

COMPETENCY ASSESSMENT INSTRUMENT FOR VIOLENCE RISK

Trainee Name: _____ Date _____

Trainee Background: PGY1 PGY2 PGY3 PGY4 Fellow Medical Student Psychology Fellow

Rater Name: _____ Rater Role: Observer Standardized Patient

Difficulty of Interview: Low patient is cooperative, well organized, and cognitively intact
 Moderate patient is abrupt, uncertain, or cognitively compromised
 High patient is hostile, disorganized, or cognitively impaired

1 Task Not Done <small>Task not completed</small>	2 Working Towards Competency <small>Task done but needs improvement Some deficiencies</small>	3 Competent <small>Adequate Ready for independent practice</small>	4 Advanced <small>Exceptional Up to the most current techniques</small>
INTERVIEWING AND DATA COLLECTION: A. SOURCES OF INFORMATION (PROCESS)		APPROACHING COMPETENCY	ACHIEVED COMPETENCY

1. Develops <i>rapport</i> with patient	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
2. Obtains a <i>history</i> relevant to risk of violence	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
3. Considers findings from the <i>mental status examination</i> that pertain to risk of violence	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
4. Considers review of <i>records</i> (e.g., medical chart)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
5. Considers obtaining collateral information from <i>other professionals</i> (e.g., therapists, physicians)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
6. Considers obtaining collateral information from <i>family/significant others</i>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

INTERVIEWING AND DATA COLLECTION: B. TYPES OF INFORMATION (CONTENT)		APPROACHING COMPETENCY	ACHIEVED COMPETENCY
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1. Considers current <i>violent ideation</i> , intent, and/or plan	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
2. Identifies <i>any</i> risk factors for violence	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
3. Evaluates <i>past</i> (historical) risk factors for violence (e.g., history of assaults)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
4. Evaluates <i>present</i> (clinical) risk factors for violence (e.g., active symptoms of major mental illness)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
5. Evaluates <i>future</i> (risk management, situational) risk factors for violence (e.g., stress)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
6. Considers <i>protective factors</i> against risk of violence (e.g., social support, therapeutic alliance)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

CASE FORMULATION AND PRESENTATION:		APPROACHING COMPETENCY	ACHIEVED COMPETENCY
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1. <i>Estimates</i> the risk of violence (e.g., low, moderate, high)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
2. Explains <i>thought process</i> or rationale for decision making about risk of violence	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

3. <i>Communicates</i> the estimate of violence risk clearly and objectively	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
4. Specifies the <i>time frame</i> to which risk estimate applies (e.g., imminent vs. long term, acute vs. chronic)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
5. Gives an <i>organized and accurate</i> presentation of the findings	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
6. Relies on risk factors for violence that are supported by <i>scientific research</i>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

TREATMENT PLANNING:	APPROACHING COMPETENCY		ACHIEVED COMPETENCY	
1. Addresses the <i>risk of violence</i>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
2. Describes an <i>intervention plan</i> that would effectively minimize the risk of violence	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
3. Addresses <i>modifiable risk factors</i> for violence	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
4. Includes a <i>risk/benefit analysis</i> , i.e., pros and cons of proposed intervention and alternatives for managing risk of violence	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
5. Considers <i>hospitalization</i> to reduce risk of violence	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
6. Considers <i>involuntary civil commitment</i> for danger to others	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
7. Demonstrates <i>understanding</i> of local <i>civil commitment statutes</i> regarding danger to others	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
8. Considers involving <i>family/significant others</i>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
9. Considers use of psychoactive <i>medication</i>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
10. Considers increasing the intensity of <i>psychosocial treatment</i>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
11. Considers <i>duty to protect</i> (e.g., Tarasoff warning)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
12. Considers obtaining <i>consultation</i>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

DOCUMENTATION:	APPROACHING COMPETENCY		ACHIEVED COMPETENCY	
Expresses risk assessment for violence <i>in writing</i>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

1 – 2 Unacceptable Several tasks not completed Some important deficiencies	3 – 4 Working Towards Competency Several tasks done but needs improvement Some deficiencies	5 - 6 Competent Adequate Ready for independent practice	7 – 8 Advanced Exceptional Up to the most current techniques
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OVERALL RATING:	APPROACHING COMPETENCY				ACHIEVED COMPETENCY			
<i>Overall quality</i> of risk assessment for violence	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	<input type="checkbox"/> ₈

COMMENTS:
