

The Cognitive Therapy Scale Session 2 and Beyond

Part I. Cognitive Therapy Structure

1:35
anxiety
hopeless
upset
self

- 3/4 1. Mood Check *anxiety - need to define scale 0-10*
- 0 Therapist did not perform a mood check. *Be more intentional - this came across as oh by the way....*
 - 2 Therapist did a mood check that was vague or incomplete.
 - 4 Therapist worked with the client to perform a mood check that was sufficient. (Must use a 1-10 scale here)
 - 6 Therapist worked with client to perform a mood check that made a connection between the feelings and a level of intensity.

2:27
School
practicum
time
family

- 0 2. Agenda *Did not see this?*
- 0 Therapist did not set agenda.
 - 2 Therapist set agenda that was vague or incomplete.
 - 4 Therapist worked with client to set a mutually satisfactory agenda that included specific target problems (e.g., anxiety at work, dissatisfaction with marriage).
 - 6 Therapist worked with client to set an appropriate agenda with target problems, suitable for the available time. Established priorities and then followed agenda.
- 4 3 Update from previous session (focus should be on cognitions)
- 0 Therapist did not provide a bridge from the previous session. *upset about grade F. thought I should withdraw*
 - 2 Therapist provided a bridge that was vague or incomplete.
 - 4 Therapist asked the client appropriate questions regarding the previous session and addressed the client's responses appropriately. *felt anxious - returning to school after 7yrs*
 - 6 Therapist effectively asked questions of client's perception of the previous session and addressed the client's responses. The bridge furthered the client's understanding of the therapeutic process.

3:40
wonder if
graduate
set depressed

- 4 4. Review Homework *Thought record feel stress*
- 0 Therapist did not attempt to review the homework from the previous session with the client.
 - 2 Therapist had significant difficulties reviewing homework or did so vaguely in a manner that did not target specific cognitive/behavioral changes (e.g., did not ask client for progress on previously assigned homework, did not discuss behavioral assignments, adaptive statements)
 - 4 Therapist reviewed previous homework and assigned "standard" cognitive therapy homework generally relevant to issues dealt with in session. Homework was explained in sufficient detail.
 - 6 Therapist reviewed previous homework by having the client read aloud the assignment from the previous session, used scaling questions to rate client's progress, reviewed any behavioral assignments and checked for lessons learned, and discussed which assignments would be helpful to continue during the coming week.

3:45
Depression
"not be depressed"

- 5 5. Prioritizing the Agenda *internship Balance everything*
- 0 Therapist did not attempt to prioritize the agenda.
 - 2 Therapist summarized the agenda in a manner that was vague or incomplete.
 - 4 Therapist worked with client to summarize the topics and collaboratively prioritize the agenda items.
 - 6 Therapist worked with client to summarize the topics, collaboratively prioritize the agenda items, appropriately move discussion items of less importance to a future session, and then,

6:48 - CBT education
7:35 Cog. Dist. definition - Fortune Telling

successfully followed the agenda throughout the session - at times helpfully guiding the client back to the topics.

Rewatch 6:48-10:53

10:18 - Make you feel!
Avoid this!

10:53
0:53
If you do not bring your grade up then you will not finish MSW program how much believe 10-8

2:25
What time of day have the thoughts?
3:08
Physical effects how do you feel?
4:02 - What do you do next
4:54 evidence to support
5:32 evidence against
6:19 effect change thought

3 6. Working on one problem and teaching cognitive skills (Working with cognitive distortions and automatic thoughts)

- 0 Therapist did not address cognitive distortions/automatic thoughts.
- 2 Therapist noticed cognitive distortions, but did not effectively address them
- 4 Therapist addressed cognitive distortions and appropriately offered a tool to the client to help with the distortion
- 6 Therapist addressed cognitive distortions in a way that the client clearly understood and was able to make progress about in the session.

CD - fortune telling

4 7. Collaboratively setting homework

19:56 have thought - change it right then -

- 0 Therapist did not select cognitive-behavioral techniques. Instead, used a case-management approach or focused on a case-management problem.
- 2 Therapist selected cognitive-behavioral techniques; however, the overall strategy for bringing about change either seemed vague or did not seem promising in helping the patient. OR used a CBT technique with a case-management problem.
- 4 Therapist had a generally coherent strategy for change that showed reasonable promise and incorporated cognitive-behavioral techniques with a therapeutic issue which was also touched on at the end of the session.
- 6 Therapist followed a consistent strategy for change and incorporated the most appropriate cognitive-behavioral techniques which he/she reviewed at the end of the session.

