

## **How to do a Quality Client Assessment TCOM-style Training Guide**

*Note:* The video and materials are for training purposes only. Remember that this is not your interview! This is one assessor's style of interviewing and decisions on where to take the assessment (partly informed by our training goals). You would likely do it differently – and you should. But since the purpose is to show you how to incorporate TCOM concepts, principles and CANS language into your assessment process, don't get stuck in HOW this is done by this assessor, but focus on the broader context and the end result of this brief conversation.

### **Video Discussion Points**

#### Part 1: Engagement (time: 0 to 1:52)

This section begins the assessment process.

1. What do you see happening here?
  - Sets the tone for the session; tries to make client feel comfortable; begins with strengths; explains the process
2. Is there obvious use of any of the TCOM concepts and principles?
  - TCOM concepts: Client collaboration/engagement
3. Which CANS items have been identified?
  - Job Functioning/Employment; Involvement with Care

#### Part 2: The Story (time: 1:53 to 12:36)

This section takes up the majority of the session and the focus is on getting to know the client and what brought them in.

1. What do you see happening here?
  - Assessor begins to get a picture of the client's needs and strengths and which ones will need action taken.
2. Is there obvious use of any of the TCOM concepts and principles?
  - TCOM concepts: Collaboration with client (asking client's view on what is needed); communication: beginning to describe and use action levels
  - Key Principles: Timeliness (relevance vs. 30 days); identifying strengths and culture (though culture isn't specifically articulated and used)
3. Which CANS items have been identified?
  - Job Functioning/History; Residential Stability; Spiritual/Religious; Community Connections; Family Functioning; Family Strengths/Support; Social Functioning; Natural Supports; Interpersonal/Social Connectedness; Talents and Interests; Depression; Anxiety; Sleep;

Optimism; Routines; Recreation/Play; Eating Disturbances; Physical Abuse; Intimate Relationships; Living Situation

Part 3: Consensus and Action Planning (time: 12:37 to 21.15)

This section summarizes the previous conversation and begins to discuss next steps.

1. What do you see happening here?

- Getting on the same page and beginning to develop an action plan.

2. Is there obvious use of any of the TCOM concepts and principles?

- TCOM concepts: Coming to a shared vision with client; communication regarding how they will get to the ratings and explains the action levels, and walks client through her rationales for rating; managing differences/coming to consensus (Living Situation, Sleeping, Eating)
- Key Principles: Relevance of items for action planning

3. Which CANS items have been identified?

- Suicide Risk; Medical/Physical; Parental/Caregiving Role