

OREGON PROBLEM GAMBLING COUNSELOR COMPETENCY EVALUATION

This supervisee evaluation instrument is designed to inspire conversation between supervisors and supervisees. Each item is based on Oregon's Core Competencies for Problem Gambling Counselors. Items are not meant to be exhaustive of all possible levels and types of performance. Rather, they are meant to prompt supervisees and supervisors to identify areas of strength and areas of potential growth. This informs goals for continuous improvement in services overall and specific professional growth of supervisees.

Each item includes a description of core competencies followed by a rating scale of 1-4 (see below). Ratings reflect mastery of the competency and are operationalized at the levels of 2 (at expected for an individual at a Certified Gambling Addiction Counselor (CGAC) basic level) and 4 (at expected for an individual at a CGAC advanced level). This provides supervisors and supervisees with operational descriptions of observable clinical skills at each of these levels. Rating of "1" can be extrapolated from descriptors for ratings "2," "3," and "4." A rating of TBD is appropriate when the supervisor and supervisee do not have adequate information for an informed score.

There is room below each item for comments that can be specifically tailored to a supervisee's performance and growth. Comments might include differentiating performance with an item, reference to an example, and/or suggestions for addressing areas of concern.

OHA has made it a contractual requirement for Residential and Outpatient Problem Gambling Treatment Programs to evaluate problem gambling counselors on an annual basis using this tool. Ratings and comments from the supervisee and supervisor will be entered into a data collection portal using an anonymous method to provide the State PGS program with information to inform workforce development efforts.

Within this document, CGAC and ICGC certifications are used interchangeably.

Rating Scale

- TBD = To Be Determined / Not Observed
- 1 = Below expected for beginning provider
- 2 = At expected for CGAC at basic level
- 3 = At expected for CGAC at intermediate level
- 4 = At expected for CGAC at advanced level



COMPETENCY 1

Engages clients and demonstrates basic counseling skills (e.g., joins, builds and maintains alliance, demonstrates empathy, asks relevant questions); engages those with gambling problems in treatment and maintains engagement long enough for clients to benefit from treatment.

To be determined / Not observed (TBD)

(T)

Below expected for beginner provider (1)

(1)

At expected for CGAC basic level (2): Connects with individual clients and shows empathy however may get “lost” at times knowing what questions to ask or how to keep conversations connected to goals. May initially engage clients but not maintain engagement over time.

(2)

At expected for CGAC intermediate level (3): Demonstrates empathy when appropriate, leads conversations with individual clients however can get sidetracked. Sometimes able to facilitate interaction between family/concerned others. Engages clients and repair therapeutic relationships when connection is stressed.

(3)

At Expected for CGAC advanced level (4): Connects with clients and maintains alliance over time. Facilitates productive conversations between therapist and client and among family members/concerned others when present. Consistently engages clients and maintains engagement through change process.

(4)

Comments

COMPETENCY 2

Actively facilitates therapeutic process (e.g., guides sessions based on theory and written treatment planning goals, offers and follows up on in and between session interventions; maintains meta-view; facilitates treatment modalities).

To be determined / Not observed (TBD)

(T)

Below expected for beginner provider (1)

(1)

At expected for CGAC basic level (2): Has a general idea of direction in sessions; however, can get caught in content and/or struggle with actively facilitating and following through with intended interventions.

(2)

At expected for CGAC intermediate level (3): Sets goals for sessions; however, can get sidetracked and/or lack flexibility in modifying goals to meet client needs. Sometimes gets caught in content and loses track of interventions.

(3)

At Expected for CGAC advanced level (4): Asks questions that reflect a clear direction associated with treatment plan goals and theory. Maintains focus on process. Flexibly structures therapeutic process and consistently follows up on interventions.

(4)

Comments



COMPETENCY 3

Demonstrates working knowledge of problem gambling and recovery (e.g., diagnostic criteria, gambling types/pathways). Identifies and encourages clients to use gambling recovery resources (e.g., GA, peer mentors, payees).

