Ability to select and use measures

An ability to draw on knowledge that measures and scales should be used as an adjunct to assessment

An ability to engage clients in the use of measures so that it is a participative exercise (e.g. explaining how measures can be useful, and discussing the meaning and significance of the results)

Knowledge of commonly used measures

An ability to draw on knowledge of measures commonly used in an assessment of trauma	
An ability to draw on knowledge relevant to the application of a measure, e.g.:	
	its psychometric properties (including norms, validity, reliability, specificity and sensitivity)
	any training needed by the practitioner to administer the measure
	scoring and interpretation of procedures
	characteristics of the measure that may influence its use (e.g. brevity or ‘user friendliness’)

An ability to select and make use of outcome measures

An ability to integrate outcome measurement into an assessment and any intervention

An ability to draw on knowledge that a single measure of progress will not capture the complexities of progress across domains of symptoms (e.g. affect, cognition and behaviour) and functioning in various areas of their life
An ability to select measurement instruments that are clinically relevant and designed to detect changes in the aspects of functioning that are targeted by the intervention
An ability to draw on knowledge that concurrent measures are a more rigorous test of improvement than the use of retrospective ratings

Ability to administer measures

An ability to judge when a client may need help to complete a scale
An ability to take into account a client’s attitude to the scale, and their behaviours while completing it, when interpreting the results
An ability to score and interpret the measure 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