

ACAP

Austin Competency Analysis Profile Counselor

Conducted

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Preface

Austin Community College would like to express our sincere appreciation to our faculty and staff who donated their time and expertise toward the identification and validation of competencies in the following Austin Competency Analysis Profile.

Introduction

The ACAP (Austin Competency Analysis Profile) initiative comes out of the Instructional Development Services of Instructional Resources and Technology at Austin Community College. This initiative is ACC's primary source for Competency-Based Curriculum development, providing a connection between our academic and workforce programs and the needs of business and industry.

The ACAP is a process for analyzing an occupation to develop curriculum. The product is a competency list that has been developed and validated by subject matter experts who perform the occupation. The competency list included in this document will be used to develop training programs for counselors.

ACAP Process Overview

What are Austin Competency Analysis Profiles (ACAPs)?

Austin Competency Analysis Profiles (ACAPs) are competency lists for academic and workforce programs verified by expert workers, or Subject Matter Experts (SME). These lists evolve from a well-established job analysis process involving academic, 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 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.

Educational institutions may add as many units, competencies, and/or competency builders as desired to reflect local employment needs, trends, and specialties.

Target Job Titles

ACAP: Counselor

Counselor

Academic Counselor

Wellness Counselor

Crisis Counselor

Career Counselor

Mental Health Counselor

Licensed Social Worker

Licensed Counselor

Psychologist

Marriage and Family Therapist

Behavioral Counselor

Vocational Rehabilitation Counselor

Military and Family Life Counselor

VA Counselor

Success Counselor

Counselor Competencies

The following Advisor Competencies have been identified and verified by a panel of subject matter experts. This panel of experts has determined that these skills will adequately prepare *entry-level* counselors to provide counseling to our students. The *Competencies* are grouped into units. *Competency Builders* are included to help identify the knowledge, skills and attitudes counselors need to perform each competency. These *Competencies* and *Competency Builders* are designed to be the basis for curriculum development to ensure subject matter expert input that is relative and meaningful to the program. These *Competencies* are intended to include all basic, necessary skills for this job function, but may be supplemented with additional competencies as faculty and advisory committee members see the need to do so.

Key Terms:

Competency—an observable and measurable behavior that has a definite beginning and end; can be performed within a limited amount of time; consists of two or more competency builders; and leads to a product, service, or decision.

Competency Builders—the skills, knowledge, and attitudes (written in measurable terms) needed to perform a given competency.

Entry Level—position of employment that requires no previous experience, but may require some training and/or specific skills, knowledge, or attitudes.

ACAP Units

Unit 1: Counseling

Unit 2: Record Keeping

Unit 3: Professional and Ethical Responsibilities

Unit 4: Crisis Prevention and Management

Unit 5: Wellness and Special Programs

ACAP: Counselor

Unit 1 Counseling

Competency 1.1 Support at-risk students in their growth and development through exploration of a concern or situation

Competency Builders:

- 1.1.1 Apply counseling theories and techniques to assist students identified as at-risk in identifying goals and exploring solutions.
- 1.1.2 Educate at-risk students on wellness topics including but not limited to risk prevention, substance use, anxiety etc.
- 1.1.3 Educate and empower at-risk students regarding their role in the counseling process
- 1.1.4 Implement behavior intervention strategies in collaboration with the at-risk students
- 1.1.5 Administer relevant assessments to support at-risk students including drug and alcohol use screening, depression screening, anxiety screening and domestic violence screening.
- 1.1.6 Interpret relevant assessments to support at-risk students including drug and alcohol use screening, depression screening, anxiety screening and domestic violence screening.
- 1.1.7 Assess at-risk students' progress towards counseling goals
- 1.1.8 Monitor at-risk students' progress towards counseling goals
- 1.1.9 Identify strengths and resources of at-risk students as well as the social, political, economic, and cultural factors that affect the at-risk students' counseling concerns
- 1.1.10 Support counseling work with at-risk students who self-disclose as having a mental health diagnosis and/or documented disability

Competency 1.2 Provide academic counseling for at-risk students

Competency Builders:

- 1.2.1 Apply professional counseling and student development theories and techniques to support at-risk students (e.g. Case management, outreach, early intervention, etc.)
- 1.2.2 Counsel at-risk students on educational goals including graduation, transfer, and/or entering the workforce
- 1.2.3 Assist at-risk students with evaluating and interpreting information about college and other postsecondary education options to inform the decision-making process

