Assessment and formulation

3) ABILITY TO CONDUCT A ‘STATE OF MIND’ ASSESSMENT

1. Ability to carry out Emotional State Assessments using a psychoanalytic frame and technique (unstructured, non-directive, child-led)

2. Ability to write Emotional State Assessment Reports that cover key areas:
   - Emotional development and functioning
     - Pre-verbal stages
     - Relationship between bodily and emotional experience
     - Ability to represent emotional states in language or symbolically
   - Developmental level
     - Age appropriateness
     - Delay and/or deficit as opposed to defence
     - Mixed and fluctuating developmental levels
   - Personality development and functioning
   - Psychosexual development and functioning
   - Sense of self
     - Capacity for self-observation and self-reflection (at a developmentally appropriate level) in relation to emotional experience
   - Sense of others and of relationships with and between others
   - Play and symbolisation
     - Ability to play
     - Ability to sustain play
     - Fluidity and range of play
     - Degree of concreteness and symbolism in play
     - Ability to play on one’s own and with others
   - Communication
     - Non-verbal
     - Verbal
     - Symbolic
   - Social interaction
     - Interest in and curiosity about other people
     - Ability to share an interest with others
     - Active or passive in interaction with others
     - Reciprocity
     - Expectations of others (or lack of)
     - Types of aggression
- Impact of emotional function on cognitive functioning