

Therapist Evaluation Checklist

Therapist:

Supervisor:

Date:

Mid-year_____

Final_____

The present level of each skill should be rated as follows:

- s Strength
- / Ability commensurate with level of training
- ? Insufficient data
- n Needs improvement (must specify)
- na Not applicable

Any rating of “needs improvement” must be accompanied by specific recommendations in the comments section. Raters are encouraged to provide narrative commentary as opposed to ratings when possible.

I. CONTRIBUTES TO CLINICAL TEAM

- ___ conscientious; fulfills responsibilities without reminders, is productive
- ___ accepting and cooperative toward staff at all levels; forms positive relationships
- ___ establishes effective supervisory alliance
- ___ exercises good judgment in seeking help
- ___ exercises good judgment when acting independently
- ___ contributes to task completion and cohesion in meetings
- ___ exhibits increased autonomy over course of year
- ___ outside communications reflect positively on agency

II. CAPACITY FOR PROFESSIONAL DEVELOPMENT

- ___ approaches supervision in open and collaborative manner.
- ___ acknowledges impact of own feelings and cultural values on practice
- ___ appropriately self-critical; accurately assessing self
- ___ incorporates new ideas and critical feedback
- ___ motivated to learn (information and help-seeking)
- ___ actively participates in diagnostic teams and seminars
- ___ appropriately questions and challenges colleagues and supervisors
- ___ demonstrates improvement in skills over course of year

___ conduct consistently reflects knowledge of and conformance to APA ethical principles and state laws

III. GENERAL PSYCHOTHERAPY SKILLS

A. CASE MANAGEMENT SKILLS

___ documents services fully but concisely
___ assesses nonpsychological needs
___ initiates referrals as needed
___ completes work in a timely manner
___ able to network and coordinate services with external agencies and other service providers

B. ASSESSMENT SKILLS

1. Therapeutic Alliance:

___ conveys warmth, genuineness, empathy
___ conveys credibility
___ facilitates depth of self-disclosure
___ establishes alliance with all family members
___ respects client as whole person with strengths and needs
___ maintains objectivity
___ able to include cultural variables in alliance building

2. Data Gathering Skills:

___ aware of impact of own behavior and culture on client behavior
___ understands cultural background in client's presentation
___ assesses dangerousness to self and others
___ handles child maltreatment issues appropriately
___ recognizes and understands nonverbal communication
___ recognizes and understands metaphorical communication
___ understands clinical process issues

3. Diagnostic-Analytic Skills:

___ conceptualizes and organizes data from definite theoretical view
___ recognizes impact of multicultural variables on psychological differences and response to treatment
___ incorporates empirical findings in literature in diagnostic formulation
___ generates accurate differential diagnosis

- ___ develops assessment plan to rule out differential diagnosis
- ___ generates accurate case formulation integrating development, self-report, interview-process, projective, and other data
- ___ communicates findings orally in case presentations
- ___ generates accurate and timely written reports

C. INTERVENTION SKILLS

1. Maintains Working Alliance:

- ___ tracks or reflects (particularly affect) client statements in session
- ___ maintains client's motivation to work (without overwhelming or client becoming dependent)
- ___ balances tracking functions with guiding functions consistent with theoretical perspective
- ___ demonstrates multicultural competence
- ___ maintains appropriate case load

2. Focuses Therapy:

- ___ formulates realistic short and long-term behavioral goals
- ___ formulates methods (process goals) for achieving outcome
- ___ establishes shared sense of outcome and process goals with client
- ___ fosters positive expectations of hope
- ___ recognizes therapeutic impasses
- ___ realistic in assessing and re-assessing progress and revising formulation and diagnosis as indicated
- ___ interventions are consistent with theoretical formulation
- ___ interventions are culturally and ethically appropriate
- ___ interventions potentiate change
- ___ able to focus on process issues in session
- ___ interventions are prescriptive vs. generic
- ___ interventions reflect basic knowledge of cognitive-behavioral, dynamic, time limited, crisis intervention, and systemic interventions

3. Understands Interpersonal Process Issues:

- ___ uses personal response to client to aid assessment
- ___ selectively responds to accurate self-report, distortions, and client-therapist demands
- ___ responds appropriately to metaphoric and nonverbal content
- ___ recognizes and highlights underlying affect, cognition, or themes from content
- ___ accurately intuits culturally meaningful behavior

4. Psychological Assessment:

- ___ able to accurately administer cognitive tests
- ___ able to accurately score cognitive tests
- ___ able to accurately interpret cognitive tests
- ___ able to accurately administer personality tests
- ___ able to accurately score personality tests
- ___ able to accurately interpret personality tests
- ___ able to accurately integrate findings in a comprehensive report
- ___ able to formulate a dynamic conceptualization of personality functioning
- ___ is sensitive to cultural issues in terms of appropriateness of the instruments selected with the interpretation of data
- ___ able to generate appropriate treatment recommendations based on the results of the assessment

EVALUATOR COMMENTS:

Hall-Marley (2000) developed the Therapist Evaluation Checklist, an evaluation form used to give feedback to trainees. Sections include contributes to clinical team, capacity for professional development, general psychotherapy skills (case management, assessment, intervention), and evaluator comments.

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Supervision: A Competency-based Approach. Washington, D.C.: APA.