

| <b>Criteria for Evaluating Clinical Practice</b><br><i>(Lietz, 2005)</i> | <b>1</b>   | <b>2</b>  | <b>3</b>  | <b>4</b>  | <b>5</b>  |
|--|--|---|---|---|---|
| Therapeutic relationship and rapport building                            | Client appears anxious and uncomfortable when interacting with clinician.                                  | Client appears somewhat hesitant about interacting w/clinician.   | Client seems ambivalent about his/her interaction with clinician.   | Client appears comfortable and open in his/her interaction with clinician.      | Client seeks interaction with clinician and is actively engaged in the process.   |
| Use of Questions   | Questions are confusing, repetitive, leading and generally ineffective.                                    | There is an overabundance of closed questions. Questions are somewhat unclear.  | Clinician uses both closed and open questions.  | Clinician uses a wide range of questions that lead to good discussion.          | Clinician uses open and closed questions strategically. Questions are well formulated and clear.                        |
| Attending Behaviors  | Attending behaviors are awkward and are interfering with the communication process.                        | Attending behaviors do not match client presentation. They appear unnatural.  | Attending behaviors do not interfere with the therapeutic process.  | Clinician uses appropriate attending behaviors that help to put client at ease. | Clinician uses open, engaging attending behaviors that effectively facilitate communication.                            |
| Structuring/ Effective Leadership  | Clinician has difficulty asserting his/her leadership. There is a lack of direction/focus to the session.  | Clinician has some difficulty leading the session – either by over-structuring or failing to demonstrate leadership.      | Clinician leads the session with some minor distractions.   | Clinician demonstrates appropriate leadership in the communication.             | Clinician takes an effective leadership role that clearly facilitates the process through collaboration.                |
| Goal Setting   | Clinician is ineffective in goal setting by over-managing the process or by failing to provide leadership. | Clinician sets goals without feedback from client and/or goals are not an integral part of the work.                      | Goals are set. However, Clinician has some difficulty in collaboration regarding goals and/or in using these to guide the work. | Clinician helps client to set goals and incorporates these into session.        | Clinician collaborates with client to set goals that fit client desires. Goals are reviewed and used to guide the work. |
| Analysis   | Clinician's assessment does not fit the assessment data. Conclusions are not tentative and suggest bias.   | Clinician does not engage in ongoing assessment/data collection. There are some assumptions present in their conclusions. | There is an analysis of assessment data. However, clinician's analysis is somewhat contradictory or confusing.                  | Clinician pulls together client data in a way that makes sense.                 | Clinician actively collects data and synthesizes data in a way that is trustworthy and logical.                         |

Other Observation Notes: