

STUDENT ASSISTANCE COUNSELOR

CONTENT OUTLINE

FINAL | JANUARY 2025

BEHAVIORAL HEALTH COMPETENCE

1. Understand family systems (i.e. parent-child relations, role modeling, etc.).
2. Knowledge of behavioral health and the relationship to adolescent development, school environments and family systems.
3. Knowledge of substance use disorders, mental health disorders, co-occurring disorders, process addictions and recovery/wellness.
4. Recognize the signs and symptoms of substance use disorders, mental health disorders, co-occurring disorders, process addictions and recovery/wellness.
5. Identify behaviors related to substance use disorders, mental health disorders, co-occurring disorders, and process addictions.
6. Understand relapse/reoccurrence of substance use disorders, mental health disorders, co-occurring disorders, process addictions and the impact on the individual's and/or family's recovery/wellness.
7. Knowledge of psychopharmacology used in the treatment of substance use and mental health disorders.
8. Understand the relationship between psychoactive substances and mental health and emotional disorders.
9. Understand common drug interactions and awareness of their potential impact on the individual.
10. Understand the types of commonly used substances.
11. Recognize signs, symptoms, and methods of substance use.
12. Identify signs and symptoms of intoxication, tolerance, withdrawal, and overdose.
13. Knowledge of recovery/wellness pathways and models of addiction.
14. Knowledge of trauma-informed care.
15. Recognize the signs, symptoms and impact of trauma on the individual and family.
16. Recognize risk factors for suicide, homicide, family violence, self-injury, and other harmful behaviors.
17. Understand the mutual impact of substance use disorders, mental health disorders, co-occurring disorders, process addictions and recovery/wellness on the individual, family, and community.
18. Educate the individual, family, and school personnel about substance use disorders, mental health disorders, co-occurring disorders, process addictions and recovery/wellness.
19. Knowledge of populations that are at a high risk for substance use disorders.
20. Understand signs and symptoms of an individual with a parent(s)/guardian(s) with substance use disorder.
21. Recognize the impact of parental, guardian and/or family substance use on the individual.
22. Recognize the impact of peer substance use on individuals.
23. Utilize Motivational Interviewing.
24. Identify Stages of Change.
25. Knowledge of evidence-based interventions for substance use disorders and its application within the school setting.

ASSESSMENT, INTERVENTION AND REFERRAL

1. Utilize screening, assessment and brief intervention tools and applications for individuals and families (i.e. SBIRT, CRAFFT, etc.).
2. Knowledge of referral resources for individuals and families including those that require special considerations, accommodations and/or services.
3. Recognize barriers to accessing services.
4. Advocate for individuals and families.
5. Identify services and resources to meet the individual and/or family's needs including financial, eligibility requirements, limitations, and other criteria of services.
6. Identify strengths and resources to support goals.
7. Assist the individual and family in understanding and navigating systems (i.e., healthcare, justice involved, organizational, etc.).
8. Follow-up with referral resources to ensure services are being provided in a timely manner and meet the identified need(s).
9. Understand the importance of documentation.
10. Knowledge of group facilitation strategies.
11. Identify emergency or crisis situations and facilitate access to appropriate resources.
12. Knowledge of de-escalation techniques.

PREVENTION

1. Understand universal, selective and indicated prevention strategies.
2. Knowledge of multi-tiered system of support (MTSS) in schools.
3. Knowledge of prevention program best practices, logic-models, and the continuum of care.
4. Knowledge of prevention program evaluation tools (i.e., fidelity checklist, student survey, etc.).
5. Knowledge of interagency dynamics and/or power relationships within the community.
6. Knowledge of environmental strategies and prevention campaigns.
7. Implement evidence-based prevention programming.
8. Participate in prevention program evaluation activities.
9. Understand instructional strategies (i.e., classroom presentations, community presentations, etc.).
10. Knowledge of public health terms (i.e., health disparities, social determinants of health, risk and protective factors, human development, etc.)
11. Collaborate with prevention coalitions and/or task forces.
12. Knowledge of youth leadership principles and practices.

ETHICAL RESPONSIBILITY AND PROFESSIONALISM

1. Conduct self in an ethical manner by adhering to codes of ethics and standards of practice.
2. Understand the limits of one's own education, training, experience, lived experience and scope of practice and when to refer individuals to other professionals.
3. Maintain confidentiality regarding information received during the facilitation of services.

4. Adhere to confidentiality and privacy rights in accordance with employer and legal reporting requirements.
5. Understand the scope and boundaries of the role of the student assistance counselor.
6. Maintain boundaries that balance professional and personal relationships.
7. Show openness and respect for recovery pathways.
8. Understand personal and cultural biases and challenges.
9. Understand issues related to accessibility, discrimination, abuse, neglect, and criminal activity that may be reportable or mandatory under law and regulation.
10. Adhere to requirements set by state or federal governments, school and/or employing organization.
11. Advocate for and participate in supervision, training, continuing education, networking, and other resources for professional development and lifelong learning for self and colleagues.
12. Ability to communicate in a non-judgmental and professional manner.
13. Explain terms and concepts in ways that individuals, families, community members, and professional colleagues can understand.
14. Understand professional limitations and boundaries around safety.
15. Engage with individuals, families, and colleagues to establish, build and maintain rapport.
16. Address conflicts that may arise in a professional manner.
17. Communicate professionally, respectfully, clearly, and concisely using person-centered language (written, verbal, etc.) in all interactions.
18. Ensure communication access for all populations, including providing reasonable accommodations required under state or federal law.
19. Knowledge of school systems and operations (i.e., structure, roles, data collection, policies, etc.).

CULTURAL COMPETENCY

1. Understand the connection between one's own culture and its impact on work with diverse individuals, families, communities and colleagues.
2. Recognize and respect different aspects and intersectionality of culture, language and identity and how these can influence the thinking, beliefs, and behavior of others.
3. Understand that organizational and community culture can influence the way services are delivered and the way individuals experience services.
4. Interact non-judgmentally with individuals from diverse cultures.
5. Understand one's own cultural bias(es) and practice cultural humility while maintaining objectivity and professionalism.
6. Identify when individuals need language assistance, translation, and/or interpretation, and know how to obtain these services.
7. Advocate for and promote the use of culturally and linguistically appropriate services and resources.
8. Connect individuals and families from diverse cultures with appropriate resources (i.e., school personnel, providers, community agencies, religious organizations, etc.).
9. Identify different aspects of community and culture and how these can influence an individual's health beliefs and behaviors.
10. Use language and behavior that is responsive to the diversity of cultures encountered.

11. Advocate for inclusion of diverse cultural perspectives in decision-making.
12. Pursue educational resources that increase cultural knowledge.

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