

ACAP~~

Austin Competency Analysis Profile

Addictions Counseling

Conducted August 9 & 10, 1999

Austin Community College

Austin, Texas

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ACAP Process Overview

What are Austin Competency Analysis Profiles (ACAPs)?

Austin Competency Analysis Profiles (ACAPs) are competency lists that are verified by expert workers called Subject Matter Experts or SMEs, that evolve from a well-established job analysis process involving business, industry, labor, and community agency representatives from throughout the Austin area.

How is an Austin Competency Analysis Profile used?

Each ACAP identifies the occupational, academic, and employability skills (or competencies) needed to enter a given occupation or occupational area. The ACAP not only lists the competencies but also clusters those competencies into broader units and details the knowledge, skills, and attitudes (competency builders) needed to perform each competency.

Within the competency list are two levels of items: core and advancing. Core items, which are essential for entry-level employment, are required to be taught. Advancing items are those needed to advance in a given occupation, and are designated with a notation by the appropriate competencies.

Educational institutions may add as many units, competencies, and/or competency builders as desired to reflect local employment needs, trends, and specialties. Local advisory committees are actively involved in the identification and verification of additional items. Faculty members formulate their courses of study using the varied contents of the ACAP. Faculty also monitor gains using many forms of assessment.

ACAP Working Outline

August 9 & 10, 1999

Monday, August 9, 1999

Welcome and Introductions

~Lunch~

Brainstorm: *What do people need to know and be able to do as an entry-ready employee in this occupation?*

Process Overview:

Purpose~Why are we here?

Review definitions

Identify outcomes

Verify Units

~Break~

Verify Competencies

Verify Competency Builders

Tuesday, August 10, 1999

Continue Verifying Competency Builders

Determine Core and Advancing Units, Competencies, and Competency Builders

~Lunch Break~

Develop Work Keys Occupational Profile

Review and Wrap Up

ACAP: Addictions Counseling

Occupational Competencies

Unit 1: Screening

Unit 2: Intake

Unit 3: Orientation

Unit 4: Assessment

Unit 5: Treatment Planning

Unit 6: Counseling

Unit 7: Case Management

Unit 8: Crisis Intervention

Unit 9: Client Education

Unit 10: Referral

Unit 11: Report and Record Keeping

Unit 12: Consultation with Other Professionals

Unit 13: Continuing Care

Unit 14: Professional and Ethical Responsibilities

Unit 15: General Counselor Education Responsibilities

Unit 1: Screening

Competency 1.1: Determines appropriateness and eligibility for a particular program

Competency Builders:

- 1.1.1 Collects information about clients, using interviews, case histories, observational techniques, and other screening tools and assessment methods.
- 1.1.2 Analyzes data, such as interview notes, test results, and reference manuals and texts, and DSMIV to identify symptoms and the nature of client's problems.
- 1.1.3 Confers with other professionals to evaluate mental or physical condition or needs of client.
- 1.1.4 Observes, receives and otherwise obtains information from all relevant sources.
- 1.1.5 Interviews available family members or significant others to compile information on social, educational, employment, criminal, institutional, or alcohol/drug history.
- 1.1.6 Determines appropriateness for admission or referral, ie AA. inpatient, outpatient.
- 1.1.7 Determines eligibility for admission or referral.

Competency 1.2: Adheres to any applicable laws, regulations and agency policies governing alcohol and other drug abuse services

Competency Builders:

- 1.2.1 Complies with state and federal laws concerning alcohol and drug abuse services.
- 1.2.2 Adheres to professional ethics.
- 1.2.3 Adheres to policy as presented in agency and state manuals.

Unit 2: Intake

Competency 2.1: Implements administrative procedures for admission to a program

Competency Builders:

- 2.1.1 Completes required documents for program eligibility and appropriateness.
- 2.1.2 Completes required documentation for admission into a program., including risks and benefits of treatment.
- 2.1.3 Obtains appropriately signed consents when soliciting from or providing information to outside sources to protect client confidentiality and rights.

Competency 2.2: Completes all documentation related to intake

Competency Builders:

- 2.2.1 Reports in writing the results of the interview, history, or other records and recommendations considered in the decision.
- 2.2.2 Files documentation in required form and in a timely fashion.

Unit 3: Orientation

Competency 3.1: Describes the program to the client

Competency Builders:

- 3.1.1 Provides an overview to the client by describing program goals and objectives for client care.
- 3.1.2 Provides an overview to the client by describing program rules and client obligations and rights.
- 3.1.3 Provides an overview to the client of program operations.
- 3.1.4 Obtains appropriate client and staff signatures for relevant orientation documents.

Competency 3.2: Advises client on the program

Competency Builders:

- 3.2.1 Advises clients on the general nature, hours, cost and goals of the program.
- 3.2.2 Explains rules governing client conduct and infractions that can lead to disciplinary action or discharge from the program.
- 3.2.3 Advises clients regarding food stamps, child care, food, money management, and housing if assistance is required in order to enter the program
- 3.2.4 Obtains client and staff signatures verifying that he/she has received orientation to the program.

Unit 4: Assessments

Competency 4.1: Identify and evaluate clients strengths, weaknesses, problems and needs for the development of a treatment plan

Competency Builders:

- 4.1.1 Demonstrates knowledge of appropriate assessment tools.
- 4.1.2 Explains to client the rationale for the use of assessment techniques.
- 4.1.3 Gathers relevant history from client including, but not limited to, alcohol and other drug abuse using appropriate interview technique.
- 4.1.4 Administers evaluation tool.

