

Taxonomy of Deliberate Practice Activities in Psychotherapy –Therapist Version (Version 6)

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Your Name: _____

Your Supervisor/Coach's Name: _____

Date: _____

Objectives:

1. To develop clear and concrete learning objectives specific to the clinical population you work with in order to promote professional development.
2. To establish a baseline of learning goals, and to evaluate professional growth routinely (i.e., monthly), in concert with routine outcome monitoring (ROM) practices.

Overview:

There are five broad domains for deliberate practice in psychotherapy:

1.
Structure

2.
Hope &
Expectancy

3.
Relationship
Factors

4.
Client Factors

5.
Therapist
Factors

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Instructions:

1. **Know Your Work:**

Recall as vividly as possible your clients in the last typical work week (extend to the last two work week if necessary). To aid with your recall, review audio/video recordings of your sessions;

2. **Rate:**

Go through the list of activities, then rate each of them according to your own appraisal of how you performed in each of the domains;

3. **Describe:**

Make an effort to provide notes in on the last column so as to add richness and detail to your ratings;

4. **Prioritise:**

Go through the ENTIRE list again, and identify the **Top 3 Activities across all domains*** you believe will have a significant impact on improving your ability to engage and help your clients. After you have identified your top 3 activities, select **one** to work on at a given time;

5. **Compare and Contrast:**

Enlist a supervisor/coach, or someone who knows your clinical practice well, to complete the Supervisor's Version of this Form. Cross compare the ratings and Top 3 areas. Work together to identify and design a single learning objective;

6. **Consolidate:**

Complete the **Consolidation** section at the last page, and

7. **Plan:**

Develop a routine for reviewing the TDPA periodically (i.e., every month). Expect learning objectives to change and evolved as you make progress.

** Notes: Please select the TOP 3 ACTIVITIES across the entire list (e.g., not necessarily within each of the domains). The three do not have to be the lowest scored item. Complete the consolidation section at the end to help clarify your professional development plan.*

Themes	Activities	Current Rating (0-10)	Select & Rank the TOP 3 Activities to work on*	Notes
1. Structure	A. How do you start a first session?			
	B. How do you start subsequent sessions?			
	C. How do you close a session?			
	D. How do you formally elicit detailed and nuanced feedback at each session?			
	E. How do you integrate the use of feedback measures into your way of working?			

	F.			
	How do you change your way of working in response to client feedback (e.g., the method, the frequency/dose, the provider)			
	G.			
	How do you prepare for a planned closure of therapy?			
	H.			
	How do you plan and decide on the number and length of sessions you offer?			
	I.			
	How do you share with your client that your work together is unfolding as it should so they know progress is being made toward the resolution of their problem/concern?			
	J.			
	How do you maintain the organization and focus in your work from session to session?			

	K. How do you ensure the accuracy and timing your therapeutic interventions?			
	L. How do the methods, techniques, and activities within and outside of formal sessions flow logically from your theory/model for helping clients?			
	M. What <i>structured</i> procedures do you have for resolving problems in therapy and how do you use them?			
	N. How do you balance structure and flexibility in therapeutic boundaries, sequence, and appraisal on the model of therapeutic structure?			

	O.			
	How does the space in which you work embody a therapeutic climate (color, furnishings, artwork)			
	P.			
	Others (please describe specifically to structuring the session):			

Themes	Activities	Current Rating (0-10)	Select & Rank the TOP 3 Activities to work on*	Notes
2. Hope & Expectancy	<p>A.</p> <p>How do you induct clients into therapy? Inform them about what to expect from one session to the next? Explain your respective roles (e.g., client, therapist)?</p>			
	<p>B.</p> <p>How does the explanation you offer for your client's distress engender hope and expectation for change?</p>			
	<p>C.</p> <p>How do you persuade the client to have a favorable assessment and acceptance of your clinical rationale and related techniques?</p>			
	<p>D.</p> <p>How do you adapt your treatment rationale to foster client engagement and hope?</p>			

	E. How do you communicate a hopeful and optimistic stance towards your client and their problem/concerns (including capitalizing on times when clients express high hope and expectancy)?			
	F. How do you convey a sense of confidence and belief in you and your treatment approach?			
	G. How to you measure/assess client hope and expectancy at the outset of and throughout care?			
	H. Others (please describe specifically to hope and expectancy):			

Themes	Activities	Current Rating (0-10)	Select & Rank the TOP 3	Notes
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			Activities to work on*	
3. Relationship A. Effective Focus	i. How do you establish goal consensus in the first/subsequent sessions?			
	ii. How do you help a client who has no clear goals in therapy?			
	iii. How do you mobilize client's willingness to engage in a therapeutic process/activity?			
	iv. How do you encourage your client to confront, experience, or deal with difficult topics or problems?			
	i. How do you explicitly convey warmth, understanding, acceptance, and positive regard toward your client?			

