



2017년 한국중독심리학회·한국중독상담학회  
춘계학술대회 국제중독심포지엄

# 우리나라 중독문제 현황과 해결방안

국회의원회관 대회의실(1F)  
2017. 4. 28(금) 09:30~18:00

총신대학교 종합관 세미나실(2F)  
2017. 4. 29(토) 09:00~13:00

주 최 | 국회의원 유성엽(교육문화체육관광위원회 위원장, 국민의당)  
국회의원 도종환(교육문화체육관광위원회 간사, 더불어민주당)

주 관 | 한국중독심리학회, 한국중독상담학회

후 원 | 한국심리학회, 한국상담학회

한국임상심리학회, 한국건강심리학회, 한국계슈탈트상담심리학회

한국인터넷중독학회, 한국아동청소년상담학회

한국도박문제관리센터, Colombo Plan DAP, 총신대학교

# 2017 국제중독심포지엄 초대 글

안녕하세요.

긴긴 겨울이 지나고 초록이 가득한 봄을 맞이하였습니다.

온 세상이 푸르고 꽃들이 만발한 이 계절에 유성엽 국회의원, 도종환 국회의원, 한국중독심리학회, 한국중독상담학회가 공동으로 2017년 국제중독심포지엄을 개최하고자 합니다. 이에 학회 회원 여러분과 중독문제에 관심과 애정이 깊으신 분들을 초대합니다.

이번 2017 국제중독심포지엄에서는 우리나라 중독문제의 현황을 살펴보고 그에 대한 해결방안을 모색해 보는 뜻 깊은 정책적 토론의 자리를 마련하였습니다. 특히, 우리사회의 미래인 청소년들의 중독문제를 심도 깊게 이해하고 배우는 자리가 될 것입니다. 또한 중독문제에서 빠질 수 없는 주제인 트라우마와 관련한 고찰도 이루어질 것입니다.

그리고 Colombo Plan의 Drug Advisory Programme(DAP) director인 Veronica Felipe를 모시고 Colombo Plan에서 진행하고 있는 국제중독자격증에 대하여 소개를 듣는 시간과 아울러 외국에서는 중독문제를 해결하기 위하여 어떠한 프로그램들을 진행하고 있는지를 알아볼 수 있는 시간도 마련하였습니다.

바쁘시더라도 꼭 참석하시어 우리나라의 중독문제를 해결하는데 함께 고민하고 기여할 수 있기를 바랍니다. 감사합니다.

2017.3

주최 | 국회의원 유성엽(교육문화체육관광위원회 위원장, 국민의당)

국회의원 도종환(교육문화체육관광위원회, 간사 더불어민주당)

주관 | 한국중독심리학회 회장 조현섭

한국중독상담학회 회장 신성만 드림

# 국회의원회관 대회의실(1F)

## 2017. 4. 28(금) 09:30~18:00

◎ 사회 : 조성민 학술위원장(한국중독심리학회)

시간	내 용	강사
		등록
09:30~10:00		
10:00~10:20	개회사	조현섭 회장(한국중독심리학회)
1부	축사	황현탁 원장(한국도박문제관리센터)
		김재휘 회장(한국심리학회)
		천성문 회장(한국상담학회)
10:40~10:50	중독심리사 자격증 수여(법무부)	조현섭 회장(한국중독심리학회)
10:50~11:30	중독과 트라우마	장은진 교수(침례신학대학교)
11:30~12:10	미디어과의존 청소년대인관계향상	강진구 교수(백석대학교)
점심 : 국회의원회관 구내식당(※식당입장은 12시 30분부터 가능)		
2부	인사말	유성엽 국회의원(국민의당) 도종환 국회의원(더불어민주당)
	축사	김영우 총장(총신대학교) Veronica Felipe Director(Colombo Plan DAP)
	<기조 발제> 우리나라 중독문제 현황과 해결방안	조현섭 교수(총신대학교)
3부	지정 토론	◎ 좌장 : 박상규 교수(꽃동네대학교)
		◎ 토론자
		- 중독회복자 대표 - 중독자 가족대표 - 교사대표 - 학부모정보감시단 이경화 대표 - 정보화진흥원 고영삼 수석연구원 - 한국도박문제관리센터 전영민 서울남부센터장 - 한국인터넷중독학회 금명자 회장 - 한국중독상담학회 신성만 회장
16:40~17:10	종합토론 및 질의응답	Floor 참여
17:10~17:50	청소년 도박	이은경 교수(명지대학교)
17:50~18:00	안내 및 폐회	사회자

# 충신대학교 종합관 세미나실(2F) 2017. 4. 29(토) 09:00~13:00

◎ 사회 : 라영안 자격관리위원장(한국중독상담학회)

시간	내 용	강사
09:00~09:30	접수	
09:30~09:40	인사말	김동일 회장(한국아동청소년상담학회)
	축사	나경원 국회의원(자유한국당)
4부 09:40~10:20	청소년 중독	정여주 교수(교원대학교)
	Colombo Plan의 국제 중독전문가 과정	Veronica Felipe Director (Colombo Plan DAP)
	외국의 중독문제 해결을 위한 프로그램	Veronica Felipe Director (Colombo Plan DAP)
	11:20~12:50	
12:50~13:00	안내 및 폐회	사회자

## ■ 등록비 납입안내 (국민 461302-04-276352 김예나(한국중독심리학회))

구분	정회원/준회원/기관회원/대학원생/비회원		학부생
	사전등록(4/14까지)	현장등록	사전등록
1일차 (수련8시간)	4만원	5만원	1만원
2일차 (수련4시간)	2만원	3만원	
양일등록 (수련12시간)	6만원	8만원	
1일차점심	4,500원 ※ 식사비용 별도, 학술대회 참가신청 시에 식사신청 및 입금 요망.		

## 사전등록: 2017년 3월 31일(금) ~ 2017년 04월 14일(금)까지

### ■ 한국중독심리학회 : 홈페이지를 통한 사전 등록 [www.addictpsy.or.kr](http://www.addictpsy.or.kr)

- [학술행사] - [학회행사 사전등록] 에서 교육신청
- 사전등록비 입금
- 입금 확인은 [마이페이지-수강시간관리]에서 확인 가능

### ■ 한국중독상담학회 : 메일을 통한 사전 등록 [addictpsy01@hanmail.net](mailto:addictpsy01@hanmail.net)

- 한국상담학회 [춘계 학술대회-국제심포지엄] 공고메일 참고, '신청서' 작성 후 메일 발송
- 사전등록비 입금
- 입금 확인 후 등록완료 메일 보내드립니다.

### ■ 양 학회 가입자 : 위 두 가지를 모두 진행 (\*교육비는 한 번만 입금)

- 한국중독심리학회 [홈페이지 사전등록]
- 한국중독상담학회용 '신청서' 작성 후 메일 제출
- 사전등록비 입금
- 입금 확인 후 등록완료 메일 보내드립니다.

### ■ 비회원/학부생 : 한국중독상담학회와 신청방법과 동일

### ■ 환불규정 : 이메일([addictpsy01@hanmail.net](mailto:addictpsy01@hanmail.net))로 환불요청 (성함, 생년월일, 계좌정보 기재)

- 사전등록기간 중 환불 : 100% 환불
- 사전등록마감 후 환불 : 50% 환불
- 학술대회 당일 이후 : 환불 불가
- 학회 행사 이후, 일주일 후 일괄 처리

### ■ 기타

- 송금 시 본인 성함 기입  
만약 신청자와 입금명이 상이한 경우, 학회 메일로 입금, 입금자명, 등록자명, 등록자 생년월일을 반드시 보내주시기 바랍니다([addictpsy01@hanmail.net](mailto:addictpsy01@hanmail.net)).

- 신분증(주민등록증 또는 운전면허증) 필히 지참  
- 신분증이 없을 시, 국회 출입이 불가합니다.

■ 국회의원회관 대회의실 1F (서울 영등포구 의사당대로 1 국회)

교통편 - 국회의원회관

지하철

- 9호선 국회의사당역 1번, 6번 출구로 나와 도보
- 5호선 여의도역 5번 출구로 나와서 버스 환승

의원회관  
대회의실



--- 국회둔치주차장 직행차량 이동경로    — 국회경내 진입 후 주차공간 미확보차량 이동경로

교통편 - 총신대학교

■ 총신대학교 종합관 세미나실 2F (서울 동작구 사당로 143)

