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| **5-Step Method (Steps to Cope) Practitioner Competency: Self-Assessment Form**  **Name of Practitioner:**    **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.)**

**YP=Young Person. READ=Resilience Scale for Adolescents Questionnaire.**

**Table 1: Steps to Cope (StC) 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.** |
| --- | --- | --- | --- |
| Key Principle: In reviewing each Step, the key question is: From listening to this recording, have you demonstrated enough skill to become a Steps to Cope Practitioner?  * **Did you structure the session so that all aspects of the Step being undertaken were covered and did you ask the right questions?** * **If I just listen to myself and not the Young Person, would I hear evidence of good Steps to Cope practice?** | | | |
| **1** | **Step 1: What is living with this like for me?** | | |
| **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 YP and ensure that this agenda is followed throughout the session. Introduce StC and relate it to the Stress-Strain-Information-Coping-Support Model & building resilience, discuss use of workbook, confidentiality, purpose of Step 1 and complete READ (if not already completed). | **x/2=** | **Improvements** |
| **1.2** | Allow YP to describe situation and tell their story, listen to and ask about the YPs concerns, fears and emotions. Ongoing summarising to check understanding of the situation. Acknowledge emotions being expressed. As necessary, utilise results of the READ to guide the session. | **x** | **Improvements** |
| **1.3** | Identify relevant stresses and how the YP has been affected. As necessary, utilise results of the READ to guide the session. | **x** | **Improvements** |
| **1.4** | Gain an overview of the YP’s family/network structure, and use this to identify relevant stresses and how others have been affected. | **x** | **Improvements** |
| **1.5** | Normalise the experience of YP giving an indication that they are not alone with their experiences or to blame/responsible for them. | **x** | **Improvements** |
| **1.6** | Ending session - summarise the main YP issues, use of workbook (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** |
| **1.7** | **Step 1: Total Score No/%** | **x/25 = (x%)** |  |
| **2** | **Step 2: Information: What do I need to know?** | | |
| **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 YP 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 & building resilience. Refer to use of workbook as appropriate. | **x/2=** | **Improvements** |
| **2.2** | Identify/check areas where YP needs more Addiction or mental-health related information, present targeted & relevant information to YP, and discuss this with YP i.e., follow elicit, provide, elicit process. | **x** | **Improvements** |
| **2.3** | Identify/check areas where YP needs more General information (about anything not directly addiction or mental health related - e.g. anxiety, sleeping and other health issues, finances, education), present targeted & relevant information to YP, and discuss this with YP i.e., follow elicit, provide, elicit process. | **x** | **Improvements** |
| **2.4** | Identify/check areas where YP feels other family members (e.g., siblings, other parent, grandparent, friends) may need information - both addiction and general information – follow elicit, provide, elicit process as required. | **x** | **Improvements** |
| **2.5** | Support YP to find out more for themselves about identified issues e.g. YP could use websites, reading, library, organisations, etc. Include reference to StC website & other resources as appropriate. | **x** | **Improvements** |
| **2.6** | Ending session - summarise the main YP issues, use of workbook. Check if session was helpful. Give purpose of next session on Step 3. Practical issues of contact and date of next session. | **x/2=** | **Improvements** |
| **2.7** | **Step 2: Total Score No/%** | **x/25 = (x%)** |  |
| **3** | **Step 3: How do I cope?** | | |
| **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 YP 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 & building resilience. Refer to use of workbook as appropriate. | **x/2=** | **Improvements** |
| **3.2** | Ask YP about current coping responses. Get specific examples and situations. Discuss the coping typology & ideas about building resilience as appropriate. Refer to the READ as appropriate. | **x** | **Improvements** |
| **3.3** | Explore advantages and disadvantages of current coping responses. Again, use specific examples and situations. | **x** | **Improvements** |
| **3.4** | Facilitate YP to see that there is no right or wrong way of coping. Discuss the coping typology & ideas about building resilience as appropriate. | **x** | **Improvements** |
| **3.5** | Explore advantages and disadvantages of alternative ways of coping, again utilising specific examples and situations. | **x** | **Improvements** |
| **3.6** | Ending session - summarise the main YP issues, use of workbook. 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** |
| **3.7** | **Step 3: Total Score No/%** | **x/25 = (x%)** |  | |
| **4** | **Step 4: What support can I use?** | | |
| **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 YP 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 & building resilience. Refer to use of workbook as appropriate. | **x/2=** | **Improvements** |
| **4.2** | Discussion of who/what/why is helpful and unhelpful in terms of support, using a network diagram - to include people, activities, other agencies/groups, and what the YP does to support themselves. Refer to the READ as appropriate. | **x** | **Improvements** |
| **4.3** | Explore how to develop/continue to develop positive support. | **x** | **Improvements** |
| **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** | **Improvements** |
| **4.5** | Discuss how family members can support each other and agree on approaches when communicating with the using relative. | **x** | **Improvements** |
| **4.6** | Ending session - summarise the main YP issues, use of workbook. Check if session was helpful. Give purpose of next session on Step 5. Practical issues of contact and date of next session. | **x/2=** | **Improvements** |
| **4.7** | **Step 4: Total Score No/%** | **x/25 = (x%)** |  |
| **5** | **Step 5: Where can I get further help?** | | |
| **L** | Tape length = **x** mins | | |
| **5.1** | Beginning of session - warm welcome, set a clear and structured agenda for the session, communicate this to the YP and ensure that this agenda is followed throughout the session. Check if previous session helpful. Give purpose of Step 5. Refer to use of workbook as appropriate. | **x/2=** | **Improvements** |
| **5.2** | Review Steps 1-4 in turn to explore what YP has found helpful about the sessions and what changes YP has made. YP to summarise key issues and progress to date, with Practitioner adding detail where appropriate. | **x** | **Improvements** |
| **5.3** | Discuss YPs need for further help and how this can be actioned. May include reference to StC website. | **x** | **Improvements** |
| **5.4** | Discuss help needs of the using relative and others in the family and how these can be actioned. | **x** | **Improvements** |
| **5.5** | After this review has been completed, redo the READ and compare with 1st READ to identify and reinforce changes. | **x** | **Improvements** |
| **5.6** | Ending session: summarise the main YP issues; check if session was helpful; remind on use of workbook; agree post StC work (incl. StC website). If possible, inform that will contact in about 6 weeks (or another agreed suitable time) to check how they are. | **x/2=** | **Improvements** |
| **5.7** | **Step 5: Total Score: No/%** | **x/25 = (x%)** |  |
| **6** | **Total Score All Steps: No/%** | **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.** |
| --- | --- | --- | --- |
| Key Principle: Have I demonstrated enough competency in counselling skills? **You may want to ask yourself some questions “*Did I create the conditions in the session that allowed the YP to explore the issues?*”; “*Was there evidence from what the YP said that they felt this was a positive session and would come back”.*** | | | |
|  | **Step 1** |  |  |
| **1.1** | Make a relationship of trust (warmth, genuineness, and empathy) so that it creates the right conditions for the YP to talk. | **x** | **Improvements** |
| **1.2** | Careful listening and summarising, using minimal encouragers, asking appropriate open and closed questions and probing, reflecting. Be alert to verbal and emotional content, and also to non-verbal content. | **x** | **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** | **Improvements** |
| **1.4** | Offering positive encouragement, reassurance and support, reminding YP of their strengths and expressing hope and optimism that change is possible. | **x** | **Improvements** |
| **1.5** | Management of issues associated with risk and safely if relevant e.g., domestic abuse/violence, safeguarding concerns, mental health, YPs own substance use. Consider issues of risk related to both YP but also key others including the parent with the substance use and/or mental health problems. | **x** | **Improvements** |
| **1.6** | **Total Score/%** | **x/25 = (%)** |  |
|  | **Step 2** |  |  |
| **1.1** | Make a relationship of trust (warmth, genuineness, and empathy) so that it creates the right conditions for the YP to talk. | **x** | **Improvements** |
