Case Western Reserve University

Graduate Training Program in Clinical Psychology

Evaluation of Student Progress in Cognitive-Behavioral Psychotherapy

Fall Spring	Year:
-	weekly throughout the semester as needed
on of the Clients:	
dent will need addition dent has performed in dent has done quite wo	using the following scale: nal work on this issue an adequate manner and seems competent in this skill ell in this area, and seems above average in these skills ne current clinical work
upervision:	
The student appears so The student accepts on The student effectively The student works to	ently seeks out published articles to guide the clinical work ensitive to his/her own strengths and weaknesses riticism as feedback for making positive changes y summarizes case material in supervision incorporate suggestions into the therapy session well, even with minimal supervision
rategies:	
A The assessment A The assessment A The student im	onducts a thorough intake assessment at incorporates brief questionnaires and interviewer ratings at incorporates behavioral observation when appropriate applements a single-case research design methodology
elationship:	
A The student en A The student us A The student di A The student di	as been able to establish rapport with each client apphasizes teamwork and collaboration in each session es a variety of questions to explore ideas and alternatives splays empathy, warmth, and genuineness splays a calm, confident, professional manner careful with professional roles and boundaries
	setings occurred on of the Clients: student on each item used dent will need addition dent has performed in dent has done quite we may does not apply to the student appears so The student appears so The student accepts on The student effectivel The student functions rategies: A The student con The assessment A The assessment A The assessment A The student in the student in the student and A The student use A The student did A The Student

Clinica	Clinical Documentation:		
+ + + +	-	NA	The student completes a comprehensive intake evaluation for each client,
+ $\sqrt{}$	-		The student completes progress notes after each session
+ $\sqrt{}$	-	NA	The student completes a thorough discharge summary for each client
+	-	NA	The student provides extra documentation when dealing with emergencies
Case Conceptualization, rated in terms of the supervisee's current level of training			
+ \sqrt{+ \sqnt{+ \sqrt{+ \sqrt{+ \sqnt{+ \sq}}}}}}}}}}}}}}}}}}}}}}}}}}}}}}}}}}}}	-	NA	The student can develop and support an initial plan for treatment
+ $\sqrt{}$	-	NA	The student incorporates a broad bio-psycho-social model for treatment
+ $\sqrt{}$	-	NA	Therapy is conceptualized in terms of the core problems to be solved
+ $\sqrt{}$	-	NA	Each session concentrates on 1-2 specific problem areas
+ $$	-	NA	The student retains a focus on broad psychological principles of change
+ $$	-	NA	The student is sensitive to aspects of diversity in clinical work
+	-	NA	The student is aware of legal and ethical issues pertaining to clinical work
Strategies for Change:			
+ $\sqrt{}$	-	NA	The student sets an agenda and has a plan for each session
+ \forall + \for	-	NA	Therapy sessions are structured yet flexible
+ $\sqrt{}$	-	NA	Each session begins with a review of the previous assignment
+ $\sqrt{}$	-	NA	The student limits the time spent on tangential issues
+ $\sqrt{}$	-	NA	The student identifies and works to attain specific therapeutic goals
+ $\sqrt{}$	-	NA	The supervisee explores connections between emotions and thoughts
+ $\sqrt{}$	-	NA	The student helps clients learn to express their emotional reactions
+ $\sqrt{}$	-	NA	The student has uses problem-solving strategies to guide sessions
+ $\sqrt{}$	-	NA	Role-played interactions are used when appropriate
+ $\sqrt{}$	-	NA	The student has learned specific strategies (e.g, relaxation training,
			assertiveness training, cognitive restructuring, reinforcement principles)
Comments on the Student's Strengths as a Therapist:			
Comments on Areas needing additional improvement:			

Student has been directly (i.e., in person or with video) observed at least once. \Box

Date: _____

Date: _____

Supervisor:

Student:

Brief Comments: