5-Step Method: Guidance on using AI in Otter and Chat GPT **Identifying evidence for competencies, improvements, accreditation** **and supervision**	**AFINet** **Addiction and the Family** International Network

Introduction

a) AI is a rapidly developing area so this is draft guidance to utilise as an Assessor and as a Practitioner. There are a large variety of programmes and some Accredited Assessors have used Otter.ai and ChatGPT.

b) The programmes have been used by inputting the transcript from the recorded session and asking a variety of questions so that you can rapidly gain transcript timelines of the evidence. For example, it gave transcript timelines of evidence for all of Step 1 competencies in minutes.

c) In using AI programmes, it is essential that you ask the right questions in order to obtain the most relevant answers. You will need to practice and see if you have to ask supplementary questions (e.g. if it does not provide you with enough examples.)

d) It is certainly not perfect and did not give all the examples of evidence that were on the transcript or it sometimes gave the wrong answer. So it is essential that you have looked at the recording/ read the transcript so you know the accuracy of the responses AI is giving you.

e) The AI programmes vary in their complexity and usefulness and payment. The basic ChatGPT is free. Otter.ai is very useful and there is a free version but this has lots of limitations- the paid version is much more useful. They both give fairly similar results. Also remember, AI programmes are learning all the time so you do not gain the same results each time. (For example, ChatGPT gave slightly different complexities of answers each time the same question was asked with the same transcript. It is also currently changing the word count limit so check if the word count of your transcript can be entered altogether or if you have to input in separate sections. (It is assumed that with the paid version you don't have this word restriction but it has not been tested)

f) You must check your organisational governance procedures before using these programmes.

g) Videos are available showing how ChatGPT and Otter ai was used to ask for transcript lines to show evidence of meeting the competencies.

h) A video is also available showing how otter.ai was used for a supervision/accreditation session.

i) **Below are examples of the type of questions you can ask- first in otter.ai and then in ChatGPT**. You will see that the competencies for each step have often been separated into shorter sentences. This seems to give clearer answers in AI than putting the whole competencies in when it has several sentences. Other questions can then be asked as long as they relate to the main competencies. You need to ask the AI programme to identify evidence against the competencies and ensure the transcript is entered.

j) In addition, the programmes can be used to give you the percentage of time spoken by the practitioner and the time spoken by the Affected Family Member. For example, the answer could show the practitioner needed to use more silences or allow more time for Family Member reflection and reduce greatly the practitioner talking. Of course, it does depend on the Step as Step 2 information can require more talking.

1. Otter : Lead questions

@otter can you give examples and show time stamps of all the transcript sentences when the counsellor did

@otter can you give examples and time stamps of all the transcript sentences when the counsellor failed to, or could have demonstrated the following criteria:

Step 1: Evidence

> @otter can you give examples and show time stamps of all the transcript sentences when the counsellor did
> Provide a warm welcome?
> Set a clear and structured agenda for the session, and communicate this to the family member and ensured that this agenda is followed throughout the session?
>
> @otter can you give examples and show time stamps of all the transcript sentences when the counsellor did
> Introduce the 5-Step Method and the Stress-Strain-Information-Coping-Support Model?

@otter can you give examples and show time stamps of all the transcript sentences when the counsellor did give the purpose of Step 1 and relate it to the Stress-Strain-Information-Coping-Support (SSICS) model?

@otter can you give examples and show time stamps of all the transcript sentences when the counsellor did listen to the family member and allow them to describe their situation and tell their story?

@otter can you give examples and show time stamps of all the transcript sentences when the counsellor did ask about their concerns, fears and emotions?

@otter can you give examples and show time stamps of all the transcript sentences when the counsellor did summarise to check if you understood their situation?

@otter can you give examples and show time stamps of all the transcript sentences when the counsellor did identify relevant stresses and how the family member has been affected?

@otter can you give examples and show time stamps of all the transcript sentences when the counsellor did normalise their experience giving an indication that they are not alone in their experiences

@otter can you give examples and show time stamps of all the transcript sentences when the counsellor did end the session by summarising the main family member issues?

Step 1: Improvements

@otter can you give examples and time stamps of all the transcript sentences when the counsellor failed to, or could have demonstrated the following criteria:
Provide a warm welcome?
Set a clear and structured agenda for the session, and communicate this to the family member and ensured that this agenda is followed throughout the session?

