

A stylized human figure composed of overlapping, rounded shapes in shades of blue and green, set against a background of blue and green gradients. The figure is positioned in the upper left quadrant of the page.

TECHNICAL COMPETENCIES

for Canada's Substance
Use Workforce

GENERIC QUESTIONS FOR THE TECHNICAL COMPETENCIES



Canadian Centre
on Substance Use
and Addiction

Evidence. Engagement. Impact.



GENERIC QUESTIONS FOR THE BEHAVIOURAL COMPETENCIES

The primary responsibility of the interviewer is to collect technical information about the candidate's experiences and accomplishments that relate to the target job, so that the best selection can be made.

The questions provided in the following pages are sample generic technical interview questions for each proficiency level of each of the Technical Competencies. Use these questions as a foundation for developing job-specific interview questions that are relevant to the proficiency levels you have identified for the position.

Use the definitions of the Technical Competencies and the [Guide to Behavioural Competency-based Interviewing](#). They are available on our website as a supplement to the generic interview questions. The [Behavioural Competency Profile Matrix for Job Clusters](#) can be easily adapted for use with the Technical Competencies. Use these key points as a guide:

- Determine which Technical Competencies and proficiency levels you need for the position;
- Remember that a job competency profile should only include the critical competencies required for the job;
- Use no more than 12 competencies per profile;
- Determine which relevant Technical Competencies you will assess in the interview and which questions to ask;
- Modify any of the questions provided to meet your needs or use them as guides to create new questions that better meet your needs;
- Remember that a reasonable number of questions to ask in a one-hour interview is five to seven;
- Do not expect to assess all competencies by interview; and
- Ensure that all interviews are conducted in accordance with existing organizational policies, procedures and appropriate legislation.



Understanding Substance Use

LEVEL 1 FOUNDATIONAL

Question

Describe a time when you collaborated with a person or their family to understand the impact of substance use on them and their family.

- What was the situation and how did you respond to it?
 - What did you talk about?
 - Did you address the relationship between mental health and substance use? If yes, how did you address it?
 - What level of supervision support, if any, did you receive from your organization?
 - What additional supports from your organization would have further facilitated the discussion?
 - If you had to have this discussion again with the same person, what would you do differently?
-

LEVEL 2 DEVELOPING

Question

Describe a time when you collaborated with a person to understand the relationship between social, biological and cultural factors and substance use. (Sample probes: social determinants of health; sex-specific neurological effects of substance use, etc.)

- What was the situation and how did you respond to it?
 - What did you talk about?
 - What challenges did you have when collaborating with the person to understand their situation and how did you address them?
 - What level of supervision support, if any, did you receive from your organization?
 - What additional supports from your organization would have further facilitated the discussion?
 - If you were to have this discussion again with the same person, what would you do differently?
-

LEVEL 3 PROFICIENT

Question

Describe a recent situation where you collaborated with a person with a complex or sensitive case to understand their condition.

- What was the situation and how did you respond to it?
 - Why was this a complex or sensitive case?
 - What approach did you take in discussing substance use with the person?
 - What were the most important messages you heard from the person? What were the most important messages you shared with them?
(Sample probes: presence of trauma; social determinants of health such as sex, gender expression, socioeconomic and cultural context; physiological and mental health factors; risk mitigation; evidence-informed approaches; impact of concurrent conditions, etc.)
 - If you were to have this discussion again with the same person, what would you do differently?
-

LEVEL 4 ADVANCED

Question

Describe one way in which you have contributed to increasing your own and staff members' knowledge of substance use.

- What was the situation or the information and how did you respond?
 - How did you ensure this information was transferred to and understood by others?
 - How did you personally contribute to your own professional development and that of others?
 - In what ways does working with new knowledge contribute to better person-directed support?
-



Understanding Concurrent Substance Use and Mental Health Conditions

LEVEL 1 FOUNDATIONAL

Question

Describe a time when you discussed concurrent conditions with a person seeking services.

- What was the situation?
 - What key points did you discuss?
 - How did you explain the relationship between mental health and substance use?
-

LEVEL 2 DEVELOPING

Question

Provide an example of a time when you used your knowledge of co-occurring substance use and mental health conditions to collaborate with a person to develop an integrated approach.

