

Case Western Reserve University

Graduate Training Program in Clinical Psychology

Evaluation of Student Progress in Cognitive-Behavioral Psychotherapy

Student:

Semester: Fall Spring Year: _____

Supervision meetings occurred weekly throughout the semester

Brief Description of the Clients:

Rate the student as:

- The student has struggled in this area and need to make additional improvement
- √ The student has performed adequately and seems competent in this specific skill
- + The student has done quite well in this area, and seems above average in these skills
- NA This item does not apply to the current clinical work

Academic Background:

- + √ - The student is well-read in different schools of psychotherapy
- + √ - The student appears knowledgeable regarding clinical issues
- + √ - The student seems motivated and eager to learn
- + √ - The student seeks out published literature to guide clinical work

Assessment Skills:

- + √ - NA The student conducts a thorough intake assessment
- + √ - NA The student incorporates brief questionnaires as dependent measures
- + √ - NA The student includes interviewer ratings as assessment tools
- + √ - NA The student incorporates behavioral observation when appropriate
- + √ - NA The student understands diagnostic issues related to mental disorders
- + √ - NA The complexities are appreciated when diagnosing personality disorders
- + √ - NA The student includes an evaluation of medical illnesses in the assessment
- + √ - NA The student tries to initiate thorough but flexible baseline assessment
- + √ - NA The student implement single-case research design methodology

Therapeutic Relationship:

- + √ - NA The student has been able to establish rapport with the client
- + √ - NA The student develops a strong collaborative relationship with the client
- + √ - NA The student displays empathy, warmth, and genuineness
- + √ - NA The student conveys an attitude of concern and compassion
- + √ - NA The student includes nondirective but not unstructured sessions
- + √ - NA The student displays a calm, confident, professional manner
- + √ - NA The student appears relaxed and calm in therapy sessions
- + √ - NA The student is careful with therapeutic boundaries
- + √ - NA The student uses a variety of questions to explore ideas
- + √ - NA Questions are used to help the client identify alternative views and ideas

Case Conceptualization:

- + √ - NA The student conceptualizes therapy in terms of problems to be solved
- + √ - NA The student can structure an initial plan for treatment
- + √ - NA The student can explain and defend the rationale for the treatment
- + √ - NA The student develops a case conceptualization independent of supervision
- + √ - NA The student perceives clinical problems from a thoughtful perspective
- + √ - NA The student is able to review a variety of treatment options
- + √ - NA The student is sensitive to aspects of diversity in clinical work
- + √ - NA The student is aware of potential ethical issues pertaining to clinical work
- + √ - NA Therapy focuses on core issues that are central to the client's problems
- + √ - NA Each session concentrates on 1-2 problem areas
- + √ - NA The student is informed about legal issues related to clinical work
- + √ - NA The student incorporates a broad bio-psycho-social model for treatment
- + √ - NA The student focuses on the psyche and the power of the mind
- + √ - NA The student is not overly distracted by every minor "crisis"
and retains a focus on broad principles of change

Strategies for Change:

- + √ - NA The student sets an agenda and has a plan for each session
- + √ - NA Therapy sessions are structured yet flexible
- + √ - NA Each session begins with a review of the previous assignment
- + √ - NA The student limits the time spent on tangential issues
- + √ - NA The student identifies and works to attain specific therapeutic goals
- + √ - NA The student has learned strategies for relaxation training
- + √ - NA The student is familiar with social skills and assertiveness training
- + √ - NA The student has learned strategies for cognitive restructuring
- + √ - NA Changes in mood are used to identify automatic thoughts
- + √ - NA The client appreciate connections between emotions and thoughts
- + √ - NA The student helps to verbalize the client's emotional reactions

- + √ - NA The student is aware of the clinical application of reinforcement principles
- + √ - NA The student has learned problem-solving strategies for clinical work
- + √ - NA Role-played interactions are used when appropriate

Response to Supervision:

- + √ - The student is prepared for supervisory meetings
- + √ - The student communicates well with the supervisor
- + √ - The student appears sensitive to his/her own strengths and weaknesses
- + √ - The student accepts criticism in a constructive manner
- + √ - The student effectively summarizes case material in supervision
- + √ - The student works to incorporate suggestions into the therapy session
- + √ - The student functions well, even with minimal supervision

Clinical Documentation:

- + √ - NA The student completes a comprehensive intake evaluation for each client, by the end of four sessions or 30 days, whichever comes first
- + √ - The student completes progress notes after each session
- + √ - NA The student completes a thorough discharge summary for each client, within one month after the completion of therapy
- + √ - NA The student tends to the business side of clinical work
- + √ - NA The student provides extra documentation when dealing with emergencies

Comments on the Student's Strengths as a Therapist:

Comments on Areas needing additional improvement:

Supervisor: _____ Date: _____

Student: _____ Date: _____