종합관 세미나실

지하철

7호선 ※ 7호선 이용을 권장합니다

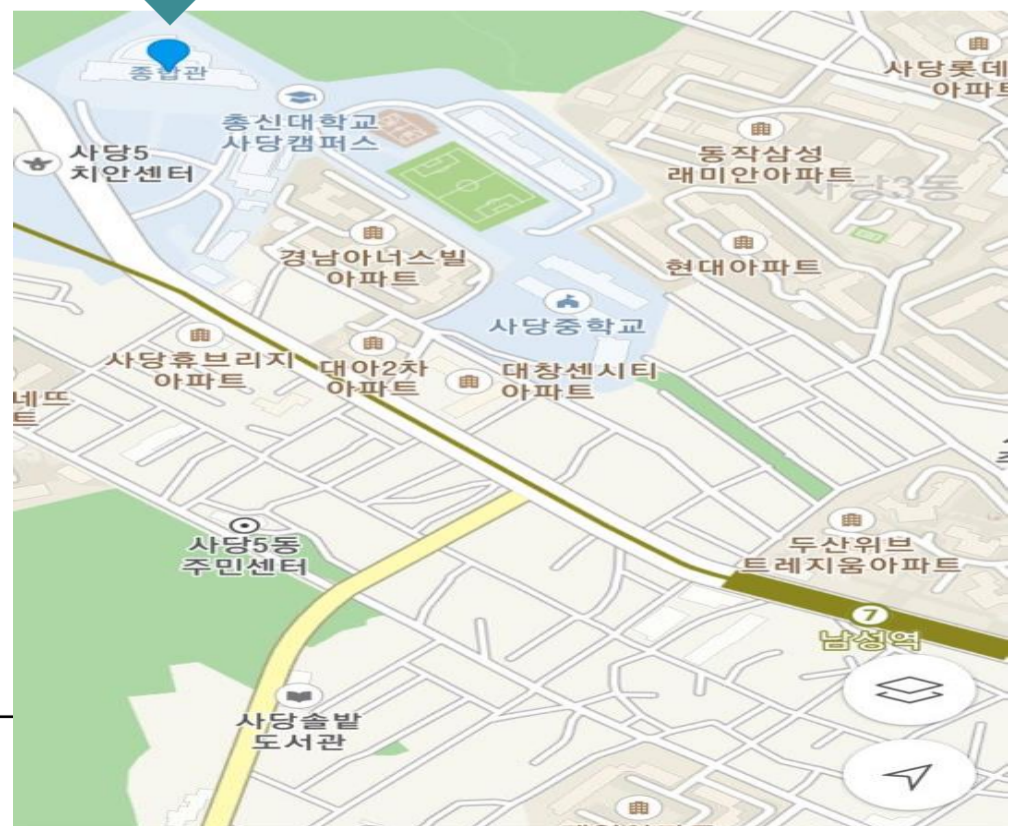
- <남성역>에서 하차(3번출구)
- 752번 버스 이용
- 또는 도보 10분 이내

4호선

- <총신대입구(이수)역>에서 하차
- 태평백화점 앞 752버스 이용

2호선

- <낙성대역>에서 하차(5번출구)
- 흑석동행 마을버스(14번) 이용



# The Colombo Plan (www.colombo-plan.org)



## Colombo Plan Drug Advisory Programme (CPDAP)

### UNIVERSAL TREATMENT CURRICULUM FOR SUBSTANCE USE DISORDERS (UTC)

#### UTC BASIC LEVEL CURRICULA

The Colombo Plan Drug Advisory Programme's series of training curricula is developed for the training and credentialing of addiction professionals. The overall goal of training series is to reduce the significant health, social and economic problems associated with SUDs by building international treatment capacity through training, professionalising, and expanding the global treatment workforce.

The UTC basic level curricula is a set of eight training courses that covers the broad spectrum of substance use disorder treatment. It aims to enhance the knowledge, skills and competency level of addiction and professionals by providing them with a solid foundational understanding of the science of addiction and latest information on evidence-based practices in treatment and interventions for clients and families. The experiential activities aim to enhance the skills and build up the confidence of treatment practitioners in the delivery of quality care and services that could help improve treatment outcomes.

The training on the UTC likewise prepares the counsellors for basic level professional certification. The credentialing programme aims to raise the professional standards and provide a benchmark for practitioners in the field.

#### Course 1: Physiology and Pharmacology for Addiction Professionals (24 hours)

The course 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.

#### Course 2: Treatment for Substance Use Disorders-The Continuum of Care for Addiction Professionals (40 hours)

The course provides the foundation for learning about SUD 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 (24 hours)

This foundational course provides an overview of the relationship of co-occurring mental and medical disorders and SUD related treatment issues.

#### Course 4: Basic Counselling Skills for Addiction Professionals (40 hours)

The course provides an overview of the helping relationship and the opportunity to practice core counselling including basic skills in motivational interviewing, group counselling and implementation of psychoeducation sessions.

