

## **Information: Assessment of Student Performance in Substance Abuse Counseling**

The practicum student is expected to gain experience in the following activities, develop basic attitudes, values, and ethics associated with the alcohol/drug abuse counselor, and possess knowledge basic to the alcohol/drug abuse field.

- A: Intake/Screening Assessment Skills
- B: Treatment/Counseling/Case Management
- C: Networking/Referral Skills/Consultation
- D: Communications/Reports/Record Keeping
- E: Administration/Organizational Participation
- F: Role in Client Education and Community Alcohol/Drug Abuse Education
- G: Individual Responsibility/Training/Self Development
- H: Values/Ethics/Attitudes

A curriculum matrix illustrates the relationship between the Alcohol/Drug Abuse Counseling Certificate Program and the National Community Support Skill Standards. A curriculum matrix illustrates the relationship of Core Functions of substance abuse counselors and the National Community Support Skill Standards. The Student Performance Evaluation tool contains both sets of Standards.

Different settings will offer learning opportunities that emphasize different sets of skills. The agency supervisor may need to use the ‘not applicable or not observed’ category occasionally.

## PERFORMANCE EVALUATION KEY

The key is based on CSSS and has been adapted to relate to the student in a community college program. Students in practicum experiences will be expected to perform at the minimal practice level. Students who perform at an introductory level of performance may repeat the course.

**INTRODUCTORY LEVEL:** The Introductory Level is based on the following performance levels. The Student:

1. Is aware of the basic skills knowledge concepts of the skill standard/competency, but cannot apply it.
2. Develops some basic competency skills.
3. Is familiar with vocabulary, concepts, settings, and populations associated with the standard/competency.
4. Is aware of situations and problems that relate to the standard, but cannot apply skills.
5. Explores the human service setting, but is unable to demonstrate a commitment.
6. Rudimentary self-awareness of interpersonal dynamics.
7. Aware of ethical practices of performance.
8. Has identified goals for the practicum, but has difficulty in the implementation of goals.
9. Has completed requirements of the practicum placement.

**PRACTICE LEVEL:** The Practice Level is based on the following performance levels. The Student:

1. Demonstrates practical application of standard/competency and related knowledge practice.
2. Develops intermediate competency of the standard.
3. Demonstrates that knowledge learned in the classroom has been transferred to the practicum situation.
4. Demonstrates selection of skills and knowledge appropriate to problem situations.
5. Demonstrates enhanced self-awareness at the interpersonal level.
6. Demonstrates professional/ethical practices of performance.
7. Demonstrates self-growth in supervision. Demonstrates self-assessment and self-growth in supervision.
8. Assembles components to a professional human service portfolio.
9. Demonstrates openness to receive feedback from others.
10. Has completed all the requirements of the practicum.

**PROFICIENT LEVEL:** The Proficient Level contains all of the Practice Level and the Student:

1. Demonstrates skill mastery of standard/competency and related knowledge in practice.
2. Demonstrates self-improvement through consistent practice.
3. Demonstrates flexibility in transferring skill and knowledge to new situations.
4. Serves as a role model and mentor to others.
5. Demonstrates ability to teach peers/co-workers.
6. Demonstrates ability to give feedback to staff/supervisors/participants.
7. Is viewed as competent by others in practice.
8. Demonstrates ability to solve workplace problems.

**REFINED LEVEL:** The Refined Level contains the Practice Level and the Proficient Level, and the Student:

1. Demonstrates continuous improvement with practice.
2. Upgrades and refines technically mastered skills.
3. Develops an expertise in special areas of content/practice.
4. Demonstrates skills before peers.
5. Receives feedback from participants.
6. Achievement of exemplary outcomes with service participants.
7. Selects specialized topics/knowledge skill areas of interest.

**Northern Essex Community College**  
**Assessment of Student Performance**  
**Certificate in Alcohol/Drug Abuse Counseling**

**Student:** \_\_\_\_\_

**Agency:** \_\_\_\_\_

**Date:** \_\_\_\_\_

The Assessment Form of Student Performance in their Alcohol/Drug Abuse Practicum is based on the competencies, attitudes, and values that will be needed by the practitioner in the field of alcohol/drug abuse counseling. The student will be able to perform the following competencies:

1. Core Functions of SA Counselors
2. Evaluation Form is Based on CSSS (Community Support Skill Standards)

**DIRECTIONS:** Check the appropriate column on the right. Rate student according to the following criteria: **Introductory, Practice, Proficient, Refinement** and **Not Observed**, if appropriate.

<b>C S S S</b>	<b><i>CORE FUNCTIONS SUBSTANCE ABUSE COUNSELORS</i></b> <b><i>A: INTAKE/SCREENING/ASSESSMENT SKILLS</i></b>	<b>Introductory</b>	<b>Practice</b>	<b>Proficient</b>	<b>Refinement</b>	<b>Not Applicable or Not Observed</b>
<b>2</b>	Conduct an intake interview/determines eligibility for services					
<b>3</b>	Recognize a polydrug abuse pattern					
<b>3</b>	Recognize the client's drug history and its relationship to medical problems					
<b>3</b>	Assess the attitude, feelings of the client on interviews					
<b>12</b>	Observe client non-verbal behavior and record it accurately					
<b>11</b>	Understand the agency policy on admission/treatment procedures					
<b>1</b>	Understand the legal aspects of treatment in the facility					
<b>3</b>	Understand the client problems, assesses strengths/weaknesses and identify immediate needs					
<b>6</b>	Orientate the client to the facility and rules of the program					
<b>2</b>	Use language and terminology the client can understand					

<b>C S S S</b>	<b>CORE FUNCTIONS SUBSTANCE ABUSE COUNSELORS  B: TREATMENT/COUNSELING/CASE MANAGEMENT/CRISIS INTERVENTION</b>	<b>Introductory</b>	<b>Practice</b>	<b>Proficient</b>	<b>Refinement</b>	<b>Not Applicable or Not Observed</b>
<b>3</b>	Assess the individual needs of clients and direct services to meet the need					
<b>2</b>	Establish a therapeutic relationship with the client					
<b>2</b>	Use problem solving techniques in client services					
<b>5</b>	Assist the client to understand the treatment process/determines plan of treatment.					
<b>10</b>	Intervene in client behaviors that do not lead to healthy functioning patterns, support recovery					
<b>2</b>	Assist client to have insight into their drug problems					
<b>3</b>	Evaluate client feelings of depression or suicidal thoughts					
<b>10</b>	Recognize crisis situations in alcohol/drug abuse					
<b>5</b>	Participate in the writing of treatment plans for clients					
<b>2/5</b>	Able to provide one-to-one counseling					
<b>6</b>	Assist clients to cope with problems of daily living					
<b>5</b>	Participate in group therapy sessions					
<b>5</b>	Demonstrate counseling techniques to elicit feelings, facilitate self-understanding and motivate client to change behaviors					
<b>10</b>	Cope with stressful client encounters					
<b>4</b>	Understand case management techniques					
<b>8</b>	Identify advocacy issues, support self advocacy					
<b>5</b>	Uses various SA treatment models					
<b>6</b>	Teach basic life skills					
<b>5</b>	Orientate the client to the goals of the treatment program					

<b>C S S S</b>	<b>CORE FUNCTIONS SUBSTANCE ABUSE COUNSELORS</b>  <b>C: NETWORKING/REFERRAL SKILLS/ CONSULTATION</b>	<b>Introductory</b>	<b>Practice</b>	<b>Proficient</b>	<b>Refinement</b>	<b>Not Applicable or Not Observed</b>
<b>4</b>	Understand and appreciate the role of consultants in the treatment of clients					
<b>4</b>	Support client to use AA – Self Help Groups Identify community resources for the alcoholic/drug abuser					
<b>4</b>	Recognizes the continuum of care needed by substance abuse clients.					
<b>4</b>	Perform follow-up of clients using all types of resources					
<b>7</b>	Recognize own limitation in providing care and services and refer to appropriate staff resource					
<b>9</b>	Prepares client for training/education experiences in the community.					
<b>4</b>	Consult with other professionals					

