

CSAT's
Knowledge Application Program

KAP Keys

For Clinicians

Based on TIP 38
***Integrating Substance
Abuse Treatment and
Vocational
Services***



***Vocational
Services***



Introduction

These KAP Keys were developed to accompany the Treatment Improvement Protocol (TIP) Series published by the Center for Substance Abuse Treatment (CSAT), Substance Abuse and Mental Health Services Administration. These KAP Keys are based entirely on TIP 38 and are designed to meet the needs of the busy clinician for concise, easily accessed "how-to" information.

For more information on the topics in these KAP Keys, readers are referred to TIP 38.

Other Treatment Improvement Protocols (TIPs) that are relevant to these KAP Keys:

TIP 7, *Screening and Assessment for Alcohol and Other Drug Abuse Among Adults in the Criminal Justice System (1994)* **BKD138**

TIP 12, *Combining Substance Abuse Treatment With Intermediate Sanctions for Adults in the Criminal Justice System (1994)* **BKD144**

TIP 17, *Treatment Planning for Alcohol and Other Drug Abuse Treatment for Adults in the Criminal Justice System (1995)* **BKD165**

TIP 35, *Enhancing Motivation for Change in Substance Abuse Treatment (1999)* **BKD342**

TAP 18, *Checklist for Monitoring Alcohol and Other Drug Confidentiality Compliance (1996)* **BKD722**

TAP 24, *Welfare Reform and Substance Abuse Treatment Confidentiality: General Guidance For Reconciling Need to Know and Privacy (1999)* **BKD336**



Prevocational Counseling Activities

1

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Prevocational services are those that are typically provided before an individual begins the job-seeking process. Although some clients have work-related skills that might be recovered, updated, or refined through a training process, others have no job skills and need to develop them for the first time. Following is a list of the kinds of prevocational counseling that can be used.

Career Exploration

- Generate an autobiography on vocational and educational experiences
- Visit community resources including libraries, stores, businesses
- Read newspaper for specific purpose (e.g., employment trends, want-ads)
- Watch educational and interactive programs to stimulate discussion and practice new behavior

Structured Activity

- Take a battery of vocational tests
- Pursue and perform volunteer assignments
- Take continuing education courses to determine and validate interests
- Write a resume

Psychosocial-spiritual development

- Keep a diary of daily activities
- Participate in role-playing exercises (e.g., for developing interpersonal communication skills, expressing needs and wants without appearing demanding)
- Complete values clarification, skills assessment, and personal traits exercises

Vocational Information From Initial Screening

2

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Services

The alcohol or drug counselor can complete an initial screening for vocational issues. Following is a list of the kinds of vocational information that the counselor can gather.

Educational History

Construct a brief description of the client's educational history in order to evaluate current academic functioning and potential to engage in training that could range from remedial to advanced. The history should include the following:

- Highest school grade completed, and when
- Client attitude toward education and future training (verbal report may differ from behavior)
- Favorite subjects, and why
- Extracurricular activities
- Potential for future education and/or training

Standardized achievement tests of math, reading, and general learning ability are often used to augment interview questions. The client's educational history can also be used to indicate vocation-related interests and values.

Vocational History

Construct a brief description of the client's work history in order to estimate current and potential vocational functioning. Minimally, ask questions addressing the following:

- Types of occupations in which the client has worked
- Chronology of jobs within the last 15 years, including the job title, name of employer, length of employment at each job, and primary job duties
- Reason for leaving each job
- Client-identified work skills and any certifications
- Client's relationship with supervisor and coworkers
- Favorite and least favorite jobs, and why
- Work-related ambitions and goals

Activities of Daily Living

- Learn effective socialization skills
- Interact without the use of drugs, with people who have not used drugs
- Engage in activities of daily living
- Begin to incorporate more healthful habits into daily living
- Learn appropriate dress, hygiene, walk, talk, and eye contact
- Learn to manage money
- Open and maintain bank accounts, budgets, and save money
- Change living situation, if necessary
- Acquire stable house away from people currently using drugs; reunite with spouse, parents, or children
- Check for any outstanding arrests on the client's records and follow up on results
- Clean up legal record
- Increase independence and responsibility
- Assume responsibility for managing money and solving problems
- Improve communication
- Talk to new people in new ways
- Learn to structure and be responsible for time
- Manage time, calendar, appointments
- Organize documents, e.g., social security card, birth certificate, military discharge papers, driver's license, diploma, training certificates
- Get credentials in order and ready to present
- Consider spirituality as a part of daily living
- Determine sources for spiritual expression

