

## Clinical Communication Skills Scale – Short Version (CCSS-S)

Die Fragen dienen dazu, grundlegende Fertigkeiten der Gesprächsführung und Gesprächsgestaltung zu erfassen. Bitte beurteilen Sie, wie angemessen der/die Therapeut:in die dargestellten Fertigkeiten angewendet hat.

**Der/die Therapeut:in ...**

	Überhaupt nicht angemessen	Eher nicht angemessen	Eher angemessen	Voll und ganz angemessen	Nicht beurteilbar
1. Nutzt zur Situation passende Mimik und Gestik	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Reagiert nicht wertend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Gibt der Patient:in Zeit zu sprechen und Fragen zu stellen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Bespricht Inhalt und Ablauf der aktuellen Sitzung.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Fasst Zwischenergebnisse zusammen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Führt ein Gespräch mit „rotem Faden“.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Nutzt offene Fragen, um die Patient:in zum Sprechen zu motivieren	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Nutzt geschlossene Fragen, um das Gespräch zu fokussieren.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Nutzt eine gut verständliche Sprache.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Reagiert empathisch auf die Gefühle der Patient:in.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Erarbeitet Inhalte gemeinsam mit der Patient:inn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Exploriert Gedanken, Gefühle und Verhalten der Patient:in.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Sichert das Verständnis der Patient:in, indem er/sie Rückfragen stellt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Klärt ungenaue Patient:innenaussagen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Subskalen:** *Kollaboration:* 1-3, 7-10, 14. *Strukturierung und Exploration:* 4-6, 11-13

### Quellen:

Kühne, F., Heinze, P. E., Ay-Bryson, D., Maaß, U., & Weck, F. (2021). Development of a scale for assessing basic psychotherapeutic skills. *Zeitschrift Für Klinische Psychologie Und Psychotherapie*, 50(3–4), 116–132. <https://doi.org/10.1026/1616-3443/a000623>

Maaß, U., Kühne, F., Heinze, P. E., Ay-Bryson, D. S., & Weck, F. (2022). The concise measurement of clinical communication skills: Validation of a short scale. *Frontiers in Psychiatry*, 13. <https://doi.org/10.3389/fpsy.2022.977324>

## Clinical Communication Skills Scale – Short Version (CCSS-S)

These questions are aimed at capturing fundamental abilities in holding and formulating therapeutic conversations.

Please evaluate how appropriately the therapist applies the skills listed below. Note that the response scale ranges from the poorest score on the left to the best score on the right.

**The therapist...**

	Not at all appropriately	Not particularly appropriately	Generally appropriately	Entirely appropriately	Not possible to evaluate
1. Makes use of appropriate facial expressions and gestures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Does not judge the patient.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Gives the patient time to talk and to ask questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Discusses content and procedure for the current session.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Summarises interim results.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Ensures that the discussion has a logic running through it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Uses open questions to motivate the patient to talk.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Uses closed questions to focus the discussion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Uses easily understandable language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Reacts with empathy to the feelings of the patient.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Works through content together with the patient.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Explores thoughts, feelings and behaviour of the patient.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Ensures that the patient understands by asking questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Clarifies imprecise patient statements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Subscales:** *Collaboration:* 1-3, 7-10, 14. *Structuring and Exploration:* 4-6, 11-13

**References:** (1) Kühne, F., Heinze, P. E., Ay-Bryson, D., Maaß, U., & Weck, F. (2021). Development of a scale for assessing basic psychotherapeutic skills. *Zeitschrift Für Klinische Psychologie Und Psychotherapie*, 50(3–4), 116–132. <https://doi.org/10.1026/1616-3443/a000623>. (2) Maaß, U., Kühne, F., Heinze, P. E., Ay-Bryson, D. S., & Weck, F. (2022). The concise measurement of clinical communication skills: Validation of a short scale. *Frontiers in Psychiatry*, 13. <https://doi.org/10.3389/fpsy.2022.977324>