

# Leeward Community College

## 2014 Annual Report of Instructional Program Data

### Substance Abuse Counseling



The last comprehensive review for this program was on **2013**, and can be viewed at:

<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/View/Collection-2965>

## Program Description

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### Program Description, Goals, and Mission

Enrollment in the Certificate of Competence in Substance Abuse Counseling Program (COSAC) will offer the candidate opportunities for developing the knowledge, and skills outlined by the International Certification and Reciprocity Consortium (IC&RC), which governs Hawai'i State Certification. The Certificate of Competence fulfills the substance abuse specific education requirement for State of Hawai'i certification and satisfies a portion of the experiential hours with time in practicum. This program offers education and practical training in the Twelve Core Functions of substance abuse counseling, the foundation for the profession, and much of the content focus of the Hawai'i State Certification Exam for Certification of Substance Abuse Counselors, the CSAC.

This program serves many individual's educational needs. First, it offers opportunities to those learners who currently have *no* AA Degree but seek only a certificate with the short-term goal of entering the work world. A large percentage of our learners are non-declared COSAC program majors who take all their elective courses in the COSAC program while pursuing their AA degree, or on some occasions, their BA at West Oahu. The third cohort includes entrants who already have their BAs, or MAs and who wish to pursue a specialization in substance abuse counseling. The COSAC program offers professionals working in the fields of psychology, social work, criminal justice, education, or nursing, an education about substance abuse and addicts. They continuously confront such issues within the high-risk populations with whom they work. The fourth type of learner who takes individual courses in our program is the learner, who while majoring in Liberal Arts, eventually wishes to major in psychology or social work and enrolls in the counseling courses to complement those taken in psychology and sociology. These learners are not generally interested in specializing in substance abuse counseling however do wish to secure practical experience with group facilitation and the development of micro-skills expected of counselors. The curriculum has also been honed to support the learner to prepare for the Alcohol and Drug Abuse Division (ADAD) Certification exam, which graduates take after securing the requisite experiential hours in the field.

Learners in the program are introduced to various theories of counseling and substance abuse intervention with a strong emphasis on hands on skills training that involves interviewing and group facilitation. The 12 Core Functions of the substance abuse counselor, which are considered necessary to know and employ to function as an effective substance abuse counselor, are incorporated throughout the curriculum. Upon completion of the prerequisite, HSER 100 course and the four clinical courses learners begin a rich learning opportunity in which they intern at a substance abuse treatment facility for 16 hours a week during their second year. The program's

270 credit hours fulfill the Department of Health, Alcohol, and Drug Abuse Division (ADAD) education requirements in the areas of counseling and substance abuse knowledge and skill development.

## Part I. Quantitative Indicators

### Overall Program Health: **Healthy**

Majors Included: SUBS Program CIP: 51.1501

Demand Indicators		Program Year			Demand Health Call
		11-12	12-13	13-14	
1	New & Replacement Positions (State)	33	33	20	<b>Healthy</b>
2	*New & Replacement Positions (County Prorated)	20	19	15	
3	*Number of Majors	34.5	35	32	
3a	Number of Majors Native Hawaiian	18	18	13	
3b	Fall Full-Time	23%	6%	18%	
3c	Fall Part-Time	77%	94%	82%	
3d	Fall Part-Time who are Full-Time in System	0%	0%	0%	
3e	Spring Full-Time	6%	14%	13%	
3f	Spring Part-Time	94%	86%	87%	
3g	Spring Part-Time who are Full-Time in System	0%	0%	0%	
4	SSH Program Majors in Program Classes	381	297	228	
5	SSH Non-Majors in Program Classes	762	801	705	
6	SSH in All Program Classes	1,143	1,098	933	
7	FTE Enrollment in Program Classes	38	37	31	
8	Total Number of Classes Taught	24	26	18	

Efficiency Indicators		Program Year			Efficiency Health Call
		11-12	12-13	13-14	
9	Average Class Size	15.9	14.1	17.3	<b>Healthy</b>
10	*Fill Rate	89.8%	84.1%	100%	
11	FTE BOR Appointed Faculty	1	1	1	
12	*Majors to FTE BOR Appointed Faculty	34.5	35	32	
13	Majors to Analytic FTE Faculty	12.9	12.1	16	
13a	Analytic FTE Faculty	2.7	2.9	2	
14	Overall Program Budget Allocation	\$152,700	\$168,561	\$139,170	
14a	General Funded Budget Allocation	\$129,966	\$140,553	\$82,212	
14b	Special/Federal Budget Allocation	\$22,734	\$28,008	\$0	
14c	Tuition and Fees	\$0	\$0	\$56,958	
15	Cost per SSH	\$134	\$154	\$149	
16	Number of Low-Enrolled (<10) Classes	1	5	0	

\*Data element used in health call calculation

Last Updated: January 25, 2015

Effectiveness Indicators		Program Year			Effectiveness Health Call
		11-12	12-13	13-14	

**Cautionary**

17	Successful Completion (Equivalent C or Higher)	87%	86%	90%
18	Withdrawals (Grade = W)	18	18	9
19	*Persistence Fall to Spring	60%	65.7%	51.5%
19a	Persistence Fall to Fall		17.1%	15.1%
20	*Unduplicated Degrees/Certificates Awarded	23	19	21
20a	Degrees Awarded	0	0	0
20b	Certificates of Achievement Awarded	0	0	0
20c	Advanced Professional Certificates Awarded	0	0	0
20d	Other Certificates Awarded	23	19	21
21	External Licensing Exams Passed	Not Reported	Not Reported	Not Reported
22	Transfers to UH 4-yr	3	1	2
22a	Transfers with credential from program	0	0	0
22b	Transfers without credential from program	3	1	2

Distance Education: Completely On-line Classes		Program Year		
		11-12	12-13	13-14
23	Number of Distance Education Classes Taught	0	0	0
24	Enrollments Distance Education Classes	N/A	N/A	N/A
25	Fill Rate	N/A	N/A	N/A
26	Successful Completion (Equivalent C or Higher)	N/A	N/A	N/A
27	Withdrawals (Grade = W)	N/A	N/A	N/A
28	Persistence (Fall to Spring Not Limited to Distance Education)	N/A	N/A	N/A

Perkins IV Core Indicators 2012-2013		Goal	Actual	Met
29	1P1 Technical Skills Attainment	90.00	100.00	Met
30	2P1 Completion	55.00	31.25	Not Met
31	3P1 Student Retention or Transfer	74.50	58.82	Not Met
32	4P1 Student Placement	65.00	72.73	Met
33	5P1 Nontraditional Participation	N/A	N/A	N/A
34	5P2 Nontraditional Completion	N/A	N/A	N/A

Performance Funding		Program Year		
		11-12	12-13	13-14
35	Number of Degrees and Certificates		0	0
36	Number of Degrees and Certificates Native Hawaiian		0	0
37	Number of Degrees and Certificates STEM		0	0
38	Number of Pell Recipients		25	17
39	Number of Transfers to UH 4-yr		1	2

\*Data element used in health call calculation

Last Updated: January 25, 2015

## Part II. Analysis of the Program

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### Program Demand

#### Career Outlook

The projected number of new substance abuse counselor (SAC) positions on Oahu each year always appears to be much lower than it may actually be. The low number may be due to the researchers limited count of only Certified Substance Abuse Counselor (CSAC) positions. The researchers may not count other human service positions in which non-certified substance abuse counselors are hired and for which our learners may apply once they graduate. The number of new positions forecasted last year was only 15, which is down four from 20 the previous year.

