

Before completing this form, refer to "Board Policy Section III.G. Program Approval and Discontinuance.

Background

The University of Idaho Addictions Program has been in existence since 1992 (first housed in the Enrichment Program, and later, taken over by the Department of Psychology in 1995). Since being housed in the Department of Psychology, the number of individuals taking addictions-related courses has significantly increased. For example, during the past fiscal year, the program offered 22 courses (live and web) and had 392 enrollments. Currently through live and web-based courses, the Addictions Program provides high quality addictions training to students throughout Idaho, Washington, and other states.

Recently, the Center for Substance Abuse Prevention (CSAP) has mandated that states provide specific training to substance abuse prevention providers before they can receive federal pass-through funding. Idaho Department of Health and Welfare, Bureau of Mental Health and Substance Abuse (hereafter identified as IDHW) decided the best way to provide this training is through its three major universities. This training will include existing addictions courses (e.g., Introduction to Chemical Addictions, Psychopharmacology of Psychoactive Drugs) and several new courses (e.g., Prevention Theory and Applications 1, Program Planning and Evaluation). With this expansion, and significant student interest in current courses, it has become apparent that a Minor in Addiction Studies (Counseling or Prevention emphasis) at the undergraduate level has become necessary, and the reason for this proposal.

- 1. Describe the nature of the request. For example, is this a request for a new on-campus program? Is this request for the expansion or extension of an existing program, or a new cooperative effort with another institution or business/industry or a contracted program? Costing greater than \$150,000 per year? Is this program to be delivered off-campus or at a new branch campus? Attach any formal agreements established for cooperative efforts, including those with contracting party(ies). Is this request a substantive change as defined by the NWASC criteria?**

This new minor will encompass two tracks: First, an addictions counseling training track (courses already in place), or second, an addictions prevention provider training track (includes both existing and new courses). Students from all academic disciplines could attend courses in each track (some students may wish to complete both tracks as well). Students may complete courses both on-campus or with equivalent web-based courses.

- 2. Quality – this section must clearly describe how this institution will ensure a high quality program. It is significant that the accrediting agencies and learned societies which would be concerned with the particular program herein proposed be named. Provide the basic criteria for accreditation and how your program has been developed in accordance with these criteria. Attach a copy of the current accreditation standards published by the accrediting agency. Further, if this new program is a doctoral, professional, or research, it must have been reviewed by an external peer-review panel (see page 7, "Guidelines for Program Review and Approval). A copy of their report/recommendations must be attached.**

Both tracks will provide training at a level to pass appropriate state and national addiction certification boards and from multiple disciplines as well (Nursing, Social Work, Counseling, etc.). Further, the programs will be monitored by IDHW (Funding Source) and the Idaho Educators in Addictions Studies (IDEAS!) consortium (Addictions Training Oversight Group). All coursework will be at the 400 level or above.

- a. Curriculum – describe the listing of new course(s), current course(s), credit hours per semester, and total credits to be included in the proposed program.**

All courses are listed in Appendix A. These courses already have approved state board course numbers (approved summer 2004), and will be listed in the 2005 academic catalogue.

- b. Faculty – include the names of full-time faculty as well as adjunct/affiliate faculty involved in the program. Also, give the names, highest degree, rank and specialty. In addition, indicate what percent of an FTE position each faculty will be assigned to the program. Are new faculty required? If so, explain the rationale including qualifications.**

Steven E. Meier,	Ph.D.	Assoc. Professor,	Director	Addictions and High-Risk Behavior Specialist
Catherine Weeks,	Ph.D.		Instructor	Counseling Psychology
John Miller,	M. Ed.,	CADC	Instructor	Addictions Counseling, Prevention Specialist
Jean Iverson	MSW,	CADC	Instructor	Addictions Counseling
Lori Meier	M.A.		Instructor	Clinical Psychology
Susan Jennings	M.Ed.		Instructor	Counseling Psychology
Tammy Bowen	M.S.		Instructor	Program Evaluation/Planning
Sara Pepper	MSW		Instructor	Coalition Development/Prevention Planning
Sigrid Gauger	B.A.		Instructor	Community Mobilization/Evaluation Coordinator

- c. Students – briefly describe the students who would be matriculating into this program.**

There are several groups of students who will be involved in the program. The first group will be students taking elective psychology credits. A second group will be students wanting a minor to enhance their psychology, sociology, justice studies, or education degree and thus, increase their marketability. A third group will be taking courses to satisfy coursework for CSAT, IDHW, or other agencies. A final group will be students wanting to take courses for general interest.