#### Course 5: Screening, Intake, Assessment, Treatment Planning and Documentation for Addiction Professionals (40 hours)

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

#### Course 6: Case Management for Addiction Professionals (16 hours)

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

#### Course 7: Crisis Intervention for Addiction Professionals (16 hours)

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

#### Course 8: Ethics for Addiction Professionals (32 hours)

The course addresses professional conduct and ethical behaviour in SUD treatment. It also provides participants with the opportunity to learn and practice the use of an ethical decision making tool.

#### UTC INTERMEDIATE LEVEL CURRICULA

The UTC intermediate level is a set of 10 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.

#### Course 9 : Pharmacology and SUD (33 hours)

#### Course 10 : Managing Medication Assisted Treatment Programs (33 hours)

#### Course 11 : Enhancing Motivational Interviewing Skills (20 hours)

#### Course 12 : Cognitive Behavioural Therapy (CBT) (20 hours)

#### Course 13 : Contingency Management (20 hours)

#### Course 14 : Working with Families (33 hours)

#### Course 15 : Skills for Screening Co-occurring Disorders (20 hours)

#### Course 16 : Intermediate Clinical Skills and Crisis Management (33 hours)

#### Course 17 : Case Management Skills and Practices (33 hours)

#### Course 18 : Clinical Supervision for SUD Professionals (33 hours)

#### UTC SPECIALISED CURRICULA

#### Guiding Recovery of Women (Grow) 10 Curricula

The basic components of the GROW Curriculum espouses among others the United Nations' resolution on the recognition of women's rights and the promotion of gender equality. It attempts to provide a responsive and evidence-based treatment model that promotes whole person recovery of women substance abusers by identifying and building personal strengths, teaching coping skills, addressing children's need and addressing trauma and abuse. One of GROW's salient features is in addressing trauma and abuse among women with SUD problems which can complicate treatment and recovery.

#### Community Based Recovery Support System

Community-based support is pivotal to the enhancement of the recovery capital of the addicted persons, as well as in their reintegration back into the society. The Curriculum is designed to provide knowledge and skills for people, organisations and service systems in giving peer and community-based support to individuals and families with substance abuse problems.



Colombo Plan Drug Advisory Programme (CPDAP)

No.31, Wijerama Mawatha, Colombo 7, P.O. Box: 596, Sri Lanka.  
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www.colombo-plan.org

Published in March 2017



## Colombo Plan Drug Advisory Programme (CPDAP)

### UNIVERSAL PREVENTION CURRICULUM FOR SUBSTANCE USE (UPC)

The Universal Prevention Curriculum has been developed to meet the current demands for evidence-based practices in the area of substance use prevention. The UPC has 2 series: UPC Coordinator Series and UPC Implementers Series.

#### UPC Coordinator Series

UPC 1 provides a 288-hours training programme for prevention coordinators who coordinate and supervise the implementation of prevention interventions and/or policies. This series is composed of nine course as follows:

#### 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 2: Physiology and Pharmacology for Prevention Specialists (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 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 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 (32 hours)

Provides an overview of the role of work and the workplace in society, how stressors 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 (UPC-I)

UPC-I 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-I consists of a CORE Course and seven training tracks, that is, School, Family, Environment, Media, Workplace, Prevention Delivery Systems, and Monitoring and Evaluation. A brief description of these tracks is as follows:

