

## 5-Step Method Practitioner Competency: Self-Assessment Form

Name of Practitioner:

Code of FM:

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.

**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><b>Key Principle: In reviewing each Step, the key question is: From listening to this recording, have you demonstrated enough skill to become a 5-Step Method Practitioner?</b></p> <ul style="list-style-type: none"> <li>• <b>Did you structure the session so that all aspects of the Step being undertaken were covered and did you ask the right questions?</b></li> <li>• <b>If I just listen to myself and not the Family Member, would I hear evidence of good 5-Step practice?</b></li> </ul>			
<b>1</b>	<b>Step 1: Family member story - Listen, reassure and explore concerns</b>		
<b>L</b>	Tape length = x mins		
<b>1.1</b>	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-Information-Coping-Support Model, confidentiality, purpose of Step 1 and complete FMQ (if not already completed).	<b>x/2=</b>	<ul style="list-style-type: none"> <li>•</li> <li><b>Improvements</b></li> <li>•</li> </ul>
<b>1.2</b>	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.	<b>x</b>	<ul style="list-style-type: none"> <li>•</li> <li><b>Improvements</b></li> <li>•</li> </ul>
<b>1.3</b>	Identify relevant stresses and how the FM has been affected. As necessary, utilise results of FMQ to guide the session.	<b>x</b>	<ul style="list-style-type: none"> <li>•</li> <li><b>Improvements</b></li> <li>•</li> </ul>

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.
1.4	Gain an overview of family/network structure, and use this to identify relevant stresses and how others have been affected.	x	<ul style="list-style-type: none"> <li>•</li> </ul> <b>Improvements</b> <ul style="list-style-type: none"> <li>•</li> </ul>
1.5	Normalise the experience of FMs giving an indication that they are not alone with their experiences.	x	<ul style="list-style-type: none"> <li>•</li> </ul> <b>Improvements</b> <ul style="list-style-type: none"> <li>•</li> </ul>
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=	<ul style="list-style-type: none"> <li>•</li> </ul> <b>Improvements</b> <ul style="list-style-type: none"> <li>•</li> </ul>
1.7	<b>Step 1: Total Score No/%</b>	<b>x/25 = (x%)</b>	
2	<b>Step 2: Identify relevant and targeted information</b>		
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-Information-Coping-Support Model..	x/2=	<ul style="list-style-type: none"> <li>•</li> </ul> <b>Improvements</b> <ul style="list-style-type: none"> <li>•</li> </ul>
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 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.	x	<ul style="list-style-type: none"> <li>•</li> </ul> <b>Improvements</b> <ul style="list-style-type: none"> <li>•</li> </ul>
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	x	<ul style="list-style-type: none"> <li>•</li> </ul> <b>Improvements</b> <ul style="list-style-type: none"> <li>•</li> </ul>

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.
	courses), present targeted & relevant information to FM, and discuss this with FM. As necessary, 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.	x	<ul style="list-style-type: none"> <li>•</li> </ul> <b>Improvements</b> <ul style="list-style-type: none"> <li>•</li> </ul>
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"> <li>•</li> </ul> <b>Improvements</b> <ul style="list-style-type: none"> <li>•</li> </ul>
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"> <li>•</li> </ul> <b>Improvements</b> <ul style="list-style-type: none"> <li>•</li> </ul>
<b>2.7</b>	<b>Step 2: Total Score No/%</b>	<b>x/25 = (x%)</b>	
<b>3</b>	<b>Step 3: Explore ways of coping and responding</b>		
<b>L</b>	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 session helpful. Give purpose of Step 3 and relate it to the Stress-Strain-Information-Coping-Support Model.	x/2=	<ul style="list-style-type: none"> <li>•</li> </ul> <b>Improvements</b> <ul style="list-style-type: none"> <li>•</li> </ul>
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	<ul style="list-style-type: none"> <li>•</li> </ul> <b>Improvements</b> <ul style="list-style-type: none"> <li>•</li> </ul>
3.3	Explore advantages and disadvantages of current coping responses. Again, use specific examples and situations.	x	<ul style="list-style-type: none"> <li>•</li> </ul> <b>Improvements</b> <ul style="list-style-type: none"> <li>•</li> </ul>
3.4	Facilitate FM to see that there is no right or wrong way of coping.	x	<ul style="list-style-type: none"> <li>•</li> </ul> <b>Improvements</b> <ul style="list-style-type: none"> <li>•</li> </ul>

