

5-Step Method Practitioner Competency: Assessors Assessment Form



Name of Practitioner:

Name of Rater: S1- ; S2- ; S3- ; S4- ; S5- .

Completed Assessment Date: S1- ; S2- ; S3- ; S4- ; S5- .

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
(NB In Table 1, scores for the beginning (x.1) and ending (x.6) need to be divided by 2.)

FM=Family Member. FMQ= Family Member Questionnaire. Score from P= the score the Practitioner gave themselves on their own self assessment

Table 1: 5-Step Skills

No	Step	Score 0 - 5	Evidence of meeting criterion/ What was missing / Summarise main information gained. If any criterion scores less than 5, give feedback on improvements.
<p>Key Principle: In reviewing each Step, the key question is: From listening to this recording, do you feel that the practitioner has demonstrated enough skill (in this Step) to become a 5-Step Method Practitioner? Did the practitioner structure the session so that all aspects of the Step being undertaken were covered and did they ask the right questions? If I just listen to the practitioner and not the Family Member, would I hear evidence of good 5-Step Method practice?</p>			
1	Step 1: Listen, reassure and explore concerns		
L	Tape length = x mins		
1.1	Beginning of session - warm welcome, set a clear and structured agenda for the session, communicate this to the FM and ensure that this agenda is followed throughout the session. Introduce 5-Step Method and relate it to the Stress-Strain-Coping-Support Model, confidentiality, purpose of Step 1 and complete FMQ (if not already completed).	x/2=	<ul style="list-style-type: none"> • • Improvements • • Self Assessment (Score from P=) •
1.2	Allow FM to describe situation and tell their story, listen to and ask about the FM's concerns, fears and emotions. Ongoing summarising to check understanding of the situation. As necessary, utilise results of FMQ to guide the session.	x	<ul style="list-style-type: none"> • • Improvements • • Self Assessment (Score from P=) •
1.3	Identify relevant stresses and how the FM has been affected. As necessary, utilise results of FMQ to guide the session.	x	<ul style="list-style-type: none"> • • Improvements •

No	Step	Score 0 - 5	Evidence of meeting criterion/ What was missing / Summarise main information gained. If any criterion scores less than 5, give feedback on improvements.
			Self Assessment (Score from P=) •
1.4	Gain an overview of family/network structure, and use this to identify relevant stresses and how others have been affected.	x	• Improvements • Self Assessment (Score from P=) •
1.5	Normalise the experience of FMs giving an indication that they are not alone with their experiences.	x	• Improvements • Self Assessment •
1.6	Ending session - summarise the main FM issues, use of handbook (and any risk issues with it being taken home). Check if session was helpful. Give purpose of next session on Step 2 and clarify what the information needs might be. Practical issues of contact and date of next session.	x/2=	• Improvements • Self Assessment •
1.7	Step 1: Total Score No/%	x/25 = (x%)	P own assessment = x/25 (x%)
2	Step 2: Provide relevant, specific and targeted information (both about drugs/alcohol and/or other key issues of relevance)		
L	Tape length = x mins		
2.1	Beginning of session - warm welcome, set a clear and structured agenda for the session, communicate this to the FM and ensure that this agenda is followed throughout the session. Check if previous session helpful. Give purpose of Step 2 and relate it to the Stress-Strain-Coping-Support Model.	x/2=	• Improvements • Self Assessment (Score from P=) •
2.2	Identify/check areas where FM needs more <u>Addiction-related information</u> (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	x	• Improvements • Self Assessment (Score from P=) •

