**Self-Rating for Certification in**

**Adult Individual Therapeutic Assessment**

Please rate yourself on the following criteria as demonstrated in the certification case, where **1 = not proficient, 2 = approaching proficiency, 3 = proficient, and 4 = mastery level proficiency.**

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 inventory (e.g., MMPI-2, MMPI-2-RF, PAI. MCMI-IV, 16 PF)  |  |
| 1b. Skilled with at least one valid performance based personality test (e.g., Rorschach, AAP, TAT-SCORS, Wartegg, WUSCT) |  |
| 1c. Skilled with at least one broad adult cognitive measure (e.g., WAIS-V, Stanford-Binet 5, Woodcock Johnson IV) |  |
| 1d. Skilled at integrating different types of tests with background information and interview data to make a coherent case formulation |  |

Comments:

**2. Initial sessions**

Criterion Rating

|  |  |
| --- | --- |
| 2a. Skilled at helping clients formulate relevant and useful assessment questions |  |
| 2b. Skilled at building a secure relationship through emotional attunement, collaborative communication, and repair of disruptions |  |
| 2c. Clarifies the contract for the assessment with the client |  |
| 2d. Skilled at gathering background information in a way that begins to contextualize the client’s problems in living and enlist the client’s curiosity |  |
| 2e. The session is client-centered and the assessor connects all non-obvious questions to the client’s agenda for the assessment  |  |

Comments:

**3. Early testing sessions**

Criterion Rating

|  |  |
| --- | --- |
| 3a. Skilled at selecting tests that will address the assessment questions |  |
| 3b. Introduces tests to the client as relevant to the assessment questions |  |
| 3c. Administers tests in a standardized and collaborative manner |  |
| 3d. Skilled at extended inquiries of standardized tests |  |
| 3e. Supports client’s affective reactions during the testing sessions |  |
| 3f. If appropriate, collects information from collateral professionals, involving the client in this process when possible |  |

Comments:

**4. Case conceptualization**

Criterion Rating

|  |  |
| --- | --- |
| 4a. Skilled at using integrating different types of tests with background information and interview data to make a coherent, systemic, and developmentally-appropriate case formulation |  |
| 4b. Can consider different theories in integrating the assessment findings |  |
| 4c. The case conceptualization is grounded in the data, explains the client’s and family’s dilemma of change, recognizes the client’s strengths, and hypothesizes about what the client would need to address current struggles |  |
| 4d. The case conceptualization adequately includes factors related to the client’s context (culture, race, class, gender ID, sexual preference, etc.) |  |

Comments:

**5. Assessment intervention sessions**

Criterion Rating

|  |  |
| --- | --- |
| 5a. Skilled at using the case conceptualization to plan an Assessment Intervention or know when one is not appropriate |  |
| 5b. Frames the session for the client 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 client’s coping strategies |  |
| 5e. Contains potential insights and helps client formulate own insights |  |
| 5f. Supports the client emotionally and intervenes if the client becomes emotionally overwhelmed |  |

Comments:

**6. Summary/discussion sessions**

Criterion Rating

|  |  |
| --- | --- |
| 6a. Effectively plans the summary/discussion session, taking into consideration “levels” of feedback |  |
| 6b. Demonstrates flexibility in changing plans if the session does not go as anticipated |  |
| 6c. Uses language and metaphors that are meaningful to the client  |  |
| 6d. Actively involves the client in confirming and modifying findings |  |
| 6e. Responds to the client’s disagreements in a therapeutic manner |  |
| 6f. Helps the client tie assessment findings to daily life |  |
| 6g. Is able to recognize and intervene if the client becomes overwhelmed |  |
| 6h. Suggestions for next steps are derived from the assessment findings and these links are made clear for the client |  |
| 6i. Suggestions for next steps go beyond recommendations for (more) psychotherapy and include things the client can work on alone |  |
| 6j. Elicits and is open to the client’s input when discussing next steps |  |
| 6k. Offers to help the client implement next steps |  |
| 6l. Helps the client to meta-process the assessment experience |  |
| 6m. Acknowledges the ending of the assessment |  |

Comments:

**7. Written feedback to client**

Criterion Rating

|  |  |
| --- | --- |
| 7a. Written feedback to client is free of jargon and appropriate for client’s cognitive level and personality |  |
| 7b. The document reflects the client’s input during the entire assessment |  |
| 7c. The document is both professional and personal  |  |
| 7d. The document shows vitality and creativity; it does not feel “rote” or “boilerplate” |  |
| 7e. The suggestions for next steps reflect the collaboration of the client |  |
| 7f. The document acknowledges the ending of the assessment and clarifies how the client should handle questions before the follow-up session |  |

Comments:

**8. Follow-up session**

Criterion Rating

|  |  |
| --- | --- |
| 8a. Collaborates with the client to set the goals for the session  |  |
| 8b. Gives the client a sense of being remembered and thought about |  |
| 8c. Inquires about the client’s reactions to the written feedback |  |
| 8d. Notices and comments on positive changes/strivings |  |
| 8e. Helps the client meta-process the assessment experience |  |
| 8f. Effectively acknowledges the ending of the assessment |  |

Comments:

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

Criterion Rating

|  |  |
| --- | --- |
| 9a. Maintains a collaborative relationship with the referring professional, avoiding a “one-up” or “one-down” position  |  |
| 9b. Helps the referring professional frame useful questions for the assessment |  |
| 9c. Stays in contact with the referring professional during the assessment |  |
| 9d. Is attentive to the possibility of unhelpful triangulations with the client and referring professional |  |
| 9e. Facilitates the transition of the client back to the referring professional after the TA |  |

Comments:

**10. Use of consultation**

Criterion Rating

|  |  |
| --- | --- |
| 10a. Is aware of own strengths and weaknesses  |  |
| 10b. Seeks consultation and collaboration when appropriate |  |
| 10c. Is open to feedback, while taking own authority |  |
| 10d. Is aware of own reactions to the client and uses these therapeutically |  |

Comments: