

Self-Assessment for Wellness and Recovery

Core Staff Competencies

Directions: The following outlines specific competency areas and associated skills. Review each area and rate how frequently you demonstrate the **items** listed. Respond to each item based on how frequently you perform the behavior (how often you actually put the skill into actual practice). For example: 1.1 Identify if you Always, Frequently, Occasionally, Sometimes, or Rarely/Never use person first language and behavior to promote recovery. You are encouraged to answer as honestly as possible.

After you have responded to all items, use the **Self Assessment and Growth Plan** to identify your areas of strength and training and mentoring or coaching needs.

Frequency of Performance						Item
Area 1: Person–Oriented Attitudes, Values, Knowledge and Behavior						
5 Always	4 Frequently	3 Occasionally	2 Sometimes	1 Rarely/Never	Training Desired	
						1.1 Uses “person first” language and behavior to promote dignity and respect.
						1.2 Links to self-help activities to promote self-reliance.
						1.3 Understands the connection between the interpersonal relationships and environment in fostering empowerment.
						1.4 Defines recovery as a process and outcome.
						1.5 Identifies personal, program level and system level barriers to recovery.
						1.6 Creates conditions and environments so individuals can access knowledge, supports and skills that enhance recovery.
						1.7 Regards self-determination and choice as an essential part of the recovery process.
						1.8 Believes and is hopeful that everyone has the potential to recover, grow and change.
						1.9 Understands the physical, psychological and social dimensions of community integration.
						1.10 Recognizes and works to address stigma and discrimination.

Area 2: Engage Family and Significant Paid and Unpaid Supporters in All Aspects of Support Planning, and Evaluation						
5 Always	4 Frequently	3 Occasionally	2 Sometimes	1 Rarely/Never	Training Desired	Item
						2.1 Believes families and friends should be approached with welcoming attitudes as valuable collaborators.
						2.2 Communicates in a respectful manner with family and other members of a person's natural support system (parents, siblings, children, friends, employers/co-workers and community members).
						2.3 Can identify who should be included in support planning process obtains consent to share information.
						2.4 Communicates well with family members of supporters. 2.5 Helps the individual to develop natural supports for assistance in implementing needed supports and follow-up activities.
						2.6 Implements psycho-education principles, an approach that involves connecting with family members by focusing on their concerns and providing training so families can become effective partners in the rehabilitation process.
Area 3: Knowledge of Other Co-occurring Illnesses						
						3.1 Understands and implements integrated services when working with substance abuse and mental illness.
						3.2 Recognizes the signs of intoxication and withdrawal symptoms.
						3.3 Understands basic 12 step concepts and slogans.
						3.4 Uses best practices in the treatment of co-occurring disorders including stages or change, harm reduction and motivational interviewing.
						3.5 Helps consumers develop individualized relapse prevention strategies.
						3.6 Understands symptoms, causes, prevention, treatment and community resources associated with common medical conditions including : Hypertension, Type II Diabetes, Asthma, obesity, nicotine addiction, seizure disorders, Hepatitis, and HIV.

5 Always	4 Frequently	3 Occasionally	2 Sometimes	1 Rarely/Never	Training Desired	Item
						3.7 Understands that people who have severe mental illnesses have a higher rate of co-morbidity with chronic physical illnesses and a shorter life expectancy than the general population.
						3.8 Uses knowledge of PTSD and trauma to inform treatment.
Area 4: Strength-Based Recovery Planning						
						4.1 Conducts strength based assessments in the context of the wellness dimensions (physical, spiritual, emotional, occupational, social, intellectual, environmental).
						4.2 Uses the person's natural support system to assist in assessment and individualized recovery planning.
						4.3 Incorporates past and present skills, resources, interests, values, symptoms and interventions in identifying a person's chosen goals in their living, learning, working and social environment.
						4.4 Assesses readiness for change in domains of living, learning and working and socializing.
						4.5 Solicits individual's personal goals and preferences in order to develop an individualized plan of services and supports.
						4.6 Sets and writes observable and measurable objectives in collaboration with person in recovery.
						4.7 Conducts employment readiness determinations to identify personal commitment to go to work.
Area 5: Support Strategies						
						5.1 Forms positive relationships and partnerships with persons in recovery based on empathy and trust.
						5.2 Assists person in identifying, selecting and designing their own overall goals related to living, learning, working and social roles.
						5.3 Understands what constitutes an evidence-based practice and is familiar with current Evidence based practices.
						5.4 Helps persons in recovery to explore and engage in lifestyle habits that decrease stress and promote personal well-being in each of the dimensions of wellness.

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5 Always	4 Frequently	3 Occasionally	2 Sometimes	1 Rarely/Never	Training Desired	Item
						5.5 Teaches, models and reinforces relevant skills necessary for success in their living, learning, working and social environments.
						5.6 Understands and is able to implement crisis prevention and intervention strategies effectively.
						5.7 Teaches the wellness and recovery action plan (WRAP) model that promote self-responsibility and help prepare for, and or prevent relapse and crisis.
						5.8 Selects relevant strategies based upon stages of change.
						5.9 Uses motivational interviewing techniques, including asking open ended questions and active listening strategies.
						5.10 Provides services that reflect an understanding of the interdependent nature of wellness dimensions (physical, spiritual, emotional, occupational, social, intellectual, environmental).
						5.11 Provides services that reflect a sensitivity to the impact of trauma on persons in recovery.
						5.12 Links persons in recovery with sources of information of interest to them, including resource directories, internet searching, and clearing house information.
						5.13 Advocates for access to services and systems change.
						5.14 Provides ongoing monitoring of the provision of services.
						5.15 Understands eligibility criteria and referral procedures to access social services, leisure and adult learning opportunities.

Area 6: Legal Issues and Civil Rights						
5 Always	4 Frequently	3 Occasionally	2 Sometimes	1 Rarely/Never	Training Desired	Item
						6.1 Observes rules of confidentiality associated with consent to release information, duty to warn, and duty to protect.
						6.2 Understands and clearly communicates rights.
						6.3 Assists the individual in developing medical and psychiatric advance directives.
						6.4 Understands the basic criminal justice process including the role of police, courts, state and county corrections and probation and parole.
Area 7: Systems Collaboration						
						7.1 Uses good customer service skills in all interactions, e.g. refers to the quality, timeliness and accuracy of services provided.
						7.2 Builds positive collaborations with providers, family members, employers, educators, landlords, private vendors and any community resources that may promote the individual's integration into the community.
						7.3 Understands and uses the principles of teamwork and team building.
Area 8: Ethics and Professional Behavior						
						8.1 Adheres to the ethical standards as described by agency policy or governing professional body.
						8.2 Performs work in a positive manner.
						8.3 Understands and stays within professional boundaries.
						8.4 Understands what actions to take when faced with an ethical dilemma.
						8.5 Establishes and maintains lifestyle habits that support personal wellness.
						8.6 Manages stress effectively and recognizes signs of burnout.
						8.7 Actively researches and applies new knowledge and skills to improve level of competency.

Area 9: Cultural Competence						
5 Always	4 Frequently	3 Occasionally	2 Sometimes	1 Rarely/Never	Training Desired	Item
						9.1 Acknowledges own cultural assumptions, values and biases, including those toward people with mental illness, substance abuse disorders and physical and developmental disabilities.
						9.2 Understands the worldview of the individuals from diverse cultural-ethnic and racial backgrounds.
						9.3 Refers and links to cultural-appropriate services.
						9.4 Understands the impact of mental illness, poverty and race/ethnicity on access to medical care, response to medical treatment and morbidity.
Area 10: Methods of evaluation						
						10.1 Understands distinction between clinical outcomes (such as reduced hospital days and symptom reduction) and wellness and recovery oriented outcomes related to assumption of valued social roles (such as employment and enrolment in school).
						10.2 Uses training, evaluation and feedback to improve performance of self and program.
						10.3 Involves individuals and their families (or supporters) in the evaluation and monitoring of service delivery.