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.
3.5	Explore advantages and disadvantages of alternative ways of coping, again utilising specific examples and situations.	x	<ul style="list-style-type: none"> <li>•</li> </ul> <b>Improvements</b> <ul style="list-style-type: none"> <li>•</li> </ul>
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=	<ul style="list-style-type: none"> <li>•</li> </ul> <b>Improvements</b> <ul style="list-style-type: none"> <li>•</li> </ul>
<b>3.7</b>	<b>Step 3: Total Score No/%</b>	<b>x/25 = (x%)</b>	
<b>4</b>	<b>Step 4: Explore and enhance support and communication</b>		
<b>L</b>	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 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-Information-Coping-Support Model.	x/2=	<ul style="list-style-type: none"> <li>•</li> </ul> <b>Improvements</b> <ul style="list-style-type: none"> <li>•</li> </ul>
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"> <li>•</li> </ul> <b>Improvements</b> <ul style="list-style-type: none"> <li>•</li> </ul>
4.3	Explore how to develop/continue to develop positive support.	x	<ul style="list-style-type: none"> <li>•</li> </ul> <b>Improvements</b> <ul style="list-style-type: none"> <li>•</li> </ul>
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"> <li>•</li> </ul> <b>Improvements</b> <ul style="list-style-type: none"> <li>•</li> </ul>
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"> <li>•</li> </ul> <b>Improvements</b> <ul style="list-style-type: none"> <li>•</li> </ul>
4.6	Ending session - summarise the main FM issues, use of handbook. Check if session	x/2=	<ul style="list-style-type: none"> <li>•</li> </ul>

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.
	was helpful. Give purpose of next session on Step 5. Practical issues of contact and date of next session.		Improvements •
<b>4.7</b>	<b>Step 4: Total Score No/%</b>	<b>x/25 = (x%)</b>	
<b>5</b>	<b>Step 5: Review previous steps and explore further needs</b>		
<b>L</b>	Tape length = x mins		
<b>5.1</b>	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 5.	<b>x/2=</b>	•  <b>Improvements</b> •
<b>5.2</b>	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.	<b>x</b>	•  <b>Improvements</b> •
<b>5.3</b>	Discuss FM's need for further help and how this can be actioned.	<b>x</b>	•  <b>Improvements</b> •
<b>5.4</b>	Discuss help needs of the using relative and other FM's/key people and how these can be actioned.	<b>x</b>	•  <b>Improvements</b> •
<b>5.5</b>	After this review has been completed, redo FMQ and compare with FMQ from 1 <sup>st</sup> session to identify and reinforce changes.	<b>x</b>	•  <b>Improvements</b> •
<b>5.6</b>	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.	<b>x/2=</b>	•  <b>Improvements</b> •
<b>5.7</b>	<b>Step 5: Total Score: No/%</b>	<b>x/25 = (x%)</b>	
<b>6</b>	<b>Total Score All Steps: No/%</b>	<b>X/125 = (x%)</b>	

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.
<b>Key Principle: Have I demonstrated enough competency in counselling skills?</b>			
<b>You may want to ask yourself some questions “Did I 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”.</b>			
<b>Step 1</b>			
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	• <b>Improvements</b> •
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	• <b>Improvements</b> •
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	• <b>Improvements</b> •
1.4	Offering positive encouragement, reassurance and support, reminding people of their strengths and expressing hope and optimism that change is possible.	x	• <b>Improvements</b> •
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	• <b>Improvements</b> •
1.6	<b>Total Score/%</b>	<b>x/25 = (%)</b>	
<b>Step 2</b>			
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	• <b>Improvements</b> •
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	• <b>Improvements</b> •

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.
1.3	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"> <li>•</li> </ul> <b>Improvements</b> <ul style="list-style-type: none"> <li>•</li> </ul>
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"> <li>•</li> </ul> <b>Improvements</b> <ul style="list-style-type: none"> <li>•</li> </ul>
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"> <li>•</li> </ul> <b>Improvements</b> <ul style="list-style-type: none"> <li>•</li> </ul>
1.6	<b>Total Score/%</b>	<b>x/25 = (%)</b>	
<b>Step 3</b>			
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"> <li>•</li> </ul> <b>Improvements</b> <ul style="list-style-type: none"> <li>•</li> </ul>
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"> <li>•</li> </ul> <b>Improvements</b> <ul style="list-style-type: none"> <li>•</li> </ul>
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"> <li>•</li> </ul> <b>Improvements</b> <ul style="list-style-type: none"> <li>•</li> </ul>
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"> <li>•</li> </ul> <b>Improvements</b> <ul style="list-style-type: none"> <li>•</li> </ul>
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"> <li>•</li> </ul> <b>Improvements</b> <ul style="list-style-type: none"> <li>•</li> </ul>
1.6	<b>Total Score/%</b>	<b>x/25 = (%)</b>	<b>P own assessment = x/25 (x%)</b>
<b>Step 4</b>			

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.
1.1	Make a relationship of trust (warmth, genuineness, and empathy) so that it create the right conditions for the family member to talk.	x	•  <b>Improvements</b> •
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	•  <b>Improvements</b> •
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	•  <b>Improvements</b> •
1.4	Offering positive encouragement, reassurance and support, reminding people of their strengths and expressing hope and optimism that change is possible.	x	•  <b>Improvements</b> •
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	•  <b>Improvements</b> •
1.6	<b>Total Score/%</b>	<b>x/25 = (%)</b>	<b>P own assessment = x/25 (x%)</b>
<b>Step 5</b>			
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	•  <b>Improvements</b> •
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	•  <b>Improvements</b> •
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	•  <b>Improvements</b> •



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.
1.4	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"> <li>•</li> </ul> <b>Improvements</b> <ul style="list-style-type: none"> <li>•</li> </ul>
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"> <li>•</li> </ul> <b>Improvements</b> <ul style="list-style-type: none"> <li>•</li> </ul>
1.6	<b>Total Score/%</b>	<b>x/25 = (%)</b>	
	<b>Total All</b>	<b>x/125 = (%)</b>	

#### Rating - A, B, C:

**A.** After listening to the tape, if you feel that if you 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 you 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 you 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 you 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 you then fulfil 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 as needed.**

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

**Overall Comments and Improvements**

**Action Plan Table 1**

**Action Plan Table 2**

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

**Overall Comments and Improvements**

**Action Plan Table 1**

**Action Plan Table 2**

**Step 3: Table 1= x/25 (x%). Pass/Pass with Reservations/Resubmit. Table 2= x/25 (x%). Pass/Pass with Reservations/Resubmit.**

**Overall Comments and Improvements**

**Action Plan Table 1**

**Action Plan Table 2**

**Step 4: Table 1= x/25 (x%). Pass/Pass with Reservations/Resubmit. Table 2= x/25 (x%). Pass/Pass with Reservations/Resubmit.**

**Overall Comments and Improvements**

**Action Plan Table 1**

**Action Plan Table 2**

**Step 5: Table 1= x/25 (x%). Pass/Pass with Reservations/Resubmit. Table 2= x/25 (x%). Pass/Pass with Reservations/Resubmit.**

**Overall Comments and Improvements**

**Action Plan Table 1**

**Action Plan Table 2**