



**Master's Level Addiction Professional (MCAP) Exam  
Training Self-Assessment and Test Preparation Guide**

## INTRODUCTION

The FCB’s Master’s Level Addiction Professional (MCAP) Exam is required for all applicants seeking the Master’s Level Addiction Professional (MCAP) credential.

To do your best on the Master’s Level Addiction Professional (MCAP) exam, it is important that you take the necessary time to prepare for the test and develop the skills that will help you take it. The best way to perform well on the exam is to be prepared. First, you need to make the most of your **study skills**. Second, it is helpful to know general **test-taking strategies** to ensure that you will achieve your best score.

The **CONTENT CHECKLIST** section of this document is designed to help you identify core content that may be asked of you on the examination. PLEASE NOTE: this document does not provide study content, rather, it provides the competencies and number of items per competency so you can identify relevant training material and prepare for the exam. Competency is gained through a combination of training and experience. To that end, you must be familiar with the content and you must be able to apply the content to answer specific questions on the exam.

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## EXAMINATION DEVELOPMENT & TEST CONTENT

The Florida Master's Level Addiction Professional (MCAP) exam is a 125-item, multiple-choice test. The test is designed to measure applicant's competency in the following performance domains:

1. Clinical Evaluation
2. Treatment Planning
3. Case Management and Referral
4. Counseling
5. Client, Family and Community Education
6. Documentation
7. Professional Responsibilities
8. Clinical Supervision

Test takers have two and one half (2.5) hours to complete the exam.

The development of the MCAP exam began with a clear and concise definition of the tasks, knowledge, skills, and abilities needed for competent job performance. The FCB works with Subject Matter Experts (SMEs) in the field to delineate critical job components.

Once the performance domains and job tasks are established, a validation study is conducted to ensure the performance domains and job tasks actually reflect current practice. Individuals currently providing Master's Level Addiction Professional (MCAP) services rate each job task for "frequency" and "importance" and provide detailed feedback regarding the adequacy of performance domains and job tasks. This data is analyzed and an Examination Blueprint is established. The Examination Blueprint identifies the number of items per performance domain as well as the number of items per job task within each domain necessary to ensure the exam results reflect the individual competence of the test taker.

Examination questions are written by certified individuals or those otherwise deemed as SMEs in the field. SMEs are trained in item writing best practices and assisted by psychometricians when writing questions. All examination questions are written in a multiple choice format with three response options. One of these options represents the BEST response and credit is granted only for selection of this response.

The number of items per domain and job task are presented in both the Content Table of this document and in *Attachment A: Florida MCAP Detailed Exam Blueprint*.

# EFFECTIVE STUDY SKILLS

## Recommended Study Goals

1. Read and work through this document, especially the job task/competency statements and the exam blueprint to focus your efforts.
2. Identify content you currently know and content for which you may need additional training or studying as you prepare for the test.
3. Do additional reading, such as the materials you received in your training courses.
4. Identify good times and best places to study.
5. Set specific, realistic goals to accomplish during study session. Study small amounts of material at a time. For example, *I will cover two competencies per night.*

## Time Management

- Set realistic goals for what you want to accomplish during each study session and chart your progress.
- Study during your most productive time of the day.
- Study for reasonable amounts of time. Marathon studying is rarely productive.
- Take frequent breaks because they help you stay focused. Doing some quick exercises (e.g., sit-ups or jumping jacks) can help you stay alert.
- Be consistent. Establish a routine and stick to it.
- Study the most challenging test content first.
- For each study session, build in time to review what you learned in your last study session.
- Evaluate your accomplishments at the end of each study session.
- Reward yourself for a job well done.

## Organization

- Establish a study area that has minimal distractions.
- Gather your materials in advance.
- Develop and implement a study plan

## Active Learning

- Carefully read the information and then DO something with it.
- If you have paper documents, mark the important points with a highlighter, circle them with a pen, write notes about them, or summarize the information in your own words.
- Ask questions. As you study, questions often come into your mind. Write them down and actively seek the answers.
- Create sample test questions and answer them.
- Find a friend who is also planning to take the test and quiz each other.

