**Self-Rating for Certification in**

**Adolescent/Young Adult Therapeutic Assessment**

**Prerequisite**

• Licensed for the independent practice of psychology in at least one jurisdiction

• Previous training in family intervention resulting in the ability to think

systemically about adolescent/family dynamics

Please rate yourself on the following criteria as demonstrated in your certification case, where **1 = not at all competent** and **7 = highly skilled/expert**. If a skill was not demonstrated in your certification assessment, please rate your competence on that criterion in general.

**1. Competency in psychological testing**

Criterion Rating

|  |  |
| --- | --- |
| 1a. Skilled with at least one valid, broad self-report personality inventory for adolescents/young adults (e.g., MMPI-A-RF, BASC-3, YSR, MACI-2) |  |
| 1b. Skilled with at least one valid performance-based personality test for adolescents (e.g., Rorschach [CS or R-PAS], AAP, TAT-SCORS, Wartegg [CWS]) |  |
| 1c. Skilled with at least one valid, broad other-report inventory for adolescents (e.g., BASC-3, CBCL, PSI, PIC-2) |  |
| 1d. Skilled with at least one current broad adolescent cognitive measure (e.g., WISC-V, Woodcock-Johnson IV, DAS-II) and broad achievement measure (e.g., WIAT-IV, WRAT-5) |  |
| 1e. Skilled with at least one valid, broad self-report personality inventory for adults (e.g., MMPI-2, MMPI-2-RF, MMPI-3, PAI, MCMI-IV, 16PF), to be interpreted in relation to parenting style |  |
| 1f. Skilled at integrating different types of tests and background information to make a coherent and developmentally appropriate case formulation that is responsive to the assessment questions |  |

Comments:

**2. Initial sessions**

Criterion Rating

|  |  |
| --- | --- |
| 2a. Skilled at maintaining a balanced relationship with adolescent and parents in which each feels respected and that acknowledges appropriate intergenerational boundaries |  |
| 2b. Skilled at discussing/negotiating issues of confidentiality for the adolescent |  |
| 2c. Skilled at managing the system during sessions (e.g., handling conflicts that break out, keeping one person from dominating the session)  |  |
| 2d. Skilled at helping parents formulate assessment questions |  |
| 2e. Skilled at helping adolescents formulate assessment questions |  |
| 2f. Skilled at building a secure relationship with the adolescent and parents through emotional attunement, collaborative communication, and repair of disruptions |  |
| 2g. Clarifies the contract for the assessment with the adolescent and parents |  |
| 2h. Skilled at gathering background information in a way that begins to contextualize the adolescent’s and family’s problems in living and enlist the clients’ curiosity |  |

Comments:

**3. Early testing sessions**

Criterion Rating

|  |  |
| --- | --- |
| 3a. Skilled at selecting tests and methods that will address the assessment questions |  |
| 3b. Introduces tests to the adolescent client as relevant to the assessment questions |  |
| 3c. Administers tests in a standardized manner  |  |
| 3d. Skilled at extended inquiries of standardized tests |  |
| 3e. Supports the adolescent client’s affective reactions during the testing sessions |  |
| 3f. If appropriate, collects information from collateral professionals, involving the adolescent client and parents when possible |  |
| 3g. Makes use of mid-assessment meetings with parents to collect relevant background information and assess their ability to shift their story about the adolescent |  |
| 3h. If appropriate, uses testing of the parents and feedback about such testing to help parents begin to see their contribution to the family problems |  |

Comments:

**4. Case conceptualization**

Criterion Rating

|  |  |
| --- | --- |
| 4a. Able to integrate test results, observations, and client background to form a coherent case conceptualization |  |
| 4b. Can consider different theories in integrating the assessment findings |  |
| 4c. The case conceptualization is grounded in the data, explains the clients’ and family’s dilemma of change, recognizes the clients’ strengths, and hypothesizes about what the parents and adolescent would need to address current struggles |  |

Comments:

**5. Adolescent individual assessment intervention sessions**

Criterion Rating

|  |  |
| --- | --- |
| 5a. Skilled at using the case conceptualization to plan an assessment intervention with the adolescent or know when one is not appropriate |  |
| 5b. Frames the intervention session for the adolescent in terms of the assessment questions |  |
| 5c. Demonstrates flexibility in changing plans when the intervention is unproductive |  |
| 5d. Balances support and firmness in dealing with the adolescent client’s coping strategies during the intervention |  |
| 5e. Assessor contains their own insights and helps the adolescent formulate own insights |  |
| 5f. Supports the adolescent emotionally and intervenes if the client becomes emotionally overwhelmed |  |

Comments:

**6. Family intervention sessions**

Criterion Rating

|  |  |
| --- | --- |
| 6a. Skilled at using the case conceptualization to plan a family assessment intervention or know when one is not appropriate |  |
| 6b. Frames the family session for the clients in terms of the assessment questions |  |
| 6c. Demonstrates flexibility in changing plans if the intervention is unproductive |  |
| 6d. Balances support and firmness in dealing with the parents’ and adolescent’s defenses during the family intervention |  |
| 6e. Assessor contains their own insights and helps the clients formulate their own insights |  |
| 6f. Helps clients see systemic aspects of their family interactions and problems in living  |  |
| 6g. Supports the adolescent client and each parent emotionally and intervenes if the clients become emotionally overwhelmed during session |  |