- What was the situation?
 - What approach did you take to collaborate with the person to discuss and identify concurrent conditions?
 - What, if any, barriers and facilitators to developing the integrated approach did you identify?
 - How did you draw from your knowledge and the person's experience to support them to develop an integrated plan?
 - What was the outcome?
-

LEVEL 3 PROFICIENT

Question

Describe a situation when you developed and implemented an evidenced-informed strategy with a person with concurrent conditions.

- What was the situation? What were the concurrent conditions?
 - What evidence did you use to develop a strategy that addressed the full range of the person's challenges? How did you identify this evidence?
 - Recognizing that services for concurrent conditions (i.e., integrated substance use and mental health services) may not always be available, how did you address this system-level challenge in developing a strategy with the person?
 - With which other colleagues, professionals and agencies did you engage or consult?
 - What did you learn during this process?
-

LEVEL 4 ADVANCED

Question

Describe the ways in which you have actively taken a leadership role in developing and implementing a seamless approach across sectors and disciplines that addresses both substance use and concurrent conditions.

- What specific activities have you initiated or been involved in as part of your leadership role?
 - What opportunities or challenges have you identified in working across different sectors?
 - How have you promoted opportunities for cross training?
 - How have you promoted opportunities for collaboration among professionals?
 - How have you contributed to professional excellence in working with people with concurrent conditions?
-



Collaborative Care Planning

LEVEL 1 FOUNDATIONAL

Question

Describe three key activities related to collaborative care planning (previously case management).

These can be activities for which you were responsible or activities where you were assisting others.

- How did you link care planning to counselling, screening, assessment and treatment planning?
 - How did you ensure that the planning process was collaborative and that the person understood the range of programs and services available to them? (Sample probe: understanding different evidence-informed approaches to managing substance use such as harm reduction or abstinence-based methods.)
 - What general points about the referral process did you explain to the person using services?
 - How do you ensure that you are aware of and adhering to all legislation, guidelines, procedures and protocols for your collaborative care planning activities?
-

LEVEL 2 DEVELOPING

Question

Describe your most important collaborative care planning (previously case management) activities, using a recent example.

- How did you establish and maintain constructive and collaborative working relationships with the person and their family and supports? With internal and external colleagues?
 - How did you ensure that you were working with the most current information and resources available?
 - Did you use a tele-health site or any online tools to facilitate collaborative care planning activities? If so, how did that impact your work?
-

LEVEL 3 PROFICIENT

Question

Describe a time when you were proactive in building rapport with a person to recognize and collaboratively address barriers to care plan adherence.

- What was the situation and how did you respond?
 - What did you do to maintain rapport with the person and reduce barriers to their adherence to the care plan?
 - How did you involve other professionals, cultural, peer or other-than-human supports and services, if any, either directly or indirectly?
 - What adjustments did you make to the care plan to meet the person's needs and reduce barriers?
 - What would you do differently another time, if anything?
-

LEVEL 4 ADVANCED

Question

Describe an experience where you coached others in managing a challenging collaborative care planning situation.

- What was the situation? Why was this situation challenging?
 - What did you do?
 - How were your actions and advice supportive to those you were coaching?
 - What would you do differently another time, if anything?
-

Community Development

LEVEL 1 FOUNDATIONAL

Question

Describe the ways in which you have been a contact point for and engaged with community members and stakeholders.

- Tell us about a time when you were a first-line point of contact. What was the nature of the information exchange?
 - How did you keep abreast of the available resources and referral sources in that community?
 - How did you build trust and connection with community members?
 - In what ways have you engaged with community members and community groups with the goal of community development?
-

LEVEL 2 DEVELOPING

Question

Describe two or three of the most important ways in which you established and maintained contacts and networks to facilitate community engagement in developing and delivering services tailored to community needs.

- What barriers to engagement existed in generating collaborative solutions to community issues?
 - How did you support the community in overcoming these barriers?
 - What positive outcomes did you see from using a community development approach to building community capacity and engagement?
-

LEVEL 3 PROFICIENT

Question

Describe a time you used a community development approach to support community members in identifying and advancing a community issue or desired outcome (e.g., promoting particular practices, reducing stigma, identifying needs or conducting research).

- What was the situation?
 - What was your individual contribution?
 - What was the outcome?
 - In what ways did this contribute to community development?
-

LEVEL 4 ADVANCED

Question

Describe how, in the past year, you have taken a leadership role in building capacity or increasing evidence-informed practices in community development.