## TEST-TAKING STRATEGIES

**Focus.** Try to block out whatever is going on around you. Take your time and think about what you are asked to do.

**Budget your time.** Be sure that you allocate an appropriate amount of time to work on each question on the test.

**Take a quick break if you begin to feel tired.** To do this, relax in your chair, and take a few deep breaths. You may want to stretch. DO NOT get up and walk around during the exam time.

**Use positive self-talk.** If you find yourself saying negative things to yourself such as “I can’t pass this test,” it is important to recognize that you are doing this. Stop and think positive thoughts such as “I prepared for this test, and I am going to do my best.”

**Read the entire question and the possible answer choices.** It is important to read the entire question so you know what it is asking. Read each possible answer choice. Do not mark the first one that “looks good.”

**Use what you know.** Draw on what you have learned from your training, your on-the-job experience, and during your study sessions to help you answer the questions.

**Think logically.** If you have tried your best to answer a question but you just aren’t sure of the answer, use the process of elimination. Look at each possible answer choice. If it doesn’t seem like a logical response, eliminate it. Do this until you’ve narrowed down your choices. If this doesn’t work, take your best educated guess. It is better to mark something down than to leave it blank.

**Check your answers.** When you have finished the test, go back and check your work.

**No trick questions.** The Florida MCAP exam does not contain trick questions. Trick questions test the test takers ability to take a test, not his or her knowledge base. If you believe the question is a trick question, go back, re-read the question and do you best to answer the question as it is presented. If you believe that there are two possibly correct answers, but one rarely occurs in practice, it is best to pick the answer that most commonly occurs or is experienced.

You may want to view this video that reinforces the study tips presented earlier.

**Video: Study Less, Study Smart**

<https://www.youtube.com/watch?v=23Xqu0jXlfs>

## GUIDELINES FOR ANSWERING MULTIPLE-CHOICE QUESTIONS

- 1. Formulate your own answer before reading the options.**
  - Focus on finding an answer without the help of the alternatives.
  - This process will increase your concentration.
  - Doing this will help you exercise your memory.
- 2. Eliminate unlikely answers first.**
  - Quickly eliminating one of the alternatives may increase your probability to 50/50 or better.
  - Find the false item – one usually stands out and you can eliminate it.
- 3. Select numbered answers from the middle range, not the extremes.**
  - For example, if the height of a mountain is requested, eliminate 20,000 feet (high), and 3,000 feet (low). Then choose between 8,000 feet and 11,000 feet.
- 4. Select answers that are longer and more descriptive.**
  - Longer (true) answers stand out and contain more detail.
  - Shorter (false) answers are created quickly as throwaways.
  - Descriptive detail is given to help you identify the truth.
- 5. Similar answers give you a clue! One of them is correct, the other is disguised.**
- 6. Watch out for "NOT TRUE" or "EXCEPT" questions.**
  - Remember to reverse your procedure and eliminate truth.
  - Use the true-false methods described earlier and find the false alternative.

## TEST ANXIETY

Does this sound like you? You've studied hard, and you think you have a grip on the material. But then the day of the test comes. Suddenly, you blank out, freeze up, zone out, or feel so nervous that you can't respond to those questions you knew the answers to just last night. If this sounds like you, you may have a case of test anxiety — that nervous feeling that people sometimes get when they're about to take a test. It is normal to experience some stress when preparing for and taking a test. It is what helps motivate us to study and try our best. Some students, however, experience anxiety that goes beyond normal test "jitters." If you feel you are suffering from test anxiety that is keeping you from performing at your best, please speak to your clinical supervisor or colleagues, who can direct you to resources to help you address this problem.

Here is a video to help you understand and manage test anxiety. It is about adult learners who go back to college, but their feelings about taking exams address test anxiety in general. **Video: Test Anxiety:** <https://www.youtube.com/watch?v=RlswtNgoQhc>

## CONTENT CHECKLIST

The following section is divided into eight (8) separate tables, by performance domain. Each table starts with the name of the performance domain and the total number of questions on the exam related to this domain. The actual table is a chart for you to guide your study efforts. Each table is divided into three columns. Column one provides the core competency statement. Column two provides the number of items on the exam that are directly related to the core competency. Column three is for you to complete as you review existing training materials and other resources to help you study for the exam.

Each exam item is written to one of the following three competency levels: Recall, Comprehension and Application.

**Recall** questions ask you to remember facts, principles or other information that was previously learned or experienced. Recall questions tend to be very fact based. Approximately 35% of the exam items are recall items.

**Comprehension** questions ask you to demonstrate that you understand the meaning of a fact, principle or other information. Comprehension questions tend to ask you to explain or describe information or concepts beyond a definition. Approximately 50% of the exam items are comprehension items.

**Application** questions ask you to use the facts, principles, concepts, or other information that was previously learned or experienced to respond to a particular situation. Approximately 15% of the exam items are application items.

You can think of these three levels as:

“Do you know it?” (Recall)

“Do you understand it?” (Comprehension)

“Can you apply it/do it?” (Application)

**Domain: Clinical Evaluation**

There are a total of **16 items** on the exam related to clinical evaluation competencies.

<b>Competency</b>	<b># Exam Items</b>	<b>Relevant Training or Content</b>
1. Facilitate the client’s understanding of the rationale, purpose and procedures associated with the screening and assessment process.	<b>2</b>	
2. Assess client’s current situation to determine any immediate needs, to include, but not limited to, co-occurring mental health conditions and needs for medication-assisted treatment.	<b>3</b>	
3. Administer the appropriate screening and assessment instruments to assess client’s strengths and needs.	<b>2</b>	
4. Obtain relevant history and related information from the client and other pertinent sources in order to establish program eligibility and appropriateness.	<b>3</b>	
5. Analyze and synthesize data in order to integrate all available information, formulate diagnostic impressions, and determine an appropriate course of action.	<b>3</b>	
6. Develop a written interpretive summary to document and justify the diagnostic impressions and treatment recommendations.	<b>3</b>	

**NOTES:**



**Domain: Treatment Planning**

There are a total of **10 items** on the exam related to treatment planning competencies.

<b>Competency</b>	<b># Exam Items</b>	<b>Relevant Training Event</b>
1. Discuss diagnostic assessment findings and recommendations with the client to facilitate the development of the individualized treatment plan.	<b>3</b>	
2. Develop a treatment plan, based upon the interpretive summary, with prioritized and mutually agreed upon needs, goals, measurable objectives, treatment methods and discharge criteria.	<b>3</b>	
3. Involve concerned others in initial and on-going treatment planning as appropriate and required.	<b>2</b>	
4. Use ongoing assessment and collaboration with the client to review and modify the treatment plan to address treatment needs.	<b>2</b>	

**NOTES:**

**Domain: Case Management and Referral**

There are a total of **14 items** on the exam related to case management and referral competencies.

<b>Competency</b>	<b># Exam Items</b>	<b>Relevant Training Event</b>
1. Identify and maintain information about available community resources to meet client needs.	<b>2</b>	
2. Identify client needs which cannot be met in the current treatment setting.	<b>2</b>	
3. Conduct relapse prevention, transition and recovery planning with the client and concerned others.	<b>3</b>	
4. Make formal and informal referrals to meet client needs.	<b>3</b>	
5. Collaborate and follow-up with referral sources and other community resources to meet the identified needs of the client and facilitate ongoing continuity of care.	<b>2</b>	
6. Evaluate the effectiveness of referral activities.	<b>2</b>	

**NOTES:**

**Domain: Counseling**

There are a total of **23 items** on the exam related to counseling competencies.

<b>Competency</b>	<b># Exam Items</b>	<b>Relevant Training Event</b>
1. Build rapport and develop a therapeutic relationship with concerned others.	<b>3</b>	
2. Educate the client regarding the structure, expectations and limitations of the counseling process.	<b>2</b>	
3. Select and use counseling strategies that are specific and effective in meeting client needs.	<b>3</b>	
4. Assess and respond to the client's personal safety needs and relapse potential to anticipate and address crisis situations.	<b>3</b>	
5. Evaluate the effectiveness of counseling strategies as related to the client's progress to determine the need to modify counseling strategies and treatment objectives.	<b>3</b>	
6. Develop a recovery plan that is continually evaluated and updated through the phases of treatment and post-treatment in order to strengthen ongoing recovery.	<b>3</b>	
7. Provide counseling to families and concerned others to assist them in building the skills necessary to support the client's recovery efforts.	<b>2</b>	
8. Structure and facilitate staff learning about specific evidence-based treatment interventions, program service design, and recovery models relevant to the organization and the population it serves.	<b>2</b>	
9. Participate in consultation activities with supervisors, peers and other relevant professionals to improve clinical outcomes.	<b>2</b>	

**NOTES:**

**Domain: Client, Family and Community Education**

There are a total of **8 items** on the exam related to client, family and community education competencies.

<b>Competency</b>	<b># Exam Items</b>	<b>Relevant Training Event</b>
1. Provide education on health and high-risk behaviors associated with substance use, including transmission and prevention of HIV/AIDS, tuberculosis, sexually transmitted infections, hepatitis, and other infectious diseases.	<b>2</b>	
2. Provide education on the prevention, intervention, treatment, and recovery continuum of care.	<b>3</b>	
3. Provide education on medication-assisted treatment/psychopharmacological interventions.	<b>3</b>	

**NOTES:**

**Domain: Documentation**

There are a total of **14 items** on the exam related to documentation competencies.

<b>Competency</b>	<b># Exam Items</b>	<b>Relevant Training Event</b>
1. Document counseling activity to record all relevant aspects of treatment during the episode of care.	<b>3</b>	
2. Protect client’s right to privacy and confidentiality according to best practices in preparation and handling of records, especially regarding the communication of client information with third-parties.	<b>3</b>	
3. Obtain written consent to release information from the client and/or legal guardian according to agency protocols and administrative rules.	<b>2</b>	
4. Prepare accurate and concise reports and records, including recommendations, referrals, case consultations, legal reports, and discharge summaries.	<b>3</b>	
5. Document process, progress, and outcome measurements.	<b>3</b>	

**NOTES:**

**Domain: Professional Responsibilities**

There are a total of **14 items** on the exam related to professional responsibility competencies.

<b>Competency</b>	<b># Exam Items</b>	<b>Relevant Training Event</b>
1. Adhere to established professional codes of ethics and standards of practice in order to promote the best interests of the client and the profession.	<b>3</b>	
2. Adhere to federal, state and other governing rules and regulations in order to promote and protect client rights.	<b>3</b>	
3. Recognize individual differences of the counselor and client by gaining knowledge about personality, culture, lifestyles, gender, sexual orientation, special needs and other factors influencing client behavior in order to provide services that are sensitive to the uniqueness of the individual.	<b>3</b>	
4. Continue professional development thorough education, self-evaluation, clinical supervision, and consultation in order to maintain competence and enhance professional effectiveness.	<b>3</b>	
5. Advocate for populations affected by substance use and addiction by initiating and maintaining effective relations with professionals, government entities, and communities to promote the availability of quality services.	<b>2</b>	

**Domain: Clinical Supervision**

There are a total of **27 items** on the exam related to professional responsibility competencies.

Competency	# Exam Items	Relevant Training Event
1. Create a safe environment that supports self-exploration and that is conducive to the counselor’s professional development.	<b>3</b>	
2. Establish a supervisory relationship with clinical staff and/or interns by conducting periodic face-to-face supervisory sessions.	<b>2</b>	
3. Build a supportive and individualized supervisory alliance, which includes teaching the purpose of clinical supervision, using it effectively, and respecting professional boundaries.	<b>2</b>	
4. Provide timely and specific feedback to supervisees on their conceptualization of client needs, attitudes towards clients, clinical skills, and overall performance of assigned responsibilities.	<b>3</b>	
5. Conduct an ongoing, formalized, proactive process that identifies supervisees’ training needs, sets measurable plans for improving clinical outcomes, actively involves supervisees in reviewing mutually agreed upon goals and objectives, reinforces performance improvement with positive feedback, and assures that job performance aligns with the organization’s culture and treatment philosophy.	<b>2</b>	
6. Assess supervisees’ performance of tasks and/or clinical functioning by interviews, observations, review of case records, use of evaluation tools, and client/family feedback.	<b>2</b>	
7. Address supervisees’ performance issues and conflict situations in a timely fashion using effective supervision strategies when needed.	<b>2</b>	
8. Ensure that supervisors and supervisees are familiar with and are adherent to relevant professional codes of ethics, client’s rights documents, and laws and regulations that govern both counseling and clinical supervision practices.	<b>3</b>	

Competency	# Exam Items	Relevant Training Event
9. Use and teach supervisees various ethical decision making models and monitor their use to ensure ethical treatment of clients.	2	
10. Ensure that supervisees maintain complete, accurate, and necessary documentation, including detailed descriptions of critical situations.	3	
11. Adhere to professional standards of ongoing supervisory documentation, including written individual development plans, supervision session notes, written documentation of corrective actions, and written recognition of good performance.	3	

## Florida MCAP Detailed Exam Blueprint

The Florida MCAP exam is a 125 item, multiple choice exam assessing knowledge and skills across seven performance domains and 49 competencies, as follows:

1. Clinical Evaluation (6 competencies)
2. Treatment Planning (4 competencies)
3. Case Management and Referral (6 competencies)
4. Counseling (9 competencies)
5. Client, Family and Community Education (3 competencies)
6. Documentation (5 competencies)
7. Professional Responsibilities (5 competencies)
8. Clinical Supervision (11 competencies)

The following table provides the number of items per performance domain and a further breakdown of the number of items in each domain by competency.

Clinical Evaluation = 16 Items Total	Items per Competency
1. Facilitate the client's understanding of the rationale, purpose and procedures associated with the screening and assessment process.	2
2. Assess client's current situation to determine any immediate needs, to include but not limited to co-occurring mental health conditions and needs for medication-assisted treatment.	3
3. Administer the appropriate screening and assessment instruments to assess client's strengths and needs.	2
4. Obtain relevant history and related information from the client and other pertinent sources in order to establish program eligibility and appropriateness.	3



5. Analyze and synthesize data in order to integrate all available information, formulate diagnostic impressions, and determine an appropriate course of action.	<b>3</b>
6. Develop a written interpretive summary to document and justify the diagnostic impressions and treatment recommendations.	<b>3</b>
<b>Treatment Planning = 10 Items Total</b>	<b>Items per Competency</b>
1. Discuss diagnostic assessment findings and recommendations with the client to facilitate the development of the individualized treatment plan.	<b>3</b>
2. Develop a treatment plan, based upon the interpretive summary, with prioritized and mutually agreed upon needs, goals, measurable objectives, treatment methods and discharge criteria.	<b>3</b>
3. Involve concerned others in initial and on-going treatment planning as appropriate and required.	<b>2</b>
4. Use ongoing assessment and collaboration with the client to review and modify the treatment plan to address treatment needs.	<b>2</b>
<b>Case Management and Referral = 14 Items Total</b>	<b>Items per Competency</b>
1. Identify and maintain information about available community resources to meet client needs.	<b>2</b>
2. Identify client needs which cannot be met in the current treatment setting.	<b>2</b>
3. Conduct relapse prevention, transition and recovery planning with the client and concerned others.	<b>3</b>
4. Make formal and information referrals to meet client needs.	<b>3</b>
5. Collaborate and follow-up with referral sources and other community resources to meet the identified needs of the client and facilitate ongoing continuity of care.	<b>2</b>
6. Evaluate the effectiveness of referral activities.	<b>2</b>
<b>Counseling = 23 Items Total</b>	<b>Items per Competency</b>
1. Build rapport and develop a therapeutic relationship with concerned others.	<b>3</b>
2. Educate the client regarding the structure, expectations and limitations of the counseling process.	<b>2</b>
3. Select and use counseling strategies that are specific and effective in meeting client needs.	<b>3</b>
4. Assess and respond to the client's personal safety needs and relapse potential to anticipate and address crisis situations.	<b>3</b>
5. Evaluate the effectiveness of counseling strategies as related to the client's progress to determine the need to modify counseling strategies and treatment objectives.	<b>3</b>
6. Develop a recovery plan that is continually evaluated and updated through the phases of treatment and post-treatment in order to strengthen ongoing recovery.	<b>3</b>
7. Provide counseling to families and concerned others to assist them in building the skills necessary to support the client's recovery efforts.	<b>2</b>
8. Structure and facilitate staff learning about specific evidence-based treatment interventions, program service design, and recovery models relevant to the organization and the population it serves.	<b>2</b>

