TREM Fidelity Checklist

Sanilac County Community Mental Health Authority

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| **COMPETENCY AREA** | **MET** | **NOT MET** |
| **Care Manager/Clinician provides trauma screening and assessment on a regular basis.** |  |  |
| **Groups have the appropriate structure in terms of frequency, length, number of participants, and number of leaders.**  **-** *Group meets weekly*  *- Sessions are 75 minutes in length*  *- Group includes 3-10 members*  *- Group has 2-3 leaders* |  |  |
| **Group leaders have completed the TREM training and receive regular clinical supervision.** |  |  |
| **Group leaders control the content, affect, and process of group by redirecting when necessary.** |  |  |
| **Groups cover the content areas specified in the TREM manual.**  *\* “Covered” means that at least 75% of the material outlined in the manual is discussed during the group.* |  |  |
| **Group leaders control the content, affect, and process of the group by talking frequently without dominating the process.** |  |  |
| **Group leaders enhance the safety and predictability of the group by clarifying the agenda and flow of the session through comments such as the following:**  *“Today’s session deals with the topic of physical abuse.”*  *“After we talk about definitions, we will identify some of the specific feelings that go with trauma.”*  *“We will spend about fifteen minutes doing this exercise and then talk about your reactions to it.”*  *“Next week the topic will be self-esteem.”* |  |  |
| **Group leaders maintain psychoeducational stance through interventions such as the following:**  *A) Providing information about trauma and explaining common trauma-related experiences (e.g., defining a flashback, citing prevalence data, describing common responses to abuse or violence).*  *B) Describing specific links and mechanisms between experiences of trauma and sequelae (e.g., abuse may lead to vulnerabilities in relationships because women are afraid of other people’s responses to them).*  *C) Accurately labeling members’ experiences (e.g., “When someone forces you to have sex, that is rape.”)* |  |  |
| **Group leaders respond to and encourage members’ strengths and affirm the value of members’ experiences in ways such as the following:**  *“That’s a great way to put it...”*  *“It takes a lot of courage to say that out loud the way you just did.”*  *“You have the right to stand up for yourself in that situation.”*  *“You found a great way to deal with that.”*  *“It’s uplifting for all of us to hear about how well you are doing.”*  *“That’s a great idea. Let’s add it to the list.”*  *“Excellent question.”* |  |  |
| **Group leadership style demonstrates the following five characteristics: is strongly engaged interpersonally; communicates hopefulness, optimism, and encouragement; has a persuasive and appropriately definitive tone; is emotionally expressive and enthusiastic about the session’s material; draws clear, direct lessons from the session goals.** |  |  |
| **The group achieves the stated session goals as outlined in the TREM manual** |  |  |

Explanation of any unmet competency areas: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Future plan to move toward appropriate fidelity of the model: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Clinician Name/Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Individual Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Case Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_