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
A.

**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.

©Susan Hall-Marley, 2000