9. Participate in consultation activities with supervisors, peers and other relevant professionals to improve clinical outcomes.	<b>2</b>
<b>Client, Family and Community Education = 8 Items Total</b>	<b>Items per Competency</b>
1. Provide education on health and high-risk behaviors associated with substance use, including transmission and prevention of HIV/AIDS, tuberculosis, sexually transmitted infections, hepatitis, and other infectious diseases.	<b>3</b>
2. Provide education on the prevention, intervention, treatment, and recovery continuum of care.	<b>3</b>
3. Provide education on medication-assisted treatment/psychopharmacological interventions.	<b>2</b>
<b>Documentation = 14 Items Total</b>	<b>Items per Competency</b>
1. Document counseling activity to record all relevant aspects of treatment during the episode of care.	<b>3</b>
2. Protect client's right to privacy and confidentiality according to best practices in preparation and handling of records, especially regarding the communication of client information with third-parties.	<b>3</b>
3. Obtain written consent to release information from the client and/or legal guardian according to agency protocols and administrative rules.	<b>2</b>
4. Prepare accurate and concise reports and records, including recommendations, referrals, case consultations, legal reports, and discharge summaries.	<b>3</b>
5. Document process, progress, and outcome measurements.	<b>3</b>
<b>Professional Responsibilities = 14 Items Total</b>	<b>Items per Competency</b>
1. Adhere to established professional codes of ethics and standards of practice in order to promote the best interests of the client and the profession.	<b>3</b>
2. Adhere to federal, state and other governing rules and regulations in order to promote and protect client rights.	<b>3</b>
3. Recognize individual differences of the counselor and client by gaining knowledge about personality, culture, lifestyles, gender, sexual orientation, special needs and other factors influencing client behavior in order to provide services that are sensitive to the uniqueness of the individual.	<b>3</b>
4. Continue professional development thorough education, self-evaluation, clinical supervision, and consultation in order to maintain competence and enhance professional effectiveness.	<b>3</b>
5. Advocate for populations affected by substance use and addiction by initiating and maintaining effective relations with professionals, government entities, and communities to promote the availability of quality services.	<b>2</b>
<b>Clinical Supervision = 27 Items Total</b>	<b>Items per Competency</b>
1. Create a safe environment that supports self-exploration and that is conducive to the counselor's professional development.	<b>3</b>

2. Establish a supervisory relationship with clinical staff and/or interns by conducting periodic face-to-face supervisory sessions.	<b>2</b>
3. Build a supportive and individualized supervisory alliance, which includes teaching the purpose of clinical supervision, using it effectively, and respecting professional boundaries.	<b>2</b>
4. Provide timely and specific feedback to supervisees on their conceptualization of client needs, attitudes towards clients, clinical skills, and overall performance of assigned responsibilities.	<b>3</b>
5. Conduct an ongoing, formalized, proactive process that identifies supervisees' training needs, sets measurable plans for improving clinical outcomes, actively involves supervisees in reviewing mutually agreed upon goals and objectives, reinforces performance improvement with positive feedback, and assures that job performance aligns with the organization's culture and treatment philosophy.	<b>2</b>
6. Assess supervisees' performance of tasks and/or clinical functioning by interviews, observations, review of case records, use of evaluation tools, and client/family feedback.	<b>2</b>
7. Address supervisees' performance issues and conflict situations in a timely fashion using effective supervision strategies when needed.	<b>2</b>
8. Ensure that supervisors and supervisees are familiar with and are adherent to relevant professional codes of ethics, client's rights documents, and laws and regulations that govern both counseling and clinical supervision practices.	<b>3</b>
9. Use and teach supervisees various ethical decision making models and monitor their use to ensure ethical treatment of clients.	<b>2</b>
10. Ensure that supervisees maintain complete, accurate, and necessary documentation, including detailed descriptions of critical situations.	<b>3</b>
11. Adhere to professional standards of ongoing supervisory documentation, including written individual development plans, supervision session notes, written documentation of corrective actions, and written recognition of good performance.	<b>3</b>