



Early Assessment & Support Alliance

# EASA Certification Process **RUBRIC**



**EASA** Center for Excellence

## **EASA Staff Certification Process Rubric & Checklist**

This rubric is meant to clarify the certification process for EASA program staff by clearly explaining what each element of the process is, how to complete it, and review the expectations for certain items that receive evaluation.

Please use this Rubric as a supplement to the full explanation of the certification process which can be found here:

[\*\*www.easacommunity.org/resources-for-professionals.php\*\*](http://www.easacommunity.org/resources-for-professionals.php)

At the end of this document there is a checklist with all the certification elements, so you can track your own progress.

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## **GLOSSARY**

**Team member:** Refers to EASA staff including direct and indirect service providers and appropriate support staff (for example: non-clinical supervisors, administrators, managers, peer support specialists). Team members can also include an individual's primary support system like family and friends.

**Medical Provider:** Refers to a Licensed Medical Provider with the ability to prescribe medications, or a nurse.

**Provider:** Refers to you a service coordinator/case manager, counselor, occupational therapist, peer support, and employment/education specialist.

Do you have a term in mind that you'd like to see defined in the glossary?

Let us know at [easa@ohsu.edu](mailto:easa@ohsu.edu)!

### **Things to remember:**

Some EASA Training can be provided on an as-needed basis, especially in rural and frontier communities and new EASA sites. If you would like to schedule a group or individual training session near you, please contact Ryan Melton ([meltonry@ohsu.edu](mailto:meltonry@ohsu.edu)) or Katie Hayden-Lewis ([haydenle@ohsu.edu](mailto:haydenle@ohsu.edu)).

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# Core

## Introductory Training

The Introductory Training for New EASA Team Members is offered by the EASA Center for Excellence 1-3 times per year. It is also available via webinar recording at [www.easacommunity.com/resources-for-professionals.php](http://www.easacommunity.com/resources-for-professionals.php) under the "Training Materials" section.

## Multi-Family Group (MFG) Training

The MFG Training is offered by the EASA Center for Excellence 1-3 times per year, including an Overview Webinar option for non-facilitators. If you plan to facilitate MFG for your team, you must attend a 2 day in-person training OR the Overview Webinar PLUS a 1 day Skills Training.

## SCID-5 Training

The SCID Training is offered by the EASA Center for Excellence 2 times per year as a 2 day in-person training. The SCID is used to determine appropriate diagnosis and eligibility for CSC programs. This training is typically followed by another training on the SIPS diagnostic tool.

## 12 hours Consultation

Participate in monthly consultation calls, feedback sessions at fidelity reviews, or meet with senior staff to gain consultation hours.  
Check out the [Conference Calls Info Sheet](#) to find out when your group's monthly calls are scheduled. \*[Click here for Eastern Oregon Calls](#).

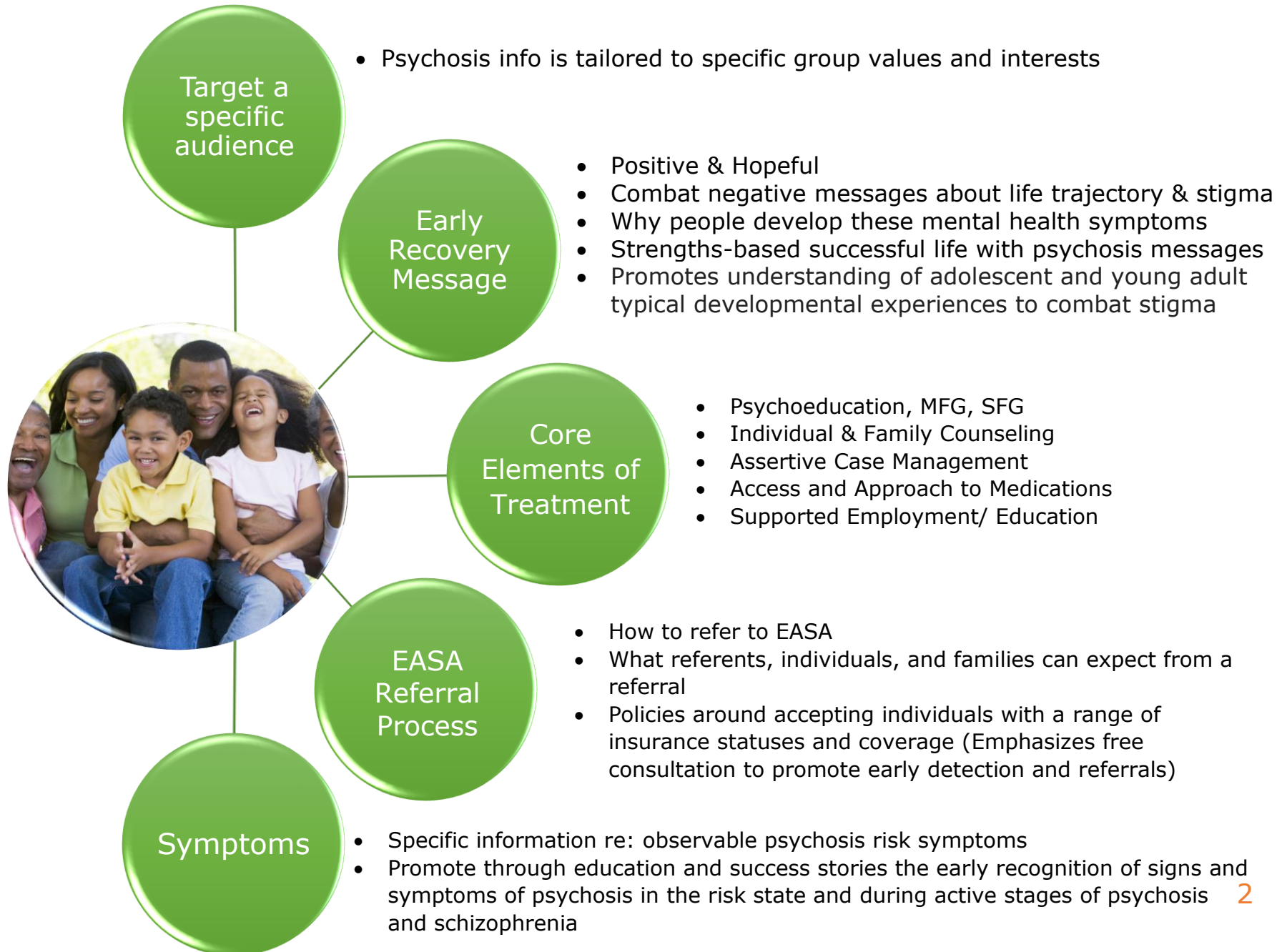
## Community Education Demonstration

Perform a Community Education Presentation and have it reviewed by certified staff, either in person or via video.

**See the next page to review all the elements your presentation should include for a positive review.**

# Core

## Community Education Demo



# Core

## Medications Exam

Whether or not you prescribe medications, it is important to understand the rationale for medication treatment decisions, general treatment targets, and the side-effect profiles for six common medication classes. Use the [Medications Exam Study Guide](#) to pass the [Medications Exam](#).

## Assignments:

Complete one (1) of each of the following tools and review your work with C4E staff:

- ☐ 1 Treatment/Service Plan
- ☐ 1 Strengths Assessment
- ☐ 1 Relapse Prevention Plan
- ☐ 1 Comprehensive Risk Assessment

See pgs. 6 - 11  
for more  
information!

Many team members use these tools in their daily work—you can use one you've already done to review and get feedback. If you don't typically use these tools with EASA participants, you can borrow an example from a team member to review, or you can make up an imaginary participant for practice.



**Don't forget to track your progress on the Checklist!**

# Advanced

## SIPS Training

The Structured Interview for Prodromal Syndromes (SIPS) Training is offered by the EASA Center for Excellence 2 times per year as a 2 day in-person training. The SIPS is a clinical tool used to diagnose high risk for psychosis. In order to use the SIPS you must complete this training.

## Supported Ed./Employment Training

Complete either Individual Placement and Support (IPS) or Community Integrated Services (CIS) training to understand evidence-based approaches to support EASA participants in finding steady, meaningful employment or education. EASA C4E does not directly offer these.

## Psycho-Social Practices Training

Complete (or show that you have previously completed) at least 6 hours of training in each of the following areas:

- ☐ Client Outcomes (Feedback informed Treatment)
- ☐ Motivational Interviewing (MI)
- ☐ Cognitive Behavioral Therapy (CBT / CBTp)
- ☐ Strengths Based Model (SB)
- ☐ Dual Diagnosis (DD)

## 10 Case Presentations

Present individual cases during (in-person or phone) consultation meetings, individual consultation, feedback or interactive elements of fidelity review, or assignment reviews. The presentation can be based on a differential diagnosis, treatment interventions, engagement issues, etc. You must present a case, not just provide feedback on another case.



# Advanced

14 hours  
Consultation

Continue to participate in monthly consultation calls, feedback sessions at fidelity reviews, or meet with C4E staff to gain consultation hours.

*For instance, when you complete & review a Strengths Assessment (above) you also gain 1 consultation hour!*

36 hours  
Diff Dx.  
Consultation

Differential Diagnosis Consultation hours are accumulated when this topic is discussed during general consultation (conference calls, review sessions, etc.)

15 hours  
MFG  
Consultation

MFG/Family Psychoeducation Consultation hours are accumulated by participating in the MFG conference call and/or when the topic is discussed during other consultation.

Assignments:

Complete the indicated amount of each of the following tools and review your work with C4E staff:

- ☐ 2 Treatment/Service Plans
- ☐ 2 Strengths Assessments
- ☐ 2 Relapse Prevention Plans
- ☐ 2 Comprehensive Risk Assessments
- ☐ 3 Assessments related to staff role on team: mental health assessment, SCID, OT, supported employment, psychiatric, etc.
- ☐ 3 Transition Plans

# Assignments



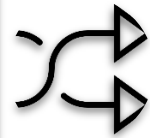
Treatment Plans  
should include:



Individually driven (and family driven where indicated) goals and objectives



Individualized and strengths-based language



Reflection of individual (and family where indicated) changes as they occur over time, to represent the step-by-step and changing nature of the recovery process



Clearly measureable objectives



Identified individual (staff, family, natural support, etc.) responsible for assisting the individual and/or family or natural support system with goal



Clearly outlined time frames for completion of goals



Transition goals and plans

# Assignments

Strengths  
Assessments  
should  
consist of:



## Inventory

Current Status, Desires,  
Aspirations, & Resources

### Consider:

Daily Living Situation  
Finances and Insurance  
Vocation and Education  
Social Supports  
Health  
Leisure/Recreational  
Spirituality



