**Schema Therapy for Couples Competency Rating Scale Revised (STC-CRSr)**

**Main Author:** Eckhard Roediger

**Contributing Authors:** Travis Atkinson, Chiara DiFrancesco, David

Edwards, Mary Giuffra, Poul Perris and Lawrence Riso.

*Based on the STCRS by Jeffrey Young and the GSTRS by Gerhard Zarbock and Joan Farrell.*

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|  |  |
| --- | --- |
| **Therapist’s Name:** |  |
| **Rater’s Name:** |  |
| Date of Rating: |  |
| Type of Recording (Video, audio, live): |  |

**Directions**: For each item, assess the **Therapist** on a scale from **0 to 6**. Decide how much he or she reached or fulfilled the needs of **each partner separately**. A standard description of a therapist for even-numbered scale points is:

|  |  |
| --- | --- |
| **SCORE** | **DESCRIPTION** |
| **0** | **Unfavorably** acted in a way that impacted one or both partners. |
| **2** | **Poorly** demonstrated the identified behavior, not meeting the needs of one or both partners. Showed significant flaws in the application of the technique(s), meaning the intervention may exacerbate rather than relieve the partner’s problems. |
| **4** | **Adequately** demonstrated the identified skills, intervention or behavior at the level expected from warm, caring and skillful therapists from standard psychotherapy approaches. Although ST techniques were applied according to the guidelines, the therapist did not sufficiently integrate them in accordance with ST principles, and the needs of one or both partners are not sufficiently met. |
| **6** | **Excelled** at appropriately demonstrating the identified behavior following ST principles. Therapist fully grasped the principles of ST and applied the techniques in a skillful and flexible way. |

**Details**: To rate the therapist in-between two of the descriptions, select an odd number (1, 3 or 5), using the following scale:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| Very Poor | Poor | Unsatisfactory | Fair | Adequate | Good | Excellent |

**Further Instructions:**

1. *Do not leave any item blank.*
2. For all items, focus on the **skill** **of the therapist**, taking into account the level of difficulty each partner presents during the session.
3. Rate **adherence** on each item for each partner. If the described therapist skill or intervention was applied to the partner, mark “1”.
4. Use the **“N/A”** category only when offered. Some behaviors may not have been observable, because they were not indicated, or were not applicable for another reason.
5. You may add additional comments below each score.
6. If the technique, skill, or intervention was indicated during the session but not applied, please score the therapist with a lower number.
7. The STC-CRSr is not appropriate for assessment or termination sessions in the early stage of therapy.

**Part I. GENERAL SKILLS**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Therapist** | **Effect on Partner A** | | **Effect on Partner B** | |
| **01.** Therapist is respectful, warm and attentive to each partner (e.g., making eye contact, listening, asking questions about feeling comfortable). Verbally creates a good and validating **atmosphere**. | 0 | 1 | 0 | 1 |
| 0―1 ― 2 ― 3 ― 4 ― 5 ― 6 | | 0―1 ― 2 ― 3 ― 4 ― 5 ― 6 | |
| always indicated/ applicable | | always indicated/ applicable | |
|  | | | | |
| **02.** Therapist uses **positive** **nonverbal support** (e.g., smiling, nodding, sitting position, gestures) to enhance the bond with both partners. This includes the passive partner, when appropriate. | 0 | 1 | 0 | 1 |
| 0―1 ― 2 ― 3 ― 4 ― 5 ― 6 | | 0―1 ― 2 ― 3 ― 4 ― 5 ― 6 | |
| always indicated/ applicable | | always indicated/ applicable | |
|  | | | | |
| **03.** Therapist establishes and maintains the **working framework** by actively structuring time and task management. Provides a predictable environment, setting boundaries for interactions and inducing perspective changes (e.g., therapist stands up) | 0 | 1 | 0 | 1 |
| 0―1 ― 2 ― 3 ― 4 ― 5 ― 6 | | 0―1 ― 2 ― 3 ― 4 ― 5 ― 6 | |
| always indicated/ applicable | | always indicated/ applicable | |
|  | | | | |
| **04.** Therapist involves **both partners** in the therapy process, flexibly balancing the needs of each individual in the relationship. | 0 | 1 | 0 | 1 |
| 0―1 ― 2 ― 3 ― 4 ― 5 ― 6 | | 0―1 ― 2 ― 3 ― 4 ― 5 ― 6 | |
| always indicated/ applicable | | always indicated/ applicable | |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **05**. Therapist self-discloses as a **role model** for Healthy Adult behavior (e.g., apologizing for mistakes, expressing an awareness and openness about flaws, along with schemas and modes). | | 0 | | 1 | | 0 | | 1 |
| 0―1 ― 2 ― 3 ― 4 ― 5 ― 6 | | | | 0―1 ― 2 ― 3 ― 4 ― 5 ― 6 | | |
| always indicated/ applicable | | | | always indicated/ applicable | | |
| **06.** Therapist **balances structure and flexibility.** Therapist sets the stage for the task and guides both partners actively while also adjusting to both partner´s needs. Therapist orchestrates reflective and experiential moments in a balanced way. | | 0 | | 1 | | 0 | 1 |
| 0―1 ― 2 ― 3 ― 4 ― 5 ― 6 | | | | 0―1 ― 2 ― 3 ― 4 ― 5 ― 6 | |
| always indicated/ applicable | | | | always indicated/ applicable | |
| **07.** Therapist **addresses** and **manages interpersonal** “**tension**” (irritations, quarrels and open conflicts) with direct reparenting (i.e., a healthy parent intervening to protect two “siblings” from hurting each other, while simultaneously caring for the needs of both partners and the therapist). | | 0 | | 1 | | 0 | 1 |
| 0―1 ― 2 ― 3 ― 4 ― 5 ― 6 | | | | 0―1 ― 2 ― 3 ― 4 ― 5 ― 6 | |
| always indicated/ applicable | | | | always indicated/ applicable | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Therapist** | | | **Effect on Partner A**  Partner A | | | **Effect on Partner B** | | |
| **08. Empathic confrontation** is used in firm but compassionate manner, addressing both partners’ underlying needs.  a. Stop the process and name the problem behavior b. Change into observer perspective  c. Connect to history or underlying feelings  d. Point out the result for the two child mode poles | n/a | | 1 | n/a | | 1 |
| 0―1 ― 2 ― 3 ― 4 ― 5 ― 6 | | | 0―1 ― 2 ― 3 ― 4 ― 5 ― 6 | | |

**Part II. EDUCATION, CONCEPTUALIZATION, AND USING THE MODEL**

**Please note: for each item, no score can be lower than 4.0 to meet the certification criteria.**

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| --- | --- | --- | --- | --- |
| **09.** Therapist **educates** partners using **schema mode terms** about current problems, life patterns, emotional reactions, misperceptions, or maladaptive behaviors. Therapist inserts details into a schema mode-based **case conceptualization**. Even if a form (e.g. the Mode Map) is not used, the links between current behavior and the **schema mode background** is presented in an understandable way. | 0 | 1 | 0 | 1 |
| 0―1 ― 2 ― 3 ― 4 ― 5 ― 6 | | 0―1 ― 2 ― 3 ― 4 ― 5 ― 6 | |
| always indicated/ applicable | | always indicated/ applicable | |
|  | | | | |
| **10.** Therapist **identifies** and **labels schemas, modes, coping modes**, and **mode cycles** **as they arise,** linkingcurrent relationship patterns to childhood schemas and coping modes. | 0 | 1 | 0 | 1 |
| 0―1 ― 2 ― 3 ― 4 ― 5 ― 6 | | 0―1 ― 2 ― 3 ― 4 ― 5 ― 6 | |
| always indicated/ applicable | | always indicated/ applicable | |
|  | | | | |
| **11.** Therapist labels in-session schema driven patterns in schema-mode terms (e.g., using the Mode Cycle Clash Card) **to overcome the mode cycle** by **accessing** the full spectrum of **emotional needs** and separates them from the wants. (e.g., Needs vs. Wants Tool) | 0 | 1 | 0 | 1 |
| 0―1 ― 2 ― 3 ― 4 ― 5 ― 6 | | 0―1 ― 2 ― 3 ― 4 ― 5 ― 6 | |
| always indicated/ applicable | | always indicated/ applicable | |

**Part III. USING EXPERIENTIAL TECHNIQUES FOR CHANGE**

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| --- | --- | --- | --- | --- |
| **12.** Therapist **integrates emotions, bodily sensations** and **cognitions** to induce **corrective emotional experiences**. Integration means that all processes are focused simultaneously on the same topic. Attempts for emotional activation beyond standard CBT must be present. For instance, body movements like standing up together may help with emotion regulation and perspective change. | 0 | 1 | 0 | 1 |
| 0―1 ― 2 ― 3 ― 4 ― 5 ― 6 | | 0―1 ― 2 ― 3 ― 4 ― 5 ― 6 | |
| always indicated/ applicable | | always indicated/ applicable | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **13.** Therapist has a clear and promising **strategy** addressing a relevant problem. It should be clear to the rater that the therapist is guiding the patient toward schema mode change in a consistent and coherent manner. The therapist must use strategies **drawn from schema therapy**. | 0 | 1 | 0 | 1 |
| 0―1 ― 2 ― 3 ― 4 ― 5 ― 6 | | 0―1 ― 2 ― 3 ― 4 ― 5 ― 6 | |
| always indicated/ applicable | | always indicated/ applicable | |
|  | | | | |
| **14.** Therapist uses **imagery techniques** tohelp both partners rescript, orchestrating **emotional reconnection** and inducing **reparenting** between the partners during the session. If only one partner is active during the imagery, score the observing partner n/a. | n/a | 1 | n/a | 1 |
| 0―1 ― 2 ― 3 ― 4 ― 5 ― 6 | | 0―1 ― 2 ― 3 ― 4 ― 5 ― 6 | |
|  | |  | |
|  | | | | |
|  | | | | |
| **15.** Therapist uses **Schema Mode Chair Work** to induce emotional activation with one or both partners. Score n/a for the observing partner. | n/a | 1 | n/a | 1 |
| 0―1 ― 2 ― 3 ― 4 ― 5 ― 6 | | 0―1 ― 2 ― 3 ― 4 ― 5 ― 6 | |
|  | |  | |
|  | | | | |
| **16.** Therapist uses **Connection Dialogues** to help each partner identify and describe the child modes, along with coping modes. Therapist helps each partner invite the other to respond to meet each other’s core needs. | n/a | 1 | n/a | 1 |
| 0―1 ― 2 ― 3 ― 4 ― 5 ― 6 | | 0―1 ― 2 ― 3 ― 4 ― 5 ― 6 | |
|  | |  | |
|  | | | | |
|  | | | | |
| **17. Connection Talk Skills** are described and applied, including how to stop clashes. Skills may include anger management, mindfulness, roleplays to share needs and values, etc. | n/a | 1 | n/a | 1 |
| 0―1 ― 2 ― 3 ― 4 ― 5 ― 6 | | 0―1 ― 2 ― 3 ― 4 ― 5 ― 6 | |
|  | |  | |
| **18.** The therapist ties core emotional needs to a sustainable **Vision for the Relationship** i.e. establishing a “value road map” for relevant life arenas (parenthood, social group, among families and relatives, in their professional careers etc.). | 0 | 1 | 0 | 1 |
| 0―1 ― 2 ― 3 ― 4 ― 5 ― 6 | | 0―1 ― 2 ― 3 ― 4 ― 5 ― 6 | |
| always indicated/ applicable | | always indicated/ applicable | |
| **19.** Therapist gives **homework assignment** or **task** (i.e., an exercise or a theme to ponder). Assignments are followed up on in the next session – either used in the session or collected in the therapist´s review. | 0 | 1 | 0 | 1 |
| 0―1 ― 2 ― 3 ― 4 ― 5 ― 6 | | 0―1 ― 2 ― 3 ― 4 ― 5 ― 6 | |
| always indicated/ applicable | | always indicated/ applicable | |
| **20**. Therapist is able to communicate to a couple an accurate conceptualization of a **relationship injury** or **severe challenge** (e.g., affair) using **schema mode terms**. Name the issue: | n/a | 1 | n/a | 1 |
| 0―1 ― 2 ― 3 ― 4 ― 5 ― 6 | | 0―1 ― 2 ― 3 ― 4 ― 5 ― 6 | |
|  | |  | |

|  |  |  |
| --- | --- | --- |
| **Therapist** | **Effect on Partner A** | **Effect on Partner B** |

**FINAL SCORE:** Combine the scores of both partners, adding the score for each item. For required items, rate the score separately to reflect how well the item is applied to each partner.

|  |  |
| --- | --- |
| **TOTAL SCORE** |  |
| **NUMBER OF ITEMS SCORED (from both partners, excluding n/a items):** |  |
| **MEAN SCORE:** |  |

Overall, how would you rate the **therapist** in this session, as a Schema Couples Therapist?

What is the level of difficulty of **Partner A**?

What is the level of difficult of **Partner B?**