@otter can you give examples and time stamps of when the counsellor failed to, or could have demonstrated the following criteria:
 Introduce the 5-Step Method and the Stress-Strain-Information-Coping-Support Model?

@otter can you give examples and show time stamps of all the transcript sentences when the counsellor failed to, or could have demonstrated the following criteria:
 give the purpose of Step 1 and relate it to the Stress-Strain-Information-Coping-Support model?

@otter can you give examples and show time stamps of all the transcript sentences when the counsellor failed to, or could have demonstrated the following criteria:
listen to the family member and allow them to describe their situation and tell their story?

@otter can you give examples and show time stamps of all the transcript sentences when the counsellor failed to, or could have demonstrated the following criteria:
ask about their concerns, fears and emotions?

@otter can you give examples and show time stamps of all the transcript sentences when the counsellor failed to, or could have demonstrated the following criteria:
summarise to check if they understood their situation?

@otter can you give examples and show time stamps of all the transcript sentences when the counsellor failed to, or could have demonstrated the following criteria:
identify relevant stresses and how the family member has been affected?

@otter can you give examples and show time stamps of all the transcript sentences when the counsellor failed to, or could have demonstrated the following criteria:
normalise their experience giving an indication that they are not alone in their experiences?

@otter can you give examples and show time stamps of all the transcript sentences when the counsellor failed to, or could have demonstrated the following criteria:
end the session by summarising the main family member issues?

Step 2: Evidence

@otter can you give examples and time stamps of all the transcript sentences when the counsellor demonstrated the following criteria: Beginning of session - warm welcome, set a clear and structured agenda for the session, communicate this to the family member and ensure that this agenda is followed throughout the session. Check if previous session helpful. Give the purpose of Step 2 and relate it to the Stress-Strain-Information-Coping-Support Model?

@otter can you give examples and time stamps of all the transcript sentences when the counsellor demonstrated the following criteria:
Identify/check areas where family member needs more Addiction-related information *(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 family member, and discuss this with family member. As necessary, utilise results of Family-Member-Questionnaire to guide the session?

@otter can you give examples and time stamps of all the transcript sentences when the counsellor demonstrated the following criteria: Identify/check areas where family member needs more General information (about anything not directly addiction related), present targeted & relevant information to family member, and discuss this with family member. As necessary, utilise results of Family-Member-Questionnaire to guide the session?

@otter can you give examples and time stamps of all the transcript sentences when the counsellor demonstrated the following criteria: Identify/check areas where family member feels other family members may need information - both addiction and general information?

@otter can you give examples and time stamps of all the transcript sentences when the counsellor demonstrated the following criteria: Support family member to find out more for themselves about identified issues e.g. family member could use websites, reading, library, organisations, etc. ?

@otter can you give examples and time stamps of when the counsellor demonstrated the following criteria: Ending the session by summarising the main family member issues, reminding the family member to use the handbook, and checking if the session was helpful. Give purpose of next session on Step 3. Practical issues of contact and date of next session.

Step 2 Improvements

@otter can you give examples and time stamps of all the transcript sentences when the counsellor failed to or could have demonstrated the following criteria: Beginning of session - warm welcome, set a clear and structured agenda for the session, communicate this to the family member 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.

@otter can you give examples and time stamps of all the transcript sentences when the counsellor failed to or could have demonstrated the following criteria:
Identify/check areas where family member needs more Addiction-related information (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 family member, and discuss this with family member. As necessary, utilise results of Family-Member-Questionnaire to guide the session.

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@otter can you give examples and time stamps of all the transcript sentences when the counsellor failed to or could have demonstrated the following criteria: Identify/check areas where family member feels other family members may need information - both addiction and general information.

@otter can you give examples and time stamps of all the transcript sentences when the counsellor failed to or could have demonstrated the following criteria: Support family member to find out more for themselves about identified issues e.g. family member could use websites, reading, library, organisations, etc.

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Step 3 - Evidence

@otter can you give examples and show time stamps of all the transcript sentences when the counsellor did Beginning of session - warm welcome, set a clear and structured agenda for the session, communicate this to the family member 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.

@otter can you give examples and show time stamps of all the transcript sentences when the counsellor did Ask family member about current coping responses. Get specific examples and situations. Discuss the 3 main ways of coping: tolerating/putting up with it, engaging/standing up to it, withdrawing/distancing self from it. As necessary, utilise results of Family-Member-Questionnaire to guide the session.

@otter can you give examples and show time stamps of all the transcript sentences when the counsellor did Explore advantages and disadvantages of current coping responses. Again, use specific examples and situations.

@otter can you give examples and show time stamps of all the transcript sentences when the counsellor did Facilitate family member to see that there is no right or wrong way of coping.

@otter can you give examples and show time stamps of all the transcript sentences when the counsellor did Explore advantages and disadvantages of alternative ways of coping, again utilising specific examples and situations.

@otter can you give examples and show time stamps of all the transcript sentences when the counsellor did Ending the session by summarising the main family member issues, reminding the family member to use the handbook, and checking if the session was helpful. Give purpose of next session on Step 4. Practical issues of contact and date of next session.

Step 3: Improvements:

@otter can you give examples and time stamps of all the transcript sentences when the counsellor failed to, or could have demonstrated the following criteria: Beginning of session - warm welcome, set a clear and structured agenda for the session, communicate this to the family member 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.

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@otter can you give examples and time stamps of all the transcript sentences when the counsellor failed to, or could have demonstrated the following criteria: Facilitate family member to see that there is no right or wrong way of coping.

@otter can you give examples and time stamps of all the transcript sentences when the counsellor failed to, or could have demonstrated the following criteria: Explore advantages and disadvantages of alternative ways of coping, again utilising specific examples and situations.

@otter can you give examples and time stamps of all the transcript sentences when the counsellor failed to, or could have demonstrated the following criteria: Ending the session by summarising the main family member issues, reminding the family member to use the handbook, and checking if the session was helpful. Give purpose of next session on Step 4. Practical issues of contact and date of next session.

Step 4: Evidence

@otter can you give examples and show time stamps of all the transcript sentences when the counsellor did: Beginning of session - warm welcome, set a clear and structured agenda for the session, communicate this to the family member 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.

@otter can you give examples and show time stamps of all the transcript sentences when the counsellor ensures the discussion stays focused on mapping out the client's supports and how to strengthen them, following the agenda

@otter can you give examples and show time stamps of all the transcript sentences when the counsellor did 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 family member does to support themselves. As necessary, utilise results of Family-Member-Questionnaire to guide the session.

@otter can you give examples and show time stamps of all the transcript sentences when the counsellor did Explore how to develop/continue to develop positive support.

@otter can you give examples and show time stamps of all the transcript sentences when the counsellor did Explore potential new sources of support (could be linked to those named in the network diagram or filling in gaps in support).

@otter can you give examples and show time stamps of all the transcript sentences when the counsellor did Discuss how family members can support each other and agree on approaches when communicating with the using relative.

@otter can you give examples and show time stamps of all the transcript sentences when the counsellor did: Ending the session by summarising the main family member issues, reminding the family member to use the handbook, and checking if the session was helpful. Give purpose of next session on Step 5. Practical issues of contact and date of next session.

Step 4: Improvements

@otter can you give examples and show time stamps of all the transcript sentences when the counsellor failed to, or could have demonstrated the following criteria: Beginning of session - warm welcome, set a clear and structured agenda for the session, communicate this to the family member 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.

@otter can you give examples and show time stamps of all the transcript sentences when the counsellor failed to, or could have demonstrated the following criteria: ensures the discussion stays focused on mapping out the client's supports and how to strengthen them, following the agenda

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@otter can you give examples and show time stamps of all the transcript sentences when the counsellor failed to, or could have demonstrated the following criteria: Discuss how family members can support each other and agree on approaches when communicating with the using relative.

@otter can you give examples and show time stamps of all the transcript sentences when the counsellor failed to, or could have demonstrated the following criteria: Ending the session by summarising the main family member issues, reminding the family member to use the handbook, and checking if the session was helpful. Check if session was helpful. Give purpose of next session on Step 5. Practical issues of contact and date of next session.

Step 5: Evidence

@otter can you give examples and show time stamps of all the transcript sentences when the counsellor did begin the session with a - warm welcome, set a clear and structured agenda for the session, communicate this to the family member and ensure that this agenda is followed throughout the session. Check if previous session helpful. Give purpose of Step 5.

@otter can you give examples and show time stamps of all the transcript sentences where the counsellor did Review Steps 1-4 to explore what family member has found helpful about the sessions and what changes family member has made. family member to summarise key issues and progress to date, with Practitioner adding detail where appropriate.