To be determined / Not observed (TBD)

(T)

Below expected for beginner provider (1)

(1)

At expected for CGAC basic level (2): Demonstrates basic knowledge of gambling and gambling problems but may not correctly identify severity or required level of care. Can identify recovery resources when prompted.

(2)

At expected for CGAC intermediate level (3): Able to identify severity and required level of care most of the time. May tend to list resources rather than fully exploring as needed with specific clients at specific times.

(3)

At Expected for CGAC advanced level (4): Consistently identifies treatment needs and level of severity. Integrates recovery resources throughout treatment.

(4)

Comments**COMPETENCY 4**

Integrates gambling psychoeducation into treatment (e.g., explains basics of problem gambling and recovery, gambling and the brain, gambling action cycle, stages of change, gambling as conditioned response, realities of chance, luck and skill, the concept of “the dream world,” magical thinking, how family/concerned others are also impacted by problem gambling).

To be determined / Not observed (TBD)

(T)

Below expected for beginner provider (1)

(1)

At expected for CGAC basic level (2): Includes psychoeducation but does not always integrate information into sessions in ways that maintain therapeutic goals and relationships. May at times move out of “counselor” into “teacher” role.

(2)

At expected for CGAC intermediate level (3): Includes psychoeducation by fluidly moving between counseling and psychoeducation however may not fully integrate psychoeducation into therapeutic conversations.

(3)

At Expected for CGAC advanced level (4): Integrates psychoeducation into sessions as needed to meet treatment goals while maintaining therapeutic stance.

(4)

Comments

COMPETENCY 5

Routinely screens for interpersonal violence, risk to self/others, elder/vulnerable adult/child abuse/neglect. Intervenes and reports as necessary to ensure safety.

To be determined / Not observed (TBD)

(T)

Below expected for beginner provider (1)

(1)

At expected for CGAC basic level (2): Screens when risk is disclosed in session or during intake. Requires supervisory support in determining safety plans and reporting requirements.

(2)

At expected for CGAC intermediate level (3): Screens for risk at the beginning of treatment and/or sporadically when risk factors are raised in treatment. May explore risk in ways that don't fully invite disclosure or provide enough information to make required reports.

(3)

At Expected for CGAC advanced level (4): Routinely screens for risk throughout counseling process and documents, identifies potential risks even when cues are subtle, effectively and consistently develops safety plans, follows up on safety concerns and makes reports as required by law.

(4)

Comments

COMPETENCY 6

Assesses financial risks, including legal risks related to finances; helps individuals and families establish financial safety, including exploring possible money barriers.

To be determined / Not observed (TBD)

(T)

Below expected for beginner provider (1)

(1)

At expected for CGAC basic level (2): Attends to financial risk when prompted by content of session or in supervision; suggests but does not always follow through with establishing financial safety and money barriers.

(2)

At expected for CGAC intermediate level (3): Frequently attends to financial risk and explores money barriers; occasionally integrates discussions about finances into counseling sessions.

(3)

At Expected for CGAC advanced level (4): Routinely and appropriately engages clients in discussions regarding financial risk and debt; encourages money barriers with clients in collaborative and creative ways.

(4)

Comments



COMPETENCY 7

Bases treatment plans, goals and interventions on stages of change. Uses principles of motivational interviewing/enhancement to encourage readiness for change; remains centered without pushing for change.

To be determined / Not observed (TBD)

(T)

Below expected for beginner provider (1)

(1)

At expected for CGAC basic level (2): Can describe stages of change but does not always accurately assess when interacting with clients; may push for change and/or be uncertain of how to use motivational interviewing; may not recognize differences in stage of change among family members/concerned others.

(2)

At expected for CGAC intermediate level (3): Sporadically uses motivational interviewing however may slip into wanting client to change. May not recognize subtleties of readiness for change as they shift within sessions. May highlight client's stage of change over that of family members/concerned others.

