



IGCCB CONTINUING EDUCATION TRAINING PROGRAM INITIAL AND RENEWAL APPLICATION

Thank you for your interest in providing training programs and continuing education for the International Gambling Counselor Certification Board (IGCCB) certifications and certificates. The Board reviews and approves training program applications for all of our certifications and certificates. Our certifications and certificates require in-depth educational content to uphold the highest standards for professionals in the gaming and gambling disorder fields. The purpose of requesting approval is to ensure the training programs provide educational content that matches our educational training outlines. By seeking approval, your training program will be IGCCB certified and professionals can attend your trainings with confidence as they pursue or continue to maintain their certifications.

We will review all training programs, not individual providers, to determine the following:

1. The contents of the program correspond with our required educational outline
2. The presenter/trainer has sufficient knowledge and expertise in the topics being taught
3. The training uses up-to-date research and other evidence-based information that promotes competency in the fields of gaming and gambling disorders
4. The training program meets adult learning instructional design
5. Quizzes and/or Post Tests evaluate the individual attendees' mastery of knowledge
6. Homework or other assignments further the knowledge to application for the individual attendees
7. And the training programs increase the number of professionals learning about or pursuing certification in the fields of gaming and gambling disorders

The approval covers the training program for 12-months after the approval date unless you are a Preferred Provider. All approved training programs will be listed on the IGCCB website with a link to the Organization/Presenter website for more information and registration. IGCCB is not responsible for answering questions related to any training programs.

Included in the application pack are the application form, fee schedule, and educational crosswalk form that corresponds with each certification. Please allow 4-6 weeks for the IGCCB to process your application. Email training@igccb.org with any questions.

Sincerely,
IGCCB Training Approval Committee

Introduction

Thank you for your interest in providing training programs that support the IGCCB training requirements for its certifications and certificates. The IGCCB reviews and approves all types of training programs that meet our requirements for Continuing Education (CE). The purpose of this approval process is to maintain a high standard of training quality, across the globe, that promotes the most up-to-date and evidence-based information to all attendees and members.

We charge by the CE Hour depending on your membership (ICGC, ICOGS, IGDC, BACC) with the IGCCB. \$10 for non-IGCCB certified professionals and \$7 for IGCCB certified professionals. *For example: Level 1 30-hour course is \$210 when trainer is IGCCB certified or \$300 when trainer is not IGCCB certified.* There will be an opportunity of 2 renewals with one initial application before needing to reapply (every 3 years).

Training Approval Requirements (Summary)

Please submit the following for review/approval:

- Course Title
- Course Description
- Presenter(s) Names and credentials
- Presenter(s) CV or resume
- Language format (English, French, etc.)
- Course Length (1+, 15, 30, or 60 hours)
- Designated Certification or Certificate (ICGC, IGRS, IGDC, Clergy)
- Training Objectives and Learning Outcomes
- Training Features
 - Video
 - Slides
 - Quizzes
 - Case formulation
 - Synchronous / Asynchronous (Instructor-led or Self-paced)
 - Homework and/or other project-based learning
- Completed Crosswalk to Training Outline for the certification or certificate
- Any other features or services provided (Study group, BACC meetings, etc.)
- Platform used for the course, if applicable
 - Examples include: Zoom, Thinkific, Teachable, Canvas
- Post-Test
- Course Evaluation that includes instructor evaluation and content evaluation

**IGCCB CONTINUING EDUCATION TRAINING PROGRAM
INITIAL AND RENEWAL APPLICATION**

APPLICANT INFORMATION		
Contact Name:		
Are you applying as the Trainer/Presenter?		<input type="checkbox"/> Yes <input type="checkbox"/> No
Are you applying on behalf of the Trainer/Presenter?		<input type="checkbox"/> Yes <input type="checkbox"/> No
Job Title:	Email:	
Phone:	<input type="checkbox"/> Work <input type="checkbox"/> Cell	
Is the Presenter certified by IGCCB? <input type="checkbox"/> Yes <input type="checkbox"/> No	What certifications does the presenter have?	<input type="checkbox"/> ICGC-I <input type="checkbox"/> ICGC-II <input type="checkbox"/> BACC <input type="checkbox"/> IGDC <input type="checkbox"/> CGT
ORGANIZATION INFORMATION		
Organization Name:		Website:
Address:		
City/Town:	State/Province:	Zip:
Country:		
TRAINING INFORMATION		
Course Title:		
Brief Course Description:		
Is this training:	<input type="checkbox"/> Initial Application	<input type="checkbox"/> Renewal Application
<input type="checkbox"/> Virtual (online/webinar)	Start Date:	Platform/Software:
<input type="checkbox"/> In-Person	Training Date(s):	Location:

