**FACT-CAT**

Competency means “adequacy; possession of required skill, knowledge, qualification or capacity”. This tool is designed to help you assess your competence in skills involved in effective delivery of FACT with a broad range of clients. There are three competency domains: Assessment, Conceptualization / Treatment Planning, and Intervention.

Use this scale to assign a “rating” to your competence level today.

1 = low 2 = adequate 3 = exceptional

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| **Assessment Competencies** | Rating |
| 1. Includes idea that client may get all they need in one visit as a part of the introduction |  |
| 1. Uses Work-Love-Play-Health or Life Context questions to complete an engaging psychosocial interview in 5-10 minutes |  |
| 1. Use problem severity rating to obtain objective measure of client distress |  |
| 1. Uses FACT focusing questions either directly or implicitly while conducting interview. |  |
| 1. Uses Three T’s or other question to complete an accurate functional analysis of a target problem |  |
| 1. Uses workability questions to enhance willingness to change |  |
| 1. Elicits client’s cultural frames as a part of workability discussion |  |
| 1. Conducts problem severity assessment early in each visit (1-10) |  |
| 1. Obtains a client confidence rating for behavior change plan (1-10) |  |
| 1. Conducts session helpfulness rating at end of each visit (1-10) |  |

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| **Case Formulation and Treatment Planning Competencies** | Rating |
| 1. Uses client report and observations to assess client flexibility (Flexibility Profile) at all visits |  |
| 1. Identifies public and private behaviors that are workable and unworkable for client (Four Square) |  |

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| **Intervention Competencies** | Rating |
| 1. Targets one or more pillars of flexibility |  |
| 1. Targets specific public or private behaviors in visits |  |
| 1. Moves flexibly among processes of openness, awareness and engagement to optimize patient change during the visit |  |
| 1. Provides client with an engaging rationale for targeted process |  |
| 1. Constructs problem reframe statements that are validating |  |
| 1. Constructs problem reframe statements that facilitate client change in perspective |  |
| 1. Uses patient strengths in conceptualizing interventions |  |
| 1. Able to flexibly shift focus between processes of openness, awareness and |  |
| 1. Uses behavioral health RX pad to note agreed upon plan |  |
| 1. Suggests return visit time that allows patient adequate practice time |  |
| 1. Identifies potential for support of change plans by others in client’s support team (personal and professional) |  |
| 1. Aware of changes in personal levels of flexibility during visits |  |
| 1. Discusses personal flexibility challenges in supervision as indicated |  |