

## Assessment Examples

### Assessment Example 1

#### *Knowledge-Based Competencies*

- **Assessment Tool:** A quiz or short-answer exam structured like a “DBT Skills Comprehension Checklist.”
- **Evaluation:** Instead of pass/fail, use a Likert scale (e.g., 1–5) to rate the student's explanation.
- **Example Question (adapting a DBT worksheet):** “Using the 'TIPP' acronym from DBT, explain what each letter stands for and how it is used to quickly regulate a person's body chemistry during a crisis.” 5 = clear, accurate, and comprehensive explanation of each letter; 1 = vague or incorrect explanation.
- **Example Question:** “Describe three ways a person's cultural background might influence their expression of distress.” (This could be tied to a case study to ensure application.)

### Assessment Example 2

#### *Nonjudgmental, Compassion, Active Listening, and Empathy*

- **Evaluation:** A supervisor or peer rates the student's performance on a Likert scale.
- **Checklist Items:**
  - Did the student use validating language ("That sounds incredibly difficult") rather than judgmental language ("Why would you do that")?
  - Did the student's body language (eye contact, posture, tone of voice) convey a sense of acceptance?
  - Did the student avoid interrupting the patient or trying to "fix" the problem immediately?
  - Did the student reflect the patient's feelings accurately?
  - Did the student use validating statements at appropriate times?
  - Did the student demonstrate curiosity about the patient's perspective ("Tell me more about what that feeling is like for you")?

### Assessment Example 3

#### *Reframing and Teaching Coping Strategies*

- **Evaluation:** This would be a performance-based assessment. The student would be tasked with teaching a skill to a mock patient, and the instructor would use a checklist to ensure they perform all the necessary steps.

- **Example Checklist (for teaching the "STOP" skill):**
  - **S—Stop:** Did the student clearly explain the rationale behind stopping and not acting on impulse?
  - **T—Take a Step Back:** Did the student teach a technique for taking a mental or physical step back (e.g., deep breathing)?
  - **O—Observe:** Did the student guide the patient to observe their internal and external experience without judgment?
  - **P—Proceed Mindfully:** Did the student guide the patient through an analysis of a wise, effective action?
- **Additional item:** Did the student check for understanding and adapt their teaching to the patient's needs?

## Assessment Example 4

### *Promote Use of Healthy Boundaries to Ensure Patient and Provider Safety*

- **Evaluation:** Students are given several short scenarios and must explain their response, which is then scored against a rubric of best practices.
- **Scenario Example:** "A patient you've been working with for a month asks you to meet for coffee 'as friends.' What is your adherence-based response?" 5 = clearly and respectfully declines while explaining the importance of boundaries for the therapeutic relationship; 1 = accepts or gives a vague, noncommittal answer.

## Assessment Example 5

### *Modeling Distress Tolerance*

- **Evaluation:** This is a high-level, summative assessment. The supervisor observes the student's demeanor and clinical decisions in a session where a patient is highly distressed.
- **Example Checklist Items:**
  - Did the student maintain a calm and composed demeanor while the patient was in crisis?
  - Did the student use an "easy manner" and calm tone of voice?
  - Was the student able to focus on a distress tolerance skill without getting pulled into the patient's emotional dysregulation?

## Assessment Example 6

### *Assess Immediate Risk and Refer*

- **Evaluation:** This is a pass/fail simulation. The student must follow a pre-defined protocol for assessing risk (e.g., asking direct questions about suicidal ideation) and making an appropriate referral. Failure to follow the protocol results in a remediation plan.
- **Checklist Items:**
  - Did the student ask directly about suicidal or homicidal thoughts?
  - Did the student assess for a plan, intent, and means?
  - Did the student clearly communicate the need for a higher level of care?
  - Did the student provide a safe and clear handoff to the appropriate resource (e.g., calling a supervisor or emergency services)?