The field of substance abuse counseling Hawaii labor projections for 2012-2022 noted a 20% increase in available jobs, a larger increase than for other human service areas and many other careers (<https://www.hiwi.org/gsipub/index.asp?docid=42>). The career projection in the field of substance abuse counseling is thought to be on the increase due to the changes brought about by the Affordable Care Act that favors treatment versus incarceration and offers higher levels of access due to increased numbers of insured. Nationally the projections over the period 2012-2022 note an increase of 31% (<http://www.bls.gov/news.release/ecopro.t04.htm>).

#### Challenges to Tracking the Number of Majors in the COSAC Program

The number of learners actually going through the SUBS program is always much larger than the official annual count of declared SUBS majors. Learners in the program are advised to declare themselves to be LBRT majors if they intend to earn an AA or BA, which provides a financial advantage and they fulfill all their elective credits by completing the COSAC program. In past years, we have tracked learners who are not registered as SUBS majors. That supplemental data have suggested that our actual program demand is much higher than the numbers suggest.

#### Program Majors

The number of declared majors has declined slightly from 35 last year to 32. The ratio of declared majors to available positions in the community this year was 32 to 15, or a 2.13 ratio, and thus the demand was considered **Healthy**.

#### Native Hawaiians

Even though the WHA program ended in 2013, which was comprised entirely of Native Hawaiians, it appears that the number of Hawaiian learners that attend the program has remained fairly high with only a decline of 5 from the last two years of 18 in both 2011 through 2013, to 13 in 2013-2014. The consistent high percentage of Hawaiian learners in our program supports one of the UH system's strategic goals.

#### SSH Majors

The total SSHs in all classes took a huge leap in 2010-2011, from a low of 645 in 2009-10 to a high of 1,143 in 2012-13—a 57% increase. There was a high of 381 declared Program Majors, a large increase due in part to the Waianae Health Academy's (WHA) CCSAC program, which for about three years added to our numbers. The current lower number of declared majors of 228 is an expected decrease. All of the entrants in the WHA program were listed as majors, unlike the Leeward population who quite frequently register as LBRT majors. Since the WHA grant ended in 2013, although the *total* SSH hours has decreased to 933, it is still a rather robust number of people taking our program courses and suggesting a much higher number of actual majors.

## Program Efficiency

### Average Class Size

The program has experienced an increase in the average fill rate with an improvement of about three additional people than the previous year. In 2011-2012, the average was 15.9, whereas in 2012-2013 it dipped to 14.1. This year we climbed up to 17.3, which is quite high for a program full of applied courses with caps at 16 learners in most classes.

### Fill Rate

The fill rate increased from the lower fill rate of 84.1% last year, when the WHA was ending, to a 100% fill rate in 2013-14. In the years prior to the establishment of the WHA, CCSAC program we had one of the highest course fill rates on campus: typically 100%. The fill rate began to decline in 2010-2011 to 82%, because the WHA grant mandated an increase in the maximum course enrollment from 16 to 20. WHA has been unable to achieve this level of enrollment (which for clinical courses is considered too high for proper supervision and feedback). With completion of the WHA program, our fill numbers climbed back to its more common 100% rate. This **Efficiency** measure is **Healthy**.

### Majors/FTE (BOR appointed)/Faculty

With one FTE BOR Appointed Faculty, our Majors to FTE Faculty ratio remain a **Healthy** 32 to 1 ratio.G

## Program Effectiveness

### Successful Completion (Equivalent C or Higher)

It appears that the program has had an increased number of learners successfully completing the majority of courses with a 4-percentage point increase from the previous year. In 2011-2012, we were at 87%, in 2012-2013, at 86% and this past year, 90%. These represent **Healthy** numbers of course completers.

### Unduplicated Degrees/Certificates Awarded

There was a high of 23 certificates received in 2011-12, when WHA still existed that dropped by four in 2012-13 to 19 but climbed back to 21 this past year. With a higher number of certificates awarded this year, we increased the matriculation to a **Healthy** 66% of graduates from the program receiving their certificates.