- 4.1.5 Analyzes evaluation results to determine client strengths, weaknesses, problems and needs.

Competency 4.2: Reports and records assessment information

Competency Builders:

- 4.2.1 Records information in standard form and creates file on client.
4.2.2 Reports information to client as appropriate.
4.2.3 Reports relevant information to family or others as appropriate.

Unit 5: Treatment Planning

Competency 5.1: Identifies and prioritizes client problems needing resolution

Competency Builders:

- 5.1.1 Explains assessment results to client in an understandable manner.
5.1.2 Identifies and ranks problems based on individual client needs in the written treatment plan.

Competency 5.2 Develops individualized treatment plan

Competency Builders:

- 5.2.1 Counsels client to assist them in understanding personal or interactive problems, defining goals, and developing realistic action plans.
5.2.2 Establishes agreed upon immediate and long-term goals with the client.
5.2.3 Formulates action plan reflecting the individual's abilities and needs using measurable behavioral terms in the written treatment plan.
5.2.4 Identifies and discusses with the client the treatment methods and resources to be utilized as appropriate for the client.
5.2.5 Obtains client and staff signature on the treatment plan.
5.2.6 Provides copy of treatment plan to the client.

Competency 5.3: Identifies and utilizes the referrals and community resources to aid in client care

Competency Builders:

- 5.3.1 Explains the different theories behind specific treatments.
5.3.2 Stays current on research literature exploring the efficacy of particular treatments.
5.3.3 Explains clearly and follows up on the role of families in treating substance abuse.

- 5.3.4 Identifies the needs of the client that counselor and/or program cannot meet and assists the client in utilizing the support systems and community resources available.
- 5.3.5 Guides client to choose the best solution.
- 5.3.6 Refers client or family to community resources to assist in recovery process.
- 5.3.7 Provides vocational services to clients in substance abuse programs.

Competency 5.4: Reviews and revises treatment plan

Competency Builders:

- 5.4.1 Re-evaluates results of counseling methods to determine progress toward treatment goals and objectives.
- 5.4.2 Consults with other professionals to discuss therapy or treatment, counseling resources or techniques if needed.
- 5.4.3 Discusses and documents update with client and obtains client signature.
- 5.4.4 Provides client with updated treatment plan revision.

Unit 6: Counseling

Competency 6.1: Assist individuals, families, or groups in achieving objectives through exploration of a problem and its ramifications

Competency Builders:

- 6.1.1 Applies theories and techniques, (such as conducting sessions, use of open ended questions, empathy, confrontation, awareness of client manipulation, reflection, and leading groups) to assist the client, group, and or family in exploring problems and ramifications.
- 6.1.2 Consults or advise groups/individuals/family on related topics to achieve prevention or recognize problems that may need to be addressed for intervention.
- 6.1.3 Visits individuals in home and/or attends group meetings to provide information, requirements and procedures as appropriate.
- 6.1.4 Examines attitudes and feelings.
- 6.1.5 Interacts with the client in appropriate therapeutic manner.
- 6.1.6 Solicits solutions and decisions from the client.
- 6.1.7 Implements the treatment plan.
- 6.1.8 Counsels clients, family members, and associates in a wide variety of settings.

Competency 6.2: Considers alternative solutions when needed

Competency Builders:

- 6.2.1 Selects counseling theories that apply to the situation.
- 6.2.2 Makes decisions based on the behaviors identified.
- 6.2.3 Applies techniques to assist in examining behavior, attitude and feelings if appropriate in the treatment setting.
- 6.2.4 Individualizes counseling in accordance with cultural, gender, and lifestyle differences.
- 6.2.5 Assesses and reviews information from materials, events or the environment to detect client progress.
- 6.2.6 Documents information by entering, transcribing, recording, storing or maintaining either written form or electronic/magnetic recording in client's clinical record..

Unit 7: Case Management

Competency 7.1: Brings services, agencies, resources, or people together within a framework of action to accomplish established goals

Competency Builders:

- 7.1.1 Coordinates services for client care
- 7.1.2 Participates in evaluating client progress.
- 7.1.3 Explains the rationale of case management activities to the client.
- 7.1.4 Provides clients and/or family information and/or referrals regarding community services such as food stamps, childcare, food, money management, housing and etc.
- 7.1.5 Refers client or family to community resources to assist in recovery process.

Competency 7.2: Acts as a liaison with support services

Advanced 7.2.1-4

Competency Builders:

- 7.2.1 Coordinates with community health, social services, law enforcement and legal services, etc.
- 7.2.2 Represents the organization to clients, the public, government, and other external sources.
- 7.2.3 Communicates with persons outside the organization with proper protocol and ethics.
- 7.2.4 Communicates effectively exchanging information face-to-face, in writing, or using the telephone/electronic transfer.
- 7.2.5 Adheres to confidentiality requirements.

Unit 8: Crisis Intervention

Competency 8.1: Serves the alcohol and/or drug abuser's needs during acute emotional and or physical distress

Competency Builders:

- 8.1.1 Recognizes the elements of crisis.
- 8.1.2 Implements an immediate course of action appropriate to the crisis.
- 8.1.3 Enhances overall treatment by utilizing crisis events.

Competency 8.2: Uses intervention methods for prevention of future crisis

Competency Builders:

Advanced 18.2-1-3

- 8.2.1 Provides an intervention to persuade an individual to enter treatment or to otherwise address maladaptive behaviors by using a harm reduction approach.
- 8.2.2 Intervenes as advocate for client to resolve emergency problems in crisis situation.
- 8.2.3 Uses methods of outreach to locate clients in need of help.

Unit 9: Client Education

Competency 9.1: Provides information to individuals and groups concerning alcohol and other drug abuse

Competency Builders:

- 9.1.1 Provides relevant information to the client through formal or informal processes.
- 9.1.2 Participates in educational programs to help prevent drug abuse and to improve health.

Competency 9.2: Provide information on available services and resources

Competency Builders:

- 9.2.1 Provides printed information on services available
- 9.2.2 Promotes campaigns to communicate information on services available.
- 9.2.3 Uses opportunities to present services available through drug education programs.

Unit 10: Referrals

Competency 10.1: Identifies needs that cannot be met by the counselor or agency

Competency Builders:

- 10.1.1 Identifies needs of the client that cannot be met with current available resources.
- 10.1.2 Explains the rationale for the referral to the client.

Competency 10.2: Utilizes the support systems and community resources available.

Competency Builders:

- 10.2.1 Matches client needs to appropriate resources.
- 10.2.2 Adheres to applicable laws, regulations and agency policies governing procedures related to the protection of the client's confidentiality.
- 10.2.3 Assists the client in utilizing the support systems and community resources available.

Unit 11: Record keeping

Competency 11.1: Prepares reports and records.

Competency Builders:

- 11.1.1 Prepares reports are easy to understand, using proper terminology and supported with documentation of observations.
- 11.1.2 Files documentation in accordance with agency requirements.
- 11.1.3 Prepares and files all documentation in a timely manner.

Competency 11.2: Documents all ongoing information pertaining to the client appropriately.

Competency Builders:

- 11.2.1 Charts (accurately) the results of assessments, treatment plans, report, progress notes, discharge plans and summary other client related data.
- 11.2.2 Utilizes relevant information from written documents for client care.

Unit 12: Consultation with other professionals

Competency 12.1: Relates to in-house staff to provide care for the client.

Competency Builders:

- 12.1.1 Recognizes issues that are beyond counselor's base of knowledge and/or skills.
- 12.1.2 Consults with appropriate resources to ensure the provision of effective treatment services.
- 12.1.3 Adheres to applicable laws, regulations and agency policies governing the disclosure of client-identifying data.
- 12.1.4 Maintains the security of written documents.

Competency 12.2: Relates to outside professionals to assure quality care for the client.

Competency Builders:

- 12.2.1 Recognizes issues that are beyond counselor's base of knowledge and/or skills.
- 12.2.2 Consults with appropriate resources to ensure the provision of effective treatment services.
- 12.2.2 Uses proper protocol and ethical procedures to assure confidentiality for the client.
- 12.2.3 Explains the rationale for the consultation to the client.

Unit 13: Continuing Care

Competency 13.1: Conducts continuing care, relapse prevention, and discharge planning with the client and the involved family.

Competency Builders:

Advanced 13.1-8

- 13.1.1 Assists client to develop a relapse prevention plan.
- 13.1.2 Assesses information from referral sources.
- 13.1.3 Demonstrates clear and concise oral and written communication.
- 13.1.4 Assesses and documents treatment progress.
- 13.1.5 Participates in confrontation, conflict resolution and problem solving.
- 13.1.6 Collaborates with referral sources.
- 13.1.7 Engages client and family in treatment process.
- 13.1.8 Elicits client commitment to participate in continuing care.

Competency 13.2 Documents service coordination activities throughout the continuum of care.

Advanced
13.3.1-2

Competency Builders:

- 13.2.1 Documents referrals and outcomes.
- 13.2.2 Uses appropriate technology to report information in an accurate and timely manner within the bounds of confidentiality regulations.

Competency 13.3: Applies placement, continued stay, and discharge criteria for each modality on the continuum of care.

Advanced
13.3.1--6

Competency Builders:

- 13.3.1 Observe and assess client progress.
- 13.3.2 Apply placement, continued stay, and discharge criteria.
- 13.3.3 Utilizes criteria to assess current and on-going status.
- 13.3.4 Recognizes stages on progress associated with treatment modalities.
- 13.3.5 Recognizes discharge indicators.
- 13.3.6 Adheres to required standards of practice regarding follow-up.

Unit 14: Professional and Ethical Responsibilities

Competency 14.1: Adheres to professional codes of ethic.

Competency Builders:

- 14.1.1 Observes federal, state, agency and professional codes of ethics.
- 14.1.2 Respects client rights and responsibilities.
- 14.1.3 Adheres to boundaries between client and counselor.
- 14.1.4 Abides by professional standards and scope of practice.
- 14.1.5 Distinguishes between the role of the counselor and that of a peer or sponsor.
- 14.1.6 Demonstrates awareness of consequences for violating codes of ethics.
- 14.1.7 Addresses alleged ethical violations properly.

Competency 14.2: Adheres to federal and state laws and agency regulations regarding the treatment of substance use disorders.

Competency Builders:

- 14.2.1 Interprets and applies appropriate federal, state and agency regulations regarding addiction counseling.
- 14.2.2 Makes ethical decisions that reflect specific needs and situations.
- 14.2.3 Provides treatment services that conform to federal state, and local regulations.

Competency 14.3: Interprets and applies information from current research.

Competency Builders:

Advanced 14.3.1-6

- 14.3.1 Reads and interprets current professional information and research.
- 14.3.2 Applies professional knowledge to client-specific situations.
- 14.3.3 Applies research findings to clinical practice.
- 14.3.4 Applies new skills in clinically appropriate ways.
- 14.3.5 Identifies professional journals relevant to the field of addiction abuse.
- 14.3.6 Identifies benefits of participation in local, state and national professional organizations.

Competency 14.4 Utilizes options to process personal feelings and concerns about clients.

Competency Builders:

- 14.4.1 Recognizes situations in which supervision is appropriate.
- 14.4.2 Seeks supervisory feedback.
- 14.4.3 Develops a plan for resolution or improvement
- 14.4.4 Resolves conflict
- 14.4.5 Identifies overt and covert feelings and their impact on the counseling and relationship.
- 14.4.6 Communicates feelings and concerns openly and respectfully with treatment team.
- 14.4.7 Utilizes agency resources for self care.

Competency 14.5: Conducts self-evaluations of professional performance.

Competency Builders:

Advanced 14.5.1-3

- 14.5.1 Develops professional goals and objectives
- 14.5.2 Uses self-assessment tools for personal and professional growth.
- 14.5.3 Elicits and applies feedback from colleagues and supervisors.

Competency 14.6: Participates in ongoing personal and professional improvement.

Competency Builders:

- 14.6.1 Assesses personal training needs.
- 14.6.2 Selects and participates in appropriate training programs.
- 14.6.3 Uses consultation and supervision as an enhancement to professional growth.
- 14.6.4 Identifies professional progress and limitations.
- 14.6.5 Communicates the need for assistance.
- 14.6.6 Prepares and makes cases presentations 14.
- 14.6.7 Elicits feedback from others.
- 14.6.8 Carries out regular self-assessment with regards to physical and mental health.

Advanced 14.6.6

14.6.9	Uses prevention measures to guard against burnout.	Advanced 14.6.10
14.6.10	Employs stress reduction strategies.	
14.6.11	Locates and accesses resources to achieve and maintain physical and mental health.	
14.6.12	Models self-care as an effective treatment tool.	Advanced 14.6.12

Unit 15: General Counselor Education Responsibilities

Competency 15.1: Identifies treatment center philosophies and strategies

Competency Builders:

- 15.1.1 Demonstrates knowledge of various treatment modalities such as harm reduction, therapeutic community, and faith based treatment.
- 15.1.2 Uses appropriate cultural language in order to meet client needs.
- 15.1.3 Recognizes defense mechanisms and thinking errors of addicted clients and criminal justice clients.
- 15.1.4 Practices appropriate office etiquette, ie courtesy.

Competency 15.2 Demonstrates knowledge of criminal justice treatment requirements and conflicts.

Competency Builders:

- 15.2.1 Differentiates between probation and parole.
- 15.2.2 Follows criminal justice client pathway.
- 15.2.3 Differentiates between criminal justice parameters and treatment parameters.
- 15.2.4 Recognizes criminal thinking.

Competency 15.3 Prepares for LCDC requirements and examination requirements and conflicts.

Competency Builders:

- 15.3.1 Demonstrates knowledge of 12 Core functions.
- 15.3.2 Demonstrates ability to develop case presentations.
- 15.3.3 Demonstrates knowledge of practicum requirements.

Competency 15.4 Demonstrates working knowledge of the dually diagnosed client

Competency Builders:

- 15.4.1 Recognizes basic characteristics of disorders, such as depression, anxiety, bipolar, schizophrenia, and borderline personality.

- 15.4.2 Demonstrates knowledge of common medications used to treat various diagnoses such as psychotropic , anti-seizure, anti-hypertensive and detox medications.

Competency 15.5 Recognizes need to treat co-existing disorders

Competency Builders:

- 15.5.1 Demonstrates sensitivity in treating clients with infectious diseases such as HIV, Hepatitis, etc.
15.5.2 Demonstrates knowledge of co-existing disorders such as chronic pain, cancer.

Competency 15.6 Provides information specific to residential treatment

Competency Builders:

- 15.6.1 Explains rules for medication dispensing.
15.6.2 Conducts preventive maintenance of aggressive behavior training.
15.6.3 Provides incident report documentation.
15.6.4 Presents group didactics on topics such as nicotine elimination, HIV prevention, and gambling.
15.6.5 Collects urine specimens and utilizes other searching techniques as appropriate.
15.6.6 Adheres to agency policies and procedures.

ACAP: Addictions Counseling~~

Employability Competencies

- Unit 1: Career Development**
- Unit 2: Decision Making and Problem Solving**
- Unit 3: Work Ethic**
- Unit 4: Job-Seeking Skills**
- Unit 5: Job Retention and Career Advancement Skills**
- Unit 6: Technology in the Workplace**
- Unit 7: Lifelong Learning**
- Unit 8: Economic Education**
- Unit 9: Balancing Work and Family**
- Unit 10: Citizenship in the Workplace**
- Unit 11: Leadership**
- Unit 12: Entrepreneurship**

Unit 1

Career Development

Competency 1.1

Investigate career options

Competency Builders:

- 1.1.1 Determine interests and aptitudes
- 1.1.2 Identify career options
- 1.1.3 Research interests, knowledge, abilities, and skills needed in an occupation
- 1.1.4 Select careers that best match interests and aptitudes
- 1.1.5 Identify advantages and disadvantages of career options, including self-employment and nontraditional careers

Competency 1.2

Utilize career information

Competency Builders:

- 1.2.1 Identify a range of career information resources
- 1.2.2 Use a range of resources to obtain career information (e.g., handbooks, career materials, labor market information, and computerized career-information delivery systems)
- 1.2.3 Demonstrate knowledge of various classification systems that categorize occupations and industries (e.g., *Dictionary of Occupational Titles*)
- 1.2.4 Describe the educational requirements of various occupations
- 1.2.5 Identify individuals in selected occupations as possible information resources, role models, or mentors
- 1.2.6 Describe the impact of factors such as population, climate, employment trends, and geographic location on occupational opportunities
- 1.2.7 Assess differences in the wages, benefits, annual incomes, cost of living, and job opportunities associated with selected career options
- 1.2.8 Determine labor market projections for selected career options

Competency 1.3

Participate in a career exploration activity

Competency Builders:

- 1.3.1 Identify career exploration activities (e.g., job shadowing, mentoring, volunteer experiences, part-time employment, and cooperative education)
- 1.3.2 Compare traits, skills, and characteristics required for specific career choices with individual's traits, skills, and characteristics
- 1.3.3 Recognize potential conflicts between personal characteristics and career choice areas
- 1.3.4 Describe the impact of exploration activities on current choices

Competency 1.4 **Assess the relationship between educational achievement and career planning**

Competency Builders:

- 1.4.1 Describe how skills developed in academic and vocational programs relate to career goals
- 1.4.2 Describe how education relates to the selection of a college major, further training, and/or entry into the job market
- 1.4.3 Identify skills that can apply to a variety of occupational requirements
- 1.4.4 Explain the importance of possessing learning skills in the workplace

Competency 1.5 **Develop an individual career plan**

Competency Builders:

- 1.5.1 Identify career goal(s)
- 1.5.2 Identify worker conditions, education, training, and employment opportunities related to selected career goal(s)
- 1.5.3 Describe school and community resources available to help achieve career goal(s)
- 1.5.4 Identify career ladders possible within selected career goal(s)*
- 1.5.5 Identify additional experiences needed to move up identified career ladders*
- 1.5.6 Recognize that changes may require retraining and upgrading of employees' skills

Competency 1.6 **Annually review/revise the individual career plan**

Competency Builders:

- 1.6.1 Identify experiences that have reinforced selection of the specific career goal(s) listed on the individual career plan
- 1.6.2 Identify experiences that have changed the specific career goals(s) listed on the individual career plan
- 1.6.3 Modify the career goal(s) and educational plans on the individual career plan
- 1.6.4 Ensure that parents or guardians provide input into the individual career plan process
- 1.6.5 Identify the correlation between the individual career plan and the actual courses to be taken in high school
- 1.6.6 Identify the correlation between the individual career plan and post-secondary training, adult education, or employment

Unit 2

Decision Making and Problem Solving

Competency 2.1

Apply decision-making techniques in the workplace

Competency Builders:

- 2.1.1 Identify the decision to be made
- 2.1.2 Compare alternatives
- 2.1.3 Determine the consequences of each alternative
- 2.1.4 Make decisions based on values and goals
- 2.1.5 Evaluate the decision made

Competency 2.2

Apply problem-solving techniques in the workplace

Competency Builders:

- 2.2.1 Diagnose the problem, its urgency, and its causes
- 2.2.2 Identify alternatives and their consequences in relation to the problem
- 2.2.3 Recognize multicultural and nonsexist dimensions of problem solving
- 2.2.4 Explore possible solutions to the problem using a variety of resources
- 2.2.5 Compare/contrast the advantages and disadvantages of each solution
- 2.2.6 Determine appropriate action
- 2.2.7 Implement action
- 2.2.8 Evaluate results of action implemented

Unit 3

Work Ethic

Competency 3.1

Evaluate the relationship of self-esteem to work ethic

Competency Builders:

- 3.1.1 Identify special characteristics and abilities in self and others
- 3.1.2 Identify internal and external factors that affect self-esteem
- 3.1.3 Identify how individual characteristics relate to achieving personal, social, educational, and career goals
- 3.1.4 Identify the relationship between personal behavior and self-concept

Competency 3.2

Analyze the relationship of personal values and goals to work ethic both in and out of the workplace

Competency Builders:

- 3.2.1 Distinguish between values and goals

- 3.2.2 Determine the importance of values and goals
- 3.2.3 Evaluate how one's values affect one's goals
- 3.2.4 Identify own short- and long-term goals
- 3.2.5 Prioritize own short- and long-term goals
- 3.2.6 Identify how one's values are reflected in one's work ethic
- 3.2.7 Identify how interactions in the workplace affect one's work ethic
- 3.2.8 Identify how life changes affect one's work ethic

Competency 3.3 Demonstrate work ethic

Competency Builders:

- 3.3.1 Examine factors that influence work ethic
- 3.3.2 Display initiative
- 3.3.3 Demonstrate dependable attendance and punctuality
- 3.3.4 Demonstrate organizational skills
- 3.3.5 Adhere to schedules and deadlines
- 3.3.6 Demonstrate a willingness to learn
- 3.3.7 Demonstrate a willingness to accept feedback and evaluation
- 3.3.8 Demonstrate interpersonal skills required for working with and for others
- 3.3.9 Describe appropriate employer-employee interactions for various situations
- 3.3.10 Express feelings and ideas in an appropriate manner for the workplace

Competency 3.4 Demonstrate safety skills

Competency Builders:

- 3.4.1 Practice safe work habits
- 3.4.2 Identify safety hazards
- 3.4.3 Employ preventative safety measures
- 3.4.4 Demonstrate appropriate care and use of equipment and facilities to ensure safety
- 3.4.5 Comply with safety and emergency procedures

Unit 4 Job-Seeking Skills

Competency 4.1 Prepare for employment

Competency Builders:

- 4.1.1 Identify traditional and nontraditional employment sources
- 4.1.2 Utilize employment sources
- 4.1.3 Research job opportunities, including nontraditional careers
- 4.1.4 Interpret equal employment opportunity laws
- 4.1.5 Explain the critical importance of personal appearance, hygiene, and demeanor throughout the employment process

- 4.1.6 Prepare for generic employment tests and those specific to an occupation/organization

Competency 4.2 Develop a resume

Competency Builders:

- 4.2.1 Identify personal strengths and weaknesses
- 4.2.2 List skills and/or abilities, career objective(s), accomplishments, educational background, work experience, volunteer/community contributions, and organizational memberships
- 4.2.3 Select an acceptable resume format
- 4.2.4 Use correct grammar and spelling and concise wording
- 4.2.5 Secure references
- 4.2.6 Complete the resume

Competency 4.3 Complete the job application process

Competency Builders:

- 4.3.1 Explain the importance of an application form
- 4.3.2 Obtain job application forms
- 4.3.3 Demonstrate behaviors (e.g., personal appearance, hygiene, and demeanor) for obtaining job application forms in person
- 4.3.4 Describe methods for handling illegal questions on job application forms
- 4.3.5 Demonstrate legible written communication skills using correct grammar and spelling and concise wording
- 4.3.6 Return application to appropriate person
- 4.3.7 Request interview
- 4.3.8 Follow up on application status

Competency 4.4 Demonstrate interviewing skills

Competency Builders:

- 4.4.1 Investigate interview procedures
- 4.4.2 Demonstrate appropriate behaviors (e.g., appearance, hygiene, and demeanor) for the interview
- 4.4.3 Demonstrate question-and-answer techniques
- 4.4.4 Demonstrate methods for handling difficult and/or illegal interview questions
- 4.4.5 Use correct grammar and concise wording

Competency 4.5 Secure employment

Competency Builders:

- 4.5.1 Identify present and future employment opportunities within an occupation/organization
- 4.5.2 Research the organization/company
- 4.5.3 Use follow-up techniques to enhance employment potential

Competency 5.4 **Analyze opportunities for personal and career growth***

Competency Builders:

- 5.4.1 Demonstrate opportunities within chosen occupation/organization*
- 5.4.2 Determine other career opportunities outside chosen occupation/organization*
- 5.4.3 Evaluate the factors involved in considering a new position within or outside an occupation/organization*
- 5.4.4 Exhibit characteristics needed for advancement*

Unit 6 **Technology in the Workplace**

Competency 6.1 **Demonstrate knowledge of technology issues**

Competency Builders:

- 6.1.1 Demonstrate knowledge of the characteristics of technology
- 6.1.2 Demonstrate knowledge of how technology systems are applied
- 6.1.3 Assess the impact of technology on the individual, society, and environment
- 6.1.4 Demonstrate knowledge of the evolution of technology
- 6.1.5 Identify how people, information, tools and machine, energy, capital, physical space, and time influence the selection and use of technology
- 6.1.6 Identify legal and ethical issues related to technology (e.g., confidentiality, information sharing, copyright protection)

Competency 6.2 **Demonstrate skills related to technology issues**

Competency Builders:

- 6.2.1 Exhibit willingness to adapt to technological change
- 6.2.2 Utilize technological systems
- 6.2.3 Utilize a variety of resources and processes to solve technological problems
- 6.2.4 Employ higher-order thinking skills for solving technological problems
- 6.2.5 Work as a team member in solving technological problems
- 6.2.6 Use technology in a safe and responsible manner
- 6.2.7 Apply science, mathematics, communication, and social studies concepts to solve technological problems
- 6.2.8 Demonstrate ingenuity and creativity in the use of technology*
- 6.2.9 Utilize a formal method (systems approach) in solving technological problems*

Unit 7

Lifelong Learning

Competency 7.1

Apply lifelong learning practices to individual situations

Competency Builders:

- 7.1.1 Define lifelong learning
- 7.1.2 Identify factors that cause the need for lifelong learning
- 7.1.3 Identify changes that may require the retraining and upgrading of employee's skills
- 7.1.4 Identify avenues for lifelong learning
- 7.1.5 Participate in lifelong learning activities

