**Self-Evaluation for Certification in**

**Couples Therapeutic Assessment**

**Prerequisites**

• Previous training in couples/family intervention resulting in the ability to think systematically about couples’ dynamics

• Has an understanding of major couples’ dynamics/dances (e.g., pursuer-avoider, over-responsible/under-responsible)

• Is certified in Therapeutic Assessment with individual adult clients

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 couples/family/systemic self-report measure (i.e. FAM-III, FES, MDS, DAS, Self-report Family Inventory) |  |

Comments:

**2. Initial sessions**

Criterion Rating

|  |  |
| --- | --- |
| 2a. Skilled at maintaining a balanced relationship with both members of couple and helping each partner to feel safe |  |
| 2b. Skilled at helping couple formulate systemic questions in addition to individual questions or reframe individual questions into systemic questions  |  |
| 2c. Clarifies the limits of confidentiality within the couples’ assessment |  |
| 2d. Skilled at managing the system (e.g., handling conflicts that break out in the session, keeping one partner from dominating the session) |  |

Comments:

**3. Individual assessment sessions**

Criterion Rating

|  |  |
| --- | --- |
| 3a. Skilled at redirecting/maintaining an individual focus (i.e., not letting one partner spend entire session complaining about the other) |  |
| 3b. During the initial individual interview, helps each partner be curious about the impact of individual factors on the couple dynamic |  |
| 3c. Helps each partner connect insights gained from individual tests and extended inquiries to the couple dynamics |  |
| 3d. Can design individual assessment interventions that help each partner explore their part in the couple dance and begin to see what would be needed to change the dance |  |

Comments:

**4. Couples assessment intervention sessions**

Criterion Rating

|  |  |
| --- | --- |
| 4a. Can plan a couples assessment intervention session |  |
| 4b. Frames the session for the couple in terms of their assessment questions |  |
| 4c. Skilled with a couples’ interaction task (e.g., Consensus Rorschach, couples sculpting, psychodrama, Couples Memory Task) |  |
| 4d. Skilled at highlighting the interactions contributing to the couple’s problematic interactions or “dance” |  |
| 4e. Is aware of and comments on each partner’s contribution |  |
| 4f. Balances support and firmness in dealing with each partner’s defenses |  |
| 4g. Tries to help the clients experience a shift or a break in their typical pattern of interaction |  |
| 4h. Helps the clients generalize their “in-room” experience to daily life |  |

Comments:

**5. Summary/discussion sessions**

Criterion Rating

|  |  |
| --- | --- |
| 5a. Skilled at developing a systemic case formulation that also acknowledges the contribution/characteristics of each partner |  |
| 5b. Skilled at explaining individual assessment results in a way that furthers empathy and compassion between the partners |  |
| 5c. Skilled at articulating the systemic aspects of the relationship difficulties and explaining what each partner would have to change to shift the “dance” |  |
| 5d. Actively involves each client in confirming/modifying the findings |  |
| 5e. Skilled at managing the system during the session |  |
| 5f. Suggestions for next steps are derived from the assessment findings and these links are made clear for the clients |  |
| 5g. Suggestions for next steps go beyond recommendations for (more) psychotherapy and include things the clients can work on alone |  |
| 5h. Elicits and is open to the clients’ input when discussing next steps |  |
| 5i. Helps the clients meta-process the assessment experience |  |
| 5j. Acknowledges the ending of the assessment  |  |

Comments:

**6. Written feedback**

Criterion Rating

|  |  |
| --- | --- |
| 6a. Written feedback to couple is balanced and effectively describes each partner’s contribution and how these come together to create the couple interaction |  |
| 6b. The document reflects the clients’ input during the entire assessment |  |
| 6c. The document is both professional and personal |  |
| 6d. The suggestions for next steps reflect the collaboration of the clients, are tied to the assessment findings, and go beyond recommending (further) psychotherapy |  |
| 6e. The document acknowledges the ending of the assessment and clarifies how the clients should handle questions before the follow-up session |  |

Comments:

**7. Follow-up session**

Criterion Rating

|  |  |
| --- | --- |
| 7a. Collaborates with the clients to set the goals for the session |  |
| 7b. Gives the clients a sense of being remembered and thought about |  |
| 7c. Inquires about the clients’ reactions to the written feedback |  |
| 7d. Notices and comments on positive changes/strivings |  |
| 7e. Helps the clients meta-process the assessment experience |  |
| 7f. Effectively acknowledges the ending of the assessment |  |

Comments:

**8. Relationship with other professionals** *(if applicable)*

Criterion Rating

|  |  |
| --- | --- |
| 8a. Maintains a collaborative relationship with the referring professional(s), avoiding a “one-up” or “one-down” position |  |
| 8b. Helps the referring professional(s) frame useful questions for the assessment |  |
| 8c. Stays in contact with the referring professional(s) during the assessment |  |
| 8d. Is attentive to the possibility of unhelpful triangulations with the client and referring professional(s) |  |
| 8e. Facilitates the transition of the clients back to the referring professional(s) after the TA |  |

Comments:

**9. Use of consultation**

Criterion Rating

|  |  |
| --- | --- |
| 9a. Is aware of own strengths and weaknesses  |  |
| 9b. Seeks consultation and collaboration when appropriate |  |
| 9c. Is open to feedback, while taking own authority |  |
| 9d. Is aware of own reactions to the clients and uses these therapeutically |  |

Comments: