

Chapter 9 Appendix B

Assessing Difficulties with Interpersonal Skills and Therapeutic Relationships

Name: _____

Date: _____

Name of supervisee: _____

When answering these questions, consider if the answers represent behavior that is consistently displayed across a variety of contexts and over a prolonged period of time, or if the behavior is only present in certain contexts or has only recently developed. Behavior that is context-specific likely requires additional assessment of the potential contributing factors or variables. Consider whether behavior that has only recently developed is occurring in the context of a recent life event that may be causing or exacerbating the individual's behavior.

1. Does the supervisee seem to engage in behavior that would lead you to describe them as shy, or do they describe themselves as socially anxious or insecure?
2. Does the supervisee frequently make negative or self-deprecating statements?
3. Does the supervisee have an affect that matches the affective expressions of the people they serve (e.g., generally neutral affect with subtle facial expressions when interacting with highly animated people)? Is this a function of different cultural communication styles or does it represent a discordant relationship, such as apathy or misunderstandings?
4. Does the supervisee have limited perspective-taking skills (e.g., cannot see things from another's point of view, does not predict what effect their behavior will have on others, limited or no empathy or compassion)?
5. Does the supervisee frequently interrupt or argue with others during social interactions?

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6. Does the supervisee come across to others as abrupt, condescending, or dismissive in social interactions?
7. Does the supervisee seem to judge the behavior of others more harshly than they judge their own?
8. Does the supervisee seem to engage in “in-group/out-group” behavior, or become involved in cliques?
9. Does the supervisee behave in ways that others may perceive as culturally insensitive, discriminatory, disrespectful of diversity, or generally offensive?
10. Does the supervisee seem to respond to hierarchical relationships (i.e., being managed, managing others) better than peer relationships?
11. Does the supervisee struggle with interactions and communication in group or multi/interdisciplinary team situations?
12. Does the supervisee respond emotionally and defensively (e.g., blame others, deflect responsibility, argue, justify) to feedback or disagreements with others?
13. Is the supervisee inflexible (i.e., particular) in a way that seems overly controlling about a “right way” to do things?

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14. Is it difficult to follow the train of thought of the person in conversations due to tangents, excessive detail in stories, or jumping from topic to topic?

15. Is the supervisee able to change their communication patterns for different audiences?

16. Does the supervisee use excessive jargon outside of the academic context?

17. Does the supervisee seem to behave as if they are still in a student role rather than in a professional role (e.g., overly casual dress, language, and demeanor in professional contexts)?