







## Content of a comprehensive assessment

An ability to draw on knowledge that a comprehensive assessment should encompass a wide range of inter-linked factors in addition to           symptomatology
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An ability to attend closely to the language the client uses to describe their experiences and to identify the ways they make sense of themselves, aiming:
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consistently to us experiences,
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to avoid imposing language that describes their experiences in a way that they may not accept as appropriate (e.g. by assuming that the client accepts the use of psychiatric terminology or diagnostic labels)
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to negotiate an agreed language for describing experiences (and revising this over time)
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experiences and their inferences about these experiences (i.e. distinguishing what they experience from the sense that they make of the experience)
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An ability to assess whether of an appropriate standard and are appropriate to their needs	are stable,	
	ances:	
	whether they have adequate resources for their needs	
	whether they are in receipt of appropriate benefits to which they are entitled	

including:



irritability
lability of mood/ emotional outbursts
suspiciousness
incongruent affect

**Ability to assess affective disturbances**

An ability to draw on knowledge of the affective disturbances, for example by observing and enquiring about:

**Ability to use measures**

An ability to draw on knowledge of relevant assessment measures e.g.;;  
interview-based dimensional measures of delusions and hallucinations (e.g.  
Psychotic Symptoms Rating Scale (PSYRATS); Maudsley Assessment

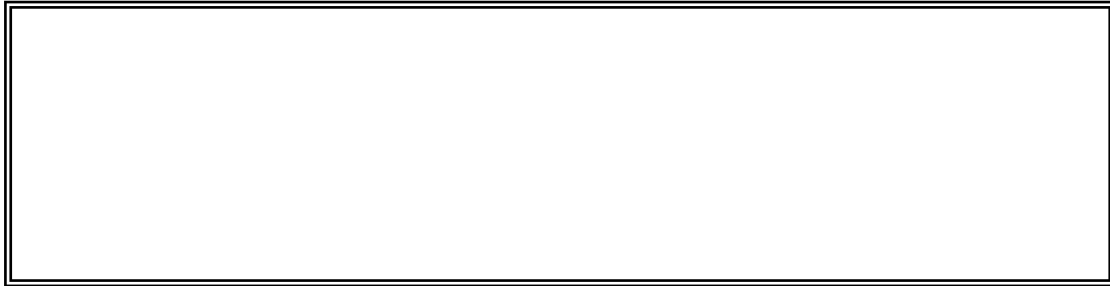


**Ability to communicate the outcome of an assessment to relevant parties**  
An ability to communicate the outcome of psychological assessments (12)





## Ability to assess the client's functioning within multiple systems



### **Knowledge of the relevance of systems and the basic principles of social constructionism**

An ability to draw on knowledge that it is important to take client is located into account in order to aid an understanding their psychological problems and emotional distress
An ability to draw on knowledge that the patterns of relationships within systems may play a significant role in shaping and maintaining psychological problems
An ability to draw on knowledge of the basic principles of social constructionism:
that people understand themselves and the world around them through a process of social construction
that meaning is generated through social interactions, and the language used in different social interactions
cultural contexts (such as gender, religion, age, ethnicity) have an important influence of the development of meaning, relationships, feelings and behaviour

**Assessment**

An ability to draw on knowledge that the multiple contexts in which the client is located need to be considered taken in any assessment, and that these could include:

significant relationships (e.g. partner, family, close friends peer group)

school or college

place of employment