## Prioritization

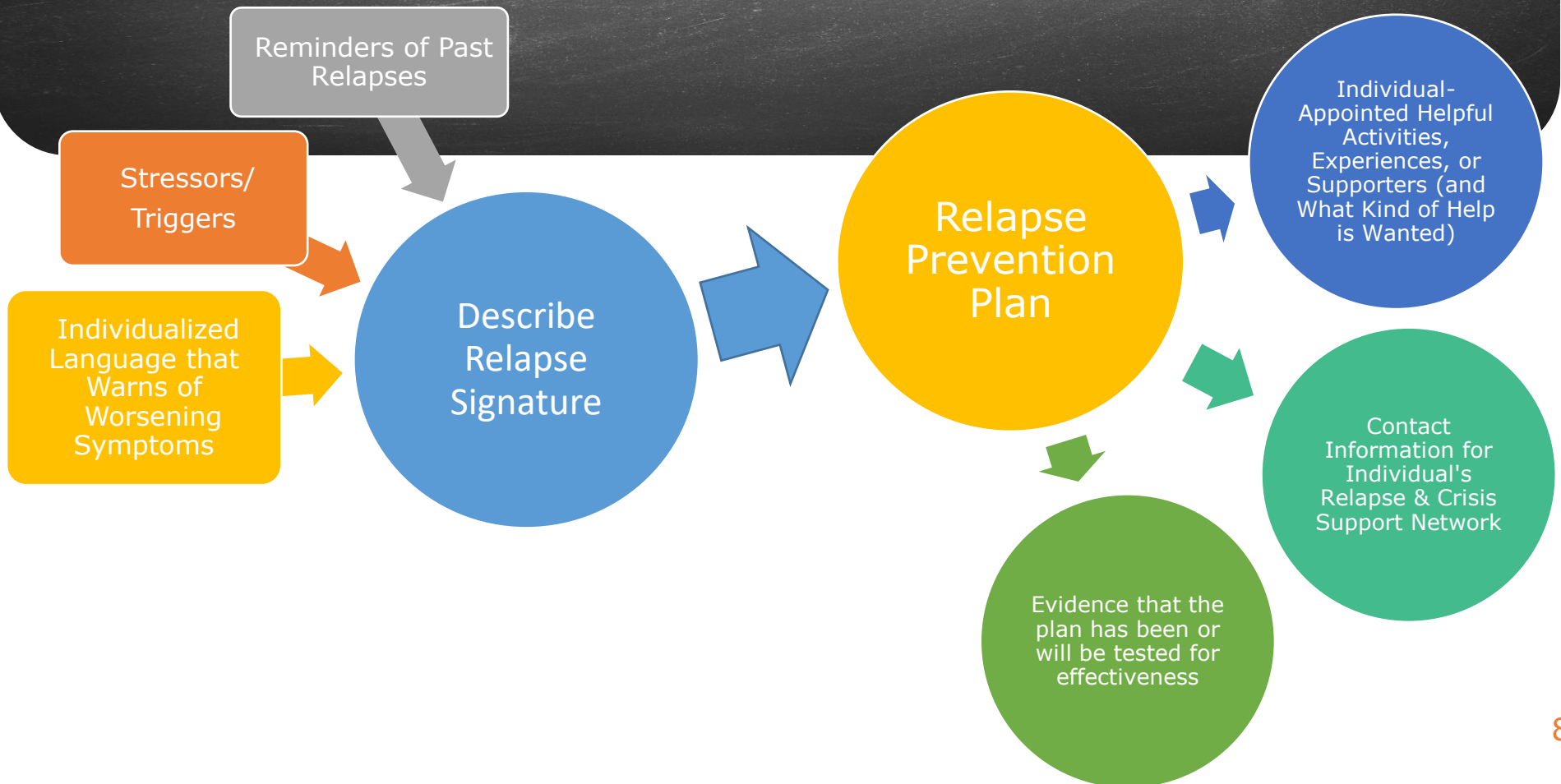
A collaborative list of  
action steps to reach  
individual's goals

# Assignments

## Relapse Prevention Plans:

1. Identify Stressors that increase risk of relapse of any mental health concerns

2. Create a plan that reflects individual (and family where indicated) needs, experiences, and resources and transitional nature of EASA





# Assignments

Comprehensive  
Risk Assessments  
should include:



## Evaluation

Unique Risks for The Individual

May include:

Suicide  
Violence  
Victimization  
Disorganization  
Impulsivity  
Delusional Content,  
suggesting harm to self or  
others  
Family Conflict, which might  
lead to increased risks

## Planning

A safety/crisis plan is completed, and when permission is given, there is evidence it has been shared with relevant members of the individual's support network and clinical team.

# Assignments

## Assessments should be...

- Comprehensive
- Culturally informed

## And should consider...

- Bio-social-social assessment
- Strengths assessment
- Clinical recommendations
- Diagnostic rule-outs



EASA teams (and Assessments) Demonstrate Cultural Awareness & Humility by:

- Including interpreters and translations for the preferred language of individuals and their families
- Identifying appropriate location of these activities
- Use of relevant language and references
- Use of accessible written communication styles
- Following individuals' values & preferences

# Assignments

## Transition Plans

Make a plan for continued success as the individual graduates from the EASA program. In the final 3-6 months of EASA participation, gather & review all of the following with the individual:

### Checklist

- Relapse prevention plan & strengths assessment reviewed and updated
- Relapse prevention plan is realistic and has been tested for effectiveness
- 1+ advocates have been identified and know the plan in case of relapse

### Crisis and/or Safety Plan

- Individual's demographics
- Includes accessible resources for individuals / their support networks
- General history of effective and ineffective interventions/strategies, and preferences around use of medication

### Medical Provider

- An identified medical provider or nurse
- Completed Release of information
- Individual has agreed about appropriate 'fit' of medical provider
- Individual's insurance has been verified as valid for after program completion
- Accessible means of transportation or form of communication (i.e. telemedicine) to and from medical provider has been established
- Assessments, medication history, and relapse prevention plan have been shared with medical provider

### Mental Health Counseling

- Individual and family identify if they want to continue counseling services after program completion
- Counselor is identified, been met and accepted as a good 'fit' by individual and/or family
- Insurance and accessible transportation to attend sessions is planned or verified
- Consented release of information has been signed to allow sharing of information between existing and future counselors

### Medications





- Continued access to prescribed medications after program completion
- A medication prescriber identified to meet meds needs within 3 months of program completion
- Individual knows how to secure access to medications

### Support System

- Natural support system members have been consulted and are in agreement that the individual is ready for transition
- Meeting has occurred and transition plan has been reviewed, revised if necessary, and transition scheduled



# Checklist

Core	<input type="checkbox"/>	Intro Training 
	<input type="checkbox"/>	Multi-Family Group Training 
	<input type="checkbox"/>	SCID Training 
	<input type="checkbox"/>	Pass Medications Exam
	<input type="checkbox"/>	Community Education Demo Reviewed
	<input type="checkbox"/>	12hrs Consultation (conference calls): ____ / 12
	<input type="checkbox"/>	Assignments:
	<input type="checkbox"/>	1 Treatment/Service Plan
	<input type="checkbox"/>	1 Strengths Assessment
	<input type="checkbox"/>	1 Relapse Prevention Plan
<input type="checkbox"/>	1 Comprehensive Risk Assessment	
Advanced	<input type="checkbox"/>	SIPS Training 
	<input type="checkbox"/>	IPS/CIS Training
	<input type="checkbox"/>	Psycho-social Practices Training:
	<input type="checkbox"/>	MI Certificate
	<input type="checkbox"/>	SB Certificate
	<input type="checkbox"/>	CBT Certificate
	<input type="checkbox"/>	CO Certificate
	<input type="checkbox"/>	DD Certificate
	<input type="checkbox"/>	Assignments:
	<input type="checkbox"/>	3 Assessments: ____ / 3
	<input type="checkbox"/>	3 Transition Plans: ____ / 3
	<input type="checkbox"/>	2 Treatment/Service Plans: ____ / 2
	<input type="checkbox"/>	2 Strengths Assessment: ____ / 2
	<input type="checkbox"/>	2 Relapse Prevention Plan: ____ / 2
	<input type="checkbox"/>	2 Comprehensive Risk Assessment: ____ / 2
	<input type="checkbox"/>	10 Case Presentations: ____ / 10
	<input type="checkbox"/>	14hrs Consultation: ____ / 14
<input type="checkbox"/>	36hrs Diff Dx Consultation: ____ / 36	
<input type="checkbox"/>	15hrs MFG Consultation: ____ / 15	