

## RAE Institute Course Overview

### *Core Competencies of Formal Clinical Assessment*



#### **Pillar One: Grounding in Assessment – Day 1**

Objectives:	Outcomes:
Assessment: Definitions and Philosophical Approach	Students will be able to define the practice of assessment, identify its purpose, and outline what assessment means to them as a mental health professional.
Why Assessment	Students will define and identify the factors that can influence test selection, or the psychologist's view of assessment: <ul style="list-style-type: none"><li>- Constitution</li><li>- Motivations</li><li>- Self-Care</li><li>- Economy</li><li>- Multiple Data Sources</li><li>- Cultural and Ethical Considerations</li></ul>
Assessing Competency	Students will define how competency in assessment is measured.

#### **Pillar Two: Evidenced Based Practice – Day 2**

Outcomes:	Objectives:
Assessment Types	Students will be able to recognize and differentiate assessment tools, their normed usage, and identify why a client has been referred.
Assessment Training	Students can determine the scope of an assessment. Identify the ethical, and cultural, considerations when performing an assessment, and if deviating from standard practice is required. Students will know and understand the training and certification requirements for psychometric testing and evaluation.
Assessment Integrity	Students will be able to measure assessment results and their validity based on ethical and cultural considerations, how an assessor may present the test, and the client's presentation or response during the assessment.

<b>Pillar Three: Building a Test Battery - Day 3</b>	
Objectives:	Outcomes:
Establishing Assessment Services	Students will be able to establish a service agreement.
Testing Plan	Students will be able to administer, score, and identify cultural considerations that may influence a test while adhering to, or identifying areas that require deviation from standard practice.
Psychometrics	Students will be able to analyze the value of an assessment tool including the different types of validity, reliability, standardization, and statistics.
Ethical Considerations	Students will be able to identify and define the different Ethical Considerations that may cause a deviation from the standard practice. Students will demonstrate their understanding of the effects of assessment on a client and the importance of using the most accurate or normed tool for their client's presenting concerns.
<b>Pillar Four: Case Conceptualization &amp; Treatment Planning – Day 4</b>	
Outcomes:	Objectives:
Case Conceptualization	<p>Students will be able to demonstrate their understanding by compiling evidence gathered while administering an assessment that correlates to the clients presenting concerns.</p> <ul style="list-style-type: none"> <li>- Data Integration</li> <li>- Traits, Symptoms, Disorders</li> <li>- Comorbidities</li> <li>- Confounding Factors</li> <li>- Clinical Opinion</li> <li>- Ethical &amp; Cultural Considerations</li> </ul>
Treatment Planning (Short vs Long Term)	Students will be able to identify and measure the factors that go into short vs long term treatment planning based on the client's needs.
<b>Pillar Five: Reporting and Testifying in Court - Day 5</b>	
Objectives:	Outcomes:
Report Writing	Students will be able to identify the audience, structure, and segments required when writing out their clinical findings.
Debriefing	Students will clearly communicate their clinical findings verbally and in writing to their intended audience. Students will provide psychoeducation to their clients, or the referral agent, clearly and concisely based on their client's needs.
Testifying	Students will be able to identify and differentiate between a Fact Witness and an Expert Witness. Students will be able to tailor and present their clinical findings and informed opinions and identify the requirements of testimony.