

## Using measures to help the supervisee gauge progress

In this section the term “measures” includes questionnaires, idiographic measures (i.e. measures tailored to the client themselves) or any systematic form of data collection (such as diary records).

### Knowledge of measures

An ability to draw on knowledge of commonly used questionnaires and rating scales, and to use this to knowledge to help the supervisee select measures relevant to the client’s presentation

An ability to draw on knowledge of measures standardised for use with clinical populations and ‘idiographic’ measures (which map to an individual client’s presentation and goals)

### Ability to help the supervisee 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 convey the application of this knowledge to the work of the supervisee

### Ability to help the supervisee administer measures

An ability to help the supervisee to:

choose measures appropriate to each client’s presentation

identify both the strengths and limitations of the measures

negotiate with the client both how and when measures will be completed

An ability to help the supervisee discuss the use of (and rationale for) measures with clients

An ability to help the supervisee to problem-solve any difficulties in obtaining self-report measures from the client

### Ability to make use of information from objective measures to support supervision

An ability to use information from objective measures to help prioritise discussion of clients (e.g. to ensure that there is discussion of clients who are making little or no progress, or are deteriorating)

An ability to integrate data from objective measures with an understanding of clinical material in order to hypothesise about the most appropriate clinical response, in particular:

whether (or not) the supervisee needs to adapt or change their current approach

whether there are any indications that the supervisee’s competence is linked to poor response