@otter can you give examples and show time stamps of all the transcript sentences where the counsellor did Discuss family members need for further help and how this can be actioned.

@otter can you give examples and show time stamps of all the transcript sentences where the counsellor did Discuss help needs of the using relative and other family members/key people and how these can be actioned.

@otter can you give examples and show time stamps of all the transcript sentences where the counsellor did redo the Family Member Questionnaire (Family-Member-Questionnaire) and compare with Family-Member-Questionnaire from 1st session to identify and reinforce changes.

@otter can you give examples and show time stamps of all the transcript sentences where the counsellor did summarise the main family member 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.

Step 5: Improvements

@otter can you give examples and show time stamps of all the transcript sentences when the counsellor failed to, or could have demonstrated the following criteria: begin the session with a - warm welcome, set a clear and structured agenda for the session, communicate this to the family member and ensure that this agenda is followed throughout the session. Check if previous session helpful. Give purpose of Step 5.

@otter can you give examples and show time stamps of all the transcript sentences where the counsellor failed to, or could have demonstrated the following criteria: Review Steps 1-4 to explore what family member has found helpful about the sessions and what changes family member has made. family member to summarise key issues and progress to date, with Practitioner adding detail where appropriate.

@otter can you give examples and show time stamps of all the transcript sentences where the counsellor failed to, or could have demonstrated the following criteria: Discuss family members need for further help and how this can be actioned.

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@otter can you give examples and show time stamps of all the transcript sentences where the counsellor failed to, or could have demonstrated the following criteria: summarise the main family member 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.

Counselling Skills:

@otter can you give examples and show time stamps of all the transcript sentences when the counsellor did Make a relationship of trust (warmth, genuineness, and empathy) so that it creates the right conditions for the family member to talk?

@otter can you give examples and show time stamps of all the transcript sentences when the counsellor did Listen carefully, giving minimal encouragers? Summarise? Ask appropriate open and closed questions and probe for more information? Reflect both the verbal and emotional content?

@otter can you give examples and show time stamps of all the transcript sentences when the counsellor did Allow silences and allow for the expression of emotions to enable catharsis and the normalisation of the feelings?

@otter can you give examples and show the time stamps of all the transcript sentences the counsellor did Offer positive encouragement, reassurance, and support, Remind family member of their strengths And express hope and optimism that change is possible?

@otter can you give examples and identify the time stamp when the counsellor did Clarify risk and safety issues? Ensure there was an appropriate management plan for issues identified for the family member and other key people?

Improvements:

@otter can you give examples and time stamps of all the transcript sentences when the counsellor failed to, or could have demonstrated the following criteria: Make a relationship of trust (warmth, genuineness, and empathy) so that it creates the right conditions for the family member to talk?

@otter can you give examples and time stamps of all the transcript sentences when the counsellor failed to, or could have demonstrated the following criteria: Ask appropriate open and closed questions and probe for more information? Reflect both the verbal and emotional content? Listened carefully, giving minimal encouragers? Summarised?

@otter can you give examples and time stamps of all the transcript sentences when the counsellor failed to, or could have demonstrated the following criteria: Allowing silences and the expression of emotions?

@otter can you give examples and time stamps of all the transcript sentences when the counsellor failed to, or could have demonstrated the following criteria: Offer positive encouragement, reassurance, and support, remind the family member of their strengths and express hope and optimism that change is possible?

@otter can you give examples and time stamps of all the transcript sentences when the counsellor failed to, or could have demonstrated the following criteria: 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 family member and/or key others.

Assessment Summary:

@otter if you were to rate the counsellor's ability on the previous criteria would you say they demonstrated competency if each criteria were worth 5 points with the scale being: 0 = No Evidence. 1 = Very Poor. 2 = Poor. 3 = Acceptable. 4 = Good. 5 = Excellent

@otter what score would you give the practitioner with regards to their competency if each criteria were worth 5 points with the scale being: 0 = No Evidence. 1 = Very Poor. 2 = Poor. 3 = Acceptable. 4 = Good. 5 = Excellent

@otter what feedback would you give the counsellor with regards to the competency criteria in order to improve their skills in meeting the competency criteria

NB. The key point with using this is do not rely solely on the score it gives, but it helps to find some evidence for our judgment to choose the score.