### Withdrawals

The number of withdrawals steeply declined this past year from being a high of 18 from 2011 through 2013 to a low of 9 in 2013-2014.

### Number of Certificates Earned/Number of Replacement Positions

The 21 certificates earned divided by 15 replacement positions equals 1.4 and falls within the .75-1.5 range for a **Healthy** rating.

### Persistence (fall to spring)

Last year's persistence rate of 65.7% was six percentage points higher than in 2011-12 fell into the 60%-74% range and considered **Cautionary**. This past year, the rate fell by 14 percentage points to 51.5% and fell into the **Unhealthy** range. However, this measure only tracks declared majors and the system's reported number constitutes probably only about 50% of the learners taking program classes who are undeclared majors. The persistence measure would be higher if all learners identified and tracked by their cohort (entry date) as they move through the two-year program. The program meets the criteria for being overall **Healthy**.

## Perkins Data

We met two of the four Perkins benchmarks this past year. The benchmark for 2P1 Completion was not met. Only 45.45% of the concentrators the previous year left our program with a certificate, closer to the desired goal than this year's number of 31.25. The past two years, the number of people graduating who were just SUBS majors (the WHA graduates) and not attempting to attain their AA may have influenced the higher matriculation in previous years, albeit still not meeting the goal, but this began to taper off in 2012-13 with the last graduates.

SUBS learners are also encouraged to pursue further education rather than securing employment directly upon graduation unless they already have AAs, BAs, or MAs. When learners who earn a certificate continue taking courses in the fall, this would also lower the ratio of completers.

The other Perkins criterion that was not met was the 3P1 Student Retention or Transfer measure. The Perkins goal was 75.21, which we missed by quite a lot, 58.82. With the graduation of the last WHA completers in 2013, who had no plans to continue their education, this may have lowered our numbers when compared to previous classes where graduates chose to further their education. In the 2013 graduating class at Leeward, of the nine who received their certificates, one transferred to Oregon to continue her education, two already had BAs with no plans to secure MAs. Two people found employment in the field and the other three graduates continued their study to secure their AA degree.

In reviewing the data from the other similar COSAC program situated on the Big Island at Hawaii CC, it became apparent that the Leeward program is faring much better than they are in many measures. They received an overall **Cautionary** status and fell short with an Unhealthy rating in Efficiency and a Cautionary rating in Effectiveness. They also had difficulty meeting the same two Perkins markers but in addition fell short in another one, Student Placement.

One of the program's strengths is that it functions as a cohort/learning community, which tends to encourage retention, learner persistence, and graduation. Last summer 2013 saw the last of the WHA graduates. It would be 2013-2014, which would offer the first look at how this loss might affect the health of the Leeward COSAC program. In spite of the drop in numbers, the program for the most part has fared quite well this year. The program did not suffer the expected dramatic losses. The graduation number only went down four people from the previous year.

## Previous Action Plan

For the past two years, the **Persistence** measure that tracked declared majors resulted in a cautionary call, however this year it dropped further to an unhealthy level. Last year I made a concerted effort to meet one-on-one with high-risk learners who are living complex lives, often struggling with multiple material stressors as well as emotional challenges and on the brink of exiting college. I would follow up quickly when multiple absences began to occur and encouraged the three other lecturers to follow-up if attendance wavers for any of their learners. I met with many to discuss long-term career plans and to develop a future focus. I offered information to increase resiliency. The program did lose a few of the majors, but the intrusive intervention seems to have led to a healthy number of non-declared majors finishing the capstone course and graduating.

In conjunction with the Advisory Committee, the student learning outcomes (SLOs) from the programs' seven courses were reviewed, rewritten, and divided into new SLOs according to the categories of Knowledge, Skills, and Attitudes. Some course descriptions and slight changes in a couple course titles were also made.

