



ATTTC

Addiction Technology Transfer Center Network  
Funded by Substance Abuse and Mental Health Services Administration

# ***Clinical Supervision Foundations***

## Module Five

# **Assessment Resources**



# Recap

## Yesterday we covered:

- **Definition, Roles & Responsibilities**
- **Personal Model of Supervision**
- **Supervisory Alliance**
- **Modalities and Methods**

# Agenda for Day 2

**Today we will add tools and skills:**

- **Assessment Resources**
- **Performance Evaluation**
- **Counselor Development**

# Module 5: Learning Objectives

1. Understand the value of a developmental perspective
2. Link *TAP 21: Addiction Counseling Competencies* to the companion *Performance Assessment Rubrics*
3. Assess counselor performance and develop learning goals using *TAP 21* and the *Rubrics*



# IDM Individual Development Model

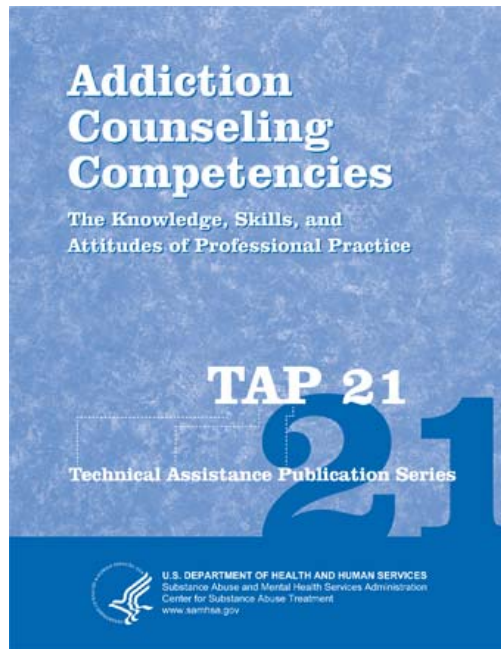


- 8 Domains
- 3 Overriding structures



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# TAP 21: Foundations & Practice Dimensions



**FIGURE 1. COMPONENTS IN THE COMPETENCIES MODEL**



*Participant Workbook – p. 45*



# TAP 21: Competencies and KSAs

## COMPETENCY 24:

Establish rapport, including management of a crisis situation and determination of need for additional professional assistance.

### KNOWLEDGE

- ◆ Importance and purpose of rapport building.
- ◆ Rapport-building methods and issues.
- ◆ The range of human emotions and feelings.
- ◆ What constitutes a crisis.
- ◆ Steps in crisis prevention and management.
- ◆ Situations and conditions for which additional professional assistance may be necessary.
- ◆ Available sources of assistance.

### SKILLS

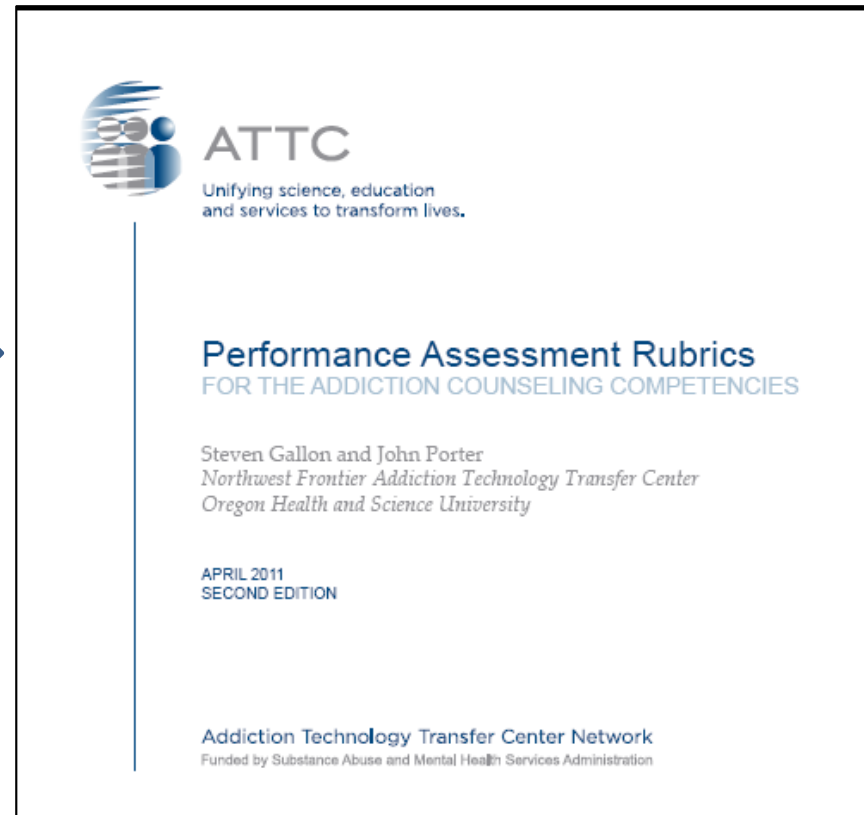
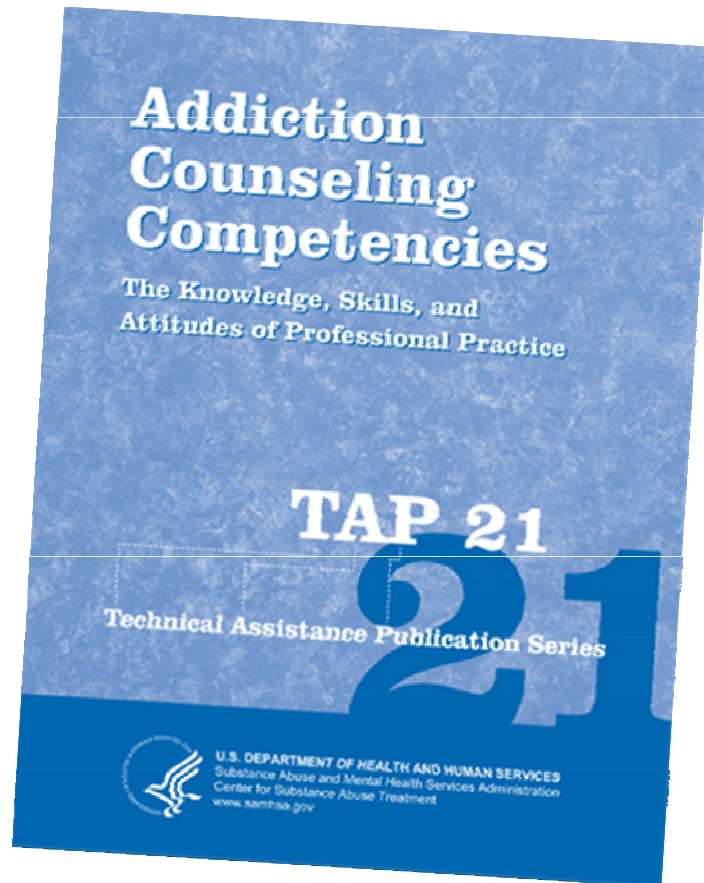
- ◆ Demonstrating effective verbal and nonverbal communication in establishing rapport.
- ◆ Accurately identifying the client's beliefs and frame of reference.
- ◆ Reflecting the client's feelings and message.
- ◆ Recognizing and defusing volatile or dangerous situations.
- ◆ Demonstrating empathy, respect, and genuineness.

### ATTITUDES

- ◆ Recognition of personal biases, values, and beliefs and their effect on communication and the treatment process.
- ◆ Willingness to establish rapport.

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# Competencies & Rubrics



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# Performance Assessment Rubrics

## UNDERSTANDING ADDICTION

1. Understand a variety of models and theories of addiction and other problems related to substance use.		SUPERVISOR	COUNSELOR
CONTINUUM ↓	AWARENESS → Identifies a variety of models and theories of addiction and other problems related to substance use.	1	1
	UNDERSTANDING → Discusses a variety of models and theories of addiction and other problems related to substance use.	2	2
	APPLIED KNOWLEDGE → Applies knowledge of models and theories of addiction and other substance related problems to clinical practice.	3	3
	MASTERY → Uses knowledge of a variety of models and theories of addiction and other substance related problems to design interventions and resolve issues in clinical settings.	4	4

2. Recognize the social, political, economic, and cultural context within which addiction and substance abuse exist, including risk and resiliency factors that characterize individuals and groups and their living environments.		SUPERVISOR	COUNSELOR
AWARENESS	Recognizes a variety of contexts within which addiction and substance abuse exist.	1	1
UNDERSTANDING	Appreciates the variety of contexts in which addiction and substance abuse occur, including factors that characterize individuals and groups and their living environments.	2	2
APPLIED KNOWLEDGE	Demonstrates sensitivity and utilizes knowledge of contextual variables in the planning and delivery of addiction services.	3	3
MASTERY	Fully integrates knowledge of the contextual variables into treatment planning, service delivery and problem solving.	4	4



ATTC

Gallon & Porter (2011). *Performance Assessment Rubrics for the Addiction Counseling Competencies*, p.12.



# Screening Competency

**1** = AWARENESS

**2** = INITIAL APPLICATION

**3** = COMPETENT PRACTICE

**4** = MASTERY

## Practice Dimension I: CLINICAL EVALUATION > Element 1: Screening

RATING

- |  |  |
|--|--|
| 24. Establish rapport, including management of crisis situation and determination of need for additional professional assistance.  |  |
| 25. Gather data systematically from the client and other available collateral sources, using screening instruments and other methods sensitive to age, developmental level, culture, and gender. At a minimum, data should include current and historical substance use; health, mental health, and substance-related treatment histories; mental and functional statuses; and current social, environmental, and or/economic constraints. |  |
| 26. Screen for psychoactive substance toxicity, intoxication, and withdrawal symptoms; aggression or danger to others; potential for self-inflicted harm or suicide; and coexisting mental health problems.  |  |
| 27. Assist the client in identifying the impact of substance use on his or her current life problems and the effects of continued harmful use or abuse.  |  |
| 28. Determine the client's readiness for treatment and change, as well as the needs of others involved in the current situation.   |  |
| 29. Review the treatment options appropriate for the client needs, characteristics, goals, and financial resources.  |  |
| 30. Apply accepted criteria for diagnosis of substance use disorders in making treatment recommendations.  |  |
| 31. Construct with client and appropriate others an initial action plan based on client needs, preferences, and resources available.   |  |
| 32. Based on initial action plan, take specific steps to initiate an admission or referral and ensure follow-through.  |  |

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# Rubrics for Competency

## Element I - Screening

CONTINUUM  
↓

27. Assist the client in identifying the effect of substance use in his or her current life problems and the effects of continued harmful use or abuse.		SUPERVISOR	COUNSELOR
AWARENESS	→ Lists the effects of psychoactive substances on thinking, feelings, health status, and relationships.	1	1
INITIAL APPLICATION	→ Confirms with the client the effects of substance use and assesses client readiness to change.	2	2
COMPETENT PRACTICE	→ Assists the client in recognizing the effects of substance use on his or her current life problems.	3	3
MASTERY	→ In addition to assessing the current effects of substance use, helps the client to understand the potential risks of continued use.	4	4

28. Determine the client's readiness for treatment and change, as well as the needs of others involved in the current situation.		SUPERVISOR	COUNSELOR
AWARENESS	Articulates the essential elements of one or more stages of change models.	1	1
INITIAL APPLICATION	Utilizes the stages of change model in screening and determining a client's initial readiness to engage in new behavior.	2	2
COMPETENT PRACTICE	Incorporates an understanding of the client's motivation and the readiness of the social environment to determine the appropriateness for treatment.	3	3
MASTERY	Incorporates the client's self assessment with information gathered from collaterals in the screening process to determine client's readiness for treatment.	4	4

# Rubrics Exercise

**Think of a specific supervisee (or counselor) for whom Competency 24 has been a challenge:**

1. Use rubric for Competency 24 to assess/rate proficiency.
2. Use the KSA breakdown to identify issues for improvement.
3. Explain your assessment of counselor's proficiency in Competency 24.
4. Propose one or two learning goals with "supervisee" to consider based on KSAs.
5. Summarize discussion.
6. Exchange roles and repeat the exercise.

*Participant Workbook – p. 45*

# Learning Styles

Chart # 2 - Effective Teaching Techniques for Each Learning Modality

Visual	Auditory	Kinesthetic
Guided imagery	Auditory tapes	Experiments
Demonstrations	Reading Aloud	Role plays/Acting scenes out
Copying notes	Oral instructions	Games
Highlighting key ideas in notes	Lectures	Problem-solving
Flash cards	Repeating ideas orally	Writing notes
Color coding	Poems/Rhymes/Word association	Making lists
Diagrams/Charts/Graphs/Photos	Group discussions	Physical examples
Movies/TV	Music/Lyrics	Associating emotions with concepts
Mind maps/Acronyms	TV	

Northwest Frontier ATTC. (2005). Counselor as educator-Part 2: Learning styles-teaching styles. *Addiction Messenger* , 8 , 3.

Participant Workbook – p. 48



# Tailored Supervision



- Provide focused support
- Continually assess counselor needs
- Facilitate outcome-oriented planning
- Recommend training opportunities
- Assist in developing a career ladder

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