Comments:

**7. Summary/discussion sessions with adolescent alone**

Criterion Rating

|  |  |
| --- | --- |
| 7a. Effectively plans the Summary/Discussion Session for the adolescent, taking in consideration “levels” of feedback  |  |
| 7b. Demonstrates flexibility in changing plans if the session does not go as anticipated |  |
| 7c. Actively involves the adolescent client in confirming and modifying findings |  |
| 7d. Responds to the adolescent client’s disagreements in a therapeutic manner |  |
| 7e. Helps the adolescent client tie assessment findings to daily life |  |
| 7f. Is able to recognize and intervene if the adolescent becomes overwhelmed |  |
| 7g. Suggestions for next steps for the adolescent are derived from the assessment findings and these links are made clear for the client |  |
| 7h. Suggestions for next steps go beyond recommendations for (more) psychotherapy and include things the client can work on alone |  |
| 7i. Elicits and is open to the adolescent’s input when discussing next steps |  |
| 7j. Offers to help the adolescent implement next steps |  |
| 7k. Helps the adolescent client to meta-process the assessment experience |  |
| 7l. Acknowledges the ending of the assessment with the adolescent client |  |

Comments:

**8. Summary/discussion sessions with parents**

Criterion Rating

|  |  |
| --- | --- |
| 8a. Carefully considers whether to invite the adolescent to the parent Summary/Discussion Session and prepares the adolescent if they will be present |  |
| 8b. Effectively plans the Summary/Discussion Session for the parents taking in consideration “levels” of feedback  |  |
| 8c. Demonstrates flexibility in changing plans if the session does not go as anticipated |  |
| 8d. Actively involves the adolescent (if present) in the session  |  |
| 8e. Actively involves the parents in confirming and modifying findings |  |
| 8f. Responds to the parents’ disagreements in a therapeutic manner |  |
| 8g. Helps the parents tie assessment findings to daily life |  |
| 8h. Is attuned to the parents’ state of overwhelm |  |
| 8i. Suggestions for next steps (as relayed to the parents) are tied to the assessment findings and go beyond recommendations for (more) psychotherapy |  |
| 8j. Collaboratively discusses suggestions for next steps with the parents |  |
| 8k. Offers to help the parents implement next steps |  |
| 8l. Helps the parents to meta-process the assessment experience |  |
| 8m. Acknowledges the ending of the assessment with the parents |  |

Comments:

**9. Written feedback to adolescent and parents**

Criterion Rating

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| --- | --- |
| 9a. Written feedback *to adolescent* client is free of jargon and appropriate for client’s cognitive level and personality |  |
| 9b. The document reflects the adolescent client’s input during the assessment |  |
| 9c. The document is both professional and personal |  |
| 9d. The document shows vitality and creativity |  |
| 9e. The suggestions for next steps reflect the collaboration with the adolescent client  |  |
| 9f. Written feedback *to parents* is free of jargon and appropriate for their cognitive level and personality |  |
| 9g. The document reflects the parents’ and adolescent’s input during the assessment |  |
| 9h. The document is both professional and personal |  |
| 9i. The document shows vitality and creativity |  |
| 9j. The suggestions for next steps reflect the collaboration with the parents |  |

Comments:

**10. Follow-up session**

Criterion Rating

|  |  |
| --- | --- |
| 10a. Structures the session to include individual time with the adolescent, then parents, and time with adolescent and parents together |  |
| 10b. Collaborates with the clients to set the goals for the session |  |
| 10c. Inquires about the clients’ reaction to the written feedback |  |
| 10d. Notices and comments on positive changes/strivings |  |
| 10e. Helps the adolescent client and parents meta-process the assessment experience, together and/or separately |  |
| 10f. Effectively acknowledges the ending of the assessment with the adolescent and the parents |  |

Comments:

**11. Relationship with the referring professional** *(if applicable)*

Criterion Rating

|  |  |
| --- | --- |
| 11a. Avoids going “one-up” or “one down” with the referring professional |  |
| 11b. Helps the referring professional frame useful questions for the assessment |  |
| 11c. Maintains contact with the referring professional during the assessment |  |
| 11d. Is attentive to the possibility of unhelpful triangulations with the adolescent client, parents and referring professional |  |
| 11e. Facilitates the transition of the adolescent and family back to the referring professional after the TA |  |

Comments:

**12. Use of consultation**

Criterion Rating

|  |  |
| --- | --- |
| 12a. Is aware of own strengths and weaknesses  |  |
| 12b. Seeks consultation and collaboration when appropriate |  |
| 12c. Is open to feedback, while taking own authority |  |
| 12d. Is aware of own reactions to the adolescent client and parent and uses these therapeutically |  |

Comments: