

Syllabus

Course Overview

This course is delivered in the GuidedPath format. This course is an introduction to the general area of psychological assessment, testing, and measurement, including theory, content, and standardization of measures used in the field of marriage and family therapy. The basic knowledge and skills in assessment, tests, and measures are essential for marriage and family therapists. Included in the course is a discussion of how assessment is used as a reflection of effective practice. Assessment strategy includes the following steps:

- Administration according to established protocol.
- Interpretation of results or outcomes.
- Review of implications and applications of assessment results.

Examples of methods and strategies will be provided throughout the course as each is linked to the practice of marriage and family therapy. The course will review the selection and administration of conduct assessments and testing instruments along with the interpretation and communication of client test results. Case studies will illustrate several applications in therapy. The concepts of reliability, validity, item analysis, and factor analysis are introduced, and assessment devices for measuring couple satisfaction, dyadic adjustment, sexual satisfaction, family health and functioning, emotional well-being, and therapeutic outcomes are described and made available to the learner. Professional standards set forth by the American Association of Marriage and Family Therapy for ethical clinical practice are reviewed as well.

Assessment Requirements

COAMFTE Standards Alignments

Competency	COAMFTE Version 12 Standards
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Competency	COAMFTE Version 12 Standards
<p>Competency 1 – Analyze the historical and theoretical basis for assessment methods, strategies, and techniques in marriage and family therapy.</p>	<p>FCA 1: Foundations of Relational/Systemic Practice, Theories & Models.</p> <p>FCA 4: Research & Evaluation.</p> <p>SLO 1 – Knowledge and Research: Effectively integrate and apply research and theories in the practice of marriage and family therapy, including individual, systemic and relational theories; theories of individual and family development across the life span.</p>
<p>Competency 2 – Compare assessments using basic measurement constructs.</p>	<p>FCA 4: Research & Evaluation.</p> <p>SLO 1 – Knowledge and Research: Effectively integrate and apply research and theories in the practice of marriage and family therapy, including individual, systemic and relational theories; theories of individual and family development across the life span.</p>
<p>Competency 3 – Apply ethical and legal issues related to individual assessments according to the appropriate marriage and family therapy standards.</p>	<p>FCA 5: Professional Identity, Law, Ethics & Social Responsibility.</p> <p>SLO 4 – Ethics: Understand and apply the Code of Ethics of the American Association for Marriage and Family Therapy.</p>
<p>Competency 4 – Discriminate between different categories of assessment instruments and their practical application.</p>	<p>FCA 7: Systemic/Relational Assessment & Mental Health Diagnosis and Treatment.</p> <p>SLO 5 – Clinical Practice: Uses a systemic perspective for client engagement, assessment and intervention.</p>

Competency	COAMFTE Version 12 Standards
<p>Competency 5 – Apply assessment concepts for special populations as well as ethnic and culturally diverse populations.</p>	<p>FCA 2: Clinical Treatment with Individuals, Couples and Families.</p> <p>FCA 3: Diverse, Multicultural and/or Underserved Communities.</p> <p>SLO 2 – Diversity and Multicultural Competence: Demonstrates knowledge of culturally and ethnically sensitive matters in a variety of settings integrating concepts of advocacy and social justice.</p>
<p>Competency 6 – Communicate effectively through the appropriate application of grammar, punctuation, spelling, writing mechanics, and a professional tone, while adhering to current APA style and formatting.</p>	

Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Analyze the historical and theoretical basis for assessment methods, strategies, and techniques in marriage and family therapy.
- 2 Compare assessments using basic measurement constructs.
- 3 Apply ethical and legal issues related to assessments according to the appropriate marriage and family therapy standards.
- 4

- Discriminate between different categories of assessment instruments and their practical application.
- 5 Apply assessment concepts for special populations as well as ethnic and culturally diverse populations.
- 6 Communicate effectively through the appropriate application of grammar, punctuation, spelling, writing mechanics, and a professional tone, while adhering to current APA style and formatting.

Course Prerequisites

There are no prerequisites for this course.

Syllabus >> Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

Book

Flemons, D. & Gralnik, L.M. (2013). *Relational suicide assessment: Risks, resources, and possibilities for safety*. New York, NY: W.W. Norton & Company. ISBN: 9780393706529

Sperry, L. (Ed.). (2019). *Couple and family assessment: Contemporary and cutting-edge strategies*. New York, NY: Routledge. ISBN: 9781138484610.

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Balderrama-Durbin, C., Snyder, D. K., & Balsis, S. (2015). [Tailoring assessment of relationship distress using the Marital Satisfaction Inventory—Brief Form](#). *Couple and Family Psychology*, 4(3), 127–135.
- Boterhoven De Haan, K. L., Hafekost J., Lawrence, D., Sawyer, M. G., & Zubrick, S. R. (2015). [Reliability and validity of a short version of the General Functioning Subscale of the McMaster Family Assessment Device](#). *Family Process*, 54(1), 116–123.
- Bui, E., Zakarian, R. J., Laifer, L. M., Sager, J. C., Chen Y., Cohen, S., . . . Ohye, B. (2017). [Psychometric properties of the Parenting Sense of Competence Scale in treatment-seeking post-9/11 veterans](#). *Journal of Child and Family Studies*, 26(2), 464-470.
- Carr, A., & Stratton, P. (2017). [The SCORE family assessment questionnaire: A decade of progress](#). *Family Process*, 56(2), 285–301.
- Coop Gordon, K., Cordova, J. V., Roberson, P. N. E., Miller, M., Gray, T., Lenger, K. A., . . . Martin, K. (2019). [An implementation study of relationship checkups as home visitations for low-income at-risk couples](#). *Family Process*, 58(1), 247–265.
- Fentz, H. N., & Trillingsgaard, T. (2016). [Checking up on couples: A meta-analysis of the effect of assessment and feedback on marital functioning and individual mental health in couples](#). *Journal of Marital and Family Therapy*, 53(1), 31–50.
- Funk, J. L., & Rogge, R. D. (2007). [Testing the ruler with item response theory: Increasing precision measurement for relationship satisfaction with the Couples Satisfaction Index](#). *Journal of Family Psychology*, 21(4), 572–583.
- Gabb, J., & Singh, R. (2015). [The uses of emotion maps in research and clinical practice with families and couples: Methodological innovation and critical inquiry](#). *Family Process*, 54(1), 185–197.
- Hamilton, E., & Carr, A. (2016). [Systematic review of self-report family assessment measures](#). *Family Process*, 55(1), 16–30.
- Kline Rhoades, G., & Stocker, C. M. (2006). [Can spouses provide knowledge of each other's communication patterns? A study of self-reports, spouses' reports, and observational coding](#). *Family Process*, 45(4), 499–511.
- Lavee, Y., & Avisar, Y. (2006). [Use of standardized assessment instruments in couple therapy: The role of attitudes and professional factors](#). *Journal of Marital and Family Therapy*, 32(2),

233–244.

- Luttrell, T. B., Distelberg, B., Wilson, C., Knudson-Martin, C., & Moline, M. (2018). [Exploring the relationship balance assessment](#). *Contemporary Family Therapy*, 40, 10–27.
- Mark, K. P., Herbenick, D., Fortenberry, J. D., Sanders, S., & Reece, M. (2014). [A psychometric comparison of three scales and a single-item measure to assess sexual satisfaction](#). *The Journal of Sex Research*, 51(2), 159–169.
- Moore, K. A., McCabe, M. P., & Stockdale, J. E. (1998). [Factor analysis of the personal assessment of intimacy in relationship scale \(PAIR\): Engagement, communication and shared friendships](#). *Sexual and Marital Therapy*, 13(4), 361.
- O’Hanrahan, K., Daly White, M., Carr, A., Cahill, P., Keenleyside, M., Fitzhenry, M., . . . Browne, S. (2016). [Validation of 28 and 15 item versions of the SCORE family assessment questionnaire with adult mental health service users](#). *Journal of Family Therapy*, 39(1), 4–20.
- Olson, D. (2011). [Faces IV and the Circumplex model: Validation study](#). *Journal of Marital and Family Therapy*, 37(1), 64–80.
- Pinsof, W. M., Zinbarg, R. E., Shimokawa, K., Latta, T. A., Goldsmith, J. Z., Knobloch-Fedders, L. M., . . . Lebow, J. L. (2015). [Confirming, validating, and norming the factor structure of Systemic Therapy Inventory of Change initial and intersession](#). *Family Process*, 54(3), 464–484.
- Sabourin, S., Valois, P., & Lussier, Y. (2005). [Development and validation of a brief version of the Dyadic Adjustment Scale with a nonparametric item analysis model](#). *Psychological Assessment*, 17(1), 15–27.
- Sanford, K. (2010). [Assessing conflict communication in couples: Comparing the validity of self-report, partner-report, and observer ratings](#). *Journal of Family Psychology*, 24(2), 165–174.
- Skinner, H., Steinhauer, P., & Sitarenios, G. (2000). [Family Assessment Measure \(FAM\) and process model of family functioning](#). *Journal of Family Therapy*, 22(2), 190.
- Smith, D. B., Whiting, J. B., Karakurt, G., Oka, M., & Servino, D. (2013). [The Self-Assessment of Future Events scale \(SAFE\): Assessing perceptions of risk for future violence in intimate partner relationships](#). *Journal of Marital and Family Therapy*, 39(3), 314–329.
- Vaughn, M. J., & Baier, M. E. (1999). [Reliability and validity of the relationship assessment scale](#). *The American Journal of Family Therapy*, 27(2), 137–147.
- Whisman, M. A., Snyder, D. K., & Beach, S. R. H. (2009). [Screening for marital and relationship discord](#). *Journal of Family Psychology*, 23(2), 247–254.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- American Association for Marriage and Family Therapy. (2015). [AAMFT code of ethics](http://www.aamft.org/imis15/content/legal_ethics/code_of_ethics.aspx). Retrieved from http://www.aamft.org/imis15/content/legal_ethics/code_of_ethics.aspx
- Burnette, C. E., Boel-Studt, S., Renner, L., Figley, C., Theall K., Scarnato J., & Billiot, S. (2019). [The Family Resilience Inventory: A culturally grounded measure of current and family-of-origin protective processes in Native American families](#). null
- Cordova, J. V., & Scott, R. L. (2001). [Intimacy: A behavioral interpretation \[PDF\]](#). *The Behavior Analyst*, 24(1), 75–86.

Suggested

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

Library

The following optional readings may be available in the Capella University Library. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool. If the full text is not available, you may be able to request a copy through the [Interlibrary Loan](#) service.

- Beavers, R., & Hampson, R. B. (2000). [The Beavers systems model of family functioning](#). *Journal of Family Therapy*, 22(2), 128–143.
- He, Y., Hardy, N. R., Zinbarg, R. E., Goldsmith, J. Z., Kramer, A., Williams, A. L., & Pinsof, W. M. (2019). [The Systemic Inventory of Change \(STIC\) initial scales: Are they sensitive to change?](#) *Psychological Assessment*, 31(9), 1107–1117.
- McLennan, J. D., MacMillan, H. L., & Afifi, T. O. (2020). [Questioning the use of adverse childhood experiences \(ACEs\) questionnaires](#). *Child Abuse & Neglect*, 101, article 104331.
- Sandberg, J. G., Novak, J. R., Davis, S. Y., & Busby, D. M. (2016). [The Brief Accessibility, Responsiveness, and Engagement Scale: A tool for measuring attachment behaviors in clinical couples](#). *Journal of Marital and Family Therapy*, 42(1), 106–122.

Unit 1 >> Introduction to Couple and Family Assessment

Introduction

Competent and accurate assessment can contribute to effective therapy practice and can demonstrate treatment effectiveness (Bray & Stanton, 2010; Williams, Patterson, & Edwards, 2014). Case conceptualization is facilitated by a working knowledge of couple and family assessment measures. Because “training programs continue to train clinicians to work with individual clients and conceptualize cases in terms of individual personality dynamics rather than in terms of systemic or couple and family dynamics” (Sperry, 2019) many students have not had formal training or supervised experience in the use of couple and family assessment. This course is designed so that you will receive education and training in formally assessing couples and families and addressing clinical considerations such as dyadic adjustment, sexual interest and satisfaction, family strengths and functioning, relationship conflict, violence, and lethality, as well as couple and family therapy outcomes (Sperry, 2019; Thomlison, 2016).

From Individual Assessment to Family Assessment

There has been a shift in focus in clinical assessment over the past 40 years, from assessing solely individual personality and pathology (i.e., symptoms) to a broader consideration of family characteristics, relationship patterns, and systemic functioning. A growing awareness of how people are part of relationship systems has spurred this shift. Systemic epistemology informs assessment and diagnosis in family therapy, but what is assessed and how and when it is assessed in the course of treatment varies across the family therapy school. As Sperry (2019) states, “formal assessment and history taking are essential in behavioral family therapy, but neither is typically a part of experiential family therapy. Nevertheless, assessment ‘is a natural part of the (experiential family) therapy process. It is accomplished through information given by the family as the therapist becomes acquainted with them as a group and individually’ (L’Abate et al., 1986, p. 38).” So, assessment happens, but each approach may have its own ideas of how to go about it.

Why Assess?

Assessment is a guide and rationale for couple or family treatment, and it can become an intervention in and of itself. Assessment can clarify issues, specify symptomatic distress, identify level of impairment, and identify the goals and focus of treatment. As an intervention, clinicians can use assessment to support and validate couples and families as well as encourage their involvement in the treatment process. Accordingly, clinicians use assessment to welcome families into the treatment process and join with them, to give them feedback, to validate their concerns, and to engender hope. By asking questions, clinicians intervene by prompting couples and family members to think about issues and relationships in different ways. Finally, clinicians can use assessment techniques to track ongoing progress, re-evaluate goals, and stay in touch with the couple’s or family’s changing context and self-evaluation.

