



<b>A. MEDICAL EXPERT</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
1. Formulates cases according to the DBT model (presents the Biosocial theory to individual patients, further develops formulation in individual therapy).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Uses validation strategies (e.g., reflecting, validating in the context of past learning/temperament, normalising) and builds a strong alliance with patients.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Uses problem assessment strategies (e.g., sets behavioural goals, conducts Behavioural Analyses).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Balances reciprocal (mirroring) and irreverent (surprising) communication.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Uses DBT commitment strategies to enhance commitment to treatment and goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Uses contingency management strategies (e.g., positive reinforcement, aversive contingency when indicated).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Uses DBT structural strategies (e.g., structures individual session according to treatment hierarchy, manages time well when leading group, assigns and reviews homework in group and/or individual sessions).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Teaches DBT skills to patients, including providing in vivo skills coaching when indicated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Uses dialectical strategies (e.g., models “both-and” thinking, maintains balance and flow in sessions).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>B. COMMUNICATOR</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
10. Maintains timely and accurate written records of treatment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>C. COLLABORATOR</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
11. Implements the DBT Team agreements with the supervisor, group co-leader and/or teammates, including: expresses differing opinions non-judgmentally, seeks dialectical synthesis, does not speak on clients’ behalf, observes personal limits, uses phenomenologically empathic language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Contributes actively to discussions about treatment (with supervisor, group co-leader or in DBT Consultation Team), demonstrating reflection, non-judgmental stance, and an ability to both validate and challenge interprofessional colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>D. MANAGER</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
13. Effectively prioritizes clinical, educational and personal demands in order to provide safe patient care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



<b>E. HEALTH ADVOCATE</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
14. Advocates for the patient (where appropriate), in conversation or in writing, in an appropriate and effective manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>F. SCHOLAR</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
15. Demonstrates an appropriate awareness of DBT literature and research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>G. PROFESSIONAL</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
16. Exhibits appropriate professional behaviours, including honesty, integrity, respect for diversity, maintenance of appropriate boundaries, confidentiality, and attending supervision having reflected on the clinical material.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Maintains a constructive, hopeful attitude toward patients by adhering to the DBT Assumptions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Develops the ability to tolerate challenging behaviours, and balances this with effectively pushing patients to change.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>OVERALL RATING</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>OVERALL RATING:</b> Possesses knowledge, skills, and attitudes for satisfactory completion of this rotation					

**Comments:**

Please select other Teachers/Supervisors who contributed to this evaluation:

