

Clinical Qualifying Exam (CQE) Rating Scale

Student's Name: _____ Date of Evaluation: _____

Examiner's Name: _____

Assessment

Intake and history (give ½ point for each area the student appropriately completes; while more points may be available, only a maximum of 7 points should be given in this section)

Comprehensive intake and history includes inquiring about and recording the following:

- | | |
|--------------------------------------|--|
| _____ Reason for referral | _____ Vocational History |
| _____ Presenting problem | _____ Family Psych/Medical/SA history |
| _____ History of presenting problem | _____ Past Psych/Medical/SA history |
| _____ Childhood history | _____ Military history (if applicable) |
| _____ Educational history | _____ Legal history & issues (if applicable) |
| _____ Family/Relationship History | _____ Religious/spiritual issues |
| _____ Medications | _____ Cultural/diversity issues |
| _____ Trauma History (if applicable) | _____ Lethality/Risk Assessment |
| | _____ (0-7 points) |

Psychological Testing

While area C is required for all students, a student can be given points if area A or B is present; only score 0-3 points for one category for A or B.

A. _____ Presents at least one personality test or relevant behavior checklist with appropriate interpretation (e.g., MMPI-2, MCMI-III, Beck measures, CBCL) (0-3 points)

OR

B. _____ Presents at least one projective test with appropriate interpretation (Rorschach, TAT, Sentence completion, Drawings) (0-3 points)

AND

C. _____ A detailed Mental Status Examination (0-3 points)

Diagnosis

_____ Presents a multiaxial, DSM-IV Diagnosis. (0-3 points)

_____ Presents alternative diagnoses and basis for rule out. (0-3 points)

_____ Presents an accurate summary of findings and comprehensive formulation of the patient's problem based on the assessment data. (0-3 points)

Assessment Sub-Score _____ (0-22)
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ConceptualizationTheoretical Model(s)

_____ 3. Is able to articulate a professionally accepted theoretical approach and/or a set of empirically validated procedures or systematically integrate two or more such approaches with evidence of significant depth of understanding of these approaches. (4-5 points)

_____ 2. Is able to describe a theoretical approach or integration of two or more such approaches with adequate depth of understanding of the theories. (1-3 points)

_____ 1. Presents a theoretical approach reflecting little depth of understanding and/or integrates two or more such approaches inappropriately or in a way that violates the assumptions of those theories. (0 points)

Relevance

_____ 3. The approach is based on a careful consideration of client and therapist goals and a thorough assessment of all of the most clinically relevant issues that are presented (i.e., suicidal behavior, history of sexual abuse, substance abuse, severe psychopathology). (4-5 points)

_____ 2. The approach reflects basic or superficial goals and an assessment that addresses the most obvious issues, while ignoring more subtle issues or those that would have required a more careful evaluation. (1-3 points)

_____ 1. The approach ignores the client's most important goals and needs and fails to address the most clinically relevant issues, while focusing on superficial problems. (0 points)

Integration

_____ 3. The conceptualization incorporates the client's unique history, current problems and personality style and applies the theoretical model and/or the empirically validated approach to the actual data of the client's life in a highly individualized manner. (4-5 points)

_____ 2. The formulation incorporates some important data of the client's life but fails to account for much of the relevant history or life situation, appealing to theoretical assumptions from the model without adequate empirical support. (1-3 points)

_____ 1. The conceptualization relies mostly on theoretical constructs and offers little in the way of integration of relevant historical, mental status or personality variables that are empirical. (0 points)

Flexibility of Approach

_____ 3. Is able to articulate one alternative, appropriate and distinct theoretical approach or other empirically validated procedure(s) of their choosing to the case with a sound depth of understanding and appropriateness to the client's situation. (4-5 points)

_____ 2. Is able to describe an alternative approach with adequate understanding of the basic principles and some degree of applicability to the case. (1-3 points)

_____ 1. Is unable to articulate an alternative model and/or provides no applicability to the actual case. (0 points)

Legal/Ethical Issues

_____ 3. Carefully considers legal implications of case, including reporting requirements while maintaining respect for client confidentiality and commitment to high professional standards. (4-5 points)

_____ 2. Adequately protects client confidentiality but ignores more subtle issues pertaining to the professional relationship (i.e., boundary issues) or fails to consider possible legal complications. (1-3 points)

_____ 1. Fails to address important legal responsibilities in the case or to protect client confidentiality. (0 points)

Diversity

_____ 3. Demonstrates a good understanding of how cultural or other diversity issues influence the case while taking them into account in both the assessment and treatment of the client. (4-5 points)

_____ 2. Acknowledges the role of culture and diversity in the case, but addresses those dimensions superficially in the treatment of the client. (1-3 points)

_____ 1. Ignores the role of diversity and culture in the case. (0 points)

Limitations/Indications

_____ 3. Is able to clearly describe the indications and limitations of the intervention model chosen for the case as well as the alternate model that the student has chosen. (4-5 points)

_____ 2. Has some understanding of the indications and limitations of the model, but unaware of many contraindications or has no insight into the limitations/indications of the alternate model. (1-3 points)

_____ 1. Is unable to adequately discuss the limitations or indications of both their intervention model and the alternate model. (0 points)

Outcome/Self-Critique

_____ 3. Clearly describes and documents client outcome and understands and is able to self-critique and explain the basis for success or failure of the intervention as well as his/her therapeutic errors or oversights. (4-5 points)

_____ 2. Is able to describe client outcome, but is limited in the ability to self-critique and explain the basis for success or failure of the intervention. (1-3 points)

_____ 1. Cannot clearly describe or document client outcome and is unable to self-critique and explain the basis for the success or failure of the intervention. (0 points)

Conceptualization Sub-Score _____ (0-40)

Clinical Skills/Intervention

Listening

_____ 3. Listens effectively to client, responds to their verbalizations without introducing new questions, unless clinically indicated, and demonstrates that they are following client's train of thought with few interruptions or digressions. (4-5 points)

_____ 2. Follows client's train of thought, typically responds to some last or preceding comment without introducing new data, unless clinically indicated, but has tendency to talk too much or direct the discussion too often or inappropriately. (1-3 points)

_____ 1. Fails to listen to client, does not follow client's lead or train of thought and directs the interview with little regard for client's initiative. (0 points)

Understanding/Empathy

_____ 3. Uses reflection of feeling and content and accurately communicates an understanding of client feelings, attitudes and concerns. (4-5 points)

_____ 2. Uses reflection of either feeling or content and is able to communicate an adequate level of understanding, but often misses the client's major concerns. (1-3 points)

_____ 1. Does not utilize effective empathy skills and is unable to communicate adequately their understanding of the client's expressed concerns. (0 points)

Questioning

_____ 3. Uses open-ended questions as appropriate that facilitate the client's exploration of problems and concerns. (4-5 points)

_____ 2. Is able to use open-ended questions appropriately, but falls back frequently upon closed-ended questioning that limits client exploration. (1-3 points)

_____ 1. Questioning tends to be inappropriately closed-ended and rarely facilitates adequate exploration or explanation of the client's difficulties. (0 points)

Other facilitating techniques

_____ 3. As appropriate, uses clarification, confrontation, feedback, summary statements and silences in exploring client issues. (4-5 points)

_____ 2. Is able to employ clarification, summary statements, feedback and silences when appropriate, but does so ineffectively or too infrequently to enhance client exploration of problems. (1-3 points)

_____ 1. Even when appropriate, rarely if ever uses clarification, feedback, silences or summary statements to enhance exploration of client issues. (0 points)

Fidelity of Intervention

_____ 3. The taped session reflects many interventions that accurately reflect the proposed conceptual/theoretical/empirical framework offered by the student. (5-8 points)

_____ 2. The taped session has some evidence of clinical interventions that are consistent with the student's conceptualization, but the interventions are often unrelated or inconsistent with the model proposed. (1-4 points)

_____ 1. The taped session reflects little or no correspondence with the student's treatment model. (0 points)

Clinical Skills/Intervention Sub-Score _____ (0-28)
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Quality of Written Document

_____ 3. The written document is clearly and concisely written, comprehensive in covering the relevant dimensions of the case and is free of any errors in grammar and spelling. (6-10 points)

_____ 2. The document is sufficiently comprehensive, but may lack clarity at times or occasional errors in spelling and grammar. (1-5 points)

_____ 1. The written document is poorly written, omits important information, and/or has many errors in spelling and grammar. (0 points)

Quality of Written Document Sub-Score _____ (0-10)

Assessment Sub-Score _____ (0-22) <i>(minimum points required: 17)</i>
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Conceptualization Sub-Score _____ (0-40) <i>(minimum points required: 32)</i>

Clinical Skills/Intervention Sub-Score _____ (0-28) <i>(minimum points required: 22)</i>
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Quality of Written Document Sub-Score _____ (0-10) <i>(minimum points required: 8)*</i>

Total CQE Score _____ (0-100) <i>(minimum overall points required: 80)</i>

Overall Evaluation:

Pass _____
(Overall score of 80-100, with at least 80% in each sub-category)

Remediate _____
(Overall score less than 80 and/or less than 80% in any of the following sub-categories: Assessment, Conceptualization, or Clinical Skills/Intervention.)

If a student meets all criteria for passing the CQE except for receiving at least 80% on the "Quality of Written Document" sub-category, the student may have **ONE opportunity to re-write the document.*

Signature: _____

Date: _____

**PLEASE RETURN THIS FORM WITHIN 5 DAYS TO THE
 DIRECTOR OF CLINICAL TRAINING**