2. ChatGPT: Questions to ask

NB. The list of all the competences for each Step are separated out below so it is easier to copy and paste into the programme. It was found that it gave better answers if the competencies were split into separate sentences for the 5SM competencies. **NB You can now insert the transcript as a whole document into ChatGPT. You will need to see what suits you e.g. entering all the competencies for a whole step or entering them in smaller sub sections.**

A. Table 1: 5SM competencies.
Q: Can you state all the transcript sentences/ examples in full and the timing to show the evidence that each of these competencies were met by Speaker 1 in the following transcript. *NB The reason for asking for Speaker 1 is this is the practitioner otherwise it includes what the Affected Family Member said and you mainly want to isolate the competency of what the Practitioner asked or explained.*

NB Chat often only gives one example from the transcript so you often have to say give me more examples of the transcript lines/timing.

Supplementary Question if you know it has not provided enough answers: If there is more than one sentence or timing please state them.

Q: Can you also give any improvements for each area and summarise these improvements at the end

B. Table 2: Counselling competencies

Q: Can you state all the transcript sentences/examples in full to show the evidence that each of these 7 competencies were met by Speaker 1 or 2 in the following transcript. . *NB The reason for asking for Speaker 1 and 2 ie Practitioner and Affected Family Member is that for table 2 it is more useful to gain both examples*

Q: If there is more than one sentence or timing please

Other Q's asked in differing ways: NB You may have to ask it to expand the question or ask in a slightly different way as it often only gives one example and misses items out

Q: For each competency give a one line summary to say if it was met. (*This can be useful as a rapid assessment)*

Q: Are there examples that Speaker one met this competency *(then input the exact sentence*) was met from reviewing the transcript .

Q: Can you put the sentences in full and give more than one example/sentence where this applies transcript examples in full and all the timing to show the evidence that each of these 5 competencies were met by Speaker one. If available., give more than one example/timing for each competency.

Give the exact transcript timing and the complete transcript sentences/examples to show how it was met for each one.

Q: If there is more than one example, please add additional timing and the exact transcript line. Do not say on the timing that it is throughout, I want the exact example from the transcript with timing.

Step 1: Family member story - Listen, reassure and explore concerns
1.   Beginning of session – give a warm welcome.
2.   Set a clear and structured agenda for the session, communicate this to the Family Member.
3.   Ensure that this agenda is followed throughout the session.
4.   Introduce 5-Step Method and relate it to the Stress-Strain-Information-Coping-Support Model.
5.   Discuss confidentiality.
6.   Give the purpose of Step 1.
7.   Complete Family Member Questionnaire (if not already completed).
8.   Allow Family Member to describe the situation and tell their story.
9.   Listen to and ask about the Family Members' concerns, fears, and emotions.
10.   Ongoing summarising to check understanding of the situation.
11.   As necessary, utilise results of Family Member Questionnaire to guide the session.
12.   Identify relevant stresses and how the Family Member has been affected.
13.   Gain an overview of family/network structure and use this to identify relevant stresses and how others have been affected.
14.   Normalise the experience of Family Members, giving an indication that they are not alone with their experiences.
15.   Ending session - summarise the main Family Member issues.
16.   Explain the use of the handbook (and any risk issues with it being taken home).
17.   Check if the session was helpful.

Table 2: Counselling Skills
1.   Make a relationship of trust (warmth, genuineness, and empathy) so that it create the right conditions for the family member to talk.
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.
3.   Allowing silences and the expression of emotions - anger, anxiety, depression, sadness; expression of feelings can be cathartic, alter feelings and improve self-esteem.

4. Offering positive encouragement, reassurance and support, reminding people of their strengths and expressing hope and optimism that change is possible.
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 family member and/or key others.

Step 2: Identify relevant and targeted information
1. Give the purpose of the next session on Step 2 and clarify what the information needs might be.
2. Practical issues of contact and date of the next session.
3. Beginning of session - warm welcome.
4. Set a clear and structured agenda for the session, communicate this to the Family Member.
5. Ensure that this agenda is followed throughout the session.
6. Check if the previous session was helpful.
7. Give the purpose of Step 2 and relate it to the Stress-Strain-Information-Coping-Support Model.
8. Identify/check areas where the Family Member needs more Addiction-related information.
9. Present targeted & relevant information to Family Member, and discuss this with Family Member.
10. Identify/check areas where the Family Member needs more General information.
11. Support Family Member to find out more for themselves about identified issues.
12. Ending session - summarise the main Family Member issues.
13. Explain, use of the handbook.
14. Check if the session was helpful.
15. Give the purpose of the next session on Step 3.
16. Practical issues of contact and date of the next session.

