

## Cognitive Therapy Rating Scale-Revised

### Scoring Rubric

Scoring Key:

- 0 = Item was NOT PRESENT.
- 1 = Item was present but was UNSATISFACTORY.
- 2 = Item was present and performed with MODERATE SKILL.
- 3 = Item was present and performed VERY WELL.

CTRS-R Item	Criteria Questions	Y/N	Score
1. Agenda	<p>Did the therapist...</p> <ul style="list-style-type: none"> <li>• Provide transition to the previous session?</li> <li>• Identify significant events [positive and/or negative] since previous session?</li> <li>• Review Action Plan [complete review may be done as part of the agenda]?</li> <li>• Conduct a mood check?</li> <li>• Identify specific goals or problems to work on during the session?</li> </ul>	 ____  ____  ____  ____  ____	
	If therapist completed none of the above items		0
	If therapist completed one or more but not all of the above items		1
	If therapist completed all five of the above items		2
	<p>If therapist completed all five of the above items PLUS...</p> <ul style="list-style-type: none"> <li>• Made certain that all items important to the client were addressed and prioritized;</li> </ul>		3

	<ul style="list-style-type: none"> <li>Followed the agenda throughout the session unless there was an overt discussion about deviating from the agenda.</li> </ul>		
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CTRS-R Item	Criteria Questions	Y/N	Score
2. Feedback	Did the therapist... <ul style="list-style-type: none"> <li>Ascertain the client’s reaction to the session, the therapist, or the therapeutic process?</li> <li>Ensure that the client understood and agreed with the treatment plan?</li> <li>Respond appropriately to feedback?</li> </ul>	 _____  _____  _____	
	If therapist completed none of the above items		0
	If therapist completed one or more but not all of the above items		1
	If therapist completed all three of the above items		2
	If the therapist completed all three of the above items PLUS... The therapist fluidly requested feedback throughout the session [agenda, transitions, use of techniques, and/or developing an Action Plan].		3

CTRS-R Item	Criteria Questions	Y/N	Score
3. Understanding	Did the therapist... <ul style="list-style-type: none"> <li>• Demonstrate they generally heard and understood the content of what the client expressed through repeating, summarizing, etc. what the client said during the session?</li> </ul>	_____	
	If therapist did not demonstrate the above item		0
	If therapist inconsistently listened and reflected the client's statements		1
	If therapist listened and reflected the client's statements throughout the session		2
	If the therapist consistently listened and reflected throughout the session PLUS... <ul style="list-style-type: none"> <li>• Therapist demonstrated recognition of understanding the client's emotional state through acknowledgement, reflection, empathy;</li> <li>• Discussed the client's emotional state within the context of the conceptualization;</li> <li>• Demonstration of emotional state is accomplished by a combination of words, expressions, gestures, tone, and body language throughout the session.</li> </ul>		3

CTRS-R Item	Criteria Questions	Y/N	Score
4. Interpersonal Effectiveness	Throughout the session, did the therapist... <ul style="list-style-type: none"> <li>• Demonstrate concern for client and help the client reach their goals?</li> <li>• Provide positive reinforcement for actions taken by the client (e.g. completing action plans)?</li> <li>• Maintain professional and ethical behavior?</li> </ul>	 _____  _____  _____	
	If therapist completed none of the above items		0
	If therapist completed one or two, but not all three of the above items		1
	If therapist completed all three of the above items		2
	If the therapist completed all three of the above items PLUS... <ul style="list-style-type: none"> <li>• Through words, gestures, and expressions, demonstrated warmth, genuineness, and unconditional acceptance (absence of judgment) by making positive statements about the client's character or characteristics (e.g. strength, determination, caring, vision, values, integrity, etc.)</li> </ul>		3

CTRS-R Item	Criteria Questions	Y/N	Score
5. Collaboration	<p>Did the therapist...</p> <ul style="list-style-type: none"> <li>• Ask the client for input/agreement when setting the agenda and respond appropriately to the input?</li> <li>• Ask the client for input/agreement when selecting or using CBT techniques and respond appropriately to the input?</li> <li>• Ask the client for input/agreement when determining the Action Plan to be followed between sessions and responded appropriately to the input?</li> </ul>	<p>_____</p> <p>_____</p> <p>_____</p>	
	If therapist completed none of the above items		0
	If therapist completed one or more but not all three of the above items		1
	If therapist completed all three of the above items		2
	<p>If the therapist completed all three of the above items PLUS...</p> <ul style="list-style-type: none"> <li>• Throughout the session, the therapist made a consistent effort to invite client's participation/agreement on every major decision about the session and responded appropriately. The collaboration resulted in a mutually agreeable direction for the session.</li> </ul>		3

