

Ability to undertake a diagnostic assessment

Competences associated with diagnostic assessment are not 'stand alone' competencies, and this section should be read as part of the CAMHS competency framework.

Effective delivery of competencies associated with diagnostic assessment depends on their integration with the knowledge and skills set out in the core competency column (particularly knowledge of mental health problems and child and family development), the generic therapeutic competency column, as well as being dependent on comprehensive assessment and feedback skills.

Ability to draw on knowledge of diagnostic classification schemes

An ability to draw on knowledge of mental health conditions*	
An ability to draw on knowledge that psychiatric diagnoses are usually descriptive rather than explanatory.	
An ability to draw on knowledge of categorical and dimensional systems of ordering information.	
An ability to draw on knowledge of the principles of a multiaxial framework.	
An ability to draw on knowledge of the classification scheme being applied (i.e. the Diagnostic and Statistical Manual (DSM) or the International Classification of Diseases (ICD))	
	an ability to draw on knowledge of the nature, pattern, severity, timing and duration of signs and symptoms, and level of impact (social impairment, distress for the child/young person and disruption for others) required to make a diagnosis.
	an ability to draw on knowledge of the different diagnostic schemes and how they are based on a hierarchical classification system, with some conditions seen as being more fundamental.
	an ability to draw on knowledge of the ways in which different diagnostic classification schemes manage the classification of comorbidity.
An ability to draw on knowledge of the research findings used to validate diagnostic categories which relate to children and young people.	
An ability to draw on knowledge of the ways in which diagnosis can be used to guide evidence-based treatment	

* competences relating to this area are detailed in the relevant section of the competence framework

Ability to carry out a diagnostic assessment

An ability to draw on knowledge of local and national standards and guidelines relating to the assessment of specific mental health and neurodevelopmental conditions experienced by children/young people.

An ability to carry out a comprehensive assessment that combines information from*:

interviews with multiple informants

observations of the child/young person in different settings

measures

information from other agencies

where appropriate a formal mental state examination* and physical examination

An ability to draw on knowledge of structured and semi-structured interviews and observation schedules which may be helpful to the assessment of the condition(s) or the child/young person's presentation.

with appropriate training, an ability to administer research instruments used to assist in the clinical diagnosis (e.g. the Anxiety Disorders Interview Schedule (ADIS), Autism Diagnostic Interview-Revised (ADI-R), the Autism Diagnostic Observation Schedule (ADOS)).

Where appropriate, an ability to administer and interpret structured and semi-structured interviews.

An ability to assess for co-morbid conditions.

An ability to recognise when the child/young person requires additional assessment (e.g. weight measurements to monitor growth or eating problems, medical examinations for endocrine problems, congenital syndromes etc).

An ability to aggregate assessment information in order to decide whether the child/young person meets the diagnostic criteria for a particular condition(s).

an ability to review the evidence for and against a particular diagnosis(es)

an ability to recognise presentations where the child/young person may have elements of several conditions, but does not meet the full diagnostic criteria for any of them.

An ability to incorporate the diagnosis into a formulation of the child/young person and family's strengths and difficulties.

*competences relating to this area are detailed in the relevant section of the competence framework

Ability to feedback diagnostic information

An ability to provide the child/young person and family with information on the diagnosis and how it was reached.

An ability to provide the child/young person and family with developmentally appropriate information on the condition and intervention options.

Ability to record diagnostic information.

An ability to record the diagnosis in relevant systems (notes, letters, electronic systems etc)

An ability to record the assessment information leading to the diagnosis.

An ability to record the information that was shared with the family, and other agencies

Ability to review the diagnosis

An ability regularly to review the diagnosis in order to take account of the child/young person's development and response to intervention.

References:

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