Frequency of the training:	<input type="checkbox"/> One-Time	<input type="checkbox"/> Recurring
Training for designated Certification or Certificate:		
<input type="checkbox"/> ICGC-I (Gambling)	<input type="checkbox"/> ICGC-II (Gambling)	
Total hours/CEs:	or	<input type="checkbox"/> 30 <input type="checkbox"/> 60
REQUIRED PRESENTATION MATERIALS		
<i>Please provide documentation from the following list in a separate document:</i>		
<input type="checkbox"/> Presenter(s) CV or Resume		
<input type="checkbox"/> Training Title and Description including educational offering (workshop, conference, etc.)		
<input type="checkbox"/> Training Objectives and Learning Outcomes		
<i>Training Features:</i>	<input type="checkbox"/> Video, slides <input type="checkbox"/> Quizzes <input type="checkbox"/> Case formulation and presentation <input type="checkbox"/> Homework and other project based learning	Virtual Only: <input type="checkbox"/> Synchronous (Instructor-Led) <input type="checkbox"/> Asynchronous (Self-Paced)
Virtual Only:	You will need to provide a guest account/login to the course for verification	
If virtual, please provide a link to log into the course:		
<input type="checkbox"/> Completed Educational Crosswalk Form (at the end of this application)		
Language:	<input type="checkbox"/> English	Other:
<input type="checkbox"/> Post-Test <input type="checkbox"/> Course Evaluation that includes instructor evaluation and content evaluation		
TRAINING PROGRAM AGREEMENT		
<i>Please initial each statement indicating that you are in agreement:</i>		
I/We agree to follow the IGCCB educational training outline in our program		
I/We agree to promote the importance of IGCCB certifications and certificates in the problem gaming and gambling fields.		
I/We agree to utilize trainers and presenters whose credentials and qualifications demonstrate expertise and knowledge in gaming and gambling disorders		

I/We agree that our trainers possess work experience that make them relevant to the topics they are presenting

By initialing the statement above, and signing below, we agree to provide educational programming that upholds the IGCCB criteria for meeting the educational requirements of designated certificates and certifications.

Electronic Signature:	Title:
Print Name:	Date:

IGCCB CONTINUING EDUCATION TRAINING PROGRAM

APPLICATION FEE (choose one)

<input type="checkbox"/> \$7/CE x hours (7 x 30 hours = \$210)	IGCCB Certified Professional
<input type="checkbox"/> \$10/CE x hours (10 x 30 hours = \$300)	Non-IGCCB Professional

Total: amount included

PAYMENT

Please provide name of authorized person that can pay invoice by debit/credit card. Invoice will be emailed to authorized person.

Authorized Person:

Email:

Electronic Signature:	Date:
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International Gambling Recovery Specialist (IGRS) (30 hours)

Educational Topic	Location in the Training (Day #, Module/Lesson)	Additional Information (PowerPoint, Exercise, Activity/Assignment, Video, etc.)
Domain I. Knowledge (7 hours)		
Gambling Disorder Overview		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
Types of gambling and gambling activities (1.1)		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
Local and national gambling resources (helplines, treatment centers, support groups) (1.7) Legal ages for gambling and associated regulations (1.1)		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
Availability of gambling treatment systems (1.7)		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
The Science of Gambling		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
Understanding the neurobiology of gambling addiction (1.2)		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
Understanding medication (supportive and contra-indications) (1.3)		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos

Educational Topic	Location in the Training (Day #, Module/Lesson)	Additional Information (PowerPoint, Exercise, Activity/Assignment, Video, etc.)
		<input type="checkbox"/> Other
Exploring the spectrum of gambling behaviors (non-problematic, problematic, disordered) (1.2) Examining the intersection of gaming and gambling (1.1)		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
Defining gambling recovery and its unique challenges (1.2)		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
Basic concepts related to gambling problems and recovery (reinforcement, avoidance, triggers, etc.) (1.2)		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
Co-occurring disorders and their impact (1.3)		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
Stages of change and gambling recovery (1.8)		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
Principles of relapse prevention (1.5)		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
Cultural, Sociodemographic, and Diversity Considerations		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment

Educational Topic	Location in the Training (Day #, Module/Lesson)	Additional Information (PowerPoint, Exercise, Activity/Assignment, Video, etc.)
		<input type="checkbox"/> Videos <input type="checkbox"/> Other
Analyzing demographic statistics on gambling (age, race, ethnicity, gender, socioeconomic status) Addressing the cultural components of gambling within diverse communities		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
Tailoring recovery support to meet the unique needs of different populations		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
Multiple pathways of recovery and various recovery systems (1.4)		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
Diverse recovery goals (abstinence vs. harm reduction) (1.6)		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
Awareness of the importance of family relationships (1.9)		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
Domain II: Relationships & Core Values (4 hours)		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
Peer Recovery Support Skills		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
		<input type="checkbox"/> Powerpoint

