

Ability to use measures and self-monitoring to guide therapy and to monitor outcome

Knowledge of measures

An ability to draw on knowledge of commonly used questionnaires and rating scales, and to select measures relevant to the client's presentation

Ability to interpret measures

An ability to draw on knowledge regarding the interpretation of measures (e.g. basic principles of test construction, norms and clinical cut-offs, reliability, validity, factors which could influence (and potentially invalidate) test results)

An ability to be aware of the ways in which the reactivity of measures and self-monitoring procedures can bias client report

Knowledge of self-monitoring

An ability to draw on knowledge of self-monitoring forms developed for use in specific interventions (as published in articles, textbooks and manuals)

Knowledge of the advantages of using self-monitoring (to gain a more accurate concurrent description of behaviours (rather than relying on recall), to help adapt the intervention in relation to client progress, and to provide the client with feedback about their progress)

Knowledge of the role of self-monitoring in CBT (a means of helping the client to become an active, collaborative participant in their own therapy by identifying and appraising how they react to events (in terms of their own physiological reactions, behaviours, feelings and cognitions))

An ability to draw on knowledge of measurement to ensure that procedures for self-monitoring are relevant (i.e. related to the question being asked), valid (measuring what is intended to be measured) and reliable (i.e. reasonably consistent with how things actually are)

Ability to integrate measures into the intervention

An ability to use and to interpret relevant measures at appropriate points throughout the intervention, with the aim of establishing both a baseline and indications of progress

An ability to share information gleaned from measures with the client, with the aim of giving them feedback about progress

An ability to establish an appropriate schedule for the administration of measures, avoiding over-testing, but also aiming to collect data at more than one timepoint

Ability to help clients use self-monitoring procedures

An ability to construct individualised self-monitoring forms, or to adapt 'standard' self-monitoring forms, in order to ensure that monitoring is relevant to the client

An ability to work with the client to ensure that measures of the targeted problem are meaningful to the client (i.e. are chosen to reflect the client's perceptions of the problem or issue)

An ability to ensure that self-monitoring includes targets which are clearly defined and detailed, in order that they can be monitored/recorded reliably

An ability to ensure that the client understands how to use self-monitoring forms (usually by going through a worked example during the session)

Ability to integrate self-monitoring into the intervention

An ability to ensure that self-monitoring is integrated into the therapy, both in the session and as part of practice assignments (or "homework"), ensuring that the agenda for the session includes regular and consistent review of self-monitoring forms

An ability to guide and to adapt the therapy in the light of information from self-monitoring