

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; accurate 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.