CTRS-R Item	Criteria Questions	Y/N	Score
6. Pacing and efficient use of time	Did the therapist... <ul style="list-style-type: none"> <li>• Allocate appropriate time for               <ul style="list-style-type: none"> <li>○ transition and agenda setting;</li> <li>○ intervention(s);</li> <li>○ feedback and action planning?</li> </ul> </li> <li>• Complete the session within 40 – 60 minutes?</li> </ul>	   _____   _____	
	If therapist completed none of the above items		0
	If therapist completed one but not both of the above items		1
	If therapist completed both of the above items		2
	If the therapist completed both of the above items PLUS... <ul style="list-style-type: none"> <li>• Provided pacing that allowed discussion to seamlessly move through each of the different segments;</li> <li>• AND, if needed, made appropriate attempts to limit peripheral or unproductive discussion;</li> <li>• AND the session was conducted within 45 – 55 minutes</li> </ul>		3

CTRS-R Item	Criteria Questions	Y/N	Score
7. Guided Discovery	Did the therapist... <ul style="list-style-type: none"> <li>• Design and conduct the session to help the client achieve a cognitive shift regarding agenda items?</li> <li>• Throughout the session, avoid showing bias and avoid use of directions, arguments, or coercion to lead the client to “see” things the way the therapist thinks the client should see them?</li> <li>• Assess the cognitive shift following an intervention?</li> </ul>	_____  _____  _____	
	If the therapist made no attempt to help the client achieve a cognitive shift		0
	If the therapist completed one or more but not all of the above items		1
	If the therapist completed all three of the above items		2
	If the therapist completed all three of the above items PLUS... <ul style="list-style-type: none"> <li>• Throughout the session, skillfully utilized the process of discovery to help the client arrive at their own conclusions;</li> <li>• Assess the potential impact of the cognitive shift on the client’s emotions and behaviors.</li> </ul>		3

CTRS-R Item	Criteria Questions	Y/N	Score
8. Focus on Key Cognitions and Behaviors	Did the therapist... <ul style="list-style-type: none"> <li>Focus on specific cognitions, images, sensations, emotions, behaviors, and or meanings about aspirations or challenges associated with the sessions Agenda item(s)?</li> </ul>	—	
	If the therapist did not focus on any particular item during the session		0
	If the therapist focused on an issue that was unrelated to Agenda items or was unable to elicit specific cognitions, images, sensations, emotions, behaviors, and/or meanings related to Agenda items		1
	If the therapist focused on specific cognitions, images, sensations, emotions, behaviors, and/or meanings about aspirations or challenges associated with the sessions Agenda items		2
	If the therapist completed the above item PLUS... <ul style="list-style-type: none"> <li>The items(s) were the most relevant cognitions, images, sensations, emotions, and/or meanings that held greatest promise for a positive impact on the client's aspirations or challenges related to the sessions agenda item(s).</li> </ul>		3



CTRS-R Item	Criteria Questions	Y/N	Score
9. Strategy for change	Did the therapist... <ul style="list-style-type: none"> <li>• Discuss evidence-based (CBT) techniques as part of an overall strategy for change with the client?</li> <li>• Select and use at least one identifiable evidence-based technique that was appropriate for the agenda item being addressed?</li> </ul>	 _____  _____	
	If the therapist did not appear to have any strategy that incorporated use of evidence-based (CBT) techniques		0
	If the therapist appeared to have a strategy that did not include use of an appropriate evidence-based (CBT) technique		1
	If the therapist discussed an overall strategy for change with the client and used at least one appropriate evidence-based (CBT) technique		2
	If the therapist completed both of the items above PLUS... <ul style="list-style-type: none"> <li>• The therapist explained the rationale for use of the technique;</li> <li>• Offered other options (if applicable);</li> <li>• Obtained the client’s agreement to participate in use of the techniques.</li> </ul>		3

CTRS-R Item	Criteria Questions	Y/N	Score
10. Application of CBT Technique	Did the therapist... <ul style="list-style-type: none"> <li>• Apply a CBT technique with sufficient skill that the technique was recognizable?</li> <li>• Apply a CBT technique in such a way that it would likely facilitate change in a motivated client?</li> </ul>	 _____  _____	
	If the therapist attempts to apply a CBT technique was not done with sufficient skill that it was recognizable		0
	If the therapist achieved one of the above items but not the other one		1
	If the therapist performed the technique with sufficient skill that it accomplished both of the above items		2
	If the therapist accomplished both of the above items PLUS <ul style="list-style-type: none"> <li>• The therapist demonstrated good familiarity with the technique;</li> <li>• The therapist was comfortable applying the technique;</li> <li>• The therapist applied the technique in a technically correct manner (i.e. as the technique is described in the literature).</li> </ul>		3

CTRS-R Item	Criteria Questions	Y/N	Score
11. Action Plan	<p>Did the therapist...</p> <ul style="list-style-type: none"> <li>• Review the Action Plan from the previous session?</li> <li>• Ask the client to provide input/agreement or incorporate spontaneously offered ideas into the development of a new Action Plan?</li> <li>• Develop an Action Plan based on work done in the current session [and/or continued from a previous session, if applicable] that, if completed, the Action Plan would answer a question, or help the client to better cope, develop a new skill, or improve their relationships?</li> </ul>	<p>_____</p> <p>_____</p> <p>_____</p>	
	If the therapist did not complete any of the above items		0
	If the therapist completed one or more but not all of the items listed above		1
	If the therapist completed all three of the items listed above		2
	<p>If the therapist completed all of the items listed above PLUS...</p> <ul style="list-style-type: none"> <li>• The therapist ensured that the client knew what to do, was capable of doing it, and it was specified when, where, how often, and how long to do the Action Plan; and</li> <li>• The therapist assessed the reasonable likelihood that the client would complete the Action Plan; and</li> <li>• The therapist addressed any challenges or obstacles that would potentially reduce the likelihood of the client completing the Action Plan.</li> </ul>		3

## Introduction:

This checklist is intended to serve as a resource for CBT therapists when conducting therapy sessions. The items here are the same 11 items listed on the Cognitive Therapy Rating Scale-Revised (CTRS-R).

When first learning to structure CBT sessions, many therapists find it difficult to remember everything that they need to do and to be able to complete everything within 60 minutes. Therefore, we recommend that therapists review this checklist before sessions and keep it nearby during therapy sessions to use as a reference. Therapists may refer to this list during sessions to be sure they are completing all of the items.

Each item is scored on a scale of “0” to “3.” A score of “2” indicates that the therapist adequately demonstrated the item requirements with a moderate degree of skill. An average score of “2” on each of the 11 items is needed to achieve an overall passing score of “22.” The minimum score that can be received is “0,” and the maximum score on the scale is “33.” This checklist identifies the minimum requirements for a therapist to demonstrate moderate skill [a score of 2] on each of the 11 items.

This checklist may be useful when reviewing recorded therapy sessions. Listening to your session and checking items on the list as you observe yourself doing each item is a simple way to monitor your demonstration of the skills and how well you perform each one. By reviewing your sessions, you will get an idea about which skills you do well and which ones you need to practice most. Conducting sessions and listening to them afterward with the checklist in hand may prove to be one of your best learning tools.

Please remember that this checklist lists the **minimum requirements** for conducting a CBT session.

## CBT Session Checklist

### 1. Agenda

- Provide transition from the previous session.
- Identify significant events (positive and/or negative experiences) since the previous session.
- Review Action Plan from previous session (complete review may be done as part of the agenda).
- Conduct a mood check.
- Identify specific goals or problems to work on during the session.

### 2. Feedback

- Ascertain the client's reaction to the session, the therapist, or the therapeutic process.
- Ensure that the client understood and agreed with the treatment plan.
- Respond appropriately to feedback received.

### 3. Understanding

- Demonstrate they generally heard and understood the content of what the client expressed through repeating, summarizing, etc. what the client said during the session.

### 4. Interpersonal effectiveness

Throughout the session...

- Demonstrate concern for client and help the client reach their goals.
- Provide positive reinforcement for actions taken by the client (e.g. completing Action Plans).
- Maintain professional and ethical behavior.

### 5. Collaboration

- Ask the client for input/agreement when setting the agenda and respond appropriately to the input.
- Ask the client for input/agreement when selecting or using CBT techniques and respond appropriately to the input.
- Ask the client for input/agreement when determining the Action Plan to be followed between sessions and respond appropriately to the input.

### 6. Pacing and efficient use of time

- Allocate appropriate time for
  - Transition and agenda setting

- Intervention(s)
- Feedback and action planning
- Complete the session within 40 – 60 minutes.

#### **7. Guided discovery**

- Design and conduct the session to help the client achieve a cognitive shift regarding agenda items.
- Throughout the session, avoid showing bias and avoid use of directions, arguments, or coercion to lead the client to “see” things the way the therapist thinks the client should see them.
- Assess the cognitive shift following an intervention.

#### **8. Focus on key cognitions and behaviors**

- Focus on specific cognitions, images, sensations, emotions, behaviors, and/or meanings about aspirations or challenges associated with the session’s agenda items.

#### **9. Strategy for change**

- Evidence-based (CBT) techniques were discussed as part of an overall strategy for change with the client.
- Select and use at least one identifiable evidence-based technique that was appropriate for the agenda item being addressed.

#### **10. Application of CBT techniques**

- Apply a CBT technique with sufficient skill that the technique is recognizable; and
- Apply a CBT technique in such a way that it would likely facilitate change in a motivated client.

#### **11. Action Plan**

- Review the Action Plan from the previous session
- Ask the client to provide input/agreement or incorporate spontaneously offered ideas into the development of a new Action Plan
- Develop an Action Plan based on work done in the current session [and/or continued from a previous session, if applicable] that, if completed, the Action Plan would answer a question, or help the client to better cope, develop a new skill, or improve their relationships.