<b>C S S S</b>	<b>CORE FUNCTIONS SUBSTANCE ABUSE COUNSELORS</b>  <b>D: COMMUNICATIONS/REPORTS/ RECORD KEEPING</b>	<b>Introductory</b>	<b>Practice</b>	<b>Proficient</b>	<b>Refinement</b>	<b>Not Applicable or Not Observed</b>
<b>2</b>	Communication is clear, concise and objective					
<b>2</b>	Write communications that are clear, concise, legible, and objective					
<b>2/12</b>	Complete client records and progress notes					
<b>2</b>	Report validly about a client's status, uses appropriate terminology.					
<b>5</b>	Reviews and interpret client records					
<b>12</b>	Maintain accurate records and reports					
<b>3/12</b>	Evaluate and write client reports in behavioral terms					
<b>2</b>	Articulate about experience					
<b>2</b>	Present a case history					

<b>C S S S</b>	<b>CORE FUNCTIONS SUBSTANCE ABUSE COUNSELORS E: ADMINISTRATION/ORGANIZATIONAL PARTICIPATION</b>	<b>Introductory</b>	<b>Practice</b>	<b>Proficient</b>	<b>Refinement</b>	<b>Not Applicable or Not Observed</b>
<b>11</b>	Understand organizational structure of the facility					
<b>11</b>	Demonstrate knowledge of aspects of the alcoholism/drug treatment program such as budget, client payments, etc.					

<b>C S S S</b>	<b>CORE FUNCTIONS SUBSTANCE ABUSE COUNSELORS F: ROLE IN CLIENT EDUCATION AND COMMUNITY ALCOHOL/DRUG ABUSE EDUCATION</b>	<b>Introductory</b>	<b>Practice</b>	<b>Proficient</b>	<b>Refinement</b>	<b>Not Applicable or Not Observed</b>
<b>4</b>	Recognize the scope and significance of alcohol/drug abuse in the population, groups at risk.					
<b>6</b>	Teaches basic information transmission/prevention of HIV/AIDs, TB, STD.					
<b>6</b>	Teach basic information about alcohol/drug abuse – understands.					
<b>4</b>	Understand alcohol/drug abuse education programs being used in the local school systems					
<b>4</b>	Sensitive to cultural differences among ethnically and racially diverse communities					
<b>9</b>	Assist clients to explore vocational and career interests					

C S S S	<b>CORE FUNCTIONS SUBSTANCE ABUSE COUNSELORS G: INDIVIDUAL RESPONSIBILITY/TRAINING/ SELF DEVELOPMENT DEMONSTRATE</b>	<b>Introductory</b>	<b>Practice</b>	<b>Proficient</b>	<b>Refinement</b>	<b>Not Applicable or Not Observed</b>
7	Awareness of personal limitations and willingness to seek assistance					
7	Accept rules and regulations of the agency					
7	Display initiative to learn					
7	Accomplish assignments					
7	Demonstrate independence in assignments					
7	Serve as a role model for clients					
7	Practice good grooming and appropriate dress					
7	Identify personal problems and handle them appropriately					
7	Accept appropriate supervision from staff/agency supervisor					
2	Establish effective interpersonal relations with staff					
2/7	Cooperate with all members of the staff in client assignments					
7	Be honest in relationships					
7	Demonstrate sense of responsibility					
7	Develop a human service portfolio					

