

## WIPHL Health Educator Self-Evaluation Checklist

<b>GOAL</b>	<b>Concepts</b>	<b>WIPHL Staff</b>
<b>WIPHL</b>	<ol style="list-style-type: none"> <li>1. Describe the five categories in the continuum of substance use and how Wisconsin primary care patients are distributed among the categories</li> <li>2. Discuss the physiology of addiction and why it is truly a disease</li> <li>3. Explain why SBIRT services should be provided in healthcare settings in Wisconsin</li> <li>4. Describe the components of a successful SBIRT program</li> </ol>	Rich
<b>QI</b>	<ol style="list-style-type: none"> <li>1. Understand how to work with other clinic staff to identify a strategy for determining who is eligible for screening</li> <li>2. Describe how QI processes increase HE effectiveness</li> <li>3. Understand the relationship between WIPHL partners and the QI team.</li> </ol>	Candace & Jessica
<b>Proficiency with WIPHL tablet computer</b>	<ol style="list-style-type: none"> <li>1. Know how and when to contact WIPHL IT staff for additional support</li> <li>2. Know how to use and clean the screen, pen and keyboard</li> <li>3. How to turn the tablet on and off and store the tablet in its carrying case</li> <li>4. Understand using the tablet for personal reasons is prohibited</li> </ol>	Jesse
<b>Brief Screen</b>	<ol style="list-style-type: none"> <li>1. Understand the concept of universal brief screening</li> <li>2. Able to enter positive and negative brief screens into the tablet</li> <li>3. Able to track and enter multiple treatment episodes</li> <li>4. Work with clinic to store or destroy brief screens</li> </ol>	Laura
<b>Basic interviewing skills</b>	<ol style="list-style-type: none"> <li>1. Actively listen to patients and their perspective</li> <li>2. Be genuine and personable</li> <li>3. Demonstrate a lack of judgment in tone and body language</li> <li>4. Use affirmations to develop a positive relationship</li> <li>5. Avoid confrontation and roll with resistance</li> <li>6. Knowing when to guide, follow, and direct</li> </ol>	Laura

<b>Full Screen (GPRAssist)</b> <i>Direct</i>	1. Understand the purpose of assessment 2. Understand GPRA and why it is crucial to the success of WIPHL 3. Strengths and limitations of WIPHL assessment 4. Additional skills needed to administer a full screen: efficiency 5. Demonstrate competence in administering this to simulated patients	Laura
<b>Consequences (GPRA C-G)</b> <i>Direct, follow, and guide</i>	1. Understand the purpose of the consequence section Additional skills: <ul style="list-style-type: none"> <li>• Elicit-provide-elicited educational message delivery</li> <li>• Recognition of change talk</li> <li>• Reflections of change talk</li> </ul> 2. Demonstrate competence in administering the consequence section to simulated patients	Laura
<b>Recommendations</b> <i>Direct</i>	1. Skills needed to administer: <ul style="list-style-type: none"> <li>• Confidence and belief in the message</li> <li>• Understanding of where limits come from</li> <li>• Recognize and respond to resistance</li> </ul> 2. Demonstrate effectiveness in administering recommendations to simulated patients	Laura
<b>MI skills</b>	1. Use affirmations to reinforce client strengths and motivation 2. Use reflective listening to convey empathy and understanding 3. Use reflective listening in a directive way 4. Avoid confrontation	Laura
<b>Decisional Balance Guide</b>	1. Skills and knowledge needed to administer the decisional balance <ul style="list-style-type: none"> <li>• Understand the purpose of the decisional balance</li> <li>• Recognize and respond to change talk</li> <li>• Explore previous successes and positive qualities</li> <li>• Highlight any efforts towards change</li> </ul> 2. Demonstrate effectiveness in administering the decisional balance in role plays with peers	Laura

<b>Change Plan Guide</b>	1. Skills and knowledge needed to administer the decisional balance <ul style="list-style-type: none"> <li>• Understand the purpose of the change plan</li> <li>• Recognize and respond to change talk</li> <li>• Recognize ambivalence</li> <li>• Explore previous successes and positive qualities</li> <li>• Highlight any efforts towards change</li> <li>• Provide a menu of options</li> </ul> 2. Demonstrate effectiveness in administering the decisional balance in role plays with peers	Laura
<b>Follow-up Direct</b>	1. Understand the SAMHSA follow-up requirement 2. Able to answer patients' questions about follow-up 3. Understand the importance of inviting 100% of patients with SSN 30-39 to participate	Robin
<b>Discharge Guide, follow and direct</b>	1. Understand the clinical value of discharge 2. Able to correctly use Forms I-III	Mia, Jess and Laura

<b>Cultural Competence</b>	<ol style="list-style-type: none"> <li>1. Understand the dimensions of diversity</li> <li>2. Understand culture and how it affects us in all spheres of life</li> <li>3. Understand the cultural competence continuum</li> <li>4. Understand how you can work towards cultural competence as an individual and health educator</li> <li>5. Give you the opportunity to explore your cultural values and beliefs and challenge yourself</li> <li>6. Understand different communication styles and their relevance to culturally competent MI practice</li> <li>7. Understand the different implications of case and narrative approaches to MI practice</li> <li>8. Understand the cultural assumptions of MI</li> <li>9. Understand an “ethnographic” (cultural) approach to interviewing</li> <li>10. Practice blending MI and cultural approaches</li> </ol>	Harold
<b>Patient Satisfaction Surveys</b> <i>Direct</i>	<ol style="list-style-type: none"> <li>1. Understand the value of collecting satisfaction information</li> <li>2. Able to invite patients to complete the form</li> <li>3. Know how to collect forms and submit them to the central office</li> </ol>	Laura

<b>Supervision and continued learning</b>	Understand the WIPHL HE expectations Know how to tape patient interactions and self-review tapes Attendance at required HE calls Participate in required one-on-one assessments of practice progress Participate in quarterly retreats Call or email for assistance with cases when needed	Laura
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**Knowledge assessment:**

Pre and Post written assessment

**Skills assessment:**

Demonstrate administration of a full screen, consequence section and recommendation to a simulated patient in an observed setting.