| **1.2** | Careful listening and summarising, using minimal encouragers, asking appropriate open and closed questions and probing, reflecting. Be alert to verbal and emotional content, and also to non-verbal content. | **x** | **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** | **Improvements** |
| **1.4** | Offering positive encouragement, reassurance and support, reminding YP of their strengths and expressing hope and optimism that change is possible. | **x** | **Improvements** |
| **1.5** | Management of issues associated with risk and safely if relevant e.g., domestic abuse/violence, safeguarding concerns, mental health, YPs own substance use. Consider issues of risk related to both YP but also key others including the parent with the substance use and/or mental health problems. | **x** | **Improvements** |
| **1.6** | **Total Score/%** | **x/25 = (%)** |  |
|  | **Step 3** |  |  |
| **1.1** | Make a relationship of trust (warmth, genuineness, and empathy) so that it creates the right conditions for the YP to talk. | **x** | **Improvements** |
| **1.2** | Careful listening and summarising, using minimal encouragers, asking appropriate open and closed questions and probing, reflecting. Be alert to verbal and emotional content, and also to non-verbal content. | **x** | **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** | **Improvements** |
| **1.4** | Offering positive encouragement, reassurance and support, reminding YP of their strengths and expressing hope and optimism that change is possible. | **x** | **Improvements** |
| **1.5** | Management of issues associated with risk and safely if relevant e.g., domestic abuse/violence, safeguarding concerns, mental health, YPs own substance use. Consider issues of risk related to both YP but also key others including the parent with the substance use and/or mental health problems. | **x** | **Improvements** |
| **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 creates the right conditions for the YP to talk. | **x** | **Improvements** |
| **1.2** | Careful listening and summarising, using minimal encouragers, asking appropriate open and closed questions and probing, reflecting. Be alert to verbal and emotional content, and also to non-verbal content. | **x** | **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** | **Improvements** |
| **1.4** | Offering positive encouragement, reassurance and support, reminding YP of their strengths and expressing hope and optimism that change is possible. | **x** | **Improvements** |
| **1.5** | Management of issues associated with risk and safely if relevant e.g., domestic abuse/violence, safeguarding concerns, mental health, YPs own substance use. Consider issues of risk related to both YP but also key others including the parent with the substance use and/or mental health problems. | **x** | **Improvements** |
| **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 creates the right conditions for the YP to talk. | **x** | **Improvements** |
| **1.2** | Careful listening and summarising, using minimal encouragers, asking appropriate open and closed questions and probing, reflecting. Be alert to verbal and emotional content, and also to non-verbal content. | **x** | **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** | **Improvements** |
| **1.4** | Offering positive encouragement, reassurance and support, reminding YP of their strengths and expressing hope and optimism that change is possible. | **x** | **Improvements** |
| **1.5** | Management of issues associated with risk and safely if relevant e.g., domestic abuse/violence, safeguarding concerns, mental health, YPs own substance use. Consider issues of risk related to both YP but also key others including the parent with the substance use and/or mental health problems. | **x** | **Improvements** |
| **1.6** | **Total Score/%** | **x/25 = (%)** |  |
|  | **Total All** | **x/125 = (%)** |  |

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

**A.** After listening to the recording, if you feel that if you were to deliver this Step at this level to other YP, then that would be a good Step in Steps to Cope, 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 Ratings 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**

**Addressing actions identified by practitioner and assessor for previous Steps**

**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**

**Addressing actions identified by practitioner and assessor for previous Steps**

**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**

**Addressing actions identified by practitioner and assessor for previous Steps**

**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**

**Addressing actions identified by practitioner and assessor for previous Steps**