<b>C S S S</b>	<b>CORE FUNCTIONS SUBSTANCE ABUSE COUNSELORS</b>  <b>H: VALUES/ETHICS/ATTITUDES</b>	<b>Introductory</b>	<b>Practice</b>	<b>Proficient</b>	<b>Refinement</b>	<b>Not Applicable or Not Observed</b>
<b>1</b>	Appreciate the human rights of clients					
<b>1</b>	Recognize the individuality of each client					
<b>1</b>	Display a non-judgmental acceptance of client					
<b>5</b>	Recognize that all behavior is meaningful, purposeful, and can be understood					
<b>3</b>	Respect confidentiality of all client records and client communication					
<b>2</b>	Be empathetic toward the client					
<b>7</b>	Show a commitment to the field					
<b>3</b>	Develop a code of ethics consistent with working with alcoholic clients/drug abusers					
<b>1</b>	Show awareness of the special concerns of females, adolescents, and the elderly with problems of alcohol/drug abuse					
<b>7</b>	Practice standards of professional and ethical conduct					

NORTHERN ESSEX COMMUNITY COLLEGE

**HUMAN SERVICE ASSOCIATE DEGREE  
COMMUNITY SUPPORT HUMAN SERVICE PRACTITIONER CERTIFICATE  
ALCOHOL/DRUG ABUSE COUNSELING CERTIFICATE  
DIRECT SUPPORT CERTIFICATE**

**Supervisor's Grade Recommendation**

It is requested that you record below the semester grade which you recommend be given to your student. Please take into consideration the criteria used in the Student Assessment Form, the content of daily logs and specific assignments given to the student in your agency.

Please return this Student Assessment to the Faculty Supervisor, Northern Essex Community College, Elliott Street, Haverhill, MA 01830 so that this recommendation may be used to help determine semester grades for the student. Thank you for your interest and cooperation.

I recommend that \_\_\_\_\_  
*Student's Name*

Be given a grade of \_\_\_\_\_  
*Grade*

For the \_\_\_\_\_ Semester of \_\_\_\_\_  
*Fall/Spring Year*

Signed: \_\_\_\_\_

Agency: \_\_\_\_\_

Date: \_\_\_\_\_

## GRADING SYSTEM: NORTHERN ESSEX COMMUNITY COLLEGE

Letter grades are used at the college, and each has a numeric range and associated Quality Point Value. The Quality Point Value is based on a 0.00 to 4.0 range, with an “A” grade having the highest value of 4.0. Grades are used to represent the quality of work done in a course and knowledge earned, as based on the individual instructors’ standards and course objectives.

The Quality Point Value is used to determine the numeric average of semester course work or of cumulative courses and grades to date. Such a computation is known as the Quality Point Average (QPA) of the grades earned to date. The Quality Point Value of a grade in combination with a credits attempted scale, is used to establish the college’s Standards of Academic Progress. The grades presently in use by the college are:

<u>GRADE</u>	<u>QP VALUE</u>	<u>NUMERIC RANGE/COMMENT</u>	
A	4.00	93-100	Achievement at the level of excellence Distinction
A-	3.70	90-92	
B+	3.30	87-89	
B	3.0	83-86	
B-	2.70	80-82	
C+	2.30	77-79	Achievement at level of quality. Consistent With entry to the Human Service field
C	2.00	73-76	
C-	1.70	70-72	
D+	1.30	67-69	Indicates some level of achievement, but not at the level required for successful entry into the field.
D	1.00	60-66	
F	0.00	59 or less	Failure; no credits earned
FN	0.00	Non Participation failure grade assigned by Instructor	
FW	0.00	Failure due to withdrawal from course	

NORTHERN ESSEX COMMUNITY COLLEGE

**ASSESSMENT OF STUDENT PERFORMANCE**

*Strengths of Student:*

*Limitations of Student:*

**Supervisor:** \_\_\_\_\_

\_\_\_\_\_  
**Official Title of Supervisor in Agency**

**Date:** \_\_\_\_\_

**Grade Recommended:** \_\_\_\_\_

**See: Grading System NECC**