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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