Types of Measures

The five types of measures covered in this course include qualitative assessment, standardized assessment, observational assessment, ongoing assessment, and self-report assessment.

Reference

Bray, J., & Stanton, M. (Eds.). (2010). *The Wiley-Blackwell handbook of family psychology*. Oxford, UK: Blackwell.

L'Abate, L., Ganahl, G., & Hansen, J. (1986). *Methods of family therapy*. Englewood Cliffs, NJ: Prentice Hall.

Sperry, L. (Ed.). (2019). *Couple and family assessment: Contemporary and cutting-edge strategies*. New York, NY: Routledge.

Thomlison, B. (2016). *Family assessment handbook: An introductory practice guide to family assessment (4th ed.)*. Boston, MA: Cengage.

Williams, L., Patterson, J., & Edwards, T. M. (2014). *Research methods in family therapy: Foundations of evidence-based practice*. New York, NY: Guilford.

Learning Activities

u01s1 - Assessment in Therapy

Required Readings

Use *Couple and Family Assessment: Contemporary and Cutting-Edge Strategies* text to read the following:

- Chapter 1, "Choosing Effective Couple and Family Assessment Methods," pages 1–5, 8–16.
- Chapter 2, "Assessment and Case Conceptualization With Couples and Families," pages 20–30.

Use the Capella University Library and the Internet to read the following:

- Lavee, Y., & Avisar, Y. (2006). [Use of standardized assessment instruments in couple therapy: The role of attitudes and professional factors](#). *Journal of Marital and Family Therapy*, 32(2), 233–244.

- Cordova, J. V., & Scott, R. L. (2001). [Intimacy: A behavioral interpretation \[PDF\]](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2731357/pdf/behavan00009-0077.pdf). *The Behavior Analyst*, 24(1), 75–86. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2731357/pdf/behavan00009-0077.pdf>

u01d1 - Assessment in Marriage and Family Therapy

What is assessment? What role does assessment play in the field of MFT? How will assessment be integrated into your professional identity and practice as a couple and family therapist? Read Lavee and Avisar (2006), "Use of Standardized Assessment Instruments in Couple Therapy: The Role of Attitudes and Professional Factors," and discuss your own attitudes and professional factors that influence your views of assessment. What role does assessment play in your future career as a couple and family therapist?

Response Guidelines

Respond to the main discussion post of at least two learners. What reactions do you have to the ideas presented? Include examples from the course readings, scholarly literature, and practical experiences to support your perspective, and raise questions to continue the discussion.

Course Resources

Graduate Discussion Participation Scoring Guide

[Use of Standardized Assessment Instruments in Couple Therapy: The Role of Attitudes and Professional Factors](#)

Unit 2 >> Qualitative and Standardized Assessment With Couples and Families

Introduction

Qualitative and Standardized Assessment

Qualitative assessment is a type of evaluation that yields subjective data and narratives. Qualitative assessment utilizes unstructured methods of data collection, naturalistic observation, and existing records. In contrast to quantitative assessment, its methods tend to be holistic and integrated. Qualitative assessment offers a more intimate connection between assessment and the treatment process, and permits greater adaptability to ethnic, cultural, age, gender, and other individual differences (Sperry, 2019). Therefore, qualitative methods are a good fit for couples and families as they make room for mutuality, participation, and commitment, and support communication and understanding over the course of treatment. Examples of qualitative assessment range from unstructured interviewing and role-playing to genograms and other graphic methods, such as photographs and collages. Chapter 3 of the Sperry textbook provides a detailed discussion and illustration of qualitative assessment with families and couples.

Experiential Assessment does not involve paper and pencil instruments, but instead acquires clinical information about a couple's relationship through movement.

Advantages:

- It uses nonverbal communication, which is helpful because it is less under conscious control (may be more congruent with how client is really feeling).
- It is a concrete, physical dramatization of inner affective experience.
- It can help therapists move past impasses in therapy.
- It is another way to access feelings and "diagnose" systems without labeling.

Reference

Sperry, L. (Ed.). (2019). *Couple and family assessment: Contemporary and cutting-edge strategies*. New York, NY: Routledge.

Learning Activities

u02s1 - Qualitative and Standardized Assessment

Required Readings

Use the *Couple and Family Assessment: Contemporary and Cutting-Edge Strategies* text to read the following:

- Chapter 3, "Qualitative Strategies in Couple and Family Assessment," pages 33–68.

Use the Capella University Library and the Internet to read the following:

- Gabb, J., & Singh, R. (2015). [The uses of emotion maps in research and clinical practice with families and couples: Methodological innovation and critical inquiry](#). *Family Process*, 54(1), 185–197.

Multimedia

- Complete the [Reliability and Validity Exercise](#) presentation to test your understanding of concepts related to reliability and validity.
- Complete the [Evaluating Assessments for Reliability and Validity](#) presentation to learn more about how reliability and validity are integrated into the development of an assessment.

Discussion Preparation

Review the following summaries before sitting for the quiz and in preparation for for this week's discussion topic:

- [Reliability and Validity \[PDF\]](#).
- [What Is Factor Analysis? \[PDF\]](#).
- [Understanding Item Analysis \[PDF\]](#).

u02d1 - Reliability and Validity

Using what you learned in Chapter 1 of *Couple and Family Assessment: Contemporary and Cutting-Edge Strategies* and the two media pieces from the studies, discuss the significance of reliability and validity in couple and family assessments.

Response Guidelines

Respond to the main discussion post of at least two learners. What reactions do you have to the ideas presented? Include examples from the course readings, scholarly literature, and practical experiences to support your perspective, and raise questions to continue the discussion.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 3 >> Observational Assessment

Introduction

Observational Assessment and Standardized Assessment

Observational assessment is a type of evaluation where observers are trained to watch and record individual, couple, or family behavior with accuracy and precision, keeping personal bias or interpretation in check. To facilitate comparisons between families, it is common to establish a specific task to be performed by each family. The form of the task chosen should reflect common problematic situations in average family life (e.g., discussing how to solve a discipline problem with a child or adolescent). Video recording, tape recorders, one-way mirrors, and other devices may be used to increase accuracy. The McMaster Clinical Rating Scale is one such observational rating instrument that is based on the McMaster Model of Family Functioning. Chapter 5 of the Sperry textbook provides a detailed discussion and illustration of the use of observational assessment methods with families and couples.

Standardized assessment is distinguished from other types of assessment by the objectivity with which data are collected and analyzed and by its validity, reliability, and norms based on a large representative sample of the population. For many, the mention of standardized assessment brings to mind intelligence tests, such as the Wechsler Adult Intelligence Scale (WAIS), and personality inventories, such as the Minnesota Multiphasic Personality Inventory (MMPI). However, there are several other instruments that are standardized or normed on large populations. These include the Rorschach (i.e., the “ink blots” test), the Draw-A-Person test, and the Kinetic Family Drawing. While such instruments are traditionally devices for assessing individuals, they are also used in specific family situations, especially child custody evaluations. Chapter 4 of the Sperry textbook provides a detailed discussion and illustration of the use of standardized assessment with families and couples.

Reference

Epstein, N. B., Baldwin, L. M., Bishop, D. S. (1983). The McMaster family assessment device. *Journal of Marital and Family Therapy*, 9, 171–186.

Sperry, L. (Ed.). (2019). *Couple and family assessment: Contemporary and cutting-edge strategies*. New York, NY: Routledge.

Learning Activities

u03s1 - Basic Principles of Observational Assessment

Required Readings

Use the *Couple and Family Assessment: Contemporary and Cutting-Edge Strategies* text to read the following:

- Chapter 4, "Standardized Assessment with Couples and Families," pages 71–97.

Skim through:

- Chapter 5, "Observational Assessment with Couples and Families," pages 99–130.

Use the Capella University Library and the Internet to read the following:

- Beavers, R., & Hampson, R. B. (2000). [The Beavers systems model of family functioning](#). *Journal of Family Therapy*, 22(2), 128–143.
- Kline Rhoades, G., & Stocker, C. M. (2006). [Can spouses provide knowledge of each other's communication patterns? A study of self-reports, spouses' reports, and observational coding](#). *Family Process*, 45(4), 499–511.

u03s2 - Assignment Preparation

In the assignment for Unit 4, "Defining and Assessing Four Dimensions of Couple Relationships," you are required to support your rationale with eight peer-reviewed references applying the selected assessment tool in professional practice.

Read the assignment description in this week and spend time locating peer-reviewed references to support your assignment.

Course Resources

[Capella University Library](#)

[Marriage & Family Therapy Library Research Guide](#)

u03d1 - Assessing Couple Dimensions

After reading Cordova and Scott (2001), reflect on what you believe are crucial components of a satisfying, stable, and intimate couple relationship. Are they attitudes, beliefs, values, and/or behaviors? (Please note that people's beliefs and values do not necessarily correspond with their behaviors.) List several factors or dimensions you would deem important to collect information about when first sitting down with a couple presenting for services. How might those couple dimensions be assessed or measured?

Response Guidelines

Respond to the main discussion post of at least two learners. What reactions do you have to the ideas presented? Include examples from the course readings, scholarly literature, and practical experiences to support your perspective, and raise questions to continue the discussion.

Course Resources

Graduate Discussion Participation Scoring Guide

[Intimacy: A Behavioral Interpretation \[PDF\]](#)

u03q1 - Reliability, Validity, and Item and Factor Analysis

Once you have read the summaries on Reliability, Validity, Factor Analysis and Item Analysis, and have completed the exercises and activities, you may sit for the quiz.

Here is a helpful tip for sitting for quizzes and exams: If you are absolutely certain that two of the answers are correct and are not sure about a third answer (but have no specific reason to think it is not true), consider the possibility that more than one option is correct and choose your answer accordingly.

Read the following instructions before taking the quiz:

- You must take and submit the quiz in this week.
- There are 10 multiple-choice questions in this quiz. Each question is worth 10 points.
- There is no time limit on the quiz.
- You can retake the quiz to change your grade only once. Once the grade is recorded, after the second attempt, it cannot be changed.
- Your highest grade, after your two attempts, will be the one that is recorded.
- When you have answered all questions, submit your quiz to receive credit. The quiz is scored automatically, and you will receive feedback immediately.

Click the linked quiz title to access the quiz. If you have any issues with the quiz, contact your instructor.

Unit 4 >> Couple Assessment Part 1

Introduction

Self-Report Assessment

Self-report measures are the most common means of assessing couple and family dynamics, characteristics, and functioning. Self-report measures include perceptions of the family by individual family members, ratings by family members of other family members' behavior or relationships, and self-reports of affect and emotions while engaging in certain behaviors. The value of self-report measures over other types of assessment is the ease with which ratings of partners or individual family members can be compared to ratings of the other partner or other family members regarding treatment issues. In the past decade, rapid assessment instruments were increasingly being utilized

by clinicians. Many self-report measures are discussed in the articles for this course, as well as the Sperry textbook.

Relationship quality assessment can take a variety of forms: An interview with the couple together, interviewing each partner separately, use of a reliable and valid measure, and could even involve recording the couple interacting (e.g., given a task to complete together, or asked to discuss a difficult or contentious issue in their relationship). Early career therapists are reminded that the major priority in initial interactions with a couple is to build rapport with each partner and assess any risk (lethality concerns, presence of safety vs. potential violence, etc.). Assessment is a good opportunity to start a psychoeducation process. Feel free to let your clients know why you are asking the questions, and to discuss the working model you use for couple treatment. This helps demonstrate your competence as a therapist and your communication skills, and forms a solid foundation for a therapeutic alliance. Scores on an instrument or measure can be meaningful and informative, but the conversations that ensue *following* forms of assessment are crucial to establishing a connection with couples and families, and co-creating therapeutic objectives and overarching goals.

Reference

Sperry, L. (Ed.). (2019). *Couple and family assessment: Contemporary and cutting-edge strategies*. New York, NY: Routledge.

Learning Activities

u04s1 - Couple Assessment Concepts

Required Readings

Use *Couple and Family Assessment: Contemporary and Cutting-Edge Strategies* text to read the following:

- Chapter 7, "Couple Assessment Strategy and Inventories," pages 155–178.

Use the Capella University Library to read the following:

- Balderrama-Durbin, C., Snyder, D. K., & Balsis, S. (2015). [Tailoring assessment of relationship distress using the Marital Satisfaction Inventory—Brief Form](#). *Couple and Family Psychology*, 4(3), 127–135.
- Funk, J. L., & Rogge, R. D. (2007). [Testing the ruler with item response theory: Increasing precision measurement for relationship satisfaction with the Couples Satisfaction Index](#). *Journal of Family Psychology*, 21(4), 572–583.

- Sanford, K. (2010). [Assessing conflict communication in couples: Comparing the validity of self-report, partner-report, and observer ratings](#). *Journal of Family Psychology*, 24(2), 165–174.
- Vaughn, M. J., & Baier, M. E. (1999). [Reliability and validity of the relationship assessment scale](#). *The American Journal of Family Therapy*, 27(2), 137–147.

u04a1 - Defining and Assessing Four Dimensions of Couple Relationships

Defining and Assessing Four Dimensions of Couple Relationships

Complete the following for your assignment:

- Identify four dimensions or aspects of couple relationships you believe are crucial to their satisfaction, stability, and/or success.
- Briefly define each aspect or dimension, grounding your discussion of these four dimensions of successful, happy couples in the literature.
- Propose how you would go about assessing these dimensions, based on the readings and resources available in the course.
- Provide a brief rationale for your chosen means of assessing these four aspects or dimensions.

Assignment Requirements

- **Written communication:** Written communication must be free of errors such that the overall message is clear.
- **APA formatting:** Resources and citations are formatted according to current APA style.
- **Number of resources:** Minimum of 8 peer-reviewed references should be cited to support your points and positions (distinguished submissions will likely exceed that minimum).
- **Length of paper:** Three to four double-spaced, typed pages, excluding title and reference pages.
- **Font and font size:** Times New Roman, 12 point.

Note: In addition to the scoring guides that your faculty will use to assess your assignments, your faculty may also use the Writing Feedback Tool. The Writing Feedback Tool presents feedback related to five core writing skills aligned to the Capella Writing Standards:

- Address assignment **Purpose**.
- Develop strong **Organization**.
- Integrate appropriate **Evidence**.
- Use scholarly **Tone**.
- Develop grammatically sound **Sentence Structure**.

Through use of the Writing Feedback Tool, your faculty will provide you with guidance and resources to target writing skill development. You are encouraged to study the Capella Writing Standards and to incorporate additional Writing Center resources and live support into your writing process.

u04d1 - Observational Assessment vs. Self-Report vs. Partner Report

An important aspect of assessment is selecting methods based on your specific purpose, and the methods' relative strengths and weaknesses. After reading these articles from Units 3 and 4, summarize the pros and cons of using self-reports, partner reports, and observational ratings and codings.

- Kline Rhoades, G., & Stocker, C. M. (2006). [Can spouses provide knowledge of each other's communication patterns? A study of self-reports, spouses' reports, and observational coding.](#) *Family Process*, 45(4), 499–511.
- Sanford, K. (2010). [Assessing conflict communication in couples: Comparing the validity of self-report, partner-report, and observer ratings.](#) *Journal of Family Psychology*, 24(2), 165–174.

Response Guidelines

Respond to the main discussion post of at least two learners. What reactions do you have to the ideas presented? Include examples from the course readings, scholarly literature, and practical experiences to support your perspective, and raise questions to continue the discussion.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 5 >> Couple Assessment Part 2

Introduction

Interest in couples therapy as a modality continues to grow, and ideas about what contributes to successful, stable relationships continue to evolve. There are a lot of well-established couple assessment measures to choose from (Sperry, 2019). A useful aspect of couple assessment is the speed with which a variety of relevant data, some of which partners might not be comfortable sharing with a therapist they have just met, can be obtained through a few instruments. What effect does assessment and feedback on couple functioning have on client' mental health? Fentz and Trillingsgaard (2016) answer this question in their article that presents a meta-analysis (a statistical approach to combine the results from multiple studies) on this topic.

Other readings for this week include an article about different ways to assess sexual satisfaction in couples, one on the Personal Assessment of Intimacy in Relationships Scale, and another that assesses a partner's perception of risk for violence in their relationship. A fifth article discusses a screening for relationship discord. As you read these articles, continue to reflect on what information you deem to be significant, even crucial, to your process of conceptualizing a couple or family case and shaping a treatment plan.

Reference

Fentz, H. N., & Trillingsgaard, T. (2016). Checking up on couples: A meta-analysis of the effect of assessment and feedback on marital functioning and individual mental health in couples. *Journal of Marital and Family Therapy, 53*(1), 31–50.

Sperry, L. (Ed.). (2019). *Couple and family assessment: Contemporary and cutting-edge strategies*. New York, NY: Routledge.

Learning Activities

u05s1 - Assessment Part 2

Required Readings

Use the Capella University Library and the Internet to read the following:

- Fentz, H. N., & Trillingsgaard, T. (2016). [Checking up on couples: A meta-analysis of the effect of assessment and feedback on marital functioning and individual mental health in couples](#). *Journal of Marital and Family Therapy*, 53(1), 31–50.
- Mark, K. P., Herbenick, D., Fortenberry, J. D., Sanders, S., & Reece, M. (2014). [A psychometric comparison of three scales and a single-item measure to assess sexual satisfaction](#). *The Journal of Sex Research*, 51(2), 159–169.
- Moore, K. A., McCabe, M. P., & Stockdale, J. E. (1998). [Factor analysis of the personal assessment of intimacy in relationship scale \(PAIR\): Engagement, communication and shared friendships](#). *Sexual and Marital Therapy*, 13(4), 361.
- Sabourin, S., Valois, P., & Lussier, Y. (2005). [Development and validation of a brief version of the Dyadic Adjustment Scale with a nonparametric item analysis model](#). *Psychological Assessment*, 17(1), 15–27.
 - Read pages 15-19 and skim the remainder.
- Smith, D. B., Whiting, J. B., Karakurt, G., Oka, M., & Servino, D. (2013). [The Self-Assessment of Future Events scale \(SAFE\): Assessing perceptions of risk for future violence in intimate partner relationships](#). *Journal of Marital and Family Therapy*, 39(3), 314–329.
- Whisman, M. A., Snyder, D. K., & Beach, S. R. H. (2009). [Screening for marital and relationship discord](#). *Journal of Family Psychology*, 23(2), 247–254.

u05s2 - Assignment Preparation: Case Scenarios

Case Scenarios

For next week's assignment, you will analyze one of the case scenarios. Review these scenarios and choose one that aligns with your specialization and professional interests:

- Connor and Yuan Case Scenario [PDF].
- John and Carmen Case Scenario [PDF].
- Sadie and Madeline Case Scenario [PDF].

Select a family therapy model that you would use with the case you chose and use that model to develop additional questions you would ask to gather more information. Discuss the presenting issue(s) and overarching treatment goals, as well as specific treatment objectives.

You will be interpreting the assessments that the clients took in the case that you chose. Another part of the Unit 6 assignment is to examine your own experience of, and reactions to, the two assessments administered for your selected case. To prepare to do these activities for the

assignment, make sure to review the readings and familiarize yourself with the specific assessments administered in the case by viewing them and their scoring directions in the Couple and Family Assessment Resource Folder [PDF].

Then, administer the two assessment instruments to yourself (do not administer the assessment to another person or persons).

Course Resources

Connor and Yuan Case Scenario [PDF]

Sadie and Madeline Case Scenario [PDF]

John and Carmen Case Scenario [PDF]

Couple and Family Assessment Resource Folder [PDF]

[Marriage & Family Therapy Library Research Guide](#)

u05d1 - Checking Up on Couples

After reading Fentz and Trillingsgaard (2016), Checking Up on Couples: A Meta-Analysis of the Effect of Assessment and Feedback on Martial Functioning and individual Mental Health in Couples from this unit's studies, describe the effects of assessment and feedback on relationship functioning and individual partner health in couples.

What role does assessment play in treatment outcomes at the individual and dyadic levels?

Response Guidelines

Respond to the main discussion post of at least two learners. What reactions do you have to the ideas presented? Include examples from the course readings, scholarly literature, and practical experiences to support your perspective, and raise questions to continue the discussion.

Course Resources

Unit 6 >> Couple Assessment Part 3

Introduction

Ongoing assessment is a type of evaluation in which assessment is viewed as a continuous process throughout treatment rather than as a single or pre–post measure of individual, couple, or family functioning. Also called continuous assessment, treatment monitoring, and serial clinical outcomes assessment (Sperry, 2010), ongoing assessment influences the direction of treatment in two ways. First, goals identified during the initial assessment may need to be modified to meet the changing needs of the client system. Second, ongoing assessment assists in increasing treatment efficacy and efficiency by providing the clinician immediate feedback, which can alter the focus on direction of interventions. Using such feedback to refocus and modify treatment actually increases treatment outcomes and reduces premature termination (Lambert, 2010). The SFI and the Dyadic Adjustment Scale are two commonly used instruments for continuous assessment of families and couples. Chapter 6 of the Sperry textbook provides a detailed discussion and illustration of ongoing assessment with families and couples.

In a detailed and complicated article, Sabourin, Valois, and Lussier (2005) describe four studies that successfully shrank a 32-item measure of dyadic adjustment down to a 4-item scale that is still reliable and valid. This article is the basis for a 7-item Brief Dyadic Adjustment Scale created and made available to learners, along with other assessment instruments in the [Couple and Family Assessment Resource Folder \[PDF\]](#).

References

Lambert, M. (2010). *Prevention of treatment failure: The use of measuring, monitoring, and feedback in clinical practice*. Washington, DC: American Psychological Association.

Sabourin, S., Valois, P., & Lussier, Y. (2005). Development and validation of a brief version of the Dyadic Adjustment Scale with a nonparametric item analysis model. *Psychological Assessment*, 17(1), 15–27.

Sperry, L. (2010). *Core competencies in counseling and psychotherapy: Becoming a highly competent and effective therapist*. New York, NY: Routledge.

Sperry, L. (Ed.). (2019). *Couple and family assessment: Contemporary and cutting-edge strategies*. New York, NY: Routledge.

Learning Activities

u06s1 - Assessment Part 3

Required Readings

Use the *Couple and Family Assessment: Contemporary and Cutting-Edge Strategies* text to read the following:

- Chapter 6, "Ongoing Assessment with Couples and Families," pages 133–152.

Use the Capella University Library to read the following:

- Coop Gordon, K., Cordova, J. V., Roberson, P. N. E., Miller, M., Gray, T., Lenger, K. A., . . . Martin, K. (2019). [An implementation study of relationship checkups as home visitations for low-income at-risk couples](#). *Family Process*, *58*(1), 247–265.
- Luttrell, T. B., Distelberg, B., Wilson, C., Knudson-Martin, C., & Moline, M. (2018). [Exploring the relationship balance assessment](#). *Contemporary Family Therapy*, *40*, 10–27.
- Sabourin, S., Valois, P., & Lussier, Y. (2005). [Development and validation of a brief version of the Dyadic Adjustment Scale with a nonparametric item analysis model](#). *Psychological Assessment*, *17*(1), 15–27.

Optional Readings

If you choose, read:

- Sandberg, J. G., Novak, J. R., Davis, S. Y., & Busby, D. M. (2016). [The Brief Accessibility, Responsiveness, and Engagement Scale: A tool for measuring attachment behaviors in clinical couples](#). *Journal of Marital and Family Therapy*, *42*(1), 106–122.

u06a1 - Assessment of a Couple or Family Case

Assessment of a Couple or Family Case

Select one of the following couple or family cases:

- Connor and Yuan Case Scenario [PDF].
- John and Carmen Case Scenario [PDF].
- Sadie and Madeline Case Scenario [PDF].

Select a family therapy model that you would use with the case you chose and use that model to develop additional questions you would ask to gather more information. Discuss the presenting issue(s) and overarching treatment goals as well as specific treatment objectives. Part of the focus of this assignment is to examine your own experience with, and reactions to, the two assessments administered for the case you chose. Administer the two assessment instruments to yourself (do not administer the assessment to another person or persons). Then read the reviews/descriptions of the assessment in the readings and the instructions for scoring in the Couple and Family Assessment Resource Folder [PDF] and perform the following actions:

- Describe what it was like taking the instruments. Were the instructions clear? Did the assessment instruments possess face validity?
- Report the key test measurement constructs of reliability and validity for the assessments.
- Review and describe how results of the assessments are interpreted. For example, describe how scores are obtained and interpreted in comparison to group means and norms (for a standardized or norm-referenced test) or to cutoff scores (for criterion referenced test).
- Summarize the relevance, utility, reliability and validity of the specific assessment devices.
- Analyze how diversity impacts the couple or family, and the therapeutic process.
- Finally, comment on ethical use of assessment in couple and family therapy practice and any potential ethical issues in accordance with the AAMFT Code of Ethics.

Assignment Requirements

- **Written communication:** Written communication is free of errors so that the overall message is clear.
- **APA formatting:** Resources and citations are formatted according to current APA style.
- **Number of resources:** Minimum of six scholarly resources (distinguished submissions will likely exceed that minimum).
- **Length of paper:** Five to six double-spaced, typed pages, excluding title and reference pages.
- **Font and font size:** Times New Roman, 12 point.

Note: Your instructor may use the Writing Feedback Tool when grading this assignment. The Writing Feedback Tool is designed to provide you with guidance and resources to develop your writing based on five core skills. You will find writing feedback in the Scoring Guide for the assignment, once your work has been evaluated.

Course Resources

[Capella University Library](#)

[APA Style and Format](#)

[AAMFT Code of Ethics](#)

[Writing Feedback Tool](#)

Connor and Yuan Case Scenario [PDF]

John and Carmen Case Scenario [PDF]

Sadie and Madeline Case Scenario [PDF]

Couple and Family Assessment Resource Folder [PDF]

u06d1 - Choosing Couple Assessment Instruments

Units 4 and 5 discuss a number of couple assessments available. It's five years in the future. Based on your readings, week introductions, and looking through the Couple and Family Assessment Resource Folder, which of these assessments might you use in your clinical practice, and why?

Response Guidelines

Respond to the main discussion post of at least two learners. What reactions do you have to the ideas presented? Include examples from the course readings, scholarly literature, and practical experiences to support your perspective, and raise questions to continue the discussion.

Unit 7 >> Family Assessment Part 1

Introduction

There are a variety of approaches to assessing family functioning, and this unit presents an overview of what's available in self-report family assessments, as well as the SCORE and FACES-IV assessment devices. Hamilton and Carr (2016) offer a systematic review of eight common family assessment measures in regard to their psychometric properties, clinical utility, and theoretical underpinnings. Carr and Stratton (2017) and O'Hanrahan et al. (2016) discuss the SCORE family assessment questionnaire. Olson (2011) introduces you to the Circumplex Model of family functioning and the FACES-IV scales of family adaptability and cohesion.