- 1.2.4 Guide at-risk students on college academic policies and procedures (e.g. rights and responsibilities, review and appeal processes, academic standing)
- 1.2.5 Advocate for the at-risk student through academic procedures (e.g. review and appeal processes, etc.)
- 1.2.6 Educate at-risk students on academic success strategies and stress management strategies (e.g. Time management, test anxiety, coping strategies, etc.)
- 1.2.7 Engage at-risk students actively using outreach and referral systems
- 1.2.8 Administer academic behavior intervention strategies with at-risk students
- 1.2.9 Collaborate with at-risk students to develop behavior intervention plans to address academic concerns
- 1.2.10 Case manage at-risk students with unexpected academic terminations
- 1.2.11 Coordinate services for students re-entering college within a planned framework for transitional actions (e.g. financial aid appeals and reviews, medical withdrawals, community referrals and suspension)
- 1.2.12 Coach at-risk students in self advocacy and navigation of higher education systems and concepts including areas of study, enrollment and resource identification through the framework of psychoeducation

Competency 1.3 Apply career development theories and techniques to help at-risk students select a career and/or an area of study

Competency Builders:

- 1.3.1 Collaborate with at-risk students in exploring and identifying educational and career goals such as declaring a major, managing career related stressors, and transitioning career pathways
- 1.3.2 Administer appropriate career assessments
- 1.3.3 Interpret career assessments such as Strong Interest Inventory and MBTI for at-risk students with the appropriate limitations and cautions
- 1.3.4 Guide at-risk students in applying career assessment results to career pathways
- 1.3.5 Educate at-risk students on job seeking strategies and other career development related tasks
- 1.3.6 Connect at-risk students to labor market resources that provide information about job tasks, salaries, requirements and future outlooks related for different career pathways
- 1.3.7 Maintain knowledge and skills considered essential in understanding current resources and technology in career counseling and career development
- 1.3.8 Use professional counseling techniques to assist students experiencing stressors related to their career development and/or career related goals

- 1.3.9 Assist students in identifying coping strategies for managing stressors related to their career development and/or career related goals

Competency 1.4 Coordinate and consult with ACC faculty and staff to support at-risk students

Competency Builders:

- 1.4.1 Use consultation theories, strategies, and models to establish productive consultative relationship with faculty and staff on topics including classroom management, disciplinary referrals, and student health and safety concerns
- 1.4.2 Maintain collaborative relationships with faculty and staff (including but not limited to: advising, veterans resource center, support center, student accessibility services, etc.) in case management efforts with at-risk students
- 1.4.3 Mediate between faculty/staff and at-risk students
- 1.4.4 Refer at-risk students to appropriate college resources and staff on campus
- 1.4.5 Collaborate with the behavioral intervention team to create and maintain a safe and effective educational environment

Competency 1.5 Utilize community resources to enhance student wellness

Competency Builders:

- 1.5.1 Develop and maintain collaborative relationships with community resources for the purposes of consultation and referral for at-risk students
- 1.5.2 Adhere to applicable laws, regulations and agency policies governing procedures related to the protection of the student's confidentiality when referring or consulting with community resources
- 1.5.3 Educate at-risk students in utilizing the support systems and community resources available
- 1.5.4 Match at-risk students to community resources using best practices referral process, as needed
- 1.5.5 Identify needs that on campus counseling services cannot meet
- 1.5.6 Explain rationale for referral process to at-risk Students

Competency 1.6 Apply cultural competencies in support of at-risk students

Competency Builders:

- 1.6.1 Employ sensitivity to the unique social, cultural, and economic circumstances of students and their racial/ethnic, gender, gender identity, sexual orientation, age, physical, and learning differences etc.
- 1.6.2 Individualize counseling for at-risk Students in accordance with cultural diversity that incorporates knowledge of multicultural attitudes, beliefs, skills and values

- 1.6.3 Facilitate informed response to the cultural diversity and unique needs of at-risk students in the counseling setting
- 1.6.4 Advocate for at-risk students experiencing marginalization related to cultural differences by intervening with, and on behalf, of students at the intrapersonal, interpersonal, institutional, community, public policy, and global levels
- 1.6.5 Increase understanding of how diverse worldviews, assumptions, attitudes, values, beliefs, biases, social identities, social group statuses, and experiences with power, privilege, and oppression influence at-risk students' college experiences

