

ASSESSMENTS

Assessment requires knowledge. Understands various models and approaches to clinical evaluation for addictive disorders and their appropriate uses, including screening and assessment for addiction, diagnostic interviews, mental status examination, symptom inventories, and psychoeducational and personality assessments. Counselors must know specific assessment approaches for determining the appropriate level of care for addictive disorders and related problems. Counselors need to understand the assessment of biopsychosocial and spiritual history, and understand basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified.

Assessment requires skills and practices. Counselors select appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols. Counselors must demonstrate skills in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, a psychological assessment for treatment planning and case management and a cultural formation interview. Screens for psychoactive substance toxicity, intoxication, and withdrawal symptoms; aggression or danger to others; potential for self-inflicted harm or suicide; and co-occurring mental and/or addictive disorders. Helps clients identify the effects of addiction on life problems and the effects of continued harmful use or abuse.

Applies assessment of clients' addictive disorders to the stages of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria in the continuum of care.

ASSESSMENT includes all of the following: Historical perspectives concerning the nature and meaning of assessment; Basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations; statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations; reliability; validity; social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.