No	Course/ Track Title	Course/ Track Description
CORE Course	Introduction to the Universal Prevention Curriculum Series for Implementers	This Course provides an overview to the basic processes that underlie addiction and the brain, the basic pharmacology of the psychoactive substances, and the preventive mechanisms that have been found to be effective in more than 30 years of prevention science. The CORE will also provide skills-building in areas such as reviewing data needed to assess the substance use problem; working with a prevention implementation planning approach; and developing logic models to assist in that planning. It is required as a pre-requisite for participation in the specialty tracks. Each Track is self-contained but it is necessary to take the CORE first as an introduction to the training series.
Track 1	Monitoring and Evaluation of Prevention Interventions and Policies	This track presents primary evaluation methods with a focus on monitoring and process evaluation used to measure outcomes of evidence-based substance use prevention interventions and policies. It also provides experiential learning in planning and monitoring outcomes through exercises and a practicum completed at the end of the track.
Track 2	Family-based Prevention Interventions and Policies	This track presents an overview of the science underlying family-based prevention interventions; and the methods used to intervene effectively to prevent substance use in children and adolescents. It also provides experiential learning in some of the skills used in effective family-based intervention methods to prepare prevention implementers to participate in such programmes.
Track 3	School-based Prevention Interventions and Policies	This track presents an overview of the science underlying school-based prevention interventions and policies, and the methods used to improve school climate, strengthen policies, and intervene directly with classroom prevention interventions. It provides one track for administrators on effective planning and strategies for addressing school policy and climate; and a second track for teachers primarily on classroom interventions.
Track 4	Workplace-based Prevention Interventions and Policies	This track presents an overview of the science behind workplace-based prevention interventions and policies, and the methods and strategies workplaces can use to improve the workplace environment and culture. It also provides experiential learning in planning for workplace policy changes and other substance use prevention efforts to empower employees to avoid substance use.
Track 5	Environment-based Prevention Interventions and Policies	This track presents an overview of effective environment-based prevention interventions and policies- which focus on community-wide strategies to prevent tobacco and alcohol misuse; and illegal drug trafficking and use in various settings and the methods used to identify and successfully implement these interventions. It also provides experiential learning in planning for and implementing environmental policy changes and other community-wide substance use prevention efforts.
Track 6	Media-based Prevention Interventions and Policies	This track presents an overview of the science of effective media-based substance use prevention interventions with a focus on developing successful persuasive communications. It also provides experiential learning in planning messages and media for reaching parents and youth in substance use prevention efforts.
Track 7	Community-based Prevention Interventions and Policies	This track presents an overview of the science underlying systems approaches to prevention interventions; and presents the primary methods for planning community-wide implementation systems. It also provides experiential learning in planning and working with stakeholders to develop prevention intervention services.