(3)

At Expected for CGAC advanced level (4): Routinely uses motivational interviewing throughout sessions as appropriate; goals and interventions help clients move toward recovery while consistently reflecting stages of change. Consistently recognizes and manages differences in stage of change among family members/concerned others, as applicable.

(4)

Comments

COMPETENCY 8

Recognizes the potential role of trauma in disordered gambling; provides trauma-informed care.

To be determined / Not observed (TBD)

(T)

Below expected for beginner provider (1)

(1)

At expected for CGAC basic level (2): Identifies trauma as contributing to gambling problems and uses trauma informed language, however, may view treatment for trauma as separate from gambling treatment and not treat trauma-based symptoms.

(2)

At expected for CGAC intermediate level (3): Identifies trauma when related to problem gambling and includes trauma in treatment plans. Tends to wait to address trauma or refer out for trauma care until recovery is stable.

(3)

At Expected for CGAC advanced level (4): Routinely assesses trauma and the impact of trauma on gambling; uses trauma-informed stance throughout treatment integrating trauma-related recovery goals into each stage of treatment.

(4)

Comments



COMPETENCY 9

Identifies and addresses co-occurring mental health disorders and substance misuse in problem gambling treatment.

To be determined / Not observed (TBD)

(T)

Below expected for beginner provider (1)

(1)

At expected for CGAC basic level (2): Identifies substance misuse and mental health issues some of the time; may struggle to differentiate mental health problems from gambling disorder; may underestimate significance of substance misuse and/or mental health problems.

(2)

At expected for CGAC intermediate level (3): Identifies co-occurring substance abuse and mental health disorders most of the time however may do so only after considerable time, be uncertain of diagnosis and/or need help in diagnosing.

(3)

At Expected for CGAC advanced level (4): Consistently identifies and diagnoses substance misuse and mental health problems; provides and/or refers and coordinates mental health and substance misuse treatment; helps clients understand and connect substance misuse and mental health issues to gambling problems.

(4)

Comments**COMPETENCY 10**

Regularly engages family members and concerned others in treatment.

To be determined / Not observed (TBD)

(T)

Below expected for beginner provider (1)

(1)

At expected for CGAC basic level (2): Includes family/concerned others when clients request having others in treatment or come in without member who is gambling; may suggest bringing in family members or concerned others but not pursue or offer strong rationale for doing so.

(2)

At expected for CGAC intermediate level (3): Routinely lists including family and/or concerned others in treatment plans and offers rationale but tends to be marginally successful in engaging others in treatment.

(3)

At Expected for CGAC advanced level (4): Consistently explores who is aware of and impacted by gambling; routinely explains the importance of including family and concerned others; actively and successfully engages others in treatment.

(4)

Comments

COMPETENCY 11

Identifies and helps interrupt relational patterns of interaction and other behaviors that support problem gambling. Helps families/important others develop coping skills for managing their own distress caused by problem gambling.

To be determined / Not observed (TBD)

(T)

Below expected for beginner provider (1)

(1)

At expected for CGAC basic level (2): Recognizes when family and concerned others' attempts to mitigate impact of gambling contribute to the problem however may focus on family and concerned others as contributing to the problem rather than resources for recovery; offers coping skills that may not be effective or tailored to needs.

(2)

At expected for CGAC intermediate level (3): Recognizes impact of gambling on family/concerned others and their importance to recovery however can be uncertain or lose direction in relational treatment.

(3)

At Expected for CGAC advanced level (4): Consistently helps family/concerned others to work together with person who is gambling to encourage recovery; explores and attends to impact of gambling on others; offers support and helps others develop effective coping skills.

(4)

Comments

COMPETENCY 12

Identifies debt and facilitates debt disclosure to family/concerned others.

To be determined / Not observed (TBD)

(T)

Below expected for beginner provider (1)

(1)

At expected for CGAC basic level (2): Asks clients about debt but may not explore full extent of debt; suggests disclosure but may not fully prepare and support disclosure process.

(2)

At expected for CGAC intermediate level (3): Explores debt but may accept description of debt without much exploration; asks about and offers to facilitate disclosure but disclosure sessions may not occur as needed.

(3)

At Expected for CGAC advanced level (4): Routinely explores debt with clients recognizing that it may take time for clients to disclose extent of debt; encourages debt disclosure and prepares all involved for disclosure; facilitates in-session debt disclosure to family/concerned others.

(4)

Comments



COMPETENCY 13

Explores meaning of money; tracks access to money and behaviors around money.

To be determined / Not observed (TBD)

(T)

Below expected for beginner provider (1)

(1)

At expected for CGAC basic level (2): Asks clients about relationship with money and explores access to money; may explore alternatives to limit immediate access.

(2)

At expected for CGAC intermediate level (3): Often explores client's relationship with money and behaviors around money. Tracks access to money and strategies that limit access when brought up in session.

(3)

At Expected for CGAC advanced level (4): Fully explores client's relationship with money, patterns of behavior around money, and meaning of money; tracks client's access to money and financial history even when client does not.

(4)

Comments

COMPETENCY 14

Helps clients accept financial responsibility and develop plans for restitution. Facilitates process of developing and following a budget.

To be determined / Not observed (TBD)

(T)

Below expected for beginner provider (1)

(1)

At expected for CGAC basic level (2): Shares importance of paying off debt and encourages plan for restitution; suggests clients develop a budget.

(2)

At expected for CGAC intermediate level (3): Offers clear rationale for importance of paying off debt/restitution; routinely includes developing a budget in treatment plans.

(3)

At Expected for CGAC advanced level (4): Meaningfully connects the importance of financial accountability to recovery; helps client work with family members/concerned others to develop and follow a budget. Routinely encourages and helps clients carry through with restitution.

(4)

Comments



COMPETENCY 15

Challenges and reshapes cognitive distortions/logic errors related to gambling (e.g., gambler's fallacy, magical thinking).

To be determined / Not observed (TBD)

(T)

Below expected for beginner provider (1)

(1)

At expected for CGAC basic level (2): Sometimes recognizes cognitive distortions and logic errors and primarily addresses these through psychoeducation; may at times invite clients to notice thoughts and connect thoughts to gambling behavior.

(2)

At expected for CGAC intermediate level (3): Often recognizes and uses a limited number of interventions to help clients identify cognitive distortions and logic errors related to problem gambling. May offer between session cognitive tasks from time to time.

(3)

At Expected for CGAC advanced level (4): Routinely recognizes and uses a wide range of interventions to help clients identify and address cognitive distortions and logic errors related to gambling; uses and follows up on between-session cognitive interventions.

(4)

Comments

COMPETENCY 16

Helps clients increase awareness of gambling triggers, thoughts and urges. Helps clients avoid gambling in response to internal and external triggers. Helps clients identify how they may be inadvertently supporting the gambling problem.

To be determined / Not observed (TBD)

(T)

Below expected for beginner provider (1)

(1)

At expected for CGAC basic level (2): At times identifies and helps clients become aware of and interrupt the gambling action cycle and their own patterns of thoughts, emotions and behavior related to gambling. Sometimes helps clients identify and manage exposure to gambling cues.

(2)

At expected for CGAC intermediate level (3): Frequently identifies and helps clients become aware of and interrupt the gambling action cycle and their own patterns of thoughts, emotions and behavior related to gambling. Often helps clients identify and manage exposure to gambling cues.

(3)

At Expected for CGAC advanced level (4): Consistently tracks and raises client awareness of their own gambling patterns; routinely uses in-session and between-session interventions to help clients interrupt/replace thoughts, manage triggers and urges, and avoid gambling supportive behaviors. Consistently helps clients identify and manage exposure to gambling cues.

(4)

Comments



COMPETENCY 17

Facilitates clients' learning to experience and tolerate their own emotions without resorting to gambling or other potentially harmful activity as a distraction.

To be determined / Not observed (TBD)

(T)

Below expected for beginner provider (1)

(1)

At expected for CGAC basic level (2): Helps clients identify, experience and express emotions; may more often engage in helping clients feel better rather than tying emotional pain to gambling.

(2)

At expected for CGAC intermediate level (3): Connects emotional avoidance to gambling problems but not always certain of timing or purpose related to gambling recovery; uses centering techniques in sessions as needed.

(3)

At Expected for CGAC advanced level (4): Recognizes role of emotional avoidance in gambling problems; helps clients tolerate emotions in and out of session; helps clients recognize emotional pain caused by gambling; helps clients identify and manage high risk behaviors other than gambling that are used to try to escape emotions.

(4)

Comments

COMPETENCY 18

Helps clients understand role of relapse in recovery, recognize relapse warning signs, and interrupt relapses early in the cycle; plans with clients what to do should they relapse.

To be determined / Not observed (TBD)

(T)

Below expected for beginner provider (1)

(1)

At expected for CGAC basic level (2): Often provides psychoeducation on relapse, may help clients identify relapse warning signs, but not always certain of how or when to integrate relapse prevention into treatment.

(2)

At expected for CGAC intermediate level (3): Provides psychoeducation on relapse, helps clients identify relapse warning signs, and encourages clients to plan what to do when they relapse, but tends to do so only near the end of treatment.

(3)

At Expected for CGAC advanced level (4): Routinely provides psychoeducation on relapse early in treatment, helps clients identify relapse warning sign once gambling behavior is initially stabilized; creates specific, detailed plans with clients about what to do when they relapse or recognize risk of relapse.

(4)

Comments



COMPETENCY 19

Helps clients identify and link values to goals for recovery; creates wellness plans that replace gambling with non-gambling activities that support values and goals.

To be determined / Not observed (TBD)

(T)

Below expected for beginner provider (1)

(1)

At expected for CGAC basic level (2): Establishes goals for treatment which may or may not be directly linked to values; completes wellness plans when prompted by supervisor or agency; addresses limited life domains.

(2)

At expected for CGAC intermediate level (3): Establishes goals for treatment that are linked to values; completes wellness plans that address most life domains; may wait to complete wellness plans until the end of treatment.

(3)

At Expected for CGAC advanced level (4): Routinely explores values throughout treatment to help clients set and revise goals accordingly; creates wellness plans early in treatment and revises as necessary; helps clients create and follow wellness plans that integrate multiple life domains and ongoing recovery.

(4)

Comments

COMPETENCY 20

Actively collaborates with all involved professionals and peer mentors; coordinates referrals; maintains working relationship with residential treatment centers.

To be determined / Not observed (TBD)

(T)

Below expected for beginner provider (1)

(1)

At expected for CGAC basic level (2): Able to identify other professionals, mentors, and treatment systems involved in client's life when prompted by client or supervisor; able to secure proper releases of information; seeks supervisor support in reaching out to others and/or determining need/facilitating entry to inpatient treatment.

(2)

At expected for CGAC intermediate level (3): Often identifies other professionals, mentors and treatment systems involved in client's life; discusses the importance of coordinating efforts and secures releases however does not always reach out to others in a timely manner or demonstrate persistent efforts to collaborate. Seeks support in referring clients to inpatient treatment.

(3)

At Expected for CGAC advanced level (4): Routinely identifies other professionals, mentors, and treatment systems involved in client's life; provides client with justification for coordinating efforts and secures proper releases of information; actively and effectively reaches out to others as needed; facilitates inpatient treatment when appropriate.

(4)

Comments



COMPETENCY 21

Demonstrates professional case administrative skills (e.g., timely and complete case notes, assessments). Develops effective and meaningful treatment plans; uses treatment plans to guide treatment; regularly reviews and updates treatment plans.

To be determined / Not observed (TBD)

(T)

Below expected for beginner provider (1)

(1)

At expected for CGAC basic level (2): Completes assessments with supervisory support as needed; completes notes in timely manner; develops basic treatment plans however may not include all relevant goals and strategies for meeting goals; reviews treatment plans when prompted however treatment plans may not be consistently used to guide treatment.

(2)

At expected for CGAC intermediate level (3): Independently completes adequate assessments; completes notes in timely manner; develops relevant treatment plans and periodically reviews treatment plans to guide treatment.

(3)

At Expected for CGAC advanced level (4): Completes accurate, thorough and timely assessments and case notes; develops meaningful initial treatment plans; actively revisits and revises treatment plans; consistently uses treatment plans, goals and strategies to guide treatment.

(4)

Comments

COMPETENCY 22

Advocates for problem gambling awareness, screening and treatment within their agency or treatment setting and the broader community.

To be determined / Not observed (TBD)

(T)

Below expected for beginner provider (1)

(1)

At expected for CGAC basic level (2): Shares knowledge, encourages screening for gambling problems and referral to treatment when prompted and guided in how and when to do so.

(2)

At expected for CGAC intermediate level (3): Routinely engages in activities that promote awareness of problem gambling and referral to problem gambling treatment.

(3)

At Expected for CGAC advanced level (4): Leads efforts to promote awareness of problem gambling and referral to problem gambling within their agencies, treatment settings and the broader community.

(4)

Comments



COMPETENCY 23

Maintains professional practice standards; follows all legal and ethical guidelines; actively advances knowledge and skill via professional development opportunities.

To be determined / Not observed (TBD)

(T)

Below expected for beginner provider (1)

(1)

At expected for CGAC basic level (2): Seeks supervision as needed to follow policies and meet basic expectations for professional practice as well as legal and ethical decision making; follows suggestions for professional development.

(2)

At expected for CGAC intermediate level (3): Follows all policies and meets basic expectations for professional practice; seeks supervision as needed for legal or ethical decision-making; pursues opportunities for professional development.

(3)

At Expected for CGAC advanced level (4): Routinely meets expectations for and helps establish standards of professional practice; routinely follows all ethical and legal guidelines, seeking consultation as needed; routinely engages in opportunities for professional development.

(4)

Comments

COMPETENCY 24

Demonstrates the ability to attune to the influence and impact of culture, race, social class, gender, abilities, etc. on gambling, relationships, and recovery.

To be determined / Not observed (TBD)

(T)

Below expected for beginner provider (1)

(1)

At expected for CGAC basic level (2): Attunes to some but not all aspects of social location; recognizes cultural and social differences between counselor and client however not always certain how to navigate differences; can identify impact of social location on gambling when prompted.

(2)

At expected for CGAC intermediate level (3): Often attunes to nuances of social location, including cultural and social differences between counselor and client; usually able to connect with clients across differences; sometimes identifies ways to raise client awareness of the impact of social location on gambling.

(3)

At Expected for CGAC advanced level (4): Consistently and continuously attunes to nuances of social location, including cultural and social differences between counselor and client; consistently able to connect with clients across differences; identifies and finds numerous ways to raise client awareness of the impact of social location on gambling.

(4)

Comments



COMPETENCY 25

Attends to relational and societal power imbalances that contribute to problem gambling.

To be determined / Not observed (TBD)

(T)

Below expected for beginner provider (1)

(1)

At expected for CGAC basic level (2): Sometimes identifies power imbalances within families, communities, and the treatment system; can address power and encourage equity when guided in how to do so in supervision.

(2)

At expected for CGAC intermediate level (3): Often identifies power imbalances within families, communities, and the treatment system; uses limited strategies to address power and encourage equity.

(3)

At Expected for CGAC advanced level (4): Readily identifies power imbalances within families, communities, and the treatment system; able to raise client awareness of impact of power dynamics on gambling; demonstrates multiple ways to address nuances of power and encourage equity.

(4)

Comments

Please establish goals for professional development for the next year:

1. _____

2. _____

3. _____

In general, what trainings would you like to see added to the training roster?

Please identify any specific training needs that you have:

