

Appendix 8.6: MFT Practicum Evaluation Form

MFT Practicum Evaluation Form

Student: _____ SW Course #: _____ Date of Report: _____

Practicum Placement Site: _____

Clinical Supervisor: _____

Time Period: From _____ Date to _____ Date

Overview

When the student has completed the first semester of clinical experience (as with each subsequent semester), the clinical supervisor will determine the student's progress and will meet with the student to review and discuss the evaluation, sign the form, and return it to the Family Therapy Office. The purpose and intent of the evaluation process is to specify for the student and supervisor the specific skill sets that the practicum will address. This does not mean other skills will not be tapped, but that the skills here detailed are considered critical to establish while in training. The evaluation process is designed to give the student frequent and specific feedback regarding their clinical development.

Evaluation Criteria

The evaluation criteria will be the focus of each practicum experience and supervision. Each student will be expected to work toward and eventually achieve proficiency in all the skill objectives by the time they finish the program. Each objective has several sub-tasks that may or not be tapped in the first clinical cases but it is expected that over the course of the program they will be. The criteria to measure the skill development is designed to highlight areas for new or special focus (**Needs Attention**), to recognize beginning progress (**Needs Attention but Progressing**), to recognize progress appropriate to the current stage of skill development (**Successful Progress**), to recognize growing proficiency (**Near Proficiency**), and finally to document skill acquisition considered proficient for someone who has completed their masters level training (**Proficient**). The **Proficient** rating will only begin to be used in the second year of the program once focused live supervision is routine.

Guidelines for Skill Acquisition:

For a first semester student (SW 721), it is expected that the student demonstrate **Successful Progress** in Objectives in at least 5 skill objectives in order to be considered making appropriate progress. By the end of the second semester (SW 722) the student is expected to demonstrate **Successful Progress** in all of the skill objectives.

For a fall semester second year student, expectations are that by the end of fall practicum (SW 724), the student has demonstrated increased proficiency in several skill objectives, enough so that they receive a **Proficient** rating in several skill categories. The specific number of **Proficient** ratings for fall semester is not quantified because of the variance of student development and case assignment. However, by the end of spring semester (SW 725), all skill area objectives must be able to receive a **Proficient** rating.

Objectives	Overall Rating (Circle Rating)				
1. Initiates & establishes treatment relationships	Needs Attention (1)	Needs Attention but Progressing (2)	Successfully Progressing (3)	Near Proficiency (4)	Demonstrates Proficiency (5)
<u>Evaluation points include:</u> <ul style="list-style-type: none"> • Responds empathically with client(s) experience • Demonstrates warmth. • Attends to all family members • Demonstrates appropriate sense of humor • Reassures client / family that problem is of real importance. • Helps family define their needs. • Defines treatment relationship with clients • Expresses realistic hopeful expectations with family • Structures session appropriately • Demonstrates ability to join cross-culturally <p style="text-align: right;"><i>(Program Objectives 1, 6)</i></p>	<u>Comments on Specific Areas:</u>				

Objectives	Overall Rating (Circle Rating)				
2. Basic attending skills	Needs Attention (1)	Needs Attention but Progressing (2)	Successfully Progressing (3)	Near Proficiency (4)	Demonstrates Proficiency (5)
<u>Evaluation points include:</u> <ul style="list-style-type: none"> • Appropriate verbal following of client's story and self-presentation. • Uses verbal and non-verbal encouragers to stimulate client's presentation. • Uses open-ended questions to encourage client disclosure. • Accurately paraphrases in session. • Accurately reflects feelings in session. • Uses summarization appropriate in session. • Appropriate use of body posture & gestures in session to facilitate counseling process. <p style="text-align: right;"><i>(Program Objectives 1, 6)</i></p>	<u>Comments on Specific Areas:</u>				

Objectives	Overall Rating (Circle Rating)				
3. Capacity to maintain self-differentiation in session	Needs Attention (1)	Needs Attention but Progressing (2)	Successfully Progressing (3)	Near Proficiency (4)	Demonstrates Proficiency (5)
<p><u>Evaluation points include:</u></p> <ul style="list-style-type: none"> • Is able to regulate own anxiety in counseling sessions without verbally or behaviorally impeding the session. • Can critically self-reflect in supervision about personal issues that impede or enhance therapy effectiveness. • Is willing to take responsibility for personal issues affecting sessions. • Respects boundaries with clients and organizational systems under supervision. • Can articulate boundary issues arising in their work and demonstrates conscious control of these under supervision. <p style="text-align: right;"><i>(Program Objective 5, 6)</i></p>	<p><u>Comments on Specific Areas:</u></p>				

Objectives	Overall Rating (Circle Rating)				
4. Ability to make good use of clinical supervision	Needs Attention (1)	Needs Attention but Progressing (2)	Successfully Progressing (3)	Near Proficiency (4)	Demonstrates Proficiency (5)
<p><u>Evaluation points include:</u></p> <ul style="list-style-type: none"> • Is open to supervision intervening with technical skills in session. • Is open to supervision intervening with use of self in a session. • Is open to supervisor presenting the need for critical self-reflection about feelings, behavior or personal issues affecting sessions. • Follows through on supervisory interventions. • Is able to engage supervisor and ask for what is needed. <p style="text-align: right;"><i>(Program Objective 4)</i></p>	<p><u>Comments on Specific Areas:</u></p>				

Objectives	Overall Rating (Circle Rating)				
5. Ability to observe/articulate family & individual process.	Needs Attention (1)	Needs Attention but Progressing (2)	Successfully Progressing (3)	Near Proficiency (4)	Demonstrates Proficiency (5)
<p><u>Evaluation points include:</u></p> <ul style="list-style-type: none"> • Is able to make accurate structural observations – boundaries, generational hierarchies, etc. • Can identify family emotional processes – triangling, fusion, cut-off, etc. • Accurately identifies power structures and issues in family process • Is able to translate observed family interaction in session into a process articulation. • Awareness of multi-cultural and gender issues in evaluating cases <p style="text-align: right;"><i>(Program Objective 2, 3, 6)</i></p>	<p><u>Comments on Specific Areas:</u></p>				

Objectives	Overall Rating (Circle Rating)				
6. Conceptualize clinical problems systemically	Needs Attention (1)	Needs Attention but Progressing (2)	Successfully Progressing (3)	Near Proficiency (4)	Demonstrates Proficiency (5)
<p><u>Evaluation points include:</u></p> <ul style="list-style-type: none"> • Can use multiple theoretical orientations to conceptualize a case. • Is able to relate in-session behaviors to a clinical theory to organize observations. • Understands observed processes and how they relate to client complaints and treatment • Is able to relate clinical conceptualizations to plan for change. <p style="text-align: right;"><i>(Program Objective 2,3)</i></p>	<p><u>Comments on Specific Areas:</u></p>				

Objectives	Overall Rating (Circle Rating)				
7. Establishes verbal and written assessments	Needs Attention (1)	Needs Attention but Progressing (2)	Successfully Progressing (3)	Near Proficiency (4)	Demonstrates Proficiency (5)
<p><u>Evaluation points include:</u></p> <ul style="list-style-type: none"> • Is able to build a verbal consensus with the family regarding the definition of the problem. • Is able to verbally connect (for the family) the consensus for what needs improving with a general sense of how to proceed. • Is able to write an assessment summary for the case record and in a timely manner. <p style="text-align: right;"><i>(Program Objective 2, 3, 4)</i></p>	<p><u>Comments on Specific Areas:</u></p>				

Objectives	Overall Rating (Circle Rating)				
8. Establishes verbal and written treatment / action plans	Needs Attention (1)	Needs Attention but Progressing (2)	Successfully Progressing (3)	Near Proficiency (4)	Demonstrates Proficiency (5)
<p><u>Evaluation points include:</u></p> <ul style="list-style-type: none"> • Is able to establish an appropriate plan of action that relates to observations and case conceptualization. • Insures that a consensus for change is built before proceeding on the plan of action • Can plan specific strategies for achieving objectives of the case plan. <p style="text-align: right;"><i>(Program Objectives 2, 3, 4, 5)</i></p>	<p><u>Comments on Specific Areas:</u></p>				

Objectives	Overall Rating (Circle Rating)				
9. Implementation / Technical skill	Needs Attention (1)	Needs Attention but Progressing (2)	Successfully Progressing (3)	Near Proficiency (4)	Demonstrates Proficiency (5)
<p><u>Evaluation points include:</u></p> <ul style="list-style-type: none"> • Is able to carry out specific techniques in session that are planned in supervision. • Can evaluate effectiveness of treatment interventions while in session or in subsequent supervision. • Can relate interventions / evaluation of interventions to treatment plan and strategy. <p style="text-align: right;"><i>(Program Objectives 2, 3, 4, 5)</i></p>	<p><u>Comments on Specific Areas:</u></p>				

Objectives	Overall Rating (Circle Rating)				
10. Professional ethics, legal issues / standards of practice	Needs Attention (1)	Needs Attention but Progressing (2)	Successfully Progressing (3)	Near Proficiency (4)	Demonstrates Proficiency (5)
<p><u>Evaluation points include:</u></p> <ul style="list-style-type: none"> • Is aware of basic ethical issues for the practice of Marriage and Family Therapy – confidentiality, informed consent, boundaries in therapy, etc. • Understands basic therapeutic legal issues – duty to warn, child abuse, etc. • Is able to adhere to the standards of practice (e.g. writes appropriate clinical records, professional and collegial collaboration, adherence to administrative procedures). <p style="text-align: right;"><i>(Program Objectives 7)</i></p>	<p><u>Comments on Specific Areas:</u></p>				

Objectives	Overall Rating (Circle Rating)				
11. Ability to manage clinical record keeping practice.	Needs Attention (1)	Needs Attention but Progressing (2)	Successfully Progressing (3)	Near Proficiency (4)	Demonstrates Proficiency (5)
<p><u>Evaluation points include:</u></p> <ul style="list-style-type: none"> • Student has responsibly attended to management of case records, administrative tasks, and professional attire and behavior at clinical setting. • Student has completed adequate hours of supervised MFT experience based on program guidelines for clinical hour accumulation. <p style="text-align: right;"><i>(Program Objectives 7)</i></p>	<p><u>Comments on Specific Areas:</u></p>				

Summative Comments:

Supervisor

Date

Student

Date