- d. Infrastructure support – clearly document the staff support, teaching assistance, graduate students, library, equipment and instruments employed to ensure program success.**

All operating and clerical support will be provided through the psychology department and is currently in place. Teaching assistance is provided by many departments on campus and the director acts as a mentor to the faculty. In addition, IDHW offers a variety of workshops related to teaching specific topics (especially in the prevention area).

Library information comes from two areas. First, the UI library carries several journals related to addictions, program evaluation, or high-risk behavior. In addition, UI students may receive information from the Center for Substance Abuse Prevention (CSAP) Regional Alcohol and Drug Awareness Resources (RADAR) center located on the BSU campus. Multi-media equipment is provided in most UI classrooms and many instructors receive consulting assistance from expert users at the UI Center for Teaching Innovation.

- e. Future plans – discuss future plans for the expansion or off-campus delivery of the proposed program.**

Currently, the Addictions Program offers live classes to students in the Moscow area. In addition, most classes (where appropriate) are offered via the world-wide-web as well. During the next fiscal year we plan to implement three initiatives. First, we are implementing a marketing campaign to increase the number of enrollments and students taking addictions-related courses both on campus, and via the world-wide-web. Second, we plan to begin offering one or two live classes in the Coeur d’ Alene area beginning the spring semester (where there is a major untapped market and strong demand). Third, the Addiction’s Program has been discussing a collaborative arrangement with the Counseling Program in Coeur d’ Alene to offer an addiction’s specialization. This is in the very preliminary stages and we intend to submit a separate NOI for that proposal with the Counseling and School Psychology Program.

- 3. Duplication – if this program is unique to the state system of higher education, a statement to that fact is needed. However, if the program is a duplication of an existing program in the system, documentation supporting the initiation of such a program must be clearly stated along with evidence of the reason(s) for the necessary duplication. Describe the extent to which similar programs are offered in Idaho, the Pacific Northwest and states bordering Idaho. How similar or dissimilar are these programs to the program herein proposed?**

This program is unique at the University of Idaho [although some courses are taught at other state institutions (BSU, ISU, LCSC, CSI)]. BSU also has an addictions treatment minor program in their Health Studies program. However, considering the level of rigor required for the Prevention Track, discussions with IDHW and other addictions educators indicate the Prevention Tract will only be offered at the major universities. The UI Addictions Program will also develop and implement several web-based courses in the prevention curriculum as well. This component is not planned at the other institutions at this time.

4. **Centrality – documentation ensuring that program is consistent with the Board’s policy on role and mission is required. In addition, describe how the proposed program relates to the Board’s current Statewide Plan for Higher Education as well as the institution’s long-range plan.**

This request is consistent with the UI’s mission to serve students, businesses/industry, professions, and public sector groups throughout Idaho. The program will also benefit students from a variety of academic disciplines including psychology, sociology, and education. In addition, through outreach courses, the program will provide ongoing education to individuals throughout the region, State of Idaho, and other states.

5. **Demand – address student, regional and statewide needs.**

a. **Summarize the needs assessment that was conducted to justify the proposal. The needs assessment should address the following: statement of the problem/concern; the assessment team/the assessment plan (goals, strategies, timelines); planning data collection; implementing data collection; dissemination of assessment results; program design and on-going assessment. (See the Board’s policy on outcome assessment.)**

b. **Students – explain the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Document student demand by providing information you have about student interest in the proposed program from inside and outside the institution.**

Differentiate between the projected enrollment of new students and those expected to shift from other program(s) within the institution.

c. **Expansion or extension – if the program is an expansion or extension of an existing program, describe the nature of that expansion or extension. If the program is to be delivered off-campus, summarize the rationale and needs assessment.**

a. Assessment to justify proposal

Currently there is a high demand for individuals with substance abuse treatment or prevention training. In relation to treatment, a regional treatment workforce study of addictions treatment agencies conducted for the Northwest Frontier Addiction Technology Center (NFATTC) found a 25% staff turnover annually. Further, 71% of agencies responding reported difficulties in filling open positions. A second condensed report conducted by the Center for Substance Abuse Research (CESAR) indicated that 15% of 13,484 treatment facilities have either closed or stopped offering addictions counseling, and another 25% had reorganized under another administrative structure (e.g., mental health agency). Relatedly, nearly 12% of the directors had been in their positions less than one year. Finally, recent reports from a treatment director at Orofino indicated he had an extremely difficult time finding certified counselors to provide treatment for jailed offenders. Similar reports have been provided by directors of adolescent treatment facilities (e.g., Walker Center in Twin Falls). In general, the demand for individuals from Psychology, Justice Studies, Social Work, or Counseling with addictions training/certification has never been greater.

A similar demand will also occur for substance abuse prevention providers. As indicated earlier, the Center for Substance Abuse Prevention (CSAP) has mandated that all states have certified substance abuse prevention providers at sites which receive ANY federal pass-through funding. This will include fields of education, private providers, state contractors, and others. Consequently, current and new providers will need to have certification training before funding can be requested from either state or federal prevention agencies.

Consequently, there will be a significant need for training and individuals in this area. Frankly, a person with a degree and a prevention certification significantly increases their chances for employment in the fields of education, mental health, criminal justice, or substance abuse treatment.

Generally, the need for individuals with training in substance abuse treatment or prevention is large. In addition, as Idaho begins to implement a “one door” assessment policy, individuals will be required to have knowledge of psychology to assess individuals with substance abuse or mental health issues adequately. By implementing this minor in addictions, the UI can provide this training for the significant needs of Idaho State, as well as other regional states such as Washington, Oregon, and Alaska.

b. Students

Source of Students:

We anticipate most students who enroll in the minor program will be full-time psychology, sociology/justice studies, or education majors. We also anticipate enrollments in the minor program through outreach courses from Coeur d' Alene. Finally, we anticipate many students attending other universities may want to enroll in courses as well.

Student Interest:

In relation to student interest, the addictions program has continued to expand since its inception. In the past fiscal year, the program offered 22 courses (live and web) and had 392 enrollments. In the current 2005 fiscal year, there were 50 enrollments for summer and 206 enrollments for the fall semester (Total = 256). Consequently, the interest is high.

New Students vs. shifting from other programs:

In all likelihood, there will be some shifting of students from other programs. However, we also anticipate many students will enroll in a minor program (which they had not intended to do before) to enhance their employment opportunities. This will be especially true of education, sociology/justice studies majors and some psychology majors.

c. Expansion or extension

This program is an expansion of the Psychology Department's addiction program and places it in a more formalized role. This should increase enrollments in the department, and possibly increase the number of majors and minors. Further, the Addiction's Program will continue to be heavily involved in the development and implementation of web-based courses. We plan to market these courses to current professionals (teachers, helping professionals, corrections professionals, etc.) and interested individuals across Idaho and the Northwest.

6. Resources – fiscal impact and budget

On this form, indicate the planned FTE enrollment, estimated expenditures, and projected revenues for the first three fiscal years (FY) of the program. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reflect explanations of subsequent pages. If the program is a contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).

I. PLANNED STUDENT ENROLLMENT

	<u>FY 05</u>		<u>FY 06</u>		<u>FY 07</u>	
	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	<u>20</u>	<u>400</u>	<u>30</u>	<u>450</u>	<u>40</u>	<u>500</u>
B. Shifting enrollments	<u>5</u>	<u>10</u>	<u>10</u>	<u>20</u>	<u>15</u>	<u>30</u>

II. EXPENDITURES

	<u>FY 05</u>		<u>FY 06</u>		<u>FY 07</u>	
	FTE	Cost	FTE	Cost	FTE	Cost
A. Personnel Costs						
1. Faculty	.3	\$15,238	.3	\$15,238	.3	\$15,238
2. Administrators	.2	\$10,159	.2	\$10,159	.2	\$10,159
3. Adjunct faculty	4	\$45,000	4	\$50,000	4	\$55,000
4. Graduate/instructional assistants						
5. Research personnel						
6. Support personnel						
7. Fringe benefits		\$12,939		\$13,389		\$13,839
8. Other: _____						
Total FTE Personnel And Costs;		\$83,336		\$88,786		\$94,236

	<u>FY 05</u>	<u>FY 06</u>	<u>FY 07</u>
	B. Operating expenditures		
1. Travel	\$5,000	\$5,000	\$5,000
2. Professional services	\$500	\$500	\$500
3. Other services	400		
4. Communications			
5. Utilities			
6. Materials & supplies	\$500	\$600	\$600
7. Rentals			
8. Repairs & maintenance			
9. Materials & goods for manufacture & resale			
10. Miscellaneous			
Total Operating Expenditures:	\$6,400	\$6,100	\$6,100

	FY <u>05</u>	FY <u>06</u>	FY <u>07</u>
C. Capital Outlay			
1. Library resources	_____	_____	_____
2. Equipment	_____	_____	_____
Total Capital Outlay:	_____	_____	_____
D. Physical facilities Construction or major Renovation	_____	_____	_____
E. Indirect costs (overhead)	_____	_____	_____
GRAND TOTAL EXPENDITURES:	\$89,736	\$94,886	\$100,336

III. REVENUES

	FY <u>05</u>	FY <u>06</u>	FY <u>07</u>
A. Source of funds			
1. Appropriated funds -- Reallocation – MCO	\$20,571	\$20,571	\$20,571
2. Appropriated funds -- New – MCO	_____	_____	_____
3. Federal funds	_____	_____	_____
4. Other grants	\$35,000	\$40,000	\$45,000
5. Fees	\$35,000	\$35,000	\$40,000
6. Other: _____	_____	_____	_____
GRANT TOTAL REVENUES:	\$90,571	\$95,571	\$105,571

	FY <u>05</u>	FY <u>06</u>	FY <u>07</u>
B. Nature of Funds			
1. Recurring*	\$20,571	\$20,571	\$20,571
2. Non-recurring**	\$70,000	\$75,000	\$85,000
GRANT TOTAL REVENUES:	\$90,571	\$95,571	\$105,571

* Recurring is defined as ongoing operating budget for the program which will become part of the base.

** Non-recurring is defined as one-time funding in a fiscal year and not part of the base.

Appendix A Curriculum

Prevention Track

Title	Credits/Semester
Introduction to Chemical Addictions	3
Pharmacology of Psychoactive Drugs	3
Developmental Psychology	3
Sub. Abuse Prevention Theory I	3
Facilitation Skills and Group Management	3
Presentation/Instruction Skills for Helping Professionals	3
Community Coalition Development	3
Substance Abuse Program Planning and Evaluation	3
Chemical Dependency and the Family	3
Prevention Ethics	1
Prevention Theory II	3

Treatment Track

Title	Credits/Semester
Introduction to Chemical Addictions	3
Pharmacology of Psychoactive Drugs	3
Blood and Airborne Pathogens	3
Record Keeping / Case Management	3
Ethics	3
Relapse Prevention	3
Screening and Assessment	3
Chemical Dependency and the Family	3
Individual Therapy Techniques in Chem. Add. Counseling	3
Group Therapy Techniques in Chem. Add. Counseling	3