Unit 2 Record Keeping

Competency 2.1 Maintain student records

Competency Builders:

- 2.1.1 Document and store clinical and educational notes appropriately in accordance with professional ethics
- 2.1.2 Use electronic documentation systems in accordance with legal requirements
- 2.1.3 Protect confidentiality of student records (e.g. assessments, interventions, progress notes, and other student related data)
- 2.1.4 Maintain student records in accordance to college policies

Competency 2.2 Prepare reports

Competency Builders:

- 2.2.1 Prepare reports using supporting documentation
- 2.2.2 File documentation in accordance with professional requirements
- 2.2.3 Utilize relevant research when writing reports

Unit 3 Professional and Ethical Responsibilities

Competency 3.1 Adhere to professional codes of ethics

Competency Builders:

- 3.1.1 Observe federal, state, agency and professional codes of ethics for counseling professions
- 3.1.2 Respect students' rights and responsibilities

- 3.1.3 Establish and maintain appropriate professional boundaries as counseling professionals
- 3.1.4 Abide by professional best standards and scope of practice for counseling
- 3.1.5 Recognize situations in which ethics, laws, professional liability, and standards of practice apply
- 3.1.6 Take appropriate action when ethical and legal dilemmas emerge and address alleged ethical violations appropriately
- 3.1.7 Inform at-risk students and legal guardians of limitations to confidentiality and parameters of mandatory reporting

Competency 3.2 Maintain knowledge of current research and applying best practices

Competency Builders:

- 3.2.1 Read and follow current professional counseling research and practices
- 3.2.2 Incorporate professional knowledge and research findings with counseling practices
- 3.2.3 Participate in local, state and national counseling organizations
- 3.2.4 Conduct outcomes research on counseling related programs for at-risk students

Competency 3.3 Conduct self-evaluations of professional performance

Competency Builders:

- 3.3.1 Develop professional goals and objectives
- 3.3.2 Use self-assessment tools for personal and professional growth
- 3.3.3 Elicit and apply feedback from colleagues and supervisors
- 3.3.4 Apply knowledge of professional counseling competencies to self-evaluations

Competency 3.4 Participate in ongoing personal and professional improvement

Competency Builders:

- 3.4.1 Assess training needs in counseling at-risk students
- 3.4.2 Select and participate in appropriate training programs to inform counseling work with at-risk students
- 3.4.3 Use consultation and supervision as an enhancement to professional growth in counseling at-risk students
- 3.4.4 Maintain and model self-care according to best practices discussed in current counseling profession research

Unit 4 Crisis Prevention and Management

Competency 4.1 Administer crisis assessment

Competency Builders:

- 4.1.1 Determine whether imminent harm to self or others exists using best practices
- 4.1.2 Assess students' current situation for crisis needs using professional counseling techniques
- 4.1.3 Identify student's primary concern(s) related to emotional distress
- 4.1.4 Identify signs of suicide ideation and behaviors as well as risk factors for suicide
- 4.1.5 Identify signs of homicidal ideation and behaviors as well as risk factors for homicide
- 4.1.6 Use professional counseling judgment to determine when to contact and collaborate with emergency services
- 4.1.7 Identify protective factors to be considered when developing a wellness plan for the crisis situation
- 4.1.8 Select appropriate psychological tool for crisis assessment

Competency 4.2 Provide Crisis Intervention

Competency Builders:

- 4.2.1 Educate student on current crisis situation and the features crisis management (e.g. limits of confidentiality, suicide ideation assessment, etc.)
- 4.2.2 Collaborate with students in developing and using coping skills for immediate crisis
- 4.2.3 Guide students through next action steps related to crisis assessment and management
- 4.2.4 Partner with student to develop safety and wellness plan
- 4.2.5 Collaborate with other mental health professionals to serve students in crisis
- 4.2.6 Protect students' psychological and physical safety using professional counseling techniques and referral process
- 4.2.7 Make emergency services referral for students when necessary and follow up with appropriate communication with necessary college personnel regarding emergency referral
- 4.2.8 Employ counseling strategies to follow up with students in crisis, monitor their progress towards wellness and make referrals to behavioral intervention team and other aftercare resources

Competency 4.3 Engage in Crisis Prevention

Competency Builders:

- 4.3.1 Develop crisis prevention outreach programs on campus using current crisis prevention research
- 4.3.2 Conduct needs assessment for specific types of student risks on campus

- 4.3.3 Develop psychoeducational literature and resources addressing student risks and crisis prevention for students, faculty and staff
- 4.3.4 Provide ongoing professional training and consultation on topics related to crisis prevention and crisis management for students, faculty and staff

Unit 5 Wellness and Special Programs

Competency 5.1 Implement special programs

Competency Builders:

- 5.1.1 Develop prevention programs in compliance with State and Federal directives such as VAWA (Violence Against Women Act), Drug and Alcohol Risk Assessment and Prevention, Suicide Risk Prevention, etc.
- 5.1.2 Provide counseling support for at-risk students referred by special programs using counseling theories and professional counseling techniques in accordance to best practices

Competency 5.2 Connect at-risk students with wellness resources

Competency Builders:

- 5.2.1 Conduct wellness needs assessment for at-risk students
- 5.2.2 Plan and organize outreach programs to address wellness topics with at-risk students
- 5.2.3 Collaborate with college and community partners on connecting at-risk Students to wellness resources available
- 5.2.4 Integrate knowledge of wellness development theories to counseling work with at-risk Students

Competency 5.3 Provide psychoeducational workshops and resources for students, faculty and staff

Competency Builders:

- 5.3.1 Develop psychoeducation curriculum materials for counseling related topics (e.g. emotions management, study skills, managing transitions, relationship stressors, etc.) as they relate to supporting at-risk students on campus
- 5.3.2 Conduct psychoeducation workshops for classrooms and student organizations related to at-risk student needs, such as testing anxiety, coping strategies and learning styles
- 5.3.3 Provide at-risk students opportunities to participate in psychoeducational groups and conduct psychoeducational groups for students according to best practices in group counseling

- 5.3.4 Provide consultation for faculty and staff on psychoeducation topics as they relate to case managing at-risk students
- 5.3.5 Train faculty and staff on professional development topics related to supporting at-risk Students, such as referral making, conflict resolution and special population needs
- 5.3.6 Provide instructional resources and curriculum materials related to psychoeducational topics such as career assessments, personality, psychology, and stress management to instructional faculty

Glossary

ACAP—*Austin Competency Analysis Profile*—a well-established job analysis process unique to Austin Community College involving academic, business, industry, labor, and community agency representatives from throughout the Austin area.

Competency—an observable and measurable behavior that has a definite beginning and end; can be performed within a limited amount of time; consists of two or more competency builders; and leads to a product, service, or decision.

Competency Builders—the skills, knowledge, and attitudes (written in measurable terms) needed to perform a given competency.

Core Competencies—the essential occupational and academic competencies needed to enter and remain in a given occupation.

Entry Level—refers to the requirements necessary for someone entering into the occupation (without previous on the job experience).

SME—*Subject Matter Expert*—incumbent worker in a given occupation that is knowledgeable about the job.

Target Job Titles—titles that may be assigned to the types of jobs aligned with an ACAP. Possible titles of jobs for which advisors would qualify with certificates or degrees in the programs based on an ACAP.

References

Austin Community College Human Resources: Job Descriptions

http://www5.austincc.edu/ehire/jobdesc/public_jobdesc.php?titleid=250654

ONet Online Job Description Mental Health Counselor

<http://www.onetonline.org/link/summary/21-1014.00>

Council for Accreditation of Counseling & Related Educational Programs

<http://www.cacrep.org/wp-content/uploads/2013/12/2009-Standards.pdf>

National Board for Certified Counselors

<http://www.nbcc.org/Assets/NBCC%20Job%20Analysis%20for%20the%20NCC.pdf>

American Counseling Association

<https://www.counseling.org>

American Psychological Association

<http://www.apa.org>

American Association for Marriage and Family Therapy

<http://www.aamft.org>

National Association of Social Workers

<http://www.socialworkers.org>

Evidenced Based Practice Network

<http://www.evidencebasedpracticenetwork.net/Pages/default.aspx>

Verywell

<https://www.verywell.com/what-is-crisis-counseling-2795060>