Educational Topic	Location in the Training (Day #, Module/Lesson)	Additional Information (PowerPoint, Exercise, Activity/Assignment, Video, etc.)
Defining the roles and functions of Peer Recovery Specialists and Peer-Assisted Recovery		<input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
Prevention (Risk & Protective Factors, social determinants of health, primary/secondary/ tertiary prevention, and resources for prevention training)		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
Developing active listening and empathetic communication skills (2.1.2)		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
Mastering the art of asking open-ended, helpful questions		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
Learning to share personal recovery experiences effectively (vulnerability and reciprocity) (2.1.4) Crisis management (3.5.1, 3.5.2, 3.5.3, 3.5.4, 3.5.5, 3.5.6, 3.5.7, 3.5.8)		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
Ethics (role clarification, boundaries, language, stigma, bias, discrimination) (2.1.3, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7)		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
Social Justice and Advocacy		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
Effective communication using various modalities (text, phone, online) (2.1.6)		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other

Educational Topic	Location in the Training (Day #, Module/Lesson)	Additional Information (PowerPoint, Exercise, Activity/Assignment, Video, etc.)
Domain III: Advocacy & Mentorship (16 hours)		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
Advocacy Skills		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
Empowering individuals in recovery to advocate for their needs		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
Raising awareness about gambling disorder and recovery resources		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
Developing strategies for effective advocacy and communication		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
Advocating for systemic changes and policy reform		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
Empowerment Skills		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
Recovery Pathways: Explore diverse recovery pathways, including abstinence and harm reduction, emphasizing individual choice and autonomy, including understanding Natural Recovery.		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos

Educational Topic	Location in the Training (Day #, Module/Lesson)	Additional Information (PowerPoint, Exercise, Activity/Assignment, Video, etc.)
		<input type="checkbox"/> Other
Tools and Resources: Self-exclusion programs, technology supports for limiting gambling access, guidelines and resources for setting limits on gambling, and practical tools for implementing harm reduction techniques (budgeting, time management, alternative activities).		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
Harm Reduction vs. Abstinence: Compare and contrast philosophies, practices, benefits, and limitations, emphasizing individual needs and preferences.		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
Self-Help and Support Groups: Explore various groups (GA, GamAnon, Gamblers in Recovery, SMART Recovery, Celebrate Recovery, Recovery Dharma, etc.), emphasizing peer support.		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
Case Studies and Practical Application: Share real-world examples of successful recovery strategies, providing guidance on relapse prevention and coping skills.		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
Advanced Topics		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
Financial literacy and gambling (budgeting, restitution, transparency, asset protection, accessing financial services) (3.3.6, 3.3.7)		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
Family dynamics and gambling disorder (communication, boundaries, support, treatment approaches, evidence-based models, ethical issues & considerations)		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment

Educational Topic	Location in the Training (Day #, Module/Lesson)	Additional Information (PowerPoint, Exercise, Activity/Assignment, Video, etc.)
		<input type="checkbox"/> Videos <input type="checkbox"/> Other
Co-occurring disorders and gambling (identification, integrated treatment)		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
Relapse prevention strategies (triggers, coping skills, relapse plans)		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
Motivational Interviewing techniques (in-depth practice and application)		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
Trauma-Informed Care principles and practices (understanding trauma's impact on recovery) Health and wellness skills (stress management, healthy coping mechanisms, self-care practices) (3.1.3)		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
Domain IV: Professional Role (3 hours)		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
Self-care and maintaining personal recovery		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
Professional boundaries and ethics (confidentiality, dual relationships, etc.)		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
Supervision and consultation		<input type="checkbox"/> Powerpoint

Educational Topic	Location in the Training (Day #, Module/Lesson)	Additional Information (PowerPoint, Exercise, Activity/Assignment, Video, etc.)
		<input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
Documentation and record-keeping		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
Safety and ethical considerations in digital peer support (6.2.4)		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
Continuing education and professional development		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other
Working within a team and collaborating with other professionals		<input type="checkbox"/> Powerpoint <input type="checkbox"/> Exercises/ Activity / Assignment <input type="checkbox"/> Videos <input type="checkbox"/> Other

NOTE: The minimum educational content should address 80% of this outline if submitting for the entire program hours.
 Last Updated: 10/12/2024