Education

- Evaluate educational level, skills, and potential
- Take tests, assess deficits, plan for remediation if required
- Examine attitude toward school
- Highlight positive points
- Consider long term educational and vocational goals
- Consider benefits of further education

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Employment

- Develop an understanding of the world of work
- Read career literature; visit work sites
- Adopt an identity as a worker
- Explore opportunities to be productive
- Examine work experience for past success and failures
- Develop a realistic picture of accomplishments and problems
- Consider potential for transferability of skills
- Compare skill to job demands

Vocational Skills

- Evaluate vocational level
- Take test; engage in a situational assessment
- Evaluate courses that have been taken; differentiate from courses that have been completed
- Reexamine prior training and what is still current
- Consider current vocational skills and their potential for employment
- Perform skills assessment
- Examine desires for training
- Consider why further training is necessary; consider the context of specific goals

Psychosocial-Spiritual Values

- Explore alternatives to substance-using lifestyle and personal value system
- Explore goals, interests, abilities, strengths, weaknesses, and personal values
- Learn to consider personal and spiritual needs
- Identify and acknowledge specific talents
- Develop the concepts of lifestyle change and psychosocial development
- Have a stable home and intact family: receive regular paychecks
- Examine the relationship of substance abuse to other life issues
- Consider ways to achieve positive parenting, good health, and economic independence from welfare and other support systems
- Revise one's self-concept in relation to independent functioning at home, school and work
- Develop a positive outlook

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The following are instruments that can be used to screen clients for various areas of vocational interest.

Categories of Interests

- Geist Picture Interest Inventory
- Kuder Occupational Interest Survey
- Reading-Free Vocational Interest Inventory
- The Self-Directed Search
- Strong Interest Inventory
- Vocational Preference Inventory Interest Checklist
- Wide Range Interest Opinion Test

Vocational Functioning

- Addiction Severity Index (ASI)
- Career Attitudes and Strategies Inventory™
- Career Thoughts Inventory™
- My Vocational Situation
- Wonderlic Basic Skills Test
- Work Potential

Functioning in Particular Areas Related to Employability

- ASI
- Employability evaluation
- Employability plan
- Interview information
- Placement readiness checklist
- Previous work experience
- Readiness planning checklist

Emotional Functioning

- Interview information
- Tennessee Self-Concept Scale
- The Psychological-Screening Inventory
- Verified work history

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Intellectual and Aptitude Functioning

- ASI
- Adult Basic Learning Examination (ABLE)
- Educational experience and records
- General Aptitude Test Battery (GATB)
- Microcomputer Evaluation, Screening and Assessment (MESA)
- Minnesota Clerical Test
- Peabody Picture Vocabulary Test
- Revised Beta Examination
- Slosson Intelligence Test



Making a Referral to a Vocational or Training Program

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When a substance abuse treatment program refers a client to an outside agency providing vocational services, it has three choices:

1. A counselor can give the client the agency's name, address, and telephone number and urge him to make an appointment.
2. A counselor can call the agency for the client and set up an appointment.
3. The program can invite the agency to interview clients and/or provide services on its premises.

The first option requires no communications between the program and the vocational or training agency; thus no consent is required. However, the first option does require the client to take the initiative, something he may have difficulty doing. The second option requires the client to sign a consent form permitting the counselor to call the agency and set up an appointment. The third option provides the path of least resistance for the client—he need only present himself to the outside agency on the day it schedules services at the program. By appearing to request services from the outside agency, the client is making a disclosure about her participation in treatment and no consent form is required. However, if the program sets up appointments for clients beforehand, it will need a consent form signed by the client before it can present the list of applicants for services to the vocational or training program. And, as noted above, the substance abuse treatment program must have a proper, signed consent form if it and the vocational or training agency are to communicate in the future about any client they both serve.





Ordering Information

TIP 38

Integrating Substance Abuse Treatment And Vocational Services

Easy Ways to Obtain Free Copies of All TIP Products

1. Call SAMHSA's National Clearinghouse for Alcohol and Drug Information (NCADI) at **800-729-6686**, TDD (hearing impaired) **800-487-4889**.
2. Visit CSAT's Website at **www.csat.samhsa.gov**

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