## Part III. Action Plan

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### Data for Action Planning

I will be continuing to collect and **exit interview satisfaction** data from graduates completing the program. In addition, I will be including an exit survey that inquires about graduates' future pursuits, educational aspirations,

and commitments to transfer to a degree program, finish their AA degree, or secure a job, etc. This data may offer insights as to why the percentage of graduates transferring or continuing with their AA study remains low. The **entrance survey** that was instituted to collect data about who our newcomers are will be continued. This data offers information about what they arrive with, how many entrants are working full time, their educational plans beyond the certificate, and more. This material assists with targeted academic advising sessions.

### **Entry Survey**

I have also created a brief entry survey to collect data about the learners' degrees that they already have when they arrive. This provides me with supplemental data about their level of education and their plans, such as who plans to transfer to other educational programs in and outside of the UH system. This year, spring and fall 2014, a lower number of entrants were polled. The Leeward Wai'nae group was mistakenly left out, but if included would have increased the count of 22 by about 12-14. Of this number, 32% have registered as COSAC Majors, 24% as Liberal Arts, majors, 16% registered for both, and another 28% who did not provide an answer. Of the 60% who do not yet have their AA, only 20% indicated they were *not* planning to complete their AA degree. Forty percent of this group already has a degree. Twenty percent of this group has their AA and another 27% had their BAs. Knowing the background of my learners assists in supporting their academic plans and encouraging them to go further than they sometimes feel that they can go.

### **Exit Survey Data**

When I began this survey two years ago only 8% of the graduates had entered the program with degrees, evenly split between AAs and BAs. The second year 44% had degrees, again, evenly split between BAs and AA's. In 2012-2013 of the 66% of learners who did not have their AA degrees, 80% indicated they had plans to complete it. This number increased from the previous 2011-2012 year when only 65% planned to complete their AA degree. This past year, 2013-2014 only 16% choose not to continue their education. Of the rest, the 80% were either in a BA program, had plans to transfer into one once they completed their AAs, and all of them wished to pursue a Masters in the future.

Collecting this kind of exit data allows me, in a manner, to fill in the gaps seen in the system data that tracks only declared majors, which skew all the other statistics attempting to describe the COSAC, even the transfer numbers. There is also an assumption that no one entering this program has advanced degrees and suggests that those not continuing with their education or transferring into another degree program just have a certificate. Conducting this exit survey supports the campus initiative toward promoting data-driven planning and decision-making.

### **Satisfaction Exit Survey**

To complete the data collection cycle, an anonymous Graduate Satisfaction Exit Survey for outgoing graduates, was administered for the third time this year. The first of two sections assessed how prepared they felt entering the practicum. Students responded to seven questions in this section with ratings of 1 ("Minimally Prepared") to 4 and 5 ("Well Prepared"). With a 100% survey return rate, 94%, up from 89% the previous year, felt that they had been "Well Prepared" in the seven areas covered in the on-campus courses that primed them for entering practicum. The four questions in the second section covered how well the interns felt prepared post-practicum for securing a position in the field. To the four questions, 99% up from 95% the previous year responded that they felt "Well Prepared". These consistently high numbers of satisfied graduates allows me to feel immensely pleased with the education this program is providing.

### **Future Action Plan**

Entrance and Exit surveys done with Leeward COSAC majors—a practice begun two years ago—will be continued next year and continue to be used as supplemental data to understand what the learners come into the program with and where they are going upon graduation. I will continue administering an entry survey to first-year entrants; continue to collect anonymous satisfaction exit interview data and evaluate the feedback, looking for information that could be used to guide changes in the classroom or at the practicum sites.

I believe that individualized academic and high-risk learner sessions that I instituted in the past years has encouraged learners to stay in the program and in the first year of the program think more about completing their AAs or transferring into a BA or an MA program. I will continue the individualized attention in hopes that it will positively continue to affect persistence, retention, and completion. I will also manually be collecting Change of Majors forms where I have the learners who are not registered as SUBS majors add it as a second program. Perhaps this will provide a means for accurately tracking the correct number of program majors and the persistence levels and transfer might show improvement. The danger is that the Demand could then probably become Cautionary due to the narrow count of New Positions on Oahu.