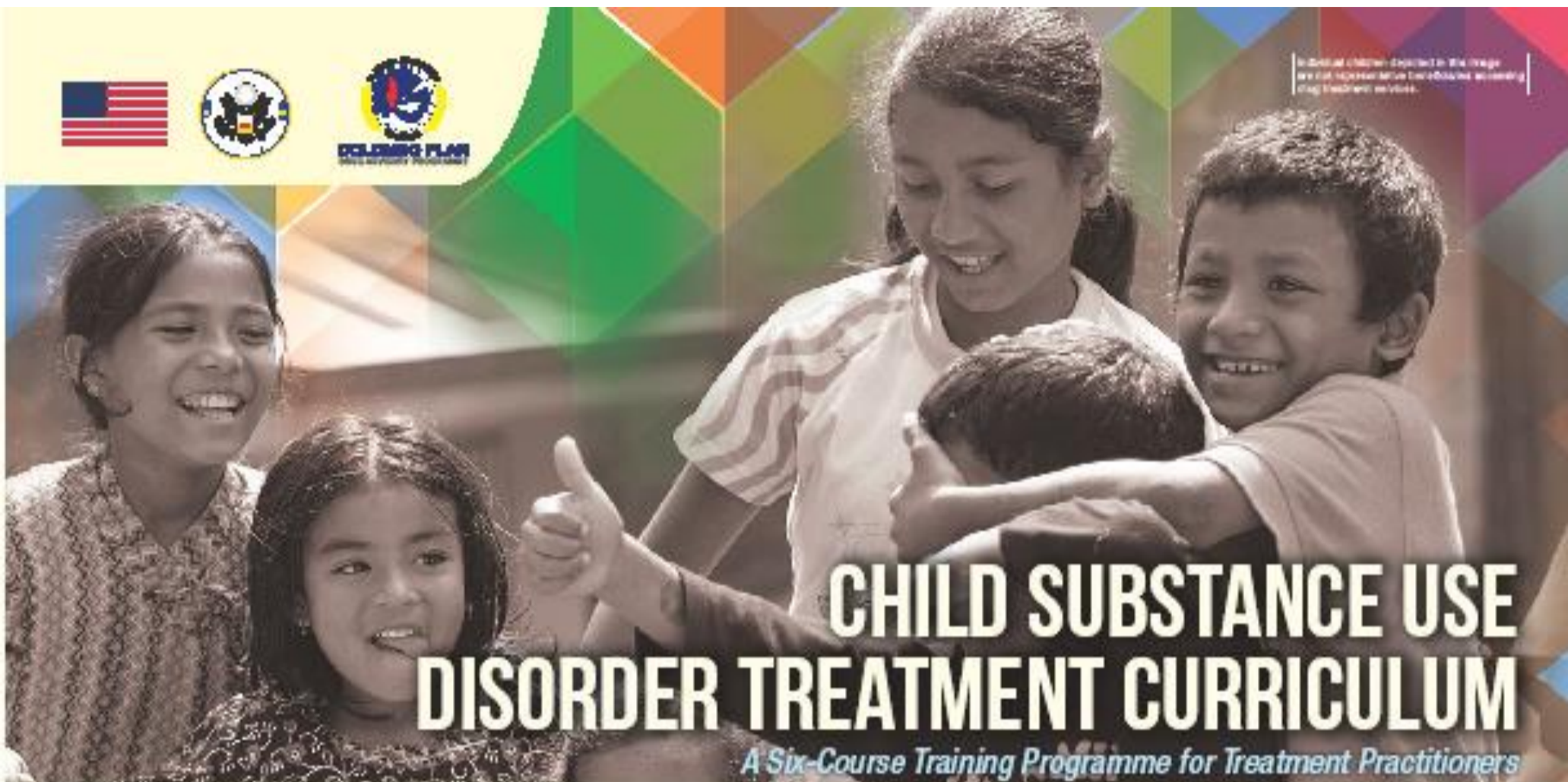


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# The Colombo Plan ([www.colombo-plan.org](http://www.colombo-plan.org))



## CHILD SUBSTANCE USE DISORDER TREATMENT CURRICULUM

*A Six-Course Training Programme for Treatment Practitioners*

The Child Substance Use Disorder Treatment Curriculum provides treatment providers with the tools they need to identify, assess, and treat children with substance use disorders (SUDs) using age-appropriate interventions and methodologies.

It is a six-course training programme that responds to the needs of children and their caregivers impacted by substance use and life circumstances of various social, cultural, economic, and political situations.

The curriculum was developed by an internationally-recognised panel of experts from a broad range of specialisations—including treatment, prevention, public policy, paediatric medicine, psychology and pharmacology—with first-hand experience in working directly with substance-using children and their care-givers from diverse social backgrounds.

The Child Substance Use Disorder Treatment Curriculum is based on 7 key assumptions:

1. *A child cannot be effectively treated in isolation.* For any intervention to be successful, it is essential to treat the child with an understanding of—and in concert with—his or her relational and environmental context.
2. *Each course requires local cultural adaptation.* Each course requires adaptation by the local community to accommodate the unique cultural and social circumstances in which specific substance use-impacted children and caregivers are being engaged.
3. *Each course assumes a “systems approach” to managing child substance use disorders.* Both psychosocial (non-pharmacologic) and pharmacologic approaches are essential systems in a comprehensive care approach to the treatment substance use disorders.

4. *The community has a key role in the treatment and support of the child.* Providers must determine how to interact with the community to nourish the child's sense of relationship and belonging to that community.

5. *Every child's health and safety in treatment must be protected.* As patients, children have rights; they must be protected from practices that could be injurious, supervised in all settings, and screened for physical and as well as mental health issues.

6. *Delivering effective treatment may mean redefining “family”.* Family may mean care-givers, doctors, teachers, social workers, therapists, religious workers, recovery groups, and others. For some children—the community itself is family.

7. *Substance use disorders and trauma are often related and must be addressed.* The complex link between substance use and trauma requires attention; trauma is an individual experience and individual children respond differently to similar events.

### Course 1:

*Interventions for Children with Substance Use Disorders (40 Hours)*

This first foundational course addresses the need for treatment professionals to alter intervention techniques to accommodate the individual child's level of cognitive and emotional development. It introduces major topics, which are expanded on in later courses, and presents components of a unique evidence-based intervention for working directly with children.

### Course 2:

*Treating Children with Substance Use Disorders: Special Considerations and Counseling with Children (40 Hours)*

The course looks at the treatment of substance use disorders in children through the lens of health care—that is a complex, but treatable disease. It prepares participants for work in the field with practical application of key underlying concepts of effective treatment knowledge, how to perform screening and assessment procedures, and development of professionalism as basis for all effective counseling relationships.

### Course 3:

*Motivational Interviewing (MI) for Children with Substance Use Disorders (40 Hours)*

This course explores basic counseling skills and then focuses on the techniques of using MI as a method for building empathy in the treatment provider which he or she then extends to the child. The course helps providers to assess the level of motivation in the child as well as how to respond to children in different stages of change.

### Course 4:

*Attachment Theory and Principles in Treating Substance Use Disorders in Children Affected by Trauma and*

### Course 5:

*Principles of Pharmacological Treatment for Children with Substance Use Disorders: A Menu of Options (24*

### Course 6:

*The “Suitcase For Life” Intervention Tool (40 Hours)*