References

Carr, A., & Stratton, P. (2017). The SCORE family assessment questionnaire: A decade of progress. *Family Process, 56*(2), 285–301.

Hamilton, E., & Carr, A. (2016). Systematic review of self-report family assessment measures. *Family Process, 55*(1), 16–30.

O'Hanrahan, K., Daly White, M., Carr, A., Cahill, P., Keenleyside, M., Fitzhenry, M., . . . Browne, S. (2016). Validation of 28 and 15 item versions of the SCORE family assessment questionnaire with adult mental health service users. *Journal of Family Therapy, 39*(1), 4–20.

Olson, D. (2011). Faces IV and the Circumplex model: Validation study. *Journal of Marital and Family Therapy, 37*(1), 64–80.

Learning Activities

u07s1 - Family Assessment

Required Readings

Use the Capella University Library to read the following:

- Carr, A., & Stratton, P. (2017). [The SCORE family assessment questionnaire: A decade of progress](#). *Family Process*, 56(2), 285–301.
- Hamilton, E., & Carr, A. (2016). [Systematic review of self-report family assessment measures](#). *Family Process*, 55(1), 16–30.
- O’Hanrahan, K., Daly White, M., Carr, A., Cahill, P., Keenleyside, M., Fitzhenry, M., . . . Browne, S. (2016). [Validation of 28 and 15 item versions of the SCORE family assessment questionnaire with adult mental health service users](#). *Journal of Family Therapy*, 39(1), 4–20.
- Olson, D. (2011). [Faces IV and the Circumplex model: Validation study](#). *Journal of Marital and Family Therapy*, 37(1), 64–80.

u07d1 - What You Would Like to Know About a Couple or Family

You have a private practice and you can ask your new clients anything you want on a paper and pencil questionnaire the first day they come in. What are several important questions that you would want to include in your assessment protocol to provide you an "early warning system" or "heads up" in your clinical practice?

List three items that you would definitely include, and why.

Response Guidelines

Respond to the main discussion post of at least two learners. What reactions do you have to the ideas presented? Include examples from the course readings, scholarly literature, and practical experiences to support your perspective, and raise questions to continue the discussion.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 8 >> Family Assessment Part 2

Introduction

It's a recurring question: How short can an instrument be and still retain its reliability and validity? In this week, Boterhoven De Haan et al. (2015) and Zabriskie and Ward (2013) offer very brief (and reliable and valid) measures of family general functioning and satisfaction with family life, respectively. In addition, Skinner, Steinhauser, and Sitarenios (2000) discuss the Family Assessment Measure and process model of family functioning in their article.

Further, there is a growing chorus for helping professionals to become more attuned to diversity, and socioculturally attuned assessments of diverse couples and families are important considerations. How may clinicians and researchers best address issues of cultural bias in assessment? As one example, the Burnette et al. (2019) article presents a culturally grounded measure of family resilience in Native American families.

References

- Boterhoven De Haan, K. L., Hafekost J., Lawrence, D., Sawyer, M. G., & Zubrick, S. R. (2015). Reliability and validity of a short version of the General Functioning Subscale of the McMaster Family Assessment Device. *Family Process, 54*(1), 116–123.
- Burnette, C. E., Boel-Studt, S., Renner, L., Figley, C., Theall K., Scarnato J., & Billiot, S. (2019). The Family Resilience Inventory: A culturally grounded measure of current and family-of-origin protective processes in Native American families.
- Skinner, H., Steinhauer, P., & Sitarenios, G. (2000). Family Assessment Measure (FAM) and process model of family functioning. *Journal of Family Therapy, 22*(2), 190.
- Zabriskie, R. B., & Ward, P. J. (2013). Satisfaction With Family Life scale. *Marriage & Family Review, 49*(5), 446–463.

Learning Activities

u08s1 - Family Assessment 2

Required Readings

Use the Capella University Library and the Internet to read the following:

- Boterhoven De Haan, K. L., Hafekost J., Lawrence, D., Sawyer, M. G., & Zubrick, S. R. (2015). [Reliability and validity of a short version of the General Functioning Subscale of the McMaster Family Assessment Device](#). *Family Process*, 54(1), 116–123.
- Skinner, H., Steinhauer, P., & Sitarenios, G. (2000). [Family Assessment Measure \(FAM\) and process model of family functioning](#). *Journal of Family Therapy*, 22(2), 190.
- Burnette, C. E., Boel-Studt, S., Renner, L., Figley, C., Theall K., Scarnato J., & Billiot, S. (2019). [The Family Resilience Inventory: A culturally grounded measure of current and family-of-origin protective processes in Native American families](#).

u08s2 - Assignment Preparation

Next week, you will submit the assignment, Assessment Protocol at a Couple and Family Therapy Clinic. To prepare for this assignment, choose several assessment instruments you believe would be useful to create a comprehensive assessment protocol for every client and give a rationale for their inclusion. You may select or create individual items of interest as well. In order to limit response burden, you can ask 100 items/questions maximum over the assessment protocol. Include a discussion of ethics in assessment, and how your protocol addresses issues of safety and diversity (for example, race, culture, or sexual orientation).

You will also be required to provide eight peer-reviewed scholarly references to support your rationale.

Course Resources

[APA Style and Format](#)

[Marriage & Family Therapy Library Research Guide](#)

[Capella University Library](#)

u08d1 - Choosing Family Assessment Instruments

After reading the Burnette et al. (2019) article, reflect on the importance of scale developers considering cultural diversity and whether the reliability, validity and norms established for any instrument translate to special populations (diverse families along the lines of culture, race, language, nationality, etc.). For example, in some cultures, families express themselves quite loudly and with a lot of hand gestures. In some cultures, families are quite close and it might be expected that "everybody knows everyone else's business." How might therapists and scale developers avoid applying ethnocentric ideas of what's "normal," "healthy," or "optimal" to diverse populations? How can clinicians appropriately and culturally sensitively gauge whether a family is "enmeshed" or "intensely conflictual" without imposing North American, or Eurocentric, standards?

Response Guidelines

Respond to the main discussion post of at least two learners. What reactions do you have to the ideas presented? Include examples from the course readings, scholarly literature, and practical experiences to support your perspective, and raise questions to continue the discussion.

Course Resources

Graduate Discussion Participation Scoring Guide

The Family Resilience Inventory [PDF]

Unit 9 >> Child and Parent-Child Assessment Strategy and Inventories

Introduction

New measures of parent–child relationships have been developed in recent years, including ones designed for underserved and underrepresented populations, family adjustment, parental distress, and trauma and posttraumatic stress in children. Family aggression is recognized as a risk factor (Gilbert et al., 2009; Sperry, 2019). However, many trauma measures fail to distinguish between childhood maltreatment and intimate partner violence (IPV). Detection of posttraumatic stress disorder (PTSD) in children and adolescents is recommended as a first step to identify youth needing trauma-focused interventions (Cohen, Bulik, & Walter, 2010).

