

Schema Therapist Competency Rating Scale for Couples (STC-CRS)

Copyright holder, main author © Eckhard Roediger, based on the STCRS by Jeffrey Young and the GSTRS by Gerhard Zarbock and Joan Farrell.

Contributing Author: Chiara DiFrancesco, Travis Atkinson, Poul Perris, Dave Edwards & Mary Giuffra

Open source for training and scientific use only, prior permission in writing required (Version 2017)

Therapist: _____ Rater: _____ Country: _____ Date of Rating: _____

() Videotape () Audiotape () Live Observation

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**. Here is a standard description for even-numbered scale points:

- 0 Acted in a way unfavorable for one or both partners.
- 2 Demonstrated the identified behavior, but rather poorly so it didn't actually meet the needs of the patients. Showed significant flaws in the application of the techniques so the intervention is likely to exacerbate rather than relieve the patients' problems.
- 4 Demonstrated the identified behavior, only at the level expected from warm, caring and skillful therapists from other therapy approaches. Although schema therapy techniques were applied according to the guidelines, the therapist does not sufficiently integrate them in accordance with ST principles, and the needs of the patients are not sufficiently met.
- 6 Demonstrated the identified behavior in an appropriate and excellent way in accordance with the principles of schema therapy. Demonstrates that s/he has fully grasped the principles of ST and is able to apply the techniques in a skillful and flexible way.

If you believe the therapist falls between two of the descriptors, select the intervening odd number (1, 3, 5). Or use the more general scale below:

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

Please do not leave any item blank. For all items, focus on the skill of the therapist, taking into account how difficult the patients seems to be. For **each partner** and item, please rate **adherence** first. If the described therapist behavior was applied to the partner, mark "1". Use the "n/a" category only when offered. Some behaviors may not have been observable, because they were not indicated, or they were not applicable (n/a) for some other reason. The field below the scores gives some space for additional comments. If the behavior was indicated but not applied, please score low. Do not use this rating scale for very early or termination sessions.

To get the **mean score** add the scores of all rated **items of both partners** and divide it by the total number of rated items of both partners. N/A items don't count.

Part I. GENERAL BEHAVIOR

Therapist Behavior	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) keeping connected with both partners. Includes the passive partner when necessary.	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, limiting emotional activation by providing a predictable environment including boundaries of interactions and induce perspective changes (e.g. by standing 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 facilitates the participation of both partners involvement into the process (e.g., inviting responses from each other) and their mutual involvement and connection in an adequate and well balanced but flexible 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	
05. Therapist self-discloses as a role model for healthy adult behavior e.g. by apologizing for mistakes, modeling awareness and openness about own flaws and schema driven reaction.	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 takes advantage of 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 "hands on" reparenting, i.e. using a healthy parent who actively steps in and protects two siblings from hurting each other, while at the same time caring for the needs of all three parties.	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 Behavior	Effect on Partner A		Effect on Partner B	
08. Empathic confrontation is used in firm but friendly manner addressing both patients underlying needs.	n/a	1	n/a	1
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	0—1—2—3—4—5—6		0—1—2—3—4—5—6	

Part II. EDUCATION, CONCEPTUALIZATION, AND USING THE MODEL

In Part II no score can be lower than 4.0 to meet the certification criteria!

09. Therapist educates the patients in schema terms about his/her current problems, life patterns, emotional reactions, misperceptions, or maladaptive behaviors and puts them in a schema-mode based case conceptualization . Even if a form (e.g. the Mode Map) is not used, the relation between the current behavior and the schema background and coping modes must be pointed out in an understandable way for both partners.	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 explicitly labels schemas, modes, coping styles , and life patterns as they arise in schema mode terms demonstrating how the present behavior is driven by underlying old schemas and coping styles.	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. by using the Mode Cycle Clashcard) overcoming the mode cycle by accessing the full spectrum of emotional needs and separate them from the wants. (e.g. using the 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

12. Therapist integrates emotions, bodily sensations and cognitions inducing 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. Body movements (like e.g. standing up together) might be used for emotional 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	

Therapist behavior	Effect on Partner A		Effect on Partner B	
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 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 including both partners to start re-scripting, emotional reconnection and induce reparenting between the partners in the session. If only one partner is active in the imagery and the other is only observing 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	
15. Therapist uses schema or mode dialogues on multiple chairs working with different modes inducing 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 trains the partners to stop clashes , to separate in two rooms, readjust themselves and carefully reconnect. Anger management and mindfulness techniques should be applied if necessary.	n/a	1	n/a	1
	0—1—2—3—4—5—6		0—1—2—3—4—5—6	
17. Connection dialogue skills are explained and taught in an adequate way. The therapist supports the couple e.g. in roleplay in talking respectfully and meaningful based on their needs and values.	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 some homework assignment or task (could be a question to consider further, an observation or an exercise) These assignments must be followed up on in some way in the next session – either used in the session or collected in 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 an affair or other severe challenges for the relationship in 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	

Please count the scores of both partners for each item. If an item is mandatory rate score separately reflecting how well the item is applied to each individual.

TOTAL SCORE:

NUMBER OF ITEMS SCORED (from both partners, excluding N/A): _____

MEAN SCORE: _____

How would you rate the **clinician overall** in this session, as a schema therapist:

How difficult did you feel **Partner A** was to work with: _____

How difficult did you feel **Partner B** was to work with: _____