

CONVERSION APPLICATION INSTRUCTIONS AND CHECKLIST

Individuals who have completed the AODA written examination, the CPM oral examination and are now licensed with the Board as an LCDC II or LCDC III may convert their license to a higher level when applicable. Individuals must fulfill all eligibility requirements for the level to which they are applying.

To Convert to the LCDC III:

- ___ Individual must currently hold the LCDC II credential
- ___ Individual must document completion of a bachelor's degree or higher in a behavioral science. Documentation shall be in the form of college transcripts or college diploma.
- ___ Individual must complete 40 hours of diagnostic training and document these hours on the Diagnostic Training Grid. Verification of coursework must be submitted with this form and may include certificates of completion, letters of verification and/or transcripts.
- ___ Individual must submit the conversion application, appropriate forms and the \$35 Non-refundable Conversion application fee. Check or money order should be made payable to Treasurer, State of Ohio.

To Convert to the LICDC:

- ___ Individual must currently hold the LCDC II or LCDC III credential
- ___ Individual must document completion of a master's degree or higher in a behavioral science. Completion of the Master's Degree Grid is required along with submission of transcripts of master's or higher coursework.
- ___ Individual must document two years (4,000 hours) of clinical supervisory work experience in the AODA field, including two hundred hours of face-to-face clinical supervision. Completion of the Clinical Supervision: Supervisor Reference Form is required along with submission of a job description signed by the individual's supervisor.
- ___ Individual must complete 30 hours of clinical supervision education and document these hours on the Clinical Supervision Education Grid. Verification of coursework must be submitted with this form and may include certificates of completion, letters of verification and/or transcripts.
- ___ Individual must submit the conversion application, appropriate forms and the \$35 Non-refundable Conversion application fee. Check or money order should be made payable to Treasurer, State of Ohio.
- ___ Once conversion application is approved, individual must take and pass the Clinical Supervisor Written Examination. This examination is offered four times a year and requires a testing fee of \$80 to be submitted to the board office.

All requirements must be met in order for an individual to be approved for conversion. All necessary forms for conversion can be accessed on the Board's website at www.ocdp.ohio.gov or by calling the board office at 614-387-1110. Upon submission and approval of the above items, the Board will convert an individual's license to the appropriate level and issue an approval letter. Additionally, the Board will issue a new credential that verifies that the individual is now authorized to practice at this new level.



CLINICAL SUPERVISION EDUCATION GRID

Please list in chronological order the 30 hours of education received in the required clinical supervision specific content areas. The minimum number of hours in each area is identified. These total 24 hours. The remaining 6 hours may be distributed among the areas at the applicant's discretion. Arrange the attached attendance verification in the same order as listed unless the verification is a college transcript.

All education hours must be verified and included with the application. Acceptable forms of verification include: copy of transcripts, copies of certificates of attendance, form letters of lists of workshops signed by agency official or supervisor.

Indicate the number of hours in each content area for which the education applies. The content areas are as follows:

- | | |
|-----------------------------------|---|
| 1-Assessment/Evaluation (6 hours) | 3-Management/Administration (6 hours) |
| 2-Counselor Development (6 hours) | 4-Professional Responsibilities (6 hours) |

Date of training	Title of training	Total clock hours	1	2	3	4
TOTAL HOURS THIS PAGE						

One semester hour = 15 clock hours

One quarter hour = 10 clock hours

DUPLICATE THIS PAGE AS NEEDED AND INCLUDE WITH THE FORMAL APPLICATION



Definitions of Clinical Supervision Education

The following represent content areas appropriate for clinical supervision education.

Assessment & Evaluation

- Includes leadership styles, interview techniques, stress management, observation techniques, functional communication skills, public speaking techniques, basic teaching techniques, comprehensive assessment, career development interventions and strategies, and ways to coordinate supervision with appropriate and reasonable work assignment

Counselor Development

- Includes clinical supervision models; teaching and training methods and strategies; assessment theories, practices and tools; feedback purpose and process; motivational techniques to promote career development; communication processes or techniques; problem solving and conflict resolution models; theories of stress management; appropriate professional boundaries regarding clients or fellow staff; adult learning models; special populations; ethics and ethical problem solving; agency policy regarding appropriate counselor-client and supervisor-supervisee relationships.

Management & Administration

- Includes monitoring techniques; management practices; orientation procedures and practice; motivational skills; consultation strategies; staff development; program assessment and development methods; deference between consultation and supervision; agency's hiring and termination policies; performance appraisals.

Professional Responsibility

- Includes public relation techniques; professional organizations, their goals and objectives; government agencies; agency, state and professional codes; route of reporting ethical violations; credentialing requirements; impact of nutrition and exercise on physical and mental well-being; stages of human development; various cultures, values and lifestyles; confidentiality laws; grievance process.

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Courses may cover more than one content area. One semester hour equals 15 clock hours. One quarter hour equals 10 clock hours

CONTENT AREA	COURSE #	TITLE OF COURSE	BRIEF DESCRIPTION	CLASS HRS COVERING THIS AREA
Theories of Counseling & Psychotherapy 80 clock hours required	1.	1.	1.	1.
	2.	2.	2.	2.
	3.	3.	3.	3.
Counseling Procedures 40 clock hours required	1.	1.	1.	1.
	2.	2.	2.	2.
	3.	3.	3.	3.
Group Process & Techniques 40 clock hours required	1.	1.	1.	1.
	2.	2.	2.	2.
	3.	3.	3.	3.

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Courses may cover more than one content area. One semester hour equals 15 clock hours. One quarter hour equals 10 clock hours

CONTENT AREA	COURSE #	TITLE OF COURSE	BRIEF DESCRIPTION	CLASS HRS COVERING THIS AREA
Relationship Therapy 40 clock hours required	1.	1.	1.	1.
	2.	2.	2.	2.
	3.	3.	3.	3.
Research Methods/Statistics 40 clock hours required	1.	1.	1.	1.
	2.	2.	2.	2.
	3.	3.	3.	3.
Fundamentals of Assessment & Diagnosis, including Measurement & Appraisal 80 clock hours required	1.	1.	1.	1.
	2.	2.	2.	2.
	3.	3.	3.	3.

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Courses may cover more than one content area. One semester hour equals 15 clock hours. One quarter hour equals 10 clock hours

CONTENT AREA	COURSE #	TITLE OF COURSE	BRIEF DESCRIPTION	CLASS HRS COVERING THIS AREA
Psychopathology 40 clock hours required	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.
Human Development 40 clock hours required	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.
Cultural Competence in Counseling 40 clock hours required	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.

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Courses may cover more than one content area. One semester hour equals 15 clock hours. One quarter hour equals 10 clock hours

CONTENT AREA	COURSE #	TITLE OF COURSE	BRIEF DESCRIPTION	CLASS HRS COVERING THIS AREA
Ethics 30 clock hours required	1.	1.	1.	1.
	2.	2.	2.	2.
	3.	3.	3.	3.
Supervised Professional Experience (Practicum, Internship, etc) 400 contact hours required	1.	1.	1.	1.
	2.	2.	2.	2.
	3.	3.	3.	3.



Masters Degree Content Areas

Theories of Counseling and Psychotherapy

This category may include courses which examine the theoretical foundations of counseling and psychotherapy which may include introductory or advanced survey courses as well as work in specific theoretical orientations such as Reality Therapy, Cognitive Therapy, Brief Psychotherapy, etc.

Counseling Procedures

This category may include courses which review specific techniques and skills used in counseling and psychotherapy and offer students opportunities to practice these skills through role play, exercises and/or work with live clients.

Group Process and Techniques

This category may include courses which utilize didactic and experiential methods to review the dynamics of therapy and/or task groups and the techniques which are utilized in facilitating such groups.

Relationship Therapy

This category may include courses which review the dynamics of intimate relationships which are typically found in couple and family systems and the techniques which are used in counseling and psychotherapy within these systems. Introductory courses providing an overview of this area as well as courses focused on specific theoretical and/or technical perspectives are appropriate.

Research Methods/Statistics

This category may include courses which review the basic components of research in the behavioral sciences including types of research, data collection, research design, basic elements and procedures used in statistical analysis, interpretive methods and qualitative analysis.

Fundamentals of Assessment and Diagnosis, including Measurement and Appraisal

This category may include courses which utilize didactic and experiential methods to review assessment and diagnostic procedures including interviewing, conducting a mental status examination and obtaining relevant data from collaborative sources and the procedures necessary for the appropriate utilization of individual and group instruments of measurement which may include neuropsychological tests, instruments evaluating intelligence and/or cognitive

functioning, projective testing, instruments assessing personality and specialized instruments evaluating particular disorders.

Psychopathology

This category may include courses which survey human psychopathology including the etiology and prognosis of mental, behavioral and emotional disorders. Such courses may review abnormal psychology, consider the historical development of the conceptualization of psychiatric disorders and/or focus on specific disorders or categories of disorder.

Human Development

This category may include courses which survey the process of human growth and development which may include reviews of the major theoretical perspectives on growth and development, life stage development, variables which affect development and processes which enhance or inhibit development.

Cultural Competence in Counseling

This category may include courses which offer opportunities for students to acquire knowledge, engage and explore their affective responses and develop basic awareness and skills necessary to appreciate the cultural diversity encountered in counseling and psychotherapy. Such courses may survey the major theoretical perspectives regarding cultural diversity in counseling, engage students in various experiential exercises to heighten cultural awareness and sensitivity, introduce students to the skills and techniques used in addressing culture therapeutically and providing students with the tools necessary to evaluate their appropriateness for engaging in cross-cultural therapy.

Ethics

This category may include courses which review the ethical foundations and parameters of professional standards and practice.

Supervised Professional Experience (internship, practicum, field experience)

Applicants will engage in a supervised professional experience which requires delivery of clinical services by the applicant under the supervision of an appropriately licensed or credentialed person. Such an experience may be completed as part of practicum/internship/field placement course work or off-campus field experiences. This may be counted towards the work experience requirement provided that it meets certification requirements.



CHEMICAL DEPENDENCY PROFESSIONALS BOARD DIAGNOSTIC TRAINING REQUIREMENT INSTRUCTIONS

**PLEASE READ THESE INSTRUCTIONS BEFORE COMPLETING
THE ATTACHED GRID.**

I. OVERVIEW

The purpose of the requirement for education in diagnosis is to assure that LCDC IIIs are properly prepared for the diagnostic functions allowed under the statute establishing those credentials. There are two principle diagnostic functions: the diagnosis of substance use disorders and the recognition of signs, symptoms or indications of other mental or emotional disorders that should prompt referral for further evaluation to professionals qualified to diagnose such disorders. The guiding principle in evaluating educational credits will be the extent to which the educational activity in question contributes to competency in the areas described below.

II. REQUIREMENTS

Individuals must obtain forty (40) hours of training on the version of the diagnostic and statistical manual of mental disorders that is current at the time of the training, including 12 clock hours in substance related disorders or chemical dependency conditions and 12 clock hours in the awareness of other mental and emotional disorders. The training must have been provided by an individual authorized to practice medicine and surgery or osteopathic medicine and surgery, a licensed psychologist, a licensed professional clinical counselor or a licensed independent social worker. A licensed independent chemical dependency counselor who holds at least a master's degree in a behavioral science may provide the portion of the training on chemical dependency conditions.

To summarize, of the 40 required diagnostic training hours:

- **A minimum of 12 of the 40 educational hours must be specific to diagnosing chemical dependency conditions.**
- **A minimum of 12 of the 40 educational hours must be specific to diagnosing general mental health conditions.**
- **The remaining 16 of the 40 educational hours must be diagnostic specific in either chemical dependency or general mental health conditions.**

The forty (40) hours of training do not need to represent a single cause or set of related course offerings. Individual courses that meet only a portion of the requirement will be

acceptable. If the 40 hours of diagnostic education also meet the criteria of the 2 year renewal application, those hours may also be used toward renewal hours.

III. CONTENT AREAS

The following will be considered evidence that a course meets the requirements set forth. The Board or those designated by the Board to evaluate may determine the content of a course by examining brochures, outlines, course descriptions, etc. Course content may focus on any of the following areas applied to diagnosis in general or to the diagnosis of any specific condition:

DSM

This category may include training on the biological basis of the DSM, including the International Classification of Diseases (ICD), the multi-axial system, any specific axis, epidemiology, the history and evolution of the DSM, coding and reporting procedures, DSM classification, and decision tree process.

Dual Diagnosis

In the field of addictions, this refers to training that studies substance related disorders and co-occurring mental health disorders. In the field of mental health, it can refer to any co-occurring disorders including medical diagnosis as a function of substance related disorders, stress related disorders or medical disorders that exacerbate or influence substance related or mental health disorders.

Assessment & Diagnosis

This category may include training in differential diagnosis, problem identification and assessment, multi-dimensional assessment, multi-axial diagnosis, holistic assessment, multicultural assessment and diagnosis, and gender specific diagnostic issues.

Diagnostic and Assessment Tools

This category may include training in SASSI, Addiction Severity Index, Biopsychosocial, MAST, South Oaks Gambling Instrument, various affect and mood disorder scales, personality tests and subscales and statistical analysis of reliability and validity of various instrumentation.

Substance Related Disorders/Chemical Dependency Conditions

This category may include training in substance-induced disorders, specific substance disorders, substance use disorders, including substance abuse disorders, chemical dependency disorders, “other” or unknown substance related disorders and substance misuse.

Awareness of Mental & Emotional Disorders

This category may include training in diagnosis of a number of specific disorders including, but not limited to, depressive disorders, anxiety disorders, psychotic disorders, compulsive behavior disorders, personality disorders, mood disorders, sexual disorders and eating disorders.

IV. DOCUMENTATION

Individuals must log the required diagnostic hours on the Diagnostic Training Grid. Training titles, dates and hours should be listed on the grid form. Individuals must verify completion of these courses. Acceptable forms of verification for these 40 hours include copies of transcripts, certificates of completion or letters of participation. **Additionally, it is the applicant's responsibility to provide the name of the instructor(s) and the instructor(s) appropriate credential/license if this information is not listed on the transcript or certificate.** Instructor(s) must possess one of the following credentials in order to be authorized to instruct these diagnostic courses: LPCC, LISW, MD or Licensed Psychologist. An LICDC may provide the chemical dependency portion of the requirement only. Coursework that is submitted without documentation of appropriate instructor(s) and credentials will not be accepted.

For questions regarding diagnostic training requirements, please call the OCDP Board office at (614) 387-1110, email our staff at credenatiling@ocdp.state.oh.us or visit our website at www.ocdp.ohio.gov.