Competency 7.2

Adapt to change

Competency Builders:

- 7.2.1 Analyze the causes and effect of change
- 7.2.2 Identify the effect of change on goals
- 7.2.3 Identify the importance of flexibility when reevaluating goals
- 7.2.4 Evaluate the need for lifelong learning experiences in adapting to change

Unit 8

Economic Education

Competency 8.1

Analyze how an economy functions as a whole

Competency Builders:

- 8.1.1 Describe how individuals and societies make choices to satisfy needs and wants with limited resources
- 8.1.2 Identify how production factors (land, labor, capital, and entrepreneurship) are used to produce goods and services
- 8.1.3 Illustrate how individuals and households exchange their resources for the income they use to buy goods and services
- 8.1.4 Explain how individuals and business firms use resources to produce goods and services to generate income
- 8.1.5 Identify characteristics of command, market, and traditional economics*
- 8.1.6 Describe how all levels of government assess taxes in order to provide services

Competency 8.2

Analyze how an economic system is a framework within which decisions are made by individuals and groups

Competency Builders:

Competency 9.2 Analyze the effects of work on family

Competency Builders:

- 9.2.1 Identify responsibilities associated with paid and nonpaid work
- 9.2.2 Compare the advantages and disadvantages of multiple incomes
- 9.2.3 Explain how work can conflict with family responsibilities
- 9.2.4 Explain how work-related stress can affect families
- 9.2.5 Identify family support systems and resources

Unit 10 Citizenship in the Workplace

Competency 10.1 Exercise the rights and responsibilities of citizenship in the workplace

Competency Builders:

- 10.1.1 Identify the basic rights and responsibilities of citizenship in the workplace
- 10.1.2 Identify situations in which compromise is necessary
- 10.1.3 Examine how individuals from various backgrounds contribute to the workplace
- 10.1.4 Demonstrate initiative to facilitate cooperation
- 10.1.5 Give/receive constructive criticism to enhance cooperation

Competency 10.2 Prepare to work in a multicultural society

Competency Builders:

- 10.2.1 Identify ways to live in a multicultural society with mutual respect and appreciation for others
- 10.2.2 Examine how culture and experience create differences in people
- 10.2.3 Demonstrate respect for the contributions made by all people
- 10.2.4 Investigate personal cultural background as a means of developing self-respect
- 10.2.5 Make personal choices that reduce discrimination, isolation, and prejudice
- 10.2.6 Work effectively with people irrespective of their race, gender, religion, ethnicity, disability, age, or cultural background

Unit 11 Leadership

Competency 11.1 Evaluate leadership styles appropriate for the workplace

Competency Builders:

- 11.1.1 Identify characteristics of effective leaders

- 11.1.2 Compare leadership styles
- 11.1.3 Demonstrate effective delegation skills
- 11.1.4 Investigate empowerment concepts
- 11.1.5 Identify opportunities to lead in the workplace

Competency 11.2 Demonstrate effective teamwork skills

Competency Builders:

- 11.2.1 Identify the characteristics of a valuable team member
- 11.2.2 Identify methods of involving each team member
- 11.2.3 Contribute to team efficiency and success
- 11.2.4 Determine ways to motivate team members

Competency 11.3 Utilize effective communication skills

Competency Builders:

- 11.3.1 Identify the importance of listening
- 11.3.2 Demonstrate effective listening skills
- 11.3.3 Demonstrate assertive communication techniques
- 11.3.4 Recognize the importance of verbal and nonverbal cues and messages
- 11.3.5 Prepare written material
- 11.3.6 Analyze written material
- 11.3.7 Give-receive feedback
- 11.3.8 Communicate thoughts
- 11.3.9 Use appropriate language
- 11.3.10 Follow oral and written instructions
- 11.3.11 Demonstrate effective telephone techniques
- 11.3.12 Identify technology in communications

Unit 12 Entrepreneurship

Competency 12.1 Evaluate the role of small business

Competency Builders:

- 12.1.1 Identify the impact of small business on local economy
- 12.1.2 Examine the relationship of small business to a national (USA) and global economy
- 12.1.3 Identify factors that contribute to the success of small business
- 12.1.4 Identify factors that contribute to the failure of small business
- 12.1.5 Identify the components of a business plan

**Competency 12.2 Examine entrepreneurship as a personal
career option**

Competency Builders:

- 12.2.1 Evaluate personal interests and skills
- 12.2.2 Compare personal interests and skills with those necessary for entrepreneurship
- 12.2.3 Determine motives for becoming an entrepreneur
- 12.2.4 Identify the advantages and disadvantages of owning a small business
- 12.2.5 Compare business ownership to working for others

Acap: Addictions Counseling

ACT Work Keys Skill Levels

<u>Skill Area</u>	<u>Entry Level</u>	<u>Performance Level</u>
1) Listening	3	4
2) Observation	3	4
3) Reading for Information	4	5
4) Writing	3	4

Work Keys Process Overview

Developed by American College Testing (ACT), the purpose of the Job Profiling process is to identify the level of applied academic skills that, according to business and industry, students must master to qualify for and be successful in their occupation of choice. The results of Job Profile “leveling” can help teachers to better target instruction toward their students’ needs.

