

**5-Step Competency Assessment Form**  
(See 5-Step Instruction Sheet for Scoring Assessments)



Name of Practitioner:  
Name of Rater:  
Code for FM:

Session Date:  
Completed Assessment Date:

**Scoring: 0 = No Evidence. 1 = Very Poor. 2 = Poor. 3 = Acceptable. 4 = Good. 5 = Excellent. Can use .5 scores as necessary e.g. 3.5**  
FM=Family Member. \*FMQ= Family Member Questionnaire. L=Tape Length in Mins- applicable for those recording their tapes

**Table 1: 5-Step Skills**

No	Step	Score 1-5	Evidence of meeting criterion/ What was missing / Summarise main information gained. If any criterion scores less than 5, give feedback on improvements.
<b>1</b>	<b>Step 1: Listen, reassure and explore concerns</b>		
L	Tape length = x mins		
1.1	Beginning of session - introduce 5 step, confidentiality, purpose of Step 1. Complete FMQ* (if not already completed) and use to guide the session. Ending session - summarise the main FM issues, use of handbook and next steps. Clarify what the information needs are to be discussed in Step 2. Check if session was helpful. Practical issues of contact and date of next session.		
1.2	Allow FM to describe situation and tell their story, listen to and ask about the FM's concerns and fears. Summarise the situation to check if understood correctly. Acknowledge emotions being expressed.		
1.3	Identify relevant stresses and how the FM has been affected.		
1.4	Identify relevant stresses and how others have been affected.		
1.5	Normalise the experience of FM's giving an indication that they are not alone with their experiences.		
<b>1.6</b>	<b>Step 1: Total Score No/%</b>		
<b>2</b>	<b>Step 2: Provide relevant, specific and targeted information (both about drugs/alcohol and/or other key issues of relevance)</b>		
L	Tape length = x mins		
2.1	Beginning of session - check if previous session helpful. Give purpose of Step 2. Ending session - summarise the main FM issues, use of handbook and next steps. Check if session was helpful. Practical issues of contact and date of next session.		
2.2	Identify/check areas where FM needs more <u>Addiction-related information</u>		

No	Step	Score 1-5	Evidence of meeting criterion/ What was missing / Summarise main information gained. If any criterion scores less than 5, give feedback on improvements.
	(about the substances or behaviours involved – e.g. details of drugs, units of alcohol, forms of gambling - or about addiction/dependence – e.g. how difficult it is to give up, reasons for relapse etc.), present targeted & relevant information to FM, and discuss this with FM. Utilise results of FMQ to guide the session.		
2.3	Identify/check areas where FM needs more <u>General information</u> (about anything not directly addiction related - e.g. anxiety, sleeping and other health issues, housing, debt management, benefits, educational courses), present targeted & relevant information to FM, and discuss this with FM. Utilise results of FMQ to guide the session.		
2.4	Identify/check areas where FM feels other family members may need information - both addiction and general information.		
2.5	Support FM to find out more for themselves about identified issues e.g. FM could use websites, reading, library, organisations, etc.		
<b>2.6</b>	<b>Step 2: Total Score No/%</b>		
<b>3</b>	<b>Step 3: Explore coping responses</b>		
L	Tape length = x mins		
3.1	Beginning of session - check if previous session helpful. Give purpose of Step 3. Ending session - summarise the main FM issues, use of handbook and next steps. Check if session was helpful. Practical issues of contact and date of next session.		
3.2	Ask FM about current coping responses. Get specific examples and situations. Discuss the 3 main ways of coping. Utilise results of FMQ to guide the session.		
3.3	Explore advantages and disadvantages of current coping responses. Again, use specific examples and situations.		
3.4	Facilitate FM to see that there is no right or wrong way of coping.		
3.5	Explore advantages and disadvantages of alternative ways of coping, again utilising specific examples and situations.		
<b>3.6</b>	<b>Step 3: Total Score No/%</b>		
<b>4</b>	<b>Step 4: Discuss social support and communication</b>		
L	Tape length = x mins		
4.1	Beginning of session - check if previous session helpful. Give purpose of Step 4. Ending session - summarise the main FM issues, use of handbook and next steps. Check if session was helpful. Practical issues of contact and date of next session.		

No	Step	Score 1-5	Evidence of meeting criterion/ What was missing / Summarise main information gained. If any criterion scores less than 5, give feedback on improvements.
4.2	Discussion of who/what/why is helpful and unhelpful in terms of social support utilising a network diagram - to include people, activities, other agencies/groups. Utilise results of FMQ to guide the session.		
4.3	Explore how to develop/continue to develop positive social support.		
4.4	Explore potential new sources of support (could be linked to those named in the network diagram or filling in gaps in social support).		
4.5	Discuss how family members can support each other and agree on approaches when communicating with the using relative.		
<b>4.6</b>	<b>Step 4: Total Score No/%</b>		
<b>5</b>	<b>Step 5: Discuss and explore further needs (can be about drugs/alcohol and/or other key issues of relevance)</b>		
L	Tape length = x mins		
5.1	Beginning of session - check if previous session helpful. Give purpose of Step 5. Ending session: summarise the main FM issues; check if session was helpful; remind on use of handbook; agree post-5-Step work. If possible in your place of work, inform that will contact them in about 6 weeks to check how they are.		
5.2	Review Steps 1-4 to explore what FM has found helpful about the sessions and what changes FM has made. Redo FMQ from 1 <sup>st</sup> session to clarify changes. FM/Practitioner to summarise key issues and progress to date.		
5.3	Discuss FMs need for further help and how this can be actioned.		
5.4	Discuss help needs of other FMs/key people and how these can be actioned		
5.5	Discuss help needs of the using relative and how these can be actioned.		
<b>5.6</b>	<b>Step 5: Total Score: No/%</b>		
<b>6</b>	<b>Total Score All Steps: No/%</b>		

**Table 2: Counselling & Other Skills**

No	Skill	Score 1-5	Comment on where and how to improve
1.1	Creation of a relationship of trust (warmth, genuineness, and empathy)		
1.2	Careful listening, the giving of minimal encouragers, the asking of appropriate questions, reflecting both the verbal and emotional content of what has been said, summarising, and sensitivity to cues whether verbal or non-verbal, direct or indirect.		
1.3	Allowing silences and the expression of emotions - anger, anxiety, depression, sadness; expression of feelings can be cathartic, alter feelings and improve self-esteem.		
1.4	Offering positive encouragement, reassurance and support, reminding people of their strengths and expressing hope and optimism that change is possible.		
1.5	Management of issues associated with risk and safety if relevant – e.g. domestic abuse/ violence, safeguarding concerns and/or mental health.		
1.6	<b>Total Score/%</b>		

**Rating - State A, B, C:**

- A) Pass: Table 1, 5-Step Skills:** Above 65% for all Steps (majority of scores are 3.5 and above) **AND Table 2, Counselling & Other Skills:** A total of above 65% (majority of scores are 3.5 and above)
- B) Pass with Reservations: Table 1, 5-Step Skills:** Generally 60% and above and below 65% (some scores of 3 or below) **OR Table 2, Counselling & Other Skills:** Generally 60% and above and below 65% (some scores of 3 or below)
- C) Resubmission required for a Step or all Steps: Table 1, 5-Step Skills:** Below 60% (scores of mainly 3's and below) **AND Table 2, Counselling & Skills:** Below 60% (scores of mainly 3's and below)

**SUMMARY: Overall Comments on Tables 1 & 2. State improvements and action plan as needed.**