3. Relationship B. The Impact Factor	ii. How do you promote emotional engagement/safety?			
	iii. How do you foster a sense of mutuality with your client (e.g., responsiveness, feelings, expectations, reciprocity)?			
	iv. How do you remain true to yourself and in the interaction with your client?			
	v. How do explicitly communicate empathic attunement?			
	vi. How do you deepen your client's emotional experiencing?			
3. Relationship: C. Motivation	i. How do you assess and work with a client's readiness for change?			
	ii.			

	How do you increase homework compliance?			
3. Relationship D. Difficulties	i. How do you deal with ruptures in the alliance?			
	ii. How do you deal with an angry client?			
	iii. How do you deal with a client who is feeling hopeless?			
	iv. How do you deal with strong and difficult emotions arising in the session?			
	v. How do you manage a client who is at high risk of suicide?			
	vi. How do you manage a client mandated for treatment?			

	vii. Others (please describe specifically to alliance factors):			
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Themes	Activities	Current Rating (0-10)	Select & Rank the TOP 3 Activities to work on*	Notes
4. Client Factors	<p>A.</p> <p>Prior to initiating treatment, how do you actively and directly prepare your client for what will happen while they are in care?</p>			
	<p>B.</p> <p>How do you learn about your client's expectations regarding treatment and their role in the process?</p>			
	<p>C.</p> <p>How to you actively tailor the type, intensity, and nature of treatment interventions to fit the client's level of interest, engagement, and relational style throughout (and at each session of) treatment?</p>			
	<p>D.</p> <p>How do you incorporate your client's strengths, abilities, and resources into</p>			

	care?			
	E. How do you incorporate your client's values, beliefs (including but not limited to religious and spiritual), and cultural systems into care?			
	F. How do you actively utilize extratherapeutic events (positive and negative) to influence participation and progress?			
	G. How do you incorporate or help the client build their social support network?"			

	H. Others (please describe specifically to client factors):			
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Themes	Activities	Current Rating (0-10)	Select & Rank the TOP 3 Activities to work on*	Notes
<p>5.</p> <p>Therapist:</p> <p>A.</p> <p>The Use of the Self</p>	<p>i.</p> <p>How do you regulate <i>your</i> anxiety when encountering a difficult interaction with a client?</p>			
	<p>ii.</p> <p>How do you manage negative feelings toward your client (e.g., anger, discouragement, hostility, blame)?</p>			
	<p>iii.</p> <p>How do you maintain appropriate boundaries and roles with your clients (e.g., not letting personal emotions or life events bleed into/affect your clinical work)?</p>			
	<p>iv.</p> <p>How do you remain reflective versus reactive in session with clients?</p>			
	<p>v.</p> <p>How do you utilize self-disclosure?</p>			

	<p>vi.</p> <p>How do you integrate your life experiences, identity, and self into your personal clinical style?</p>			
	<p>vii.</p> <p>How do you operationalize empirically supported principles of effective clinical work in a way unique to you as a person?</p>			
	<p>viii.</p> <p>How do you find the right words at the right time or in the right situation?</p>			
<p>5.</p> <p>Therapist:</p> <p>B.</p> <p>Outside of Sessions</p>	<p>i.</p> <p>How do you engage in solitary deliberate practice <i>outside</i> of sessions in your typical work-week?</p>			
	<p>ii.</p> <p>Others (please describe specifically to therapist factors):</p>			

CONSOLIDATION:

Instructions:

1. The **Top 3 Activities** to work on from the taxonomy are your **Stretch Goals**. They are the objectives at the margin of your “zone of proximal development.” List them in order of priority. Once listed, choose **ONE** to focus on in deliberate practice. Recall, to improve results, your one identified stretch goal must be associated with treatment outcome. Consult the research evidence to confirm (see this [Link](#) for some examples);
2. Discrepancies are likely to exist between the goals you and your coach identify, and are a good place to begin dialogue. Choosing and refining learning objectives is an iterative process. Revise until agreement is reached that fits your interests and your coach or supervisor’s knowledge and skills.
3. State your chosen stretch goal in **‘SMART’** terms (**S**pecific, **M**easurable, **A**ttainable, a **T**imeline) to assist you in identifying concrete activities you can engage in to reach your stretch goal;
4. Review your Stretch and ‘SMART’ Goals on an ongoing basis, also setting aside a specific date and time to review your progress. Check for impact on your performance metrics.

Current Date: _____

Review Date: _____

S/N	STRETCH GOAL (Your current identified "Top 3 Activities" to work on)	'SMART' GOAL (Specific, Measurable, Attainable, a Timeline)	Review & Reflect
1			
2			
3			