Supervisors shall rate the supervisee on the applicable competencies (based on the statuses for which an applicant is applying) using the scale below. It should be noted that the applicant is not required to demonstrate competency (a score of '6' on the rating scale) in all the objective areas, but should show marked progress over time with the goal being a sufficient level of competency in each area at the time of application for approval. Furthermore, the following Competency Based Assessment Approval form should be considered when establishing the applicant's Supervision Plan.

STATUSES FOR WHICH APPLICANT IS APPLYING (check all that apply)

☐ Treatment Provider ☐ Evaluator ☐ DD/ID Specialty

RATING SCALE

NA	No Opportunity to Evaluate this Competency
1	No Demonstrated Competency (Fail)
2	Initial Ability (Beginning Ability with Support of Supervision)
3	Increased Growth (Demonstration of Knowledge Integration but Continues to Require Substantial Guidance and Supervision)
4	Improved Consistency (Routinely Demonstrates the Skill or Knowledge Required for the Competency)
5	Highly Effective (Consistent and Accurate Use of Skill and Knowledge Required for Competency in complex situations)
6	Autonomous/ Fully Proficient (Generalizes Skills Previously Learned to New Situations)

TREATMENT PROVIDER COMPETENCIES

Rate supervisees applying for listing as a Treatment Provider on the following competencies;

Competency 1- Development of Professional Self

_____ Objective 1- Appropriate use of supervision

- Brings appropriate cases for supervision
- Able to present case formulation
- Openly discuss professional strengths and areas of growth in non-defensive manner
- Learn and apply new ideas
- Integrates concepts from supervision

_____ Objective 2- Self Awareness

- Demonstrates reasonable self care
- Has examined issues related to how working with sexual abuse and how abusers affect them
- Can maintain professional personal boundaries

- Understands safety concerns
- Awareness of management of transference

_____ Objective 3- Seeks Appropriate Growth and Learning Opportunities

- Stays current on the research, literature and best practice in management and treatment of adults and juveniles who have committed sexual offenses, as applicable
- Identifies needed learning opportunities and seeks those opportunities
- Identifies appropriate trainings and attends where applicable
- Development of short and long term professional goals demonstrating creativity and resourcefulness for achieving these goals
- Stays current with the work of the SOMB and local community work groups
- Consider interaction with and membership in National Adolescent Perpetration Network/Association for the Treatment of Sexual Abusers, as applicable

_____ Objective 4- Professional Ethics

- Follows professional ethics consistent with professional degree or license
- Understands dual relationship concerns
- Seeks consultation as appropriate to adequately address diverse client needs

Competency 2- Assessment and Needs Formulation

_____ Objective 1- Initial Contact and Information Gathering

- Takes opportunities, if available, to observe others clinical work (assessment and various therapy modalities) with clients
- Meets with clients and can report relevant data from those meetings in supervision
- Can review client chart and demonstrate the ability to identify important and relevant safety and diagnostic information
- Reviews/collects all collateral information and demonstrates a good understanding of case, including prior treatment involvement

_____ Objective 2- Ability to Holistically Assess Clients

- Explore client context and motivation for offending behavior
- Explore family and environmental influences (e.g., school, work, peer group, and neighborhood)
- Explore need areas as articulated by the client and collateral data
- Define support system as it relates to supervision of the client
- Understands and responds to diverse cultural factors
- Understands and responds to special populations (e.g., female offenders, co-occurring, young adults, physical disabilities, etc.)
- Understand client's static and dynamic risk factors

Competency 3- Clinical Intervention and Goal Setting

_____ Objective 1- Awareness of Public Safety Issues and Considerations

- Sets up appropriate safety plans that address client's high risk settings and at-risk population(s)
- Establishes and identifies appropriate Informed/Approved Supervisors
- Coordinate community supervision and monitoring expectations with supervising officer and MDT/CST

_____ Objective 2- Identify Risk, Need, and Responsivity Factors and Development of Treatment Plan

- Appropriately applies current research, literature, best practice, and accepted models in the field to the development of the treatment plan
- Has a general understanding of areas addressed in offense specific evaluations and can synthesize information for treatment planning
- Develops individualized treatment plan based on client strengths, static and dynamic risk factors, needs, offense type (e.g., internet offending, non-contact, etc.), and identified diagnoses
- In conjunction with MDT, conducts ongoing assessments, modifies treatment plan, and makes appropriate referrals as necessary
- Understands special needs and concerns/issues
- Recognizes and responds to cultural differences
- Engages client in development of realistic goals and measurable objectives

_____ Objective 3- Demonstrates Skills in the Facilitation of Individual, Group, and Family Offense Specific Therapy

- Incorporates goals and objectives from the individualized treatment plan
- Addresses client's static and dynamic risk factors that are driving target behaviors
- Takes opportunity, if available and appropriate, to observe sessions
- Engages in co-facilitation with SOMB approved treatment provider as needed
- Can articulate rationale and strengths and weakness of these modalities to best serve client needs
- Can articulate rationale for how and whether to address offense specific topics in each modality
- Can articulate issues unique to offense specific individual, group, and family therapy

Competency 4- Professional Communication Skills

_____ Objective 1- Effective communication with MDT/CST

- Communicates with members of the MDT/CST in a timely and appropriate manner
- Seeks input from and includes in decision making members of the MDT/CST
- Shares important information with members of the MDT/CST in a timely manner

- Develops positive working relationships with members
- Prepares written reports on client progress and treatment status in a timely manner
- Provides client termination/completion reports

_____ Objective 2- Prepare and Communicate Effectively with Court

- Understands applicable legal and ethical parameters for information sharing as it relates to psychotherapy
- Verbal and written communication to the court is consistent with legal and professional standards
- Able to articulate salient issues in a way that is beneficial to court

Competency 5- Knowledge of Normative Development and Sexuality

_____ Objective 1- Knowledge of Sexual and Normative Developmental Stages

- Has general understanding of normative sexual health and development
- Has general understanding of normative developmental stages
- Has general understanding of how sexual and developmental stages affect behaviors and general functioning

_____ Objective 2- Application of Sexual and Normative Developmental information

- Is able to assess client offending behavior in the context of normative sexual behavior and developmental stages
- Incorporates understanding of client's developmental stage and normative sexual development into treatment planning
- Is able to synthesize information related to normative sexual behavior and developmental stages into case conceptualization interventions

Competency 6- Knowledge and Integration of SOMB Standards and Guidelines

_____ Objective 1- Has Solid Working Knowledge of SOMB Standards and Guidelines

- Has detailed understanding of SOMB Standards and Guidelines and supporting research
- Has a detailed understanding of the Guiding Principles
- Familiar with SOMB administrative policy, including application process

_____ Objective 2- Application of SOMB Standards and Guidelines to Practice

- Can apply Standards to specific client issues
- Can incorporate Standards into treatment planning
- Is able to identify the applicability of the Guiding Principles to the work with clients
- Can identify rationale for the Guiding Principles and practices therapy consistent with the Guiding Principles

Competency 7- Knowledge of Victimization

_____ Objective 1 – Understands dynamics and impact of sexual abuse

- Obtains training in the area of victimization
- Understands the trauma, and physical and psychological harm that victims can experience
- Understands the harm and impact to secondary victims and the community
- Understands victim needs (e.g., safety, protection, being believed and supported)

_____ Objective 2 – Applies a victim-centered approach to practice and case management

- Keeps victim and community safety as a number one priority
- Advocates for victim protection and community safety
- Incorporates a victim-centered approach to treatment planning
- Considers victim impact and needs when making clinical decisions
- Collaborates with victim representatives (information sharing)
- Applies a victim-centered approach to contact, clarification, and reunification

Competency 8- Knowledge of Offense Specific Evaluations

It is important to note that this competency applies to treatment providers as consumers of evaluations, as compared to a competency to become listed as an evaluator.

_____ Objective 1- Knowledge and understanding of offense specific evaluations

- Has a general understanding of the areas to be evaluated in an offense specific evaluation
- Has a general understanding of the evaluation procedures and specific testing instruments utilized in an offense specific evaluation
- Understands the purpose, use, and possible outcome of offense specific evaluations
- Understands the purpose and limitations of the testing procedures
- Understands that neither psychological nor physiological testing can be used to prove or disprove that an individual has engaged or will re-engage in sexual offending behavior

_____ Objective 2- Application of offense specific evaluation to practice

- Synthesize information from the evaluation to inform case conceptualization, treatment planning, and practice
- Consult with the evaluator, when applicable
- Can make appropriate referrals for additional testing and intervention needs

_____ Objective 3- Knowledge and understanding of Child Contact Assessments, Where Applicable

- Has a general understanding of the areas to be evaluated in a Child Contact

Assessments
- Has a general understanding of the evaluation procedures and specific testing instruments utilized in a Child Contact Assessments
- Understands the purpose and limitations of the testing procedures
- Synthesize information from the evaluation to inform case conceptualization, treatment planning, and practice
- Can consult with the evaluator, when applicable

Competency 9- Use of Physiological (Plethysmograph and Polygraph) and Psychological (Visual Reaction Time) measures

It is important to note that this competency applies to treatment providers as consumers of the results of physiological testing.

_____ Objective 1- Has a Strong Working Knowledge of the Use of Physiological Measures in Assessment and Treatment
- Has knowledge and understanding of the use of physiological and psychological measures as a component of sex offense specific treatment
- Understands the strengths and limitations of the use of physiological and psychological measures in sex offense specific treatment (see Adult Standards Sections 6.000 and 7.000, as well as Appendices B-1, B-2, Attachment A, and Attachment B; and Juvenile Standards Appendices C and D, as applicable) Understands the special considerations for the use of use of physiological and psychological measures with special populations
- Attends available training on use of physiological and psychological measures with sex offenders

_____ Objective 2- Application of the use of physiological measures to practice
- Synthesize information from the results of physiological and psychological testing to inform case conceptualization, treatment planning, and practice
- Can make appropriate referrals for additional testing and intervention needs

Competency 10- Adult/Juvenile

_____ Objective 1- Has Solid Understanding of the Differences in Assessing and Treating Adult Sexual Offenders from Juveniles Who Have Committed Sexual Offenses
- Has a solid understanding of the differences between adults and juveniles
- Is able to individualize the treatment approach based upon whether the client is an adult or juvenile
- Only utilizes assessment approaches appropriate for the client's developmental stage and age
- Designs treatment interventions that are reflective of client's development and age
- Utilizes the standards and guidelines that are appropriate for the client's

developmental stage and age

COMPETENCIES FOR DD/ID SPECIALTY

Rate applicants applying for the DD/ID specialty on the following competency;

Competency 11- Persons with Intellectual Disabilities (PID)

_____ Objective 1- Has Understanding of the Differences in Assessing and Treating Persons with Intellectual Disabilities

- Has knowledge of specialized physiological and psychological measures as applied to PID
- Has understanding of the limitations of specialized physiological and psychological measures and testing with PID
- Has knowledge of the PID standards, system, resources, and services
- Has knowledge of current research, literature, and best practice with this population
- Has knowledge of risk assessments normed for this population
- Has knowledge of the laws and civil rights related to PID (e.g., understanding guardianship, etc.)
- Has knowledge of appropriate interventions with this PID

_____ Objective 2- Application of Information and Techniques Specific to Persons with Intellectual Disabilities

- Utilizes language, concepts, and methods that are individualized for this population
- Appropriately applies current research, literature, best practice, and accepted models in the field to the development of the treatment plan
- Synthesizes information from the results of specialized physiological and psychological testing to inform case conceptualization, treatment planning, and practice
- Synthesizes the results of specialized risk assessment to inform case conceptualization, treatment planning, and practice
- Assisting client, when appropriate, in accessing appropriate resources and services

EVALUATOR COMPETENCIES

Rate applicants applying for listing as an Evaluator on the following competencies;

Knowledge and Understanding in Conducting Offense Specific Evaluations

_____ Objective 1- Knowledge and Understanding of Offense Specific Evaluations

- Awareness of the strengths and limitations of the scope of the evaluation and the assessment instruments

- Has a general understanding of the areas to be evaluated in an offense specific evaluation
- Has knowledge and understanding of a broad and holistic view of the client, in which to fully understand or interpret the client's behavior, an understanding of the ecological environment in which the client was raised and currently lives.
- Demonstrates an awareness of the individual's cognitive functioning
- Understands the importance of broad and supporting collateral information in the evaluation process

_____ Objective 2- Demonstrates skills in conducting offense specific evaluations and report writing

- Demonstrates the skills, experience, or supervision required to professionally and ethically utilize evaluation instruments
- Conducts offense specific evaluations utilizing knowledge and understanding of a broad and holistic view of the client, in which to fully understand or interpret the client's behavior, an understanding of the ecological environment in which the client was raised and currently lives
- Provides alternative means for gathering information directly from the client if cognitive, intellectual, and/or language skills are poor
- Prepares for the evaluation and ensures a thorough review of existing documentation prior to the evaluation
- Evaluation reflects awareness that collateral information, including information available in prior reports, may be incomplete, incorrect, or not fully understood and should be interpreted with caution. Such caution should be noted in the written evaluation report.
- An assessment of risk should be qualified in the event that adequate information is not available from which to draw such estimates. Evaluation reports identify what additional information is necessary in order to more accurately assess risk.
- Assures that placement/supervision and/or treatment recommendations must be based on the assessment of the risk and treatment needs of the client, and should not be made on the basis of available treatment services and resource
- Demonstrates appropriate clinical interviewing skills that may include timing, sensitivity, awareness of cues and nuances, flexibility, directing, clarifying, tracking and a non-judgmental approach
- Demonstrates the ability to write evaluation reports that are well organized and understandable to consumers

Supervisor's Name (Please Print Clearly)_____

Supervisor's signature: _____**Date:** _____

Applicant's Name (Please Print Clearly) _____

Applicant's signature: _____**Date:** _____