SUPERVISION WORKSHEET
Designed & developed by Christine A. Padesky, PhD in 1995
For personal use only

USAGE
• To be used by clinicians seeking CBT consultation / supervision

INTENT
• To help the clinician identify what they know and what might be contributing to feeling stuck.
• This form requires them to prepare for their session ahead of time and focus more clearly on the critical issues.

PROCESS
• The clinician is asked to formulate a “Supervision Question” and then proceed through the form providing information directly relevant to the question at hand.
• This form is then presented during the consultation or supervision session.

BLOG
• Please check out Padesky’s blog article on why she developed the worksheet and tips on how to use it: Better Supervision
• https://www.padesky.com/making-supervision-better/

You MAY
• Reproduce copies of the Supervision Worksheet with no alterations ONLY for PERSONAL USE and use with SUPERVISEES/STUDENTS (include copyright notice)
• Contact https://www.padesky.com/ for how to receive permission to distribute the Supervision Worksheet
• Link to https://www.padesky.com/clinical-corner

You MAY NOT
• Post the Supervision Worksheet on other sites
• Distribute in any setting without express permissions
• Link to the Supervision Worksheet file directly (it may be moved about during re-designs or page revisions)

The following materials are protected by copyright.
We appreciate your adherence to copyright law and the protection of intellectual property.
SUPERVISION WORKSHEET

SUPERVISION QUESTION:

1) Is there a cognitive model for understanding and treating this client problem?
   If so, write or draw it here. If not, construct a cognitive model for conceptualization and treatment.

2) Are you following the cognitive conceptualization and treatment plan?
   If not, discuss advantages/disadvantages of cognitive or alternative conceptualizations and treatment plans.

3) Do you have the knowledge and skill to properly implement the CT treatment?
   If not, ask for help with these skills and this knowledge.

4) Is the therapeutic response following expected patterns? If not, formulate hypotheses about why client response is different from expected. Consider client beliefs, skill deficits, emotional responses, interpersonal patterns, life circumstances, and developmental history. Also consider the factors in #5 below.

5) What else might be interfering with success? Include hypotheses about:
   - The therapist (e.g., beliefs, skill deficits, emotional responses, interpersonal patterns, life circumstances, developmental history)
   - The therapy relationship (e.g., is it positive and collaborative?)
   - The cognitive conceptualization (e.g., is something missing or inaccurate?)
   - The treatment plan (e.g., are there additional approaches which might help?)


© Copyright 1995 Christine A. Padesky, PhD • www.padesky.com • All rights reserved.