No	Step	Score 0 - 5	Evidence of meeting criterion/ What was missing / Summarise main information gained. If any criterion scores less than 5, give feedback on improvements.
	it is to give up, reasons for relapse etc.), present targeted & relevant information to FM, and discuss this with FM. As necessary, 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. As necessary, utilise results of FMQ to guide the session.	x	<ul style="list-style-type: none"> • Improvements <ul style="list-style-type: none"> • Self Assessment (Score from P=) <ul style="list-style-type: none"> •
2.4	Identify/check areas where FM feels other family members may need information - both addiction and general information.	x	<ul style="list-style-type: none"> • Improvements <ul style="list-style-type: none"> • Self Assessment (Score from P=) <ul style="list-style-type: none"> •
2.5	Support FM to find out more for themselves about identified issues e.g. FM could use websites, reading, library, organisations, etc.	x	<ul style="list-style-type: none"> • Improvements <ul style="list-style-type: none"> • Self Assessment (Score from P=) <ul style="list-style-type: none"> •
2.6	Ending session - summarise the main FM issues, use of handbook. Check if session was helpful. Give purpose of next session on Step 3. Practical issues of contact and date of next session.	x/2=	<ul style="list-style-type: none"> • Improvements <ul style="list-style-type: none"> • Self Assessment <ul style="list-style-type: none"> •
2.7	Step 2: Total Score No/%	x/25 = (x%)	P own assessment = x/25 (x%)
3	Step 3: Explore coping responses		
L	Tape length = x mins		
3.1	Beginning of session - warm welcome, set a clear and structured agenda for the session, communicate this to the FM and ensure that this agenda is followed throughout the session. Check if previous	x/2=	<ul style="list-style-type: none"> • Improvements <ul style="list-style-type: none"> • Self Assessment (Score from P=)

No	Step	Score 0 - 5	Evidence of meeting criterion/ What was missing / Summarise main information gained. If any criterion scores less than 5, give feedback on improvements.
	session helpful. Give purpose of Step 3 and relate it to the Stress-Strain-Coping-Support Model.		•
3.2	Ask FM about current coping responses. Get specific examples and situations. Discuss the 3 main ways of coping. As necessary, utilise results of FMQ to guide the session.	x	• Improvements • Self Assessment (Score from P=) •
3.3	Explore advantages and disadvantages of current coping responses. Again, use specific examples and situations.	x	• Improvements • Self Assessment (Score from P=) •
3.4	Facilitate FM to see that there is no right or wrong way of coping.	x	• Improvements • Self Assessment (Score from P=) •
3.5	Explore advantages and disadvantages of alternative ways of coping, again utilising specific examples and situations.	x	• Improvements • Self Assessment (Score from P=) •
3.6	Ending session - summarise the main FM issues, use of handbook. Check if session was helpful. Give purpose of next session on Step 4. Practical issues of contact and date of next session.	x/2=	• Improvements • Self Assessment (Score from P=) •
3.7	Step 3: Total Score No/%	x/25 = (%)	P own assessment = x/25 (x%)
4	Step 4: Discuss Support and communication		
L	Tape length = x mins		
4.1	Beginning of session - warm welcome, set a clear and structured agenda for the session, communicate this to the FM and	x/2=	• Improvements

No	Step	Score 0 - 5	Evidence of meeting criterion/ What was missing / Summarise main information gained. If any criterion scores less than 5, give feedback on improvements.
	ensure that this agenda is followed throughout the session. Check if previous session helpful. Give purpose of Step 4 and relate it to the Stress-Strain-Coping-Support Model.		<ul style="list-style-type: none"> • Self Assessment (Score from P=) •
4.2	Discussion of who/what/why is helpful and unhelpful in terms of support, utilising a network diagram - to include people, activities, other agencies/groups, and what the FM does to support themselves. As necessary, utilise results of FMQ to guide the session.	x	<ul style="list-style-type: none"> • • Improvements • Self Assessment (Score from P=) •
4.3	Explore how to develop/continue to develop positive support.	x	<ul style="list-style-type: none"> • • Improvements • Self Assessment (Score from P=) •
4.4	Explore potential new sources of support (could be linked to those named in the network diagram or filling in gaps in support).	x	<ul style="list-style-type: none"> • • Improvements • Self Assessment (Score from P=) •
4.5	Discuss how family members can support each other and agree on approaches when communicating with the using relative.	x	<ul style="list-style-type: none"> • • Improvements • Self Assessment (Score from P=) •
4.6	Ending session - summarise the main FM issues, use of handbook. Check if session was helpful. Give purpose of next session on Step 5. Practical issues of contact and date of next session.	x/2=	<ul style="list-style-type: none"> • • Improvements • Self Assessment (Score from P=) •
4.7	Step 4: Total Score No/%	x/25 = (x%)	P own assessment = x/25 (x%)
5	Step 5: Discuss and explore further needs (can be about drugs/alcohol and/or other key issues of relevance)		
L	Tape length = x mins		
5.1	Beginning of session - warm welcome, set	x/2=	<ul style="list-style-type: none"> •

