

Ability to select and use measures and diaries when working with individuals with personality disorder

Knowledge of commonly used measures

An ability to draw on knowledge of measures commonly used as part of an assessment for psychological interventions and when evaluating their outcomes in domains such as:

measures of functioning and adaptation (including interpersonal, work and social functioning)

measures that help to identify specific symptoms of personality disorder (e.g. capacity for emotional regulation, impulsivity)

measures that help to identify symptoms of common mental disorders

measures of risk (including self-harm and harm to others)

measures that tap the client's experience of services

measures that indicate degree to which the client is able to engage in appropriate use of services (e.g. indicators of service use, such as use of emergency services, duration of inpatient stays)

Knowledge of the purpose and application of measures

An ability to draw on knowledge of the purpose of the measure (i.e. what it specifically aims to detect or to measure), for example:

measures used in a comprehensive assessment to assess particular clinical symptoms (e.g. symptoms of depression or self-harm).

measures used in outcome evaluation that are sensitive to therapeutic change.

An ability to draw on knowledge relevant to the application of a measure (such as its psychometric properties (including norms, validity, reliability))

the training required in order to administer the measure

scoring and interpretation procedures

guidance on the confidentiality of the measure and how results should be shared with other professionals and families.

characteristics of the test that may influence its use (e.g. brevity, or 'user friendliness')

An ability to draw on knowledge of procedures for scoring and for interpretation of the measure.

Ability to administer measures

An ability to judge when a person may need assistance when completing a scale

An ability to take into account a person's attitude to the scale, and their behaviours while completing it, when interpreting the results

An ability to score and interpret the results of the scale using the scale manual guidelines

An ability to interpret information obtained from the scale in the context of assessment and evaluation information obtained by other means.

An ability to select and make use of outcome measures

An ability to integrate outcome measurement into the intervention or treatment programme

An ability to draw on knowledge that a single measure of outcome will fail to capture the complexities of a person's functioning, and that these complexities can be assessed by:

measures focusing on a person's functioning drawn from different perspectives (e.g. person, family member, professional).

measures using different technologies such as global ratings, specific symptom ratings and frequency of behaviour counts.

measures assessing different domains of functioning (e.g. home and work functioning).

measures that assess different symptom domains (e.g. affect, cognition and behaviour)

An ability to select measurement instruments that are designed to detect changes in the aspects of functioning that are the targets of the intervention.

An ability to draw on knowledge that pre- and post-intervention measures are a more rigorous test of improvement than the use of retrospective ratings.

An ability to use sessional measures to inform on progress in therapy and to discuss the implications of this with the client

Ability to use diaries

Knowledge

An ability to draw on knowledge of the ways in which systematic recording is used to help identify the function of a specific behaviours by analysing its antecedents and consequences (i.e. what leads up to the behaviour, and what happens after the behaviour has occurred).

Ability to integrate systematic “diary recordings” into assessment and intervention

An ability to explain and demonstrate the use of self-completed frequency charts (designed to record the frequency of target behaviours)

An ability to explain and demonstrate the use of self-completed behavioural diaries (designed to record problematic or desired behaviours and their antecedents and consequences).

An ability to explain the function of structured charts to clients, and to help them use charts to monitor their own behaviour.

An ability to review completed frequency charts and behaviour diaries with a client in order to:

find out the client’s interpretation of the data

find out how easy it was for the client to record information

motivate them to carry out any further data collection

An ability to use diary and chart information to help assess the frequency of problems, degree of distress caused, antecedents and patterns of behaviour and reinforcement.