2 8. Providing a summary and eliciting feedback

21:36 feedback - didn't hear summary

- 0 Therapist did not summarize session or ask for feedback.
- 2 Therapist elicited some feedback from the client, but did not ask enough questions to be sure the client understood the therapist's line of reasoning during the session or to ascertain whether the client was satisfied with the session. Therapist provided a mediocre summary of the session
- 4 Therapist asked enough questions to be sure that the client understood the therapist's line of reasoning throughout the session and to determine the client's reactions to the session. The therapist adjusted his or her behavior in response to the feedback, when appropriate. Gave an effective summary of the session
- 6 Therapist was especially adept at eliciting and responding to verbal and nonverbal feedback throughout the session and provided an effective summary at end of session and elicited client feedback.

18:02 - Core beliefs - didn't name it -

18:17 tell friend

19:00 - Can you do that for yourself?
This is where go back to ask how much she believes in it.

Part II: General Therapeutic Skills

4 1. Reconnection with the Client

- 0 Therapist did not greet the client warmly or genuinely
- 2 Therapist greeted client, but did not connect and adjust to client mood/emotional state
- 4 Therapist demonstrated attunement with client at key times in the session
- 6 Therapist demonstrated consistent attunement with the client throughout the session

IE... then now

you just abruptly stopped - try to wrap it up - tie it up this way.

4

2. Understanding, listening, and empathy

- 0 Therapist repeatedly failed to understand what the client explicitly said, thus consistently missing the point. Therapist demonstrated poor empathy skills.
- 2 Therapist was usually able to reflect or rephrase what the client explicitly said, but repeatedly failed to respond to more subtle communication. Limited ability to listen and empathize.
- 4 Therapist generally seemed to grasp the client's "internal reality" as reflected by both what the client explicitly said and what the client communicated in more subtle ways. Reflected both content and feelings empathetically in the session.
- 6 Therapist seemed to understand the client's "internal reality" thoroughly and was adept at communicating this understanding through appropriate verbal and nonverbal responses to the client. Excellent listening and empathic skills.

4

3. Collaboration

- 0 Therapist did not attempt to set up a collaboration with the client.
- 2 Therapist attempted to collaborate with the client, but had difficulty *either* defining a problem that the client considered important *or* establishing rapport.
- 4 Therapist was able to collaborate with the client, focus on a problem that both client and therapist considered important, and establish rapport.
- 6 Collaboration seemed excellent; therapist encouraged client as much as possible to take an active role during the session so therapist and client could function as a "team."

4

4. Pacing and Efficient Use of Time

- 0 Therapist made no attempt to structure therapy time. Session seemed aimless.
- 2 Session had some direction, but the therapist had significant problems with structuring or pacing (too little structure, inflexible about structure, too slowly paced, too rapidly paced).
- 4 Therapist was reasonably successful at using time efficiently. Therapist maintained appropriate control over flow of discussion and pacing.
- 6 Therapist used time efficiently by tactfully limiting peripheral and unproductive discussion, and by pacing the session as rapidly as was appropriate for the client.

3/4

5. Professionalism

- 0 Neither the setting nor the therapist appearance met a professional level standard
- 2 Either the setting was not appropriate (noisy, not private, sitting at a table) or the therapist was not in professional attire.
- 4 Both the setting and the therapist's appearance were appropriate for the session.
- 6 The setting and the therapist provided/demonstrated a high degree of professional appearance.

I noticed this several times -
OK, ... SO - clicking sound?

You were animated! Try to be aware of saying OK, OK, OK so much! You have an upbeat presence which is nice - this was a good practice run - tighten up the professionalism a little - I think tweaking a few things will help you make a great final video.

Part III. Overall Ratings and Comments

1. How would you rate the clinician overall in this session, as a cognitive therapist?

0	1	2	3	4	5	6
Poor	Barely Adequate	Mediocre	Satisfactory	Good	Very Good	Excellent

2. Comments and Suggestions for Therapist's Improvement:

Marissa - this was a good start to demonstrating the skills for your final video - Be sure to set the agenda near the beginning of your session. At 11:53 you developed a good If... then statement. You did pretty good following outline to challenge the thought. At 19:00 - this is where you would check in again to see how much she believes the thought now - hope fully the # decreased! I heard you ask for feedback, didn't hear a summary though.

20-Minute Points Rubric

Student Name:

Required Elements 65 points total available	Score of 4 or higher= 5	Score of 3 = 4	Score of 2 = 3	Score of 1 = 1	Did not do = 0
1. Mood Check		4			
2. Agenda					0
3. Update from previous session	5				
4. Review Homework	5				
5. Prioritizing the Agenda	5				
6. Working on 2 problems and teaching cognitive skills		4			
7. Collaboratively setting homework	5				
8. Providing a summary and eliciting feedback			3		
9. Reconnection with the Client	5				
10. Understanding, listening, and empathy	5				
11. Collaboration	5				
12. Pacing and Efficient Use of Time	5				
13. Professionalism	5				
Comments:					
Total score:					