- How did you approach providing this leadership role?
 - What challenges did you face and how did you overcome them?
 - How did you collaborate with others?
 - Why is this a good example of community development?
-



Counselling

LEVEL 1 FOUNDATIONAL

Question

Describe some key considerations in thinking about counselling services.

- What key factors or approaches have been important for building the therapeutic relationship with people seeking counselling services? (Sample probes: motivational interviewing; cognitive behavioural therapy; recurrence mitigation; collaborative care planning; life skills; person-directed care, etc.)
 - How have you addressed recurrence of substance use, risk and protective factors with people?
 - How have you created a culturally safe environment for people?
 - How have you enhanced the therapeutic relationship?
 - How have you enhanced hope in the person?
-

LEVEL 2 DEVELOPING

Question

Describe an experience where you established and maintained a positive counselling relationship with a person.

- What was the situation?
 - What approach or approaches did you use to develop this relationship?
 - How did you tailor the counselling process to meet the person's unique needs?
 - How did you involve the person in this process?
 - Why do you consider this to be a positive experience?
-

LEVEL 3 PROFICIENT

Question

Describe an experience where you had to respond to a significant counselling challenge; for example, aggression or suicidal ideation.

- What was the situation? Why was it challenging?
 - What did you do?
 - Which evidence-informed counselling approaches did you use? What was the result?
 - What changes did you make to the original counselling approach, if any?
 - What was the outcome?
 - What would you do differently if you were in a similar situation again, if anything?
-

LEVEL 4 ADVANCED

Question

Describe a time when you were able to use an innovative approach with a person; to successfully integrate technology into counselling approaches; or to gain a new insight into alternative approaches to counselling.

- What was the situation?
 - How were you able to apply this new technique or insight?
 - What were the results?
 - What have you done to promote this new knowledge with your colleagues and other professionals?
-



Crisis Intervention

LEVEL 1 FOUNDATIONAL

Question

Describe a time when you had to explain to a person affected by substance use the risk factors, signs and symptoms associated with physical, sexual, emotional, psychosocial or financial crisis. These can include suicidality, self-harm, harms related to substance use such as drug poisoning or accidental overdose, loss of housing, child apprehension, intimate partner violence, etc.

Note: If they do not have an example, see below.

- What was the situation?
- How did you explain the risk factors?
- How did you approach the intervention so that it would be well received by the person?
- What was the outcome?
- What would you do differently another time, if anything?

If they do not have an example, use the following questions:

- What are the key principles of evidence-informed crisis intervention?
 - What have you done to develop and maintain a network of resources and supports for people in crisis?
 - How does a crisis intervention differ from a regular counselling session?
 - What are the protocols for a crisis in your organization?
-

LEVEL 2 DEVELOPING

Question

Describe a time you worked with a person who required crisis intervention or a crisis intervention plan.

- What was the situation?
 - How did you ensure a culturally, physically and emotionally safe environment for the person? (Sample probes: Where did you meet? Why was this a good choice?)
 - Did you have to intervene to calm or de-escalate the situation? If so, what did you do?
 - How did you include the person and their family, caregiver or social supports in developing a plan for crisis prevention and intervention?
 - What did you do to monitor this situation?
 - What would you do differently if you were in a similar situation again, if anything?
-

LEVEL 3 PROFICIENT

Question

Describe a recent time when you had to assess and monitor a person who was at risk of suicide or a harm related to substance use.

- What was the situation and what did you do?
 - What factors did you consider when responding to this situation?
 - How did you monitor the person's progress?
 - What difference did your efforts make to the person?
-

LEVEL 4 ADVANCED

Question

Describe a time when you made a significant contribution to a person's intervention strategy.

- What was the situation?
 - What was your contribution?
 - What range of intervention strategies did you consider in this case?
 - What did you do to coach others to better support the person?
 - How did you ensure that you were applying the most current evidence-informed crisis management approaches and techniques?
-



Families, Caregivers and Social Supports

LEVEL 1 FOUNDATIONAL

Question

Describe a time when you talked with a person about family, caregiver* and social supports, including other-than-human supports.

- What was the situation and how did you respond?
- What issues did you discuss with the person?
- How did you identify whom the person considers family, a caregiver or part of their support network?
- How did you communicate the importance of family, caregiver and social supports to the person?

* Caregivers are often family members, but not always. They play a unique role that typically includes a variety of unpaid activities, from acting as informal case managers, advocates and systems navigators, to monitoring symptoms and providing crisis intervention (Canadian Mental Health Association, 2006).

LEVEL 2 DEVELOPING

Question

Describe a time when you discussed with a person and their family, caregiver or social supports their role in the successful management of substance use.

- What was the situation?
 - What was your approach to discussing these issues with the person and their support network?
 - How did you facilitate this discussion so it would be well received by the person and their support network?
 - How did you identify possible risks and strengths?
-

LEVEL 3 PROFICIENT

Question

Describe a time when you collaborated with a person and their family, caregiver or social supports to identify and implement actions that would lead to improved relationships.

- What was the situation? Which family members, caregiver or social supports were involved?
 - How did you assess the health of the support network as a system?
 - How did you identify family-related strengths and risks for substance use or concurrent conditions?
 - How did you use this information in developing or adjusting the person's care plan?
 - How did you involve the person and the family, caregiver or social supports in developing or adjusting the care plan?
 - What was the outcome?
-

LEVEL 4 ADVANCED

Question

Describe a complex case involving family, caregiver or social support challenges.

- What was the situation?
 - Why was this situation complex or challenging from a family, caregiver or social support perspective?
 - What did you do?
 - What was the outcome?
 - What would you do differently another time, if anything?
-



Group Facilitation

LEVEL 1 FOUNDATIONAL

Question

Describe your experience with group sessions.

- What types of group sessions have you observed or participated in? If the latter, what was your participation?
 - What are the factors or approaches needed for people to have a successful group experience?
 - What occurred during the group debriefing with your supervisor?
 - What have you learned from your experiences with groups that will affect how you work with groups in the future?
-

LEVEL 2 DEVELOPING

Question

Describe a recent time when you led an information session or other similar educational group.

- What was the theme or topic of the group?
 - What techniques did you use to develop rapport with the group?
 - How did you maintain a safe, productive session?
 - What would you do differently another time in a similar situation, if anything?
-

LEVEL 3 PROFICIENT

Question

Describe the most recent time when you were leading a group session and changed your approach to respond to a difficult or challenging dynamic.

- What was the situation? What was the group?
 - Why was this a challenging situation?
 - What did you do to address the situation?
 - What was the outcome?
 - What other techniques have you used in other situations to manage challenging groups?
-

LEVEL 4 ADVANCED

Question

Describe how you have provided leadership and innovation in group facilitation practices.

- What leadership activities have you engaged in?
 - How have you ensured that group materials and exercises are culturally appropriate and evidence informed?
 - What innovative and evidence-informed practices have you encouraged colleagues and employees to adopt in their work with groups?
-



Medications

LEVEL 1 FOUNDATIONAL

Question

What information is important to cover when explaining the use of medications in the treatment and management of substance use and mental health conditions to people seeking services?

The interviewee should cover points such as:

- When medication is used (e.g., to manage substance use; concurrent conditions; mood; behaviour; cognitive processes; pain, etc.)
 - Signs and symptoms of adverse drug reactions
 - How to use medications correctly and safely (e.g., common effects of over-the-counter drugs, safe storage, etc.)
 - The effects of some over-the-counter drugs on the prescribed medication
 - Working with the person's physician or psychiatrist as part of the care team
-

LEVEL 2 DEVELOPING

Question

In the most recent situation where you discussed medications with a person seeking services, describe what topics you covered and why.

- State points in Level 1 response, plus:
 - Likely impacts of combining medication with other substances, including alcohol
 - Impact of abrupt stop in using the medication
 - Impact of use of the medication in ways other than prescribed
- How did the person respond?
- What did you perceive to be the short- and long-term benefit of the conversation to the person seeking services?

* If interviewee is unable to respond, ask alternative question:

- What information should you know so you can discuss medications in an informed manner with a person?

Alternative question probes:

Does the interviewee cover most of the points in Level 1, as well as the following information?

- How medication is categorized and administered
 - The likely impact of combining medication with other substances, including alcohol
 - The likely impact of using medication in ways other than prescribed
 - Knowledge of current research about medication used to treat substance use and mental health conditions
-



LEVEL 3 PROFICIENT

Question

Describe the most recent time when you modified a person's treatment approach to respond to effects of their medication.

- What was the situation?
- How did you determine the best approach? With whom did you collaborate, if anyone?
- What was the outcome?
- What would you do differently another time in a similar situation, if anything?

Question probes:

Does the interviewee cover the following points?