No	Step	Score 0 - 5	Evidence of meeting criterion/ What was missing / Summarise main information gained. If any criterion scores less than 5, give feedback on improvements.
	a clear and structured agenda for the session, communicate this to the FM and ensure that this agenda is followed throughout the session. Check if previous session helpful. Give purpose of Step 5.		Improvements • Self Assessment (Score from P=) •
5.2	Review Steps 1-4 to explore what FM has found helpful about the sessions and what changes FM has made. FM to summarise key issues and progress to date, with Practitioner adding detail where appropriate.	x	• Improvements • Self Assessment (Score from P=) •
5.3	Discuss FMs need for further help and how this can be actioned.	x	• Improvements • Self Assessment (Score from P=) •
5.4	Discuss help needs of the using relative and other FMs/key people and how these can be actioned.	x	• Improvements • Self Assessment (Score from P=) •
5.5	After this review has been completed, redo FMQ and compare with FMQ from 1 st session to identify and reinforce changes.	x	• Improvements • Self Assessment (Score from P=) •
5.6	Ending session: summarise the main FM issues; check if session was helpful; remind on use of handbook; agree post 5-Step work. If possible, inform that will contact in about six weeks to check how they are.	x/2=	• Improvements • Self Assessment (Score from P=) •
5.7	Step 5: Total Score: No/%	x/25 = (x%)	P own assessment = x/25 (x%)
6	Total Score All Steps: No/%	x/125 = (x%)	P own assessment = x/125 (x%)

Table 2: Counselling & Other Skills

No	Skill	Score 0 - 5	Evidence of meeting criterion/ What was missing / Summarise main information gained. If any criterion scores less than 5, give feedback on improvements.
<p>Key Principle: Has the practitioner demonstrated enough competency in counselling skills? You may want to ask yourself some questions: "Would I want to attend a counselling session with this person?"; "Did the practitioner create the conditions in the session that allowed the FM to explore the issues?"; "Was there evidence from what the family member said that they felt this was a positive session and would come back".</p>			
Step 1			
1.1	Make a relationship of trust (warmth, genuineness, and empathy) so that it creates the right conditions for the family member to talk.	x	<ul style="list-style-type: none"> • <p>Improvements</p> <ul style="list-style-type: none"> • <p>Self Assessment (Score from P=)</p> <ul style="list-style-type: none"> •
1.2	Careful listening and summarising, the giving of minimal encouragers, the asking of appropriate open and closed questions and probing, reflecting both the verbal and emotional content.	x	<ul style="list-style-type: none"> • <p>Improvements</p> <ul style="list-style-type: none"> • <p>Self Assessment (Score from P=)</p> <ul style="list-style-type: none"> •
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.	x	<ul style="list-style-type: none"> • <p>Improvements</p> <ul style="list-style-type: none"> • <p>Self Assessment (Score from P=)</p> <ul style="list-style-type: none"> •
1.4	Offering positive encouragement, reassurance and support, reminding people of their strengths and expressing hope and optimism that change is possible.	x	<ul style="list-style-type: none"> • <p>Improvements</p> <ul style="list-style-type: none"> • <p>Self Assessment (Score from P=)</p> <ul style="list-style-type: none"> •
1.5	Clarification about risk and safety issues and management of them if appropriate – e.g. domestic abuse/ violence, safeguarding concerns, mental health or other circumstances of FM and/or key others.	x	<ul style="list-style-type: none"> • <p>Improvements</p> <ul style="list-style-type: none"> • <p>Self Assessment (Score from P=)</p> <ul style="list-style-type: none"> •
1.6	Total Score/%	x/25 = (%)	P own assessment = x/25 (x%)

No	Skill	Score 0 - 5	Evidence of meeting criterion/ What was missing / Summarise main information gained. If any criterion scores less than 5, give feedback on improvements.
Step 2			
1.1	Make a relationship of trust (warmth, genuineness, and empathy) so that it create the right conditions for the family member to talk.	x	<ul style="list-style-type: none"> • Improvements • Self Assessment (Score from P=) •
1.2	Careful listening and summarising, the giving of minimal encouragers, the asking of appropriate open and closed questions and probing, reflecting both the verbal and emotional content.	x	<ul style="list-style-type: none"> • Improvements • Self Assessment (Score from P=) •
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.	x	<ul style="list-style-type: none"> • Improvements • Self Assessment (Score from P=) •
1.4	Offering positive encouragement, reassurance and support, reminding people of their strengths and expressing hope and optimism that change is possible.	x	<ul style="list-style-type: none"> • Improvements • Self Assessment (Score from P=) •
1.5	Clarification about risk and safety issues and management of them if appropriate – e.g. domestic abuse/ violence, safeguarding concerns, mental health or other circumstances of FM and/or key others.	x	<ul style="list-style-type: none"> • Improvements • Self Assessment (Score from P=) •
1.6	Total Score/%	x/25 = (%)	P own assessment = x/25 (x%)
Step 3			
1.1	Make a relationship of trust (warmth, genuineness, and empathy) so that it create the right conditions for the family member to talk.	x	<ul style="list-style-type: none"> • Improvements • Self Assessment (Score from P=) •

No	Skill	Score 0 - 5	Evidence of meeting criterion/ What was missing / Summarise main information gained. If any criterion scores less than 5, give feedback on improvements.
1.2	Careful listening and summarising, the giving of minimal encouragers, the asking of appropriate open and closed questions and probing, reflecting both the verbal and emotional content.	x	<ul style="list-style-type: none"> • Improvements <ul style="list-style-type: none"> • Self Assessment (Score from P=) <ul style="list-style-type: none"> •
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.	x	<ul style="list-style-type: none"> • Improvements <ul style="list-style-type: none"> • Self Assessment (Score from P=) <ul style="list-style-type: none"> •
1.4	Offering positive encouragement, reassurance and support, reminding people of their strengths and expressing hope and optimism that change is possible.	x	<ul style="list-style-type: none"> • Improvements <ul style="list-style-type: none"> • Self Assessment (Score from P=) <ul style="list-style-type: none"> •
1.5	Clarification about risk and safety issues and management of them if appropriate – e.g. domestic abuse/ violence, safeguarding concerns, mental health or other circumstances of FM and/or key others.	x	<ul style="list-style-type: none"> • Improvements <ul style="list-style-type: none"> • Self Assessment (Score from P=) <ul style="list-style-type: none"> •
1.6	Total Score/%	x/25 = (%)	P own assessment = x/25 (x%)
Step 4			
1.1	Make a relationship of trust (warmth, genuineness, and empathy) so that it create the right conditions for the family member to talk.	x	<ul style="list-style-type: none"> • Improvements <ul style="list-style-type: none"> • Self Assessment (Score from P=) <ul style="list-style-type: none"> •
1.2	Careful listening and summarising, the giving of minimal encouragers, the asking of appropriate open and closed questions and probing, reflecting both the verbal and emotional content.	x	<ul style="list-style-type: none"> • Improvements <ul style="list-style-type: none"> • Self Assessment (Score from P=) <ul style="list-style-type: none"> •
1.3	Allowing silences and the expression of emotions - anger, anxiety,	x	<ul style="list-style-type: none"> •

No	Skill	Score 0 - 5	Evidence of meeting criterion/ What was missing / Summarise main information gained. If any criterion scores less than 5, give feedback on improvements.
	depression, sadness; expression of feelings can be cathartic, alter feelings and improve self-esteem.		Improvements • Self Assessment (Score from P=) •
1.4	Offering positive encouragement, reassurance and support, reminding people of their strengths and expressing hope and optimism that change is possible.	x	• Improvements • Self Assessment (Score from P=) •
1.5	Clarification about risk and safety issues and management of them if appropriate – e.g. domestic abuse/ violence, safeguarding concerns, mental health or other circumstances of FM and/or key others.	x	• Improvements • Self Assessment (Score from P=) •
1.6	Total Score/%	x/25 = (%)	P own assessment = x/25 (x%)
Step 5			
1.1	Make a relationship of trust (warmth, genuineness, and empathy) so that it create the right conditions for the family member to talk.	x	• Improvements • Self Assessment (Score from P=) •
1.2	Careful listening and summarising, the giving of minimal encouragers, the asking of appropriate open and closed questions and probing, reflecting both the verbal and emotional content.	x	• Improvements • Self Assessment (Score from P=) •
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.	x	• Improvements • Self Assessment (Score from P=) •
1.4	Offering positive encouragement, reassurance and support, reminding people of their strengths and	x	• Improvements

No	Skill	Score 0 - 5	Evidence of meeting criterion/ What was missing / Summarise main information gained. If any criterion scores less than 5, give feedback on improvements.
	expressing hope and optimism that change is possible.		<ul style="list-style-type: none"> • Self Assessment (Score from P=) <ul style="list-style-type: none"> •
1.5	Clarification about risk and safety issues and management of them if appropriate – e.g. domestic abuse/ violence, safeguarding concerns, mental health or other circumstances of FM and/or key others.	x	<ul style="list-style-type: none"> • Improvements <ul style="list-style-type: none"> • Self Assessment (Score from P=) <ul style="list-style-type: none"> •
1.6	Total Score/%	x/25 = (%)	P own assessment = x/25 (x%)
	Total All	x/125 = (%)	P own assessment = x/125 (x%)

Rating - A, B, C:

A. After listening to the tape, if you feel that if this practitioner were to deliver this Step at this level to other Affected Family Members, then that would be a good Step in the 5-Step Method, then this practitioner should Pass.

Pass: 65% and over AND mainly scores of 3.5 or above. (If any are below 3 (or below 1.5 for each of the start and ending), then it should be Pass with Reservation).

B. If you feel that there are things that the practitioner really ought to change and improve on, for you to be confident that this would be a good Step, then it should be a Pass with Reservations.

Pass with Reservations: Generally 60% and above, and below 65% AND any scores of below 3 (or below 1.5 for each of the start and ending)

C. If you feel that there are quite a few areas where they really ought to improve before you could feel confident in them delivering this Step, then it is a Resubmission.

Resubmission. Below 60% AND mainly scores of below 3's (or below 1.5 for each of the start and ending). (If most scores are 3 and above (or 1.5 and above for each of the start and ending), then it should be a Pass with Reservation).

NB. All Rating should state an action plan which summarise what the key areas are to improve and how these can be fulfilled.

If the practitioner then fulfils the action plan by the next Step or within an agreed timescale, a Pass with Reservation can then turn to a Pass. For all Pass with Reservations, a Certificate will only be issued as an Accredited Practitioner, once all action plans are completed.

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

Step 1: Table 1= x/25 (x%). Pass/Pass with Reservations/Resubmit. P own assessment Table 1= x/25 (x%).
Table 2= x/25 (x%). Pass/Pass with Reservations/Resubmit. P own assessment Table 2= x/25 (x%).

Overall Comments and Improvements

Action Plan Table 1

Action Plan Table 2

Step 2: Table 1= x/25 (x%). Pass/Pass with Reservations/Resubmit.
P own assessment Table 1= x/25 (x%).

Table 2= x/25 (x%). Pass/Pass with Reservations/Resubmit.
P own assessment Table 2= x/25 (x%).

Overall Comments and Improvements

Action Plan Table 1

Action Plan Table 2

Step 3: Table 1= x/25 (x%). Pass/Pass with Reservations/Resubmit.
P own assessment Table 1= x/25 (x%).

Table 2= x/25 (x%). Pass/Pass with Reservations/Resubmit.
P own assessment Table 2= x/25 (x%).

Overall Comments and Improvements

Action Plan Table 1

Action Plan Table 2

Step 4: Table 1= x/25 (x%). Pass/Pass with Reservations/Resubmit.
P own assessment Table 1= x/25 (x%).

Table 2= x/25 (x%). Pass/Pass with Reservations/Resubmit.
P own assessment Table 2= x/25 (x%).

Overall Comments and Improvements

Action Plan Table 1

Action Plan Table 2

Step 5: Table 1= x/25 (x%). Pass/Pass with Reservations/Resubmit.
P own assessment Table 1= x/25 (x%).

Table 2= x/25 (x%). Pass/Pass with Reservations/Resubmit.
P own assessment Table 2= x/25 (x%).

Overall Comments and Improvements

Action Plan Table 1

Action Plan Table 2