## Part IV. Resource Implications

The program Coordinator is the only FTE BOR faculty member to oversee the program, juggle all of the program responsibilities, and advise 40-50 learners. The Coordinator could really utilize a dedicated 20 hour/week student assistant who could offer support toward fulfilling the secretarial demands of data extrapolation involved in the three surveys. The collation of the research and the other secretarial demands are very time consuming. If I had a regular student assistant I could engage more with the learners and practicum agencies versus spending so much of my time embroiled in menial activities.

## Program Student Learning Outcomes

For the 2013-2014 program year, some or all of the following P-SLOs were reviewed by the program:

Assessed this year?		Program Student Learning Outcomes
<b>1</b>	<input checked="" type="checkbox"/> Yes	Recognize the medical, societal, psychological, and family affects of abuse and addiction with regard to alcohol and other drugs
<b>2</b>	<input type="checkbox"/> No	Identify Hawai'i's prevention/intervention and treatment system, its strengths and limitations
<b>3</b>	<input type="checkbox"/> No	Develop an awareness of issues and other personal values/biases that might impact one's effectiveness as a substance abuse counselor
<b>4</b>	<input checked="" type="checkbox"/> Yes	Demonstrate knowledge and application of the Twelve Core Functions engaged by the alcohol and drug abuse counselor, and know how these functions apply to the continuum of care

Assessed this year?		Program Student Learning Outcomes
5	<input checked="" type="checkbox"/> Yes	Demonstrate an ability to do an effective biopsychosocial assessment and display a basic knowledge of counseling approaches used with individuals and groups
6	<input type="checkbox"/> No	Identify the ethical and legal issues that confront the counseling professional, and abide by them when in the field
7	<input type="checkbox"/> No	Distinguish the stages of the treatment process, including aftercare, relapse prevention, and the issues relevant to their clients involved in each stage of intervention
8	<input checked="" type="checkbox"/> Yes	Display attending, active listening, and other counseling skills in their work with individuals and groups

## A) Evidence of Industry Validation

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The learners in the COSAC program receive education and skill development as well as a practicum experience in an addiction treatment facility to support their eventual goal of passing the State Certification Exam for Substance Abuse Counselors. They may sit for the exam after they secure the 6000 requisite experiential hours in the 12 Core Functions utilized by a Substance Abuse Counselor. They receive 2450 hours toward their experiential hours by completing the program and the practicum semesters. They must secure 20 direct contact hours in each of the 12 Core Functions, as required by the DOH Alcohol and Drug Addiction Division (ADAD). We attempt to create the practicum experience so that this becomes possible for them to attain before they graduate from the program.

## B) Expected Level Achievement

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P-SLOs are met throughout the curriculum during the course of the two-year program but especially in the two-practicum capstone courses in their second year. Practicum is often the place where if an intern does not demonstrate the knowledge or skills necessary for becoming a counselor, it becomes evident in the field placement as well as in the quality of assignments in the practicum seminar. There are three main assignments that tie everything together in the seminars, the ADAD Written Case Description, and a 12 Core Function Oral Presentation as well as the log of their experiences while at practicum and their reflection on strengths and challenge areas over the two semesters in practicum. In order to pass these assignments they need above a 70% score on each one.

In their practicum site, they are assessed when applying the 12 Core Functions, for their professional demeanor, ethical interactions with clients, etc. They are awarded a recommended grade by their practicum supervisor and must pass each of the series of areas with at least a score of 70%.