Each Work Keys assessment is broken down into four to five levels of achievement, with higher numbers indicating higher achievement in the assessed skill. For each academic skill, the Job Profiling process identifies the level required for successful entry into an occupational area and the level required for successful performance after some on the job training occurs.

Levels of Work Keys Defined

The skills needed to achieve each level for each of the four identified Work Keys* academic skills are as follows.

Listening

Listening measures skill in listening to and understanding work-related messages; receiving information from customers, coworkers, or suppliers; and then writing down the information to communicate it to someone else. Students demonstrate their ability to distinguish and communicate critical information. **Critical information** consists of those details that the recipient of the message must have in order to understand the message and act upon it (e.g., names, phone numbers, addresses, times). **Non-critical information** can improve a message by providing details that further explain the message or its tone, but the absence of this non-critical information does not interfere with the recipient's ability to understand and accurately act upon the message. Each *Listening* level describes the **content and quality** of messages students write to describe an audio message.

Level 1

*Minimal pertinent information; enough context to provide clues as to gist of situation or source of further information.

Level 2

*Some pertinent information; may have incorrect critical information, but sketch of the situation is correct.

Level 3

*All the critical information that is present is correct; may be missing a few pieces of critical information.

Level 4

*All critical information is given and is correct; may be missing subtle details or tone; may have incorrect noncritical information that does not interfere with central meaning.

Level 5

*All critical information is present and correct; response conveys insight into situation through tone and/or subtle details.

Writing

Writing measures skill at writing work-related messages; receiving information from customers, coworkers, or suppliers; and then writing down the information to communicate it to someone else. Each *Writing* level rates the **writing mechanics** (such as sentence structure and grammar) **and writing style** of messages students write to describe an audio message.

Level 1

*Message conveyed inadequately; overall lack of proper sentence structure.

Level 2

*Message conveyed inadequately; weak sentence structure; large number of mechanical errors.

Level 3

*Message conveyed clearly; most sentences complete; some mechanical errors.

Level 4

*Message conveyed clearly; all sentences are complete; may have a few minor mechanical errors; may have a choppy style.

Level 5

*Message conveyed clearly; good sentence structure; no mechanical errors; highly appropriate for business setting and situation; smooth, logical style.

Reading for Information

Reading for Information measures skill in reading and understanding work-related reading materials. There are five levels of complexity, 3 through 7, with Level 3 being the least complex and Level 7 the most complex. Although Level 3 is the least complex, it still represents a level of reading skill well above “no skill at all.” The levels build on each other, each incorporating the skills at the preceding levels.

Level 3

*Identify uncomplicated key concepts and simple details.

*Recognize the proper placement of a step in a sequence of events, or the proper time to perform a task.

*Identify the meaning of words that are defined within a passage.

*Identify the meaning of simple words that are not defined within a passage.

*Recognize the application of instructions, from a passage to situations that are described in the passage.

Level 4

*Identify details that are more subtle than those in Level 3.

*Recognize the application of more complex instructions, some of which involve several steps, to described situations.

*Recognize cause-effect relationships.

Level 5

*Understand the paraphrased definition of specialized words or phrases (jargon or technical terms) defined in these reading materials

*Use jargon or technical terms appropriately in describing situations stated in these reading materials

*Understand the meaning of acronyms defined in these reading materials (an acronym is a word or collection of letters which stands for a longer phrase, such as HMO to mean Health Maintenance Organization).

*Figure out which definition of a word with multiple meanings is appropriate in the context of these reading materials.

*Apply information given in these reading materials to situations that are not directly described, but similar.

*Apply instructions or procedures with a number of steps to described situations. These instructions may include conditional (if X happens, then you should do Y).

Level 6

*Recognize the application of jargon or technical terms to new situations.

*Recognize the application of complex instructions to new situations.

*Recognize the less-common meaning of a word with multiple meanings from context.

*Generalize from a passage to situations not described in the passage.

*Identify implied details.

*Explain the rationale behind a procedure, policy, or communication.

*Generalize from a passage to a somewhat similar situation.

Level 7

*Recognize the definitions of difficult, uncommon jargon or technical terms from context.

*Generalize from a passage to situations neither described in nor completely similar to those in a passage.

Observation

Observation measures the examinee's skill in paying attention to instructions and demonstrations, and in noticing details. There are four levels of complexity, with Level 3 being the least complex and Level 6 the most complex. Although Level 3 is the least complex, it still assesses a level of observation skill well above no skill at all. The levels build on each other, each incorporating the skills assessed at the preceding levels.

Level 3

- *Pay attention
- *Watch and listen to a strongly cued demonstration or set of instructions
- *Recall a few strongly reinforced details of a process or procedure

Level 4

- *Sustain focused attention on the demonstrated instructions, process, or procedure.
- *Select and attend to important details
- *Recall a few important, moderately reinforced details about the demonstrated process or procedure

Level 5

- *Focus attention on and recall several important aspects of the information presented
- *Ignore irrelevant background information through selective attention to important details
- *Maintain attention to detail
- *Recall several important details about unfamiliar material

Level 6

- *Notice and remember several details that are relevant to the process or procedure being shown
- *Take in and recall incoming sensory information so it can be used to make predictions, comparisons, or evaluations
- *Visualize how a detail or task fits into the entire process or procedure demonstrated
- *Interpret if-then and cause-effect relationships

For information regarding the ACAP process, contact:

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