The reading from Sperry (2019) discusses the Parental Stress and Coping Inventory (PSCI), Child Adjustment and Parent Efficacy Scale (CAPES), new edition of Behavior Assessment System for Children Parenting Relationship Questionnaire (BASC-3 PRQ), and the Family Aggression Screening Tool (FAST). Sperry (2019) also presents an assessment strategy for utilizing these instruments with parents and children, as well as a case example illustrating this strategy in clinical practice.

Reference

Cohen, A., Bulik, C. M., & Walter, H. (2010). Practice parameter for the assessment and treatment of children and adolescents with posttraumatic stress disorder. *Journal of the American Academy of Child & Adolescent Psychiatry*, 49, 414–430.

Sperry, L. (Ed.). (2019). *Couple and family assessment: Contemporary and cutting-edge strategies*. New York, NY: Routledge.

Learning Activities

u09s1 - Child and Parent-Child Assessment

Required Readings

Use *Couple and Family Assessment: Contemporary and Cutting-Edge Strategies* text to read the following:

- Chapter 8, "Child and Adolescent Assessment Strategy and Inventories," pages 181–212.
- Chapter 9, "Parent-Child Assessment Strategy and Inventories," pages 215–240.

Use *Relational Suicide Assessment: Risks, Resources, and Possibilities for Safety* text to read the following:

- Chapter 3, "Risks and Resources," pages 54–135.

Use the Capella University Library to read the following:

- Bui, E., Zakarian, R. J., Laifer, L. M., Sager, J. C., Chen Y., Cohen, S., . . . Ohye, B. (2017). [Psychometric properties of the Parenting Sense of Competence Scale in treatment-seeking post-9/11 veterans](#). *Journal of Child and Family Studies*, 26(2), 464-470.

u09a1 - Assessment Protocol at a Couple and Family Therapy Clinic

Assessment Protocol at a Couple and Family Therapy Clinic

You are the assessment coordinator at a couple and family therapy clinic. You have been assigned to create a comprehensive assessment protocol for every client (couple or family) who presents for services. Knowing that clients are often not transparent or forthcoming about matters of great potential consequence in their lives, what is crucial to ask every client who comes in to the clinic?

Choose several assessment instruments you believe would be useful and give a rationale for their inclusion. You may select or create individual items of interest as well. In order to limit response burden, you can ask 100 items/questions maximum over the assessment protocol. Include a discussion of ethics in assessment, and how your protocol addresses issues of safety and diversity (e.g., race, culture, sexual orientation, etc.).

Assignment Requirements

- **Written communication:** Written communication must be free of errors such that the overall message is clear.
- **APA formatting:** Resources and citations are formatted according to current APA style.
- **Number of resources:** Minimum of eight scholarly resources (distinguished submissions will likely exceed that minimum).
- **Length of paper:** Five to six double-spaced, typed pages, excluding title and reference pages.
- **Font and font size:** Times New Roman, 12 point.

Note: Your instructor may use the Writing Feedback Tool when grading this assignment. The Writing Feedback Tool is designed to provide you with guidance and resources to develop your writing based on five core skills. You will find writing feedback in the Scoring Guide for the assignment, once your work has been evaluated.

Course Resources

[APA Style and Format](#)

[Capella University Library](#)

[Writing Feedback Tool](#)

[AAMFT Code of Ethics](#)

u09d1 - Assessing Children

You are a family therapist and wish to include youth ages 5 to 18 in your assessment protocol. What are two meaningful ways you could assess young clients in your clinical practice? Explain why these two methods appeal to you.

Response Guidelines

Respond to the main discussion post of at least two learners. What reactions do you have to the ideas presented? Include examples from the course readings, scholarly literature, and practical experiences to support your perspective, and raise questions to continue the discussion.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

Unit 10 >> Course Wrap-Up and Reflection

Introduction

Sperry (2019) discusses new instruments assessing post-traumatic stress disorder (PTSD), post-traumatic stress syndrome (PTSS), and developmental traumatic disorder (DTD) across various sociocultural contexts, including the well-known and widely utilized ACE questionnaire. In addition, a measure assessing attitudes towards sexual abuse by community members and service providers is integrated into a case examination protocol (Sperry, 2019).

The most common assessment of treatment outcomes is a simple measure of client satisfaction, typically assessed by a short paper-and-pencil questionnaire that includes such items as how well the client thought they were treated by the therapist and how much they thought they improved during therapy. However, client satisfaction is not a good measure of treatment outcomes (Sperry 2019). Other outcomes measures demonstrate clinical utility and value, such as identification of effective treatments. This involves the classic pre- and post-treatment assessment of clients' status to determine changes that happened as a result of treatment. The STIC outcome measure is introduced in this week.

Reference

Sperry, L. (Ed.). (2019). *Couple and family assessment: Contemporary and cutting-edge strategies*. New York, NY: Routledge.

Learning Activities

u10s1 - Assessing Therapy Outcomes

Required Readings

Use *Couple and Family Assessment: Contemporary and Cutting-Edge Strategies* text to read the following:

- Chapter 11, "Child Abuse Assessment Strategy and Inventories," pages 278–320.

Use *Relational Suicide Assessment: Risks, Resources, and Possibilities for Safety* text to read the following:

- Chapter 4, "Safety," pages 136–173.

Use the Capella University Library to read the following:

- Pinsof, W. M., Zinbarg, R. E., Shimokawa, K., Latta, T. A., Goldsmith, J. Z., Knobloch-Fedders, L. M., . . . Lebow, J. L. (2015). [Confirming, validating, and norming the factor structure of Systemic Therapy Inventory of Change initial and intersession](#). *Family Process*, 54(3), 464–484.

Optional Readings

If you choose, read:

- He, Y., Hardy, N. R., Zinbarg, R. E., Goldsmith, J. Z., Kramer, A., Williams, A. L., & Pinsof, W. M. (2019). [The Systemic Inventory of Change \(STIC\) initial scales: Are they sensitive to change?](#) *Psychological Assessment*, 31(9), 1107–1117.
- McLennan, J. D., MacMillan, H. L., & Affi, T. O. (2020). [Questioning the use of adverse childhood experiences \(ACEs\) questionnaires](#). *Child Abuse & Neglect*, 101, article 104331.

u10d1 - Assessment Treatment Outcomes

Based on your readings, week introductions, and looking through the Couple and Family Assessment Resource Folder, what are some of the means for assessing treatment outcomes? Select two methods and describe the pros and cons of each.

Response Guidelines

Respond to the main discussion post of at least two learners. What reactions do you have to the ideas presented? Include examples from the course readings, scholarly literature, and practical experiences to support your perspective, and raise questions to continue the discussion.

Course Resources

Graduate Discussion Participation Scoring Guide