeducation, providing support in case management)

e. Community education (preparation & delivery under direct supervision)

iii) Recommended Training/Education Hours

100 hours addiction specific training/education which should include ICCE Basic UTC 1 and 2, Specialised Recovery Course, 6 hours of Ethics and 6 hours of HIV.

iv) Ethics

Sign and adhere to ICCE Code of Ethics.
v) Verification of Training/Education/Experience
   a. Submit copies of all training/education documents that validate training/education acquired within the past year that total 100 hours.
   b. Evidence of at least one year of validated supervision and sobriety

vi) Attainment
   a. Portfolio approved by the Commission.
   b. Successfully passed the ICCE Recovery Coach Examination of 100 questions.

vii. Completed High School Education (nine years formal education for Japan as approved by the fourth ICCE Commission meeting)

Re-credentialing
Must apply every three years with evidence of 40 hours of continuing education and continued practice in this service and continued sobriety.

CLINICAL SUPERVISION CREDENTIAL (CS) FOR SUBSTANCE USE DISORDER PROFESSIONALS

i) Education/Training Hours Required
   a. Forty-five (45) hours of didactic and experiential training in clinical supervision which demonstrates the core competencies.
   b. Passed ICCE Level II Examination for ICAP II credentialing.
   c. Trainings that are offered by established training organisations approved by ICCE Commission will be accepted for this endorsement.
   d. Education can be received through many different methods such as workshops, seminars, institutes, in-services, college/university credit courses and provider approved distance education.
ELIGIBILITY CRITERIA FOR THE ICCE CREDENTIALS

ii) Required Hours shall include the following Domains

a. Clinical supervision practice and theories (clinical supervision practises may include: how to supervise counsellor interns/trainees to ensure quality performance, the role of a clinical supervisor, methods of supervision, creating a cohesive staff environment through clinical supervision, etc.)
b. Pharmacology and pharmacotherapy
c. Professional issues
d. Clinical theories and practices for addiction treatment
e. Integrated care
f. Ethics

iii) Clinical Experience Required

a. Three (3) years and not less than 4,500 hours of supervised employment as a Substance Use Professional
b. 200 hours of face-to-face clinical supervision received. These hours may also be included in the five years of required practice.
c. One (1) year of experience as a full time Clinical Supervisor.

iv) References

Three references shall be submitted in sealed envelope from individuals who have either supervised or witnessed the supervision of the candidate for endorsement. This would include:

a. Reference letters from at least two supervisees of the applicant (past or present) and
b. One from the candidate’s (applicant) clinical supervisor.
c. References may be contacted to verify references and for further information.

v) Code of Ethics

Must sign and adhere to ICCE Code of Ethics statement.

vi) Exam

Must successfully pass the written Clinical Supervision Credential for Substance Use Disorder Professionals exam. The exam will include the following topic areas:

a. Pharmacology or psychoactive substances
b. Theoretical base of counselling & counselling practice
CREDENTIALS FOR SUBSTANCE USE PREVENTION PRACTITIONERS:

i) International Certified Prevention Specialist I (ICPS I):

a. Supervised working experience of two (2) years (3,000 hours) in the prevention field (3,000 hours), and possess a Bachelor degree, or

b. Supervised working experience of five (5) years (7,500 hours) in the prevention field, and possess a High School diploma.

c. Professional issues of the law and regulation

d. Integrated behavioural health

e. Co-occurring disorders

f. Types of supervision to include individual, group and peer

g. Models of clinical supervision including performance evaluation.

Recognizing the difference between clinical supervision and administrative supervision, the exam will focus specifically on clinical supervision. Techniques of supervision include the use of recordings and videos, in-room, and interpersonal process recall.

ii) International Certified Prevention Specialist II (ICPS II):

a. Supervised working experience of five (5) years (7,500 hours) in the prevention field, and possess a Masters’ degree, or

b. Supervised working experience of five (5) years (7,500 hours) in the prevention field, and possess a High School diploma.

c. Submission of a signed and dated statement that the candidate has read the ICCE Commission’s Code of Ethics for counsellors and has agreed to adhere to it.

d. Completion of an application for the appropriate level of credential and submission of the same to ICCE

e. Payment of non-refundable application fee.
ELIGIBILITY CRITERIA FOR THE ICCE CREDENTIALS

b. Supervised working experience of seven (7) years (10,500 hours) in the prevention filed, and possess a High School diploma.

c. Submission of a signed and dated statement that the candidate has read the ICCE Commission’s Code of Ethics for counsellors and has agreed to adhere to it.

d. Completion of an application for the appropriate level of credential and submission of the same to the ICCE.

e. Payment of non-refundable application fee.

f. Passing of the ICPS I examination.

iii) Endorsement

a. One (1) year working experience in the specialised prevention track, or 1,500 hours of supervised working experience.

b. 120 continuing education hours in any of the prevention tracks.

c. Must possess the ICPS 1 or 2 prior to acquiring the endorsement in a specialised track, such as school, workplace, family, media, etc.

