

CCE Self-Assessment and Transcript Form

Step 1: Record Skillsetter Conversation Simulation videos and re-record as often as you deem necessary within the three-hour time frame.

Step 2: Select four videos that demonstrate the required competency domains listed below (not all six competency domains need to be demonstrated in each individual video; however, across the four selected videos, all six domains must be demonstrated at least once.) and best represent your skills within that domain (Please see CCE rubric for full description of each of the competencies listed below.)

- A. *Fidelity of Intervention
Interventions that accurately and consistently reflect the student's conceptualization (treatment model, or alternative treatment) and adherence to their treatment model(s).
- B. *Intervention Skills
Intervention skills (as demonstrated in conversation simulation) were organized and well-executed. If mistakes are present, they are minor, do not fundamentally misrepresent the intervention, and are not expected to negatively impact the client's response to treatment.
- C. Listening, Understanding, Empathy
Reflects a solid command of effective listening and communication of understanding and empathy. For example, student uses verbal encouragers, content and feelings reflections, and summaries to communicate an understanding of client's concerns and feelings. There are few, if any, therapist interruptions or digressions.
- D. Open-Ended Questioning & Other Facilitating Techniques
Reflects a solid command of use of open-ended questions and other facilitating techniques, including clarification, confrontation, feedback, and silences in exploring client concerns.
- E. Legal/Ethical Issues
Carefully considers legal implication of case, including reporting requirements, while maintaining respect for client confidentiality and commitment to high professional standards.
- F. Diversity
Diversity issues relevant to the case were sophisticated and commensurate with doctoral-level training.

Step 3: Use the form below to transcribe each video, check off areas on transcript where competency domain skills are demonstrated, and complete the self-analysis that follows (One transcript form per video should be submitted within one appendix of your CCE document). Students may copy/paste transcript from Skillsetter but it is the student's responsibility to ensure the accuracy of the transcript.

*For Fidelity of Intervention and Intervention Skills, consistent with the rubric, select responses that accurately reflect the treatment model, or alternative treatment, you used for the case you are presenting for the CCE.

Conversation Simulation name: _____

Recording link: _____

Indicate (x) Competency Domain

Verbatim Transcript:

I: Interviewer
behavior/response

C: Client
behavior/response

		1. Fidelity of Intervention	2. Intervention	3. Listening, Understanding, Empathy	4. Open-Ended Questioning & Other	5. Legal/Ethical	6. Diversity
1.	Zoey: Hey, um, how's it going?						
2.	Therapist: Hi Zoe, things are good. How are things with you?						
3.	Zoey: Um, fine I guess. Just busy with school and stuff.						
4.	Therapist: So I wonder if it would be okay for me to share an observation with you.						
5.	Zoey: Um, yeah, sure I guess.						
6.	Therapist: I've noticed a change lately. our relationship and the way that we interact with each other has changed a little bit in that normally when you would come in here, we would have some pretty great conversations. And lately, your responses have been, I guess, more limited. And also, it seemed that maybe you're less satisfied with the work that I'm providing or the work we're doing together here. And I'd really like to talk a little bit about that today. I mean, if there's something happening in our relationship that's getting in the way of you feeling comfortable, I definitely want to address that as quickly as possible.						
7.	Zoey: Oh, um...yeah. I mean, you're right that something's been bothering me. I didn't really know how to bring it up, you know? I don't want to get you in trouble or anything since you're still training.						

8.	Therapist: I really appreciate that, but I want to be here for you and how you're feeling about things is really important to me. And I want to make sure that we're creating a safe space where you feel comfortable talking to me about anything, even when things aren't going the way that you would want them to go. So I hope you're feeling comfortable enough to tell me what's going on.						
9	Zoey: Um, okay. I mean...I appreciate that you've been really nice and understanding, but honestly, I feel like we've spent all this time just talking about my history and my symptoms, and I haven't really gotten any actual strategies to help with my anxiety. Like, that's what I came here for, you know? And I already have so much going on with school, and I'm starting to wonder if this is even worth my time.						
10.	Therapist: what I'm hearing you say is that we've spent so much time going over your history and just really trying to get a sense of what's been happening, that there hasn't been too much focus or enough focus on symptom management and reducing your anxiety, which is really what you're here to accomplish. And it almost feels like we've been kind of spinning our wheels. Am I getting that right?			X			
11.	Zoey: Yeah, exactly. Like, I get that you need to understand what's going on with me, but I was hoping for more...I don't know, like actual tools or something by now.						
12.	Therapist: Yeah, I totally get that. So together we can definitely move in that direction. We can identify some different strategies that might be helpful to you in managing your anxiety. How does that sound?				X		
13.	Zoey: Um...okay, I guess. That sounds good.						
14.	Therapist: Okay, so we'll definitely do that. But before we do that, I also want to check one more thing. I noticed the last couple of times I've asked you to complete the worksheets that I've given you to take home. It's been hard for you to do that. And I think now after this conversation, I can appreciate that it's probably because You're so busy. And that must have felt like I was just adding one more thing to your to-do list, which is already sort of overwhelming. Am I getting that right? Am I understanding	x			x		

	that well enough?						
15.	Zoey: Um, I mean...yeah, partly. But honestly, it also felt kind of pointless to track my anxiety when I wasn't getting anything to actually help manage it, you know?						
16.	Therapist: I gotcha. Yes, and that's definitely on me. I think I probably should have done a better job connecting those dots. I think tracking is the way that once we do have those strategies, we can figure out if they're working or not, right? By monitoring and tracking how you're feeling, we can look very closely and see Did that skill work or not, and do we need to make any changes or shifts in the skills that we are learning to use? Does that help understand? Does that help you understand why I've asked you to track?	X					
17.	Zoey: Um, yeah, I guess that makes more sense now. I just...I wish we had gotten to the actual strategies part sooner, you know? Like, it would've been easier to do the tracking if I felt like I was actually working towards something.						

Continue adding rows as needed...

Provide a brief (no more than 250 words) self-analysis. Describe why you selected this recording and how you believe it demonstrates each of the competency areas identified within the table above. If there is anything you would have done differently, please note what that would have been here):

I selected this recording because I believe it demonstrates my ability to directly address possible rifts in the therapeutic relationship in a supportive and validating manner. In addition, this recording shows how I address a client's poor follow-through with completing homework, which is essential to the CBT therapy I provide my clients and is a common challenge in this work. In this exchange, I demonstrated active listening by offering a paraphrase (line 10) and clarifications (lines 10 and 14) and using an open-ended question (line 12). In addition, I believe directly asking the client about challenges completing her homework assignments (line 14) then allowed me to provide the rationale about the importance of collecting information (emotions, behaviors, thoughts) to allow analysis of what's working and what's not working in treatment (line 16). Some areas of growth I noticed include wishing I had used more active listening and open-ended questions throughout to allow the client to feel that her input was valued. During the homework discussion, I could've explained the importance of continuing to do work outside of sessions to enhance the generalization of skills into the real-world where they really matter and empower the client to become her own therapist faster, reinforcing she is an active participants in her healing.