Table 2: Counselling Skills
1. Make a relationship of trust (warmth, genuineness, and empathy) so that it create the right conditions for the family member to talk.
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.
3. Allowing silences and the expression of emotions - anger, anxiety, depression, sadness; expression of feelings can be cathartic, alter feelings and improve self-esteem.
4. Offering positive encouragement, reassurance and support, reminding people of their strengths and expressing hope and optimism that change is possible.
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 family member and/or key others.

Step 3: Explore ways of coping and responding
1. Beginning of session - warm welcome.
2. Set a clear and structured agenda for the session, communicate this to the Family Member.
3. Ensure that this agenda is followed throughout the session.
4. Check if the previous session was helpful.
5. Give the purpose of Step 3 and relate it to the Stress-Strain-Information-Coping-Support Model.
6. Ask Family Member about current coping responses.
7. Get specific examples and situations.
8. Discuss the 3 main ways of coping.
9. Explore advantages and disadvantages of current coping responses.
10. Facilitate Family Member to see that there is no right or wrong way of coping.
11. Explore advantages and disadvantages of alternative ways of coping.
12. Ending session - summarise the main Family Member issues.
13. Explain use of the handbook.
14. Check if the session was helpful.
15. Give the purpose of the next session on Step 4.
16. Practical issues of contact and date of the next session.

Table 2: Counselling Skills
1. Make a relationship of trust (warmth, genuineness, and empathy) so that it create the right conditions for the family member to talk.

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.
3. Allowing silences and the expression of emotions - anger, anxiety, depression, sadness; expression of feelings can be cathartic, alter feelings and improve self-esteem.
4. Offering positive encouragement, reassurance and support, reminding people of their strengths and expressing hope and optimism that change is possible.
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 family member and/or key others.

Step 4: Explore and enhance support and communication
1. Beginning of session - warm welcome.
2. Set a clear and structured agenda for the session, communicate this to the Family Member.
3. Ensure that this agenda is followed throughout the session.
4. Check if the previous session was helpful.
5. Give the purpose of Step 4 and relate it to the Stress-Strain-Information-Coping-Support Model.
6. Discussion of who/what/why is helpful and unhelpful in terms of support, utilising a network diagram.
7. Explore how to develop/continue to develop positive support.
8. Explore potential new sources of support.
9. Discuss how family members can support each other and agree on approaches when communicating with the using relative.
10. Ending session - summarise the main Family Member issues.
11. Explain use of the handbook.
12. Check if the session was helpful.
13. Give the purpose of the next session on Step 5.
14. Practical issues of contact and date of the next session.

Table 2: Counselling Skills
1. Make a relationship of trust (warmth, genuineness, and empathy) so that it create the right conditions for the family member to talk.
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.
3. Allowing silences and the expression of emotions - anger, anxiety, depression, sadness; expression of feelings can be cathartic, alter feelings and improve self-esteem.
4. Offering positive encouragement, reassurance and support, reminding people of their strengths and expressing hope and optimism that change is possible.
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 family member and/or key others.

Step 5: Review previous steps and explore further needs
1. Beginning of session - warm welcome.
2. Set a clear and structured agenda for the session, communicate this to the Family Member.
3. Ensure that this agenda is followed throughout the session.
4. Check if the previous session was helpful.
5. Give the purpose of Step 5 and relate it to the Stress-Strain-Information-Coping-Support Model.
6. Review Steps 1-4 to explore what Family Member has found helpful about the sessions and what changes Family Member has made.
7. Family Member to summarise key issues and progress to date, with Practitioner adding detail where appropriate.
8. Discuss Family Members' need for further help and how this can be actioned.
9. Discuss help needs of the using relative and other Family Members/key people and how these can be actioned.
10. After this review has been completed, redo Family Member Questionnaire and compare with Family Member Questionnaire from 1st session to identify and reinforce changes.
11. Ending session: summarise the main Family Member issues.
12. Check if session was helpful;.

13. Remind on use of handbook;
14. Agree post 5-Step work.
15. If possible, inform that will contact in about six weeks to check how they are.

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Steve Staunton/Gill Velleman- July 2024