



The University of Texas Rio Grande Valley

## In Vivo Supervision Evaluation Form

Date: \_\_\_\_\_

Name of Student: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Current academic semester (check one)      Fall      Spring      Summer

one): Academic Year: \_\_\_\_\_

Name of Practicum: \_\_\_\_\_

Below is a list of professional competencies. Please evaluate only the competencies that apply.

The present level of each skill should be rated as follows:

1 = very low competence

2 = low competence

3 = basic competence

4 = high competence

5 = very high competence

NA = not applicable

**Any rating of “low or very low competence” must be accompanied by specific recommendations and remediation plan in the comments section.** Raters are encouraged to provide narrative commentary as opposed to simple ratings when possible. The evaluator should consider this supervisee evaluation of clinical intervention in the middle and final practicum evaluation form.

## **I. GENERAL PSYCHOTHERAPY SKILLS**

### **A. CASE MANAGEMENT SKILLS**

- documents services fully, but concisely
- assesses non-psychological needs
- initiates referrals as needed
- completes work in a timely manner
- is able to network and coordinate services with external agencies and other service providers

### **B. ASSESSMENT SKILLS**

#### i. Therapeutic Alliance

- conveys warmth, genuineness, and empathy
- conveys credibility
- facilitates depth of self-disclosure
- establishes alliance with all family members
- respects client as a whole person with strengths and needs
- maintains objectivity
- is able to include cultural variables in alliance building

#### ii. Data Gathering Skills

- is aware of impact of own behavior and culture on client's presentation
- 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

iii. Diagnostic-Analytic Skills

- conceptualizes and organizes data from a definite theoretical view
- recognizes impact of multicultural variables on psychological differences and response treatment
- incorporates empirical findings in literature into 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**

i. Maintenance of Working Alliance

- tracks or reflects (particularly affect) client statements in session
- maintains client's motivation to work (without overwhelming the client or causing the client to become dependent)
- balances tracking functions with guiding functions consistent with theoretical perspective
- demonstrates multicultural competence
- maintains appropriate case load
- uses evidence-based interventions

ii. Focusing of 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 reassessing progress and revising formulation and diagnosis as indicated

undertakes interventions that are consistent with theoretical formulation

undertakes interventions that are culturally and ethically appropriate

undertakes interventions that potentiate change

is able to focus on process issues in session

undertakes interventions that are prescriptive rather than generic

undertakes interventions that reflect basic knowledge of cognitive-behavioral, dynamic, time-limited, crisis-intervention, and systemic interventions

iii. Understanding of 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

iv. Psychological Assessment

is able to accurately administer cognitive test

is able to accurately score cognitive tests

is able to accurately interpret cognitive tests

is able to accurately administer personality tests

is able to accurately score personality tests

- is able to accurately interpret personality tests
- is able to accurately integrate findings in a comprehensive report
- is able to formulate a dynamic conceptualization of personality functioning
- is sensitive to cultural issues in terms of the appropriateness of the instruments selected to the interpretation data
- is able to generate appropriate treatment recommendations based on the results of the assessment

## **II. EVALUATOR COMMENTS:**

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