- Current evidence about available approaches (e.g., harm reduction, sex specific) or practices for the use of medication to treat substance use and mental health conditions
- How medications affect females and males physiologically and neurologically
- Identifies women, men and gender diverse people who could potentially benefit from augmenting other treatment approaches with medications
- Identifies symptoms of adverse reactions for use of medications in ways other than prescribed, and initiates consultations with medical professionals

LEVEL 4 ADVANCED

Question

Describe the recent ways in which you have contributed to enhancing the level of knowledge of others about the use of medication for the treatment of substance use and mental health conditions.

- What were the specific things that you initiated?
 - How did you personally contribute to the continuing education and professional development of others?
 - In what ways have you been involved in initiating, leading or facilitating the development of evidence-informed practices and policies that support the innovative use of medications in treating substance use and concurrent mental health conditions?
-



Outreach

LEVEL 1 FOUNDATIONAL

Question

Provide an example of when outreach played a positive role in prevention, early intervention, harm reduction or treatment. The example could be something you did or be an example of someone else's work that you learned from.

- Why was outreach important?
 - What types of outreach activities were tried? To what extent were they successful?
 - What were some typical substance use concerns experienced by the population being served?
-

LEVEL 2 DEVELOPING

Question

Provide an example of a situation where you were involved in outreach with a person or group and explain how you made your services more accessible to them.

- What evidence-informed practices did you use?
 - How did you create rapport with the person or group?
 - How did you respond to specific individual or group needs?
 - What was the outcome?
-

LEVEL 3 PROFICIENT

Question

Describe a time when you developed and used a particular approach to respond to your understanding of the specific needs of a target population.

- What was the situation?
 - What did you do to learn about the community or population?
 - Who else did you involve, if anyone?
 - What approach did you adopt?
 - What was the result of your effort?
 - What would you do differently another time, if anything?
-

LEVEL 4 ADVANCED

Question

Describe the most recent time you provided leadership and collaborated with others to bridge gaps in available services in the community.

- What was the situation?
 - What specifically did you do to promote outreach?
 - With which other organizations did you collaborate, if any?
 - Why do you consider this a good example of leadership?
 - What would you do differently next time, if anything?
-



Prevention and Health Promotion

LEVEL 1 FOUNDATIONAL

Question

Provide an example of a time when you explained the important concepts of prevention and health promotion to a person or community stakeholder.

- What was the situation?
 - What information did you cover?
 - What approach did you use so that this information would be well received by the person? How was it received?
 - If you had to have this discussion again with the same person, what would you do differently?
-

LEVEL 2 DEVELOPING

Question

Describe how you have incorporated evidence-informed practices in your prevention work.

- What evidence-informed practices have you incorporated?
 - How did you apply them?
 - What was the outcome?
-

LEVEL 3 PROFICIENT

Question

Describe how you have recently mobilized and supported community-member involvement in prevention and health promotion activities that address key determinants of health.

- What specific activities did you initiate?
 - Who else was involved from inside and outside your organization?
 - What specific determinants of health did you address?
 - What challenges did you face, if any? How did you address them?
 - How did this example demonstrate your commitment as an advocate for prevention and health promotion services?
-

LEVEL 4 ADVANCED

Question

Describe a time when you provided leadership for prevention and health promotion.

- What did you lead or facilitate?
 - With whom did you engage and collaborate, both inside and outside your organization?
 - How did you facilitate stakeholder engagement?
 - In what ways did your leadership contribute to enhanced community well-being?
-



Program Development, Implementation and Evaluation

LEVEL 1 FOUNDATIONAL

Question

Describe your experience with program development (including needs assessment), implementation and evaluation, either on your own or in supporting others.

- What were your activities?
 - Describe the key differences between each of the four distinct phases: 1) needs assessment; 2) program development; 3) program implementation; and 4) program evaluation.
 - What are some of the types of information or data that are usually collected when conducting a program evaluation? (Sample probes: database reports; interviews; surveys, etc.)
-

LEVEL 2 DEVELOPING

Question

Describe a recent situation where you contributed to program development.

- What was the situation?
 - What measures did you take to engage stakeholders in developing the program?
 - How did you separate key program development activities from key implementation activities?
 - What were your goals as you contributed to developing the program?
 - How did you incorporate program evaluation into your planning?
 - What was the result of this program development?
 - What level of support did you receive from your organization?
 - What additional supports from your organization would have further facilitated the process?
-

LEVEL 3 PROFICIENT

Question

Describe a program evaluation that you led or where you were a key player.

