

YOUTUBE VIDEO CHECKLIST

Before you press play

A learning companion for beginner CBT practitioners.

Use with a Socratic questioning lesson; complete the checks that fit the video.

01 / Choose one learning goal

- ☐ Pick one skill to notice: clarifying a thought, listening, summarising or helping the client connect new information.
- ☐ Write one aim: "Notice what the therapist does after the client answers."
- ☐ Pause to review one useful exchange. You do not need to capture every question.

02 / Set a curious starting point

- ☐ Choose a fictional or anonymised example where questioning feels repetitive.
- ☐ Check whether you expect a particular answer. Leave room for another conclusion.
- ☐ Separate feelings from thoughts: interpretations, predictions or personal meanings.

03 / Gather only useful resources

- ☐ **Learning notes:** Capture useful phrases, observations and timestamps on this sheet.
- ☐ **Practice example:** Use a fictional situation; omit identifiable client details.
- ☐ **Prompt bank:** If using the 47-prompt resource, select one category to explore.

YOUR VIEWING PLAN

Video title / date:

One skill I want to notice:

QUICK REMINDER

Guided discovery means helping the client develop their own understanding. A useful question opens exploration; it does not require agreement.

YOUTUBE VIDEO CHECKLIST

Watch the dialogue

Listen to what happens between the questions.

If a skill is not shown, mark it “not shown” rather than assuming it occurred.

04 / Locate the client's meaning

- ☐ Identify the situation and the client's thought or image. Separate facts from meanings.
- ☐ Listen for why the thought matters. Keep thinking-pattern labels tentative.
- ☐ Does the question invite information or suggest a preferred answer?

05 / Notice the therapist's response

- ☐ Look for a pause, accurate reflection or check of understanding after an answer.
- ☐ Does the next question follow the answer or move to another item on a list?
- ☐ When the client hesitates or disagrees, look for space to clarify, correct or pause.

06 / Look for client-owned learning

- ☐ Listen for a summary that includes what remains uncertain.
- ☐ Does the client connect new information with the original thought in their own words?
- ☐ Look for an agreed next step. Useful learning can occur without a lower belief rating.

CAPTURE ONE USEFUL MOMENT

Timestamp / question or therapist response:

What it helped the client explore:

A CHECKLIST FOR OBSERVATION

These ticks record what you noticed. They are not a competence score. Bring uncertain observations to training or supervision.

YOUTUBE VIDEO CHECKLIST

Turn watching into practice

Rehearse one small skill, then choose a manageable next step.
Use these fictional examples within your training and supervision.

07 / Rehearse one short exchange

Fictional situation: A trainee receives two suggestions for improvement and thinks, “I am not cut out to be a therapist.”

Clarify: “What did those suggestions mean to you?” **Broaden:** “What else does the feedback tell you?”

Connect: “Putting that together, how do you see the feedback now?” Practise reflecting the answer before asking the next question.

08 / Review how you asked

- ☐ Did I ask one clear question and give time for an answer?
- ☐ Did I use the person’s meaning rather than supply a reassuring conclusion?
- ☐ Did I allow disagreement or uncertainty? What could I change if it felt like pressure?

09 / Choose your next practice task

- ☐ Choose one adjustment: pacing, question clarity, reflection or summarising.
- ☐ Use a role-play or discuss the skill in supervision. Apply it clinically only where it fits the formulation, consent and current needs.
- ☐ Set a date to review what you tried and learned.

ONE ACTION TO TAKE FORWARD

My practice adjustment / review date:

WATCH → NOTICE → REHEARSE → REVIEW

Explore more CBT resources — link below

selfimprovecoach.com

Clinical basis: UCL CBT competence framework, “Guided Discovery and Socratic Questioning”; Beck Institute, “Why CBT Therapists Don’t Challenge Thoughts”. Original educational checklist; not a substitute for training.