## C) Courses Assessed

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I assessed the Practicum Seminar capstone course, HSER 294 taken in the second year. The focus on this course and the 295 course establishes whether learners' acquired the knowledge and skills in the clinical courses, and most clearly demonstrates how well the upcoming graduates can apply their knowledge and skills while in the field. Almost all program courses during fall-spring 2013-2014 assessed at least one SLO. I committed this past year 2013-2014 to assess the SLO-C) Practice screening, intake, and assessment activities while in the practicum.

## D) Assessment Strategy/Instrument

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A learning contract that the practicum supervisor must complete and provide evaluation on the 12 Core Functions, three of which are, Screening, Intake, and Assessment, was submitted for review.

## E) Results of Program Assessment

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Measure 1: Practice screening, intake and assessment activities while in practicum while under observation

Measure 1 Type: Direct

Measure 1 Criteria for success (i.e. Acceptable = X on a scale of A-Z) Assessment of skills by supervisors while on site at the treatment center. Success is indicated if they receive at least a 70% passing in each of the areas of screening, intake, and assessment.

Students included in this measure 1 assessment: All Students

Rationale for Measure 1 sample and sample size (i.e. Out of a total of X students, % assessed)

Measure 1- Number of Students Assessed: 14

Measure 1-Number of students scoring acceptable or better: 12

Measure 1 Results:

<b>ASSESSMENT RESULTS – HSER 294 Fall 2013 - SLO C Screening, Intake and Assessment Activities</b>			
<b>Exceeds 100-80% A and B</b>	<b>Meets 79-70% C</b>	<b>Needs Improvement 69-60% D</b>	<b>Insufficient Progress 50% -&gt; F</b>
<b>14 learners 7 at 90% and above 5 at 80% and above.</b>			2 (dropped due to health issues with self and parent)

**Assessment Plan Information**

Met

The outcome was:

All but two learners met the criteria for success at a rating of at least 70% in each of the three skills, thus having met the SLO due to effectively demonstrating the skills of screening, intake, and assessment. The two that received Fs on the assignment had to drop out of the program due to health issues thus not completing the assignment.

Further Action Planned

**Recommendations**

Based on the results and analysis, what recommendations will be made to better achieve the desired outcome?

Although the learners who remained in the course all met, the criteria for success there are still some additional improvements I will make in the fall 2014 course to strengthen learner comprehension. In the 294 1.class, I will have the learners continue to introduce each of the core functions but especially focus on the assessment part, as that is generally the most difficult of the three skills to master. I will also secure some films on assessment decision making to show and discuss in class.

**Action Plan****Assessment Changes**

Restructure Outcome Statement

Revise Measurement Tool

Collect and Analyze Additional  
Data and Information

Planned Changes

Revise Curriculum

Planned Changes

Other

Describe Changes

I plan to offer additional attention to the assessment process with demonstrations and films with discussion to follow.

I will monitor the impact of the changes on the next group of learners' abilities in fall 2014.

**F) Other Comments**

The successful meeting of SLO C and the three components, screening, intake, and assessment with an appropriate display of knowledge and skill while in practicum fulfilled each of the PLOs below.

Recognize the medical, societal, psychological, and family effects of abuse and addiction with regard to alcohol

and other drugs

Demonstrate knowledge and application of the Twelve Core Functions engaged by the alcohol and drug abuse counselor, and know how these functions apply to the continuum of care

Demonstrate an ability to do an effective biopsychosocial assessment and display a basic knowledge of counseling approaches used with individuals and groups

Display attending, active listening, and other counseling skills in their work with individuals and groups

## **G) Next Steps**

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Re-assessment of the SLO C during spring 2015 will occur after the curriculum changes have been introduced in HSER 294 in fall 2014. In HSER 295 during spring 2015, I will be assessing SLO A) Apply the knowledge and counseling skills to their hands-on work in the 12 Core Functions of the substance abuse counselor in his/her work at the agency. In the fall, all SLOs will be updated to reflect the changes in the course SLOs that occurred in fall/spring 2014-2015.