

Annual Report for Assessment of Outcomes  
Alcohol and Drug Counseling Department  
August 2013

1. This year involved many changes for the A&D Program:
  - a. The admissions process was dramatically altered. We now use a partial cohort system that guarantees students slots in core courses. A competitive entry process has replaced a first come first served approach.
  - b. The Addiction Studies Certificate was redesigned and is now an option for all students (instead of previous degree holders).
  - c. The plan to create an Addiction Mentor Practicum has not yet been realized. The Oregon Health Authority has been making many changes to the Recovery Mentor Education (AD 107) process and it is very likely that the course will need to be redeveloped to reflect these changes. Insurance and liability issues related to the Addiction Mentor Education have also stalled this inquiry.
  - d. A number of elective courses were developed and launched this year as part of the reorganization of the AAS degree requirements.
  
2. The A&D Department significantly revised our approach of assessing our outcomes. A brief questionnaire was developed and approved by the state for the TSA process. The questionnaire is attached to this document. This tool directly evaluates the outcomes of this program by asking the onsite clinical supervisor at the end of the students practicum rotation if they view the student as performing at the level they would expect from a newly hired employee.

### 3. End of Year Analysis

A total of 44 students were evaluated by their clinical supervisors using this total. Of a possible 264 affirmative answers a total of 261 were reported. The three negative responses reported are not sufficient for meaningful analysis or conclusions.

1. Were patterns reported via narrative responses? Overwhelmingly students are successful manifesting targeted outcomes in their practicum settings.
2. Did students who were rated as a no for a given outcome achieved a yes with that outcome in future terms? Due to the structure of the assessment and of the certificate the students who received the no did not have an additional term of practicum that would allow them to achieve a yes in a future term.
3. Were patterns identified with specific agencies and supervisors in terms of difficulties in meeting specific outcomes? No patterns were identified.
4. Where agency factors identified that interfered with a given outcome being realized? None.
5. What unmet needs were identified via this outcome analysis? None.

4. During the 2013/2014 school year the A&D Program loses a temporary fulltime faculty position and the additional work load that accompanies this position. We are in the final stages of negotiations with the Oregon Health Authority to bring in a substantial scholarship program (\$131,000) to serve the goal of increasing the number of African American Addiction Counselors. The primary focus this year will be to develop and implement this project. Another important focus will be to understand and respond to the Oregon Health Authorities changes involved in the Recovery Peer Mentor educational requirements. Finally, during this year changes in Health Care and the development of Coordinated Care Organizations are scheduled to be implemented and it is highly likely that this systemic change will result in a need for a rapid response from the A&D department to meet the needs of employers and students in this quickly evolving landscape. The A&D Advisory Board and various community contacts are being depended upon to help us stay current of the important changes in the addiction counseling world.

5. The A&D Department will continue to use the TSA approved approach to outcome assessment.

## A&D Outcomes Assessment Tool

*Emphasis on entry level counseling. Issues related to term of practicum.*

Alcohol and Drug Counseling Program Practicum Supervisor Faculty members will administer this tool. This tool will be used each term as part of the practicum evaluation process starting Fall Term 2012. Practicum is designed to have students be given the opportunity to functioning at the entry level case manager status by the 2<sup>nd</sup> term at a given practicum site. This instrument is developed to measure the ability of students who are in their 2<sup>nd</sup> term 3<sup>rd</sup> or 4<sup>th</sup> term of any given practicum site. Students who are in their first term at a given site go through an orientation process and are not expected to be able to meet the targeted outcomes during the first term of a placement. Each instructor will collect this data each term, for each applicable student. A term-by-term aggregate summary will be created and a year-long (fall to summer) summary document will be created by the Department Chair.

**Interater Reliability.** Every practicum site is different in some way from every other practicum site. Variability in agencies mission and scope of practice make finding a common scale for evaluation highly problematic. While these realities make establishing inter-rater reliability difficult there is one standard that while subjective is universal and therefore contributory to establishing a baseline assessment. That standard is simply to determine if the supervisor would allow the student to perform the task in question in the same manner they would let an employee who is hired at the case manager level.

The following describes the A&D Programs targeted outcomes and what questions/approaches were created to measure the given outcome.

**Outcome 1. Meet the Addiction Counselor Certification of Oregon (ACCBO) educational requirements for the Certified Alcohol and Drug Counselor Level II (CADC II) including having a minimum of 720\* hours of the 1000 work experience hours required by ACCBO to be eligible for the CADC I exam.**

\*due to a change in credit to work hour computation current students will earn 648 hours instead of 720. This change needs to be tracked and included in the next catalog.

The “educational requirements” aspect of this outcome is not measured because it is by definition and design obtained by the students when they earn the degree or the newly revised certificate. The certifying body has for over two decades accepted the designated courses we provide for students to meet their educational requirements.

**For Outcomes 2, 3 and 4 a survey will be used to collect data each term from agency supervisors.**

**Outcome 2. Follow established professional addiction counseling standards and clinical procedures to conduct intake assessments and evaluations and co-facilitate addiction treatment groups in a clinical setting.**

**1.** Would you allow this practicum student to conduct an intake/evaluation assessment independently? (yes or no)

2. Would you allow this practicum student to conduct a group independently?  
(yes or no)

**Outcome 3. Complete record keeping obligations, deliver educational presentations, and participate in staff meetings in accordance with professional standards.**

3. Would you allow this practicum students documentation become a part of the permanent client record? (yes or no)

4. Would you allow this practicum student to conduct educational presentation without supervision? (yes or no)

5. Does this practicum student function as a contributory member at their staff meetings? (yes or no)  
If no, what did the supervisor report would help make this outcome more attainable?

**Outcome 4. Effectively utilize clinical supervision to hone and further develop their addiction specific counseling skills.**

6. Does this practicum student effectively use clinical supervision (yes or no)

**Outcomes Assessment Project**

**This form needs to be filled out each term for students who are in there 2, 3, 4, 5 term at a given site. It is due to the Department Chair at the regularly schedule practicum meeting.**

Term (circle one) Fall Winter Spring Summer PCC Supervisor \_\_\_\_\_

Name of Agency \_\_\_\_\_ Agency Supervisor \_\_\_\_\_

Name of Student \_\_\_\_\_ Term at current site 2 - 3 - 4 - 5

**1.** Would you allow this practicum student to conduct an intake/evaluation assessment independently? (yes or no)  
If no, what did the supervisor report would help make this outcome more attainable?

---

---

---

**2.** Would you allow this practicum student to conduct a group independently? (yes or no)  
If no, what did the supervisor report would help make this outcome more attainable?

---

---

---

**3.** Would you allow this practicum students documentation become a part of the permanent client record? (circle one)  
If no, what did the supervisor report would help make this outcome more attainable?

---

---

---

**4.** Would you allow this practicum student to conduct educational presentation without supervision? (yes or no)  
If no, what did the supervisor report would help make this outcome more attainable?

---

---

---

**5.** Does this practicum student function as a contributory member at their staff meetings? (circle one)  
If no, what did the supervisor report would help make this outcome more attainable?

---

---

---

**6.** Does this practicum student effectively use clinical supervision (yes or no)  
If no, what did the supervisor report would help make this outcome more attainable?

---

---

---

**Term Aggregate Form**

**Term and Year**

**Total number of students included \_\_\_\_\_.**

**1.** Would you allow this practicum student to conduct an intake/evaluation assessment independently? Number of Yes \_\_\_\_\_, Number of No \_\_\_\_\_

Narrative Responses:

---

---

---

**2.** Would you allow this practicum student to conduct a group independently? (yes or no) Number of Yes \_\_\_\_\_, Number of No \_\_\_\_\_

Narrative Responses:

---

---

---

**3.** Would you allow this practicum students documentation become a part of the permanent client record? Number of Yes \_\_\_\_\_, Number of No \_\_\_\_\_

Narrative Responses:

---

---

---

**4.** Would you allow this practicum student to conduct educational presentation without supervision? Number of Yes \_\_\_\_\_, Number of No \_\_\_\_\_

Narrative Responses:

---

---

---

**5.** Does this practicum student function as a contributory member at their staff meetings? Number of Yes \_\_\_\_\_, Number of No \_\_\_\_\_

Narrative Responses:

---

---

---

**6.** Does this practicum student effectively use clinical supervision? Number of Yes \_\_\_\_\_, Number of No \_\_\_\_\_

Narrative Responses:

---

---

---

**Year Aggregate Form**

**Term and Year**

**Total number of students included \_\_\_\_\_.**

**1.** Would you allow this practicum student to conduct an intake/evaluation assessment independently? Number of Yes \_\_\_\_\_, Number of No \_\_\_\_\_

Narrative Responses:

---

---

---

**2.** Would you allow this practicum student to conduct a group independently? (yes or no) Number of Yes \_\_\_\_\_, Number of No \_\_\_\_\_

Narrative Responses:

---

---

---

**3.** Would you allow this practicum students documentation become a part of the permanent client record? Number of Yes \_\_\_\_\_, Number of No \_\_\_\_\_

Narrative Responses:

---

---

---

**4.** Would you allow this practicum student to conduct educational presentation without supervision? Number of Yes \_\_\_\_\_, Number of No \_\_\_\_\_

Narrative Responses:

---

---

---

**5.** Does this practicum student function as a contributory member at their staff meetings? Number of Yes \_\_\_\_\_, Number of No \_\_\_\_\_

Narrative Responses:

---

---

---

**6.** Does this practicum student effectively use clinical supervision? Number of Yes \_\_\_\_\_, Number of No \_\_\_\_\_

Narrative Responses:

---

---

---

## **Year Analysis**

1. Where patterns reported via narrative responses?
2. Did students who were rated as a no for a given outcome achieved a yes with that outcome in future terms?
3. Were patterns identified with specific agencies and supervisors in terms of difficulties in meeting specific outcomes?
4. Where agency factors identified that interfered with a given outcome being realized?
5. What unmet needs were identified via this outcome analysis?