d. Submission of a signed and dated statement that the candidate has read the ICCE Certification Code of Ethics and agreed to adhere to it.

e. Completion of an application for the appropriate level of credential and submission of the same to ICCE.

f. Payment of non-refundable application fee.
2016 SCHEDULE OF ICCE CREDENTIALING EXAMINATION

**JANUARY**
ICCE Examination for the National Trainers of the Bahamas
Nassau, The Bahamas

**MARCH**
ICCE Examination for National Trainers of UAE & Global Trainers
Abu Dhabi, UAE

**APRIL/MAY**
ICCE Examination for Thailand - Bangkok, Thailand
ICCE Examination for the National Trainers of Bangladesh - Dhaka, Bangladesh
ICCE Examination for Indonesia - Jakarta, Indonesia
ICCE Examination for Liberia - Monrovia, Liberia
RC Examination for Japan - Tokyo, Japan
ICCE Examination for India - Chennai, India

**JUNE**
ICCE II Examination for the National Trainers of Ghana
Accra, Ghana

For changes and schedule of ICCE Examinations, kindly refer to ICCE website: [www.colombo-plan.org/icce](http://www.colombo-plan.org/icce)
HOW TO APPLY?

The following documents needed to be forwarded to ICCE for to apply for ICCE Examinations.

1. Duly filled Examination Application Form
2. Certified Calculation of contact hours of Education and Training
3. Detailed CV of the candidates
4. Narrative description of the most recent work experience in addiction treatment
5. Certified true copies of training certificates
6. Certified true copies of School/ University certificates
7. An examination fee of USD 100 excluding bank charges after the approval of application. (A copy of the telegraphic transfer need to be forwarded to ICCE).
Preparing For ICCE Examinations?

ICCE STUDY GUIDE IS YOUR BEST HELP!

What Is ICCE Study Guide?

The ICCE Study Guide was developed by a team of ICCE Master Trainers to assist addiction professionals in the preparation for ICCE examination for ICAP I, II and III credential.

The Study Guide content covers the four domains of the ICCE examination for ICAP:
- Pharmacology of Psychoactive Substances
- Counselling Practices
- Theoretical Base of Counselling
- Professional Issues

Pay only 50 USD for your copy!

(Courier fees are not included)

To order ICCE Study Guide please contact
samitha.gunasekera@colomboplan.org

GET A COPY OF ICCE STUDY GUIDE TODAY!
Looking for an opportunity to enhance your clinical skills and build up your recovery capital?

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7th ICCE-ASCAD
INTERNATIONAL CONFERENCE ON ADDICTIONS

- Register in February to June – USD 75
- Register in July to August – USD 100
- Register in September – USD 125

Send us an email at icce.csi@colomboplan.org or sheila.marquez@colomboplan.org
You may also download the registration form at www.colombo-plan.org/icce

REGISTRATION IS NOW OPEN!
Training Date: September 25 – 29, 2016
Examination Day: September 30, 2016
Venue: Historical City of Malacca, Malaysia
ICCE ETHICAL GUIDELINES FOR ADDICTION PROFESSIONALS

<table>
<thead>
<tr>
<th>That in the practice of my profession, I shall assert the ethical principles of autonomy and justice as a guide to my professional conduct;</th>
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<tr>
<td>That I shall not discriminate against clients based on race, religion, age, gender, disability, nationality, sexual orientation or economic condition;</td>
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<tr>
<td>That I shall maintain objectivity and integrity and uphold the highest standard in the services I offer;</td>
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<td>That I recognise the profession is founded on national standards of competency which promote the best interest of my client, of myself, of the profession and the society. I also recognise the need for ongoing education as a component of professional competency;</td>
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<td>That I shall respect the best interest and promote the welfare of the person or group with whom I am working with;</td>
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<td>That I shall protect client rights and shall not disclose confidential information acquired during treatment, teaching or investigations without an executed consent;</td>
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<td>That I shall safeguard the integrity of the counselling relationship and shall ensure that the client has reasonable access to effective treatment;</td>
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<tr>
<td>That I shall not exploit the current or former clients in any manner for personal or agency gains;</td>
</tr>
<tr>
<td>That I shall not under any circumstances involve in sexual/romantic, business relationship with current or former clients;</td>
</tr>
<tr>
<td>That I shall terminate the counselling relationship when it is not benefitting the client;</td>
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<tr>
<td>That I shall uphold the legal and accepted codes of conduct which pertain to my profession;</td>
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<td>That I shall not give false assurances or make comments or public statements which are not reflective of the current scientific understanding of substance use disorder and its treatment;</td>
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<tr>
<td>That I shall assign credit to all who have contributed to the published material and for the work upon which the publication is based;</td>
</tr>
<tr>
<td>That I shall abide and uphold these standards in the conduct of my profession. Any violation thereof shall be subject to disciplinary action from the Committee or revocation of my credential.</td>
</tr>
<tr>
<td>I shall not use or abuse any illicit substances.</td>
</tr>
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</table>