- What was the program? What were the evaluation objectives?
 - What key methodologies were used?
 - What, if any, sex and gender considerations were included in the evaluation?
 - What data collection tools were used? What was your involvement in their development and use?
 - What obstacles did you encounter and how did you address them?
 - How were the evaluation findings used?
 - How did this program evaluation contribute to or improve the program's success?
 - If you had the opportunity to participate in this program evaluation again, what would you do differently?
-

LEVEL 4 ADVANCED

Question

Describe a recent or significant time when you assumed a leadership role in program development, implementation and evaluation.

- What did you initiate, lead or facilitate?
 - How did you creatively apply evidence-informed approaches to program development, implementation and evaluation?
 - What did you do to initiate knowledge-exchange opportunities to leverage and promote the use of best practices in program development, implementation and evaluation?
-



Record Keeping and Documentation

LEVEL 1 FOUNDATIONAL

Question

Describe your activities in day-to-day record keeping and documentation.

- What techniques do you use to stay organized?
 - How do you manage your workload?
 - How do you know you are meeting all legal requirements, as well as guidelines, procedures, protocols and so on?
 - What training or support did you receive from your organization?
 - What additional training or support would you benefit from?
-

LEVEL 2 DEVELOPING

Question

Describe the most important elements for you in day-to-day record keeping and documentation.

- What techniques do you use to stay organized?
 - How do you ensure your recording and documentation are accurate and objective?
 - How do you ensure the use of objective, non-stigmatizing language and appropriate terminology in documentation?
 - How do you ensure sensitive material is handled in a confidential way?
-

LEVEL 3 PROFICIENT

Question

Describe your activities in day-to-day record keeping and documentation. (Sample probes: obtaining informed consent; documentation required for exchange of information; confidential records; preparing discharge summaries; responding to sensitive requests, etc.)

- What techniques have helped to keep you organized and timely?
 - How have you ensured your recording and documentation is accurate and complete?
 - How have you ensured your recording and documentation is objective?
 - How have you ensured sensitive material is handled in a confidential way?
-

LEVEL 4 ADVANCED

Question

Describe what have you done in the past year to ensure a high level of quality, accuracy and consistency in record keeping and documentation.

- How have you ensured that confidential material is handled appropriately?
 - What do you do to stay current with legislative changes that could have an impact on a person's records?
 - Can you provide an example of when you coached others in documentation practices and handling of records?
 - What processes did you use in the past year to monitor the documentation and record keeping of a person's records?
-



Referral

LEVEL 1 FOUNDATIONAL

Question

Describe a time when you collaborated with a person in identifying and choosing gender and culturally appropriate referral options for them.

- What was the situation and how did you respond?
 - Did you discuss with the person how they felt about the referral?
 - How did you consider barriers that might impact referral follow up?
 - What referral options did you discuss and why did you choose those?
 - What approach did you use to meet the person's needs?
-

LEVEL 2 DEVELOPING

Question

Describe a time when you collaborated with a referral source about a person using services.

- What was the situation? With whom did you collaborate?
 - How did this collaboration unfold?
 - What was the outcome?
 - How did this collaboration enhance the person's care plan?
-

LEVEL 3 PROFICIENT

Question

Describe a time when it was challenging to support a person facing barriers to following up on a referral.

- What was the situation? What barriers did the person face? What made it challenging for you?
 - How did you support the person in addressing the barriers and assist them in following up on the referral?
 - What did you do to maintain contact and follow-up with the person to facilitate the referral process?
 - What was the outcome?
-

LEVEL 4 ADVANCED

Question

Provide an example of a time when you had to investigate a report of inappropriate, unsatisfactory or incomplete referrals.

- What was the situation? What did you do?
 - What did you do to monitor the situation?
 - What was the outcome?
 - What would you do differently if you were in a similar situation again, if anything?
-



Screening and Assessment

LEVEL 1 FOUNDATIONAL

Question

Describe a recent time when you explained substance use screening and assessment processes to a person or their family, caregiver or social supports.

- What was the situation?
 - How did you explain the screening process to them? And the assessment process?
 - How did you describe the relationship between screening and assessment?
 - What would you do or say differently in a similar situation in the future, if anything?
-

LEVEL 2 DEVELOPING

Question

Give an example of conducting substance use screening and assessment with a person.

- What was the situation? Which assessment tools did you use?
 - What types of questioning techniques did you use and how successful were they?
 - What information did you obtain and how did it inform the next steps?
 - If you were to have this discussion again with the same person, what would you do differently?
-

LEVEL 3 PROFICIENT

Question

Describe a time when you employed evidence-informed health screening and assessment tools to identify health concerns that might influence the person's care and treatment plan.

- What was the situation?
 - What did you do to identify mental or physical health concerns?
 - How did you assess the person for experiences of trauma (either past or current) while minimizing harm and re-traumatization? (Sample probe: awareness of adverse childhood experiences; trauma and violence informed care, etc.)
 - How did you assess the person for risk of suicide, self-harm or harming others?
 - How did you determine the next steps?
 - If you were to have the opportunity to do this screening and assessment again with the same person, what would you do differently?
-

LEVEL 4 ADVANCED

Question

Describe the recent ways in which you have actively taken a leadership role in ensuring and promoting the quality and integrity of screening and assessment tools.

- How did you identify which areas particularly needed your leadership? Why did you consider these important areas in which to focus your efforts?
 - How did you coach others to enhance their interviewing and other clinical skills?
 - Give an example of how you initiated, collaborated or conducted research on aspects of screening and assessment to enhance the existing efforts in your organization.
-



Trauma- and Violence-Informed Care

LEVEL 1 FOUNDATIONAL

Question

Describe a time when you spoke with a person about their experience of trauma.

- What was the situation and how did you respond?
 - How did you create a safe environment and build rapport with the person?
 - What were the most important messages you learned from the person? What messages did you convey to them about their experience of trauma?
 - What did you say to reassure the person that you understood their experience of trauma?
-

LEVEL 2 DEVELOPING

Question

Describe a recent time when you supported a person to manage the impact of trauma on their life.

- What was the situation?
 - How did you create a safe environment and build rapport with the person?
 - What information did you seek from the person?
 - What referrals did you make in this situation, if any? Why?
-

LEVEL 3 PROFICIENT

Question

Describe a situation when you were successful in working with a person who was experiencing the impact of trauma.

- What was the situation?
 - What did you do to ensure the person had an integrated treatment plan and that the relationship between trauma, violence, substance use and mental health concerns was addressed?
 - What strategies did you develop with the person to support them?
 - Why do you consider this a successful situation?
-

LEVEL 4 ADVANCED

Question

Describe one or two recent things you have done to create and promote programs to ensure service providers and service users experience improvements in their self-care practices.

- What challenges did you face and how did you overcome them?
 - What was the outcome?
 - How did you ensure that a service provider improved their self-care?
-



Treatment Planning

LEVEL 1 FOUNDATIONAL

Question

Describe a time when you discussed the treatment planning process with a person seeking substance use services and supports.

- What was the situation?
 - What were the most important messages the person conveyed to you? What were the most important messages you conveyed to them when describing this process?
 - What questions did you ask to find out if the person had faced any barriers to seeking or accessing services and supports to manage substance use?
 - What was the outcome of this discussion with the person?
-

LEVEL 2 DEVELOPING

Question

Walk us through a recent meeting with a person where you jointly developed a treatment plan.

- What was the situation?
 - What were the most important messages the person conveyed to you about their treatment plan? What were the most important messages you conveyed to them about their treatment plan?
 - What approach and techniques did you use to deliver these messages?
 - What did you say to manage the person's expectations about their treatment plan?
 - What was the outcome of this discussion with the person?
-

LEVEL 3 PROFICIENT

Question

Describe a situation where you were successful in using person-directed techniques to co-develop a treatment plan with a person seeking services.

- What was the situation?
 - What were the challenges in working with the person in developing their treatment plan?
 - What kinds of techniques and approaches did you use to support the person in navigating barriers? How successful were they?
 - What did you do to monitor progress and adjust plans to meet the person's needs?
 - What would you do differently, if anything, if you could go back to that situation?
-

LEVEL 4 ADVANCED

Question

Describe a time when you led others in carrying out a complex treatment plan.

- What was the situation?
 - What did you do to coach and support staff involved in implementing the treatment plan? What challenges did you encounter and how did you overcome these challenges? (Sample probe: systemic or organizational barriers to accessing treatment supports and services such as stigma.)
 - How did you involve other professionals or stakeholders in designing a treatment plan that would best meet the needs of the person?
 - What did you do to monitor progress and adjust plans to meet the person's needs?
 - How did your efforts affect your staff in the longer term?
-