**The University of Winnipeg MMFT Program**

2

**2nd Practicum Evaluation Form**

**Student:** Click here to enter text. **Midterm or Final Evaluation:** Click here to enter text.

**Supervisor:** Click here to enter text. **Date of Evaluation:** Click here to enter text.

This evaluation is designed to assess a student’s performance in practicum across the identified Student Learning Outcomes for the MMFT Program. In grading each Student Learning Outcome, the grade is for the domain as a whole. Each domain includes a list of suggested items to consider. These are not exhaustive lists for each domain, and it is not the intention for each item to be graded and averaged to reach the grade for the domain as a whole. Each domain needs to be graded in context to the practicum level of the student, and if they are at the expected level of competence for that practicum level, based on the performance of other students at a similar practicum level across time. The final evaluation is for the entire practicum, and the final grade is not an averaging of the mid-term and final evaluations.

Students are expected to evaluate their performance on the identified Student Learning Outcomes by circling the **T** (Therapist) next to the appropriate rating for each SLO. Supervisors do the same, circling the **S** (Supervisor). Both parties are expected to write their comments in the areas below.

A rating of **Above Expected** indicates that a student is consistently performing at a level significantly above the standard for that practicum.

A rating of **Expected** indicates that a student is performing consistently at a level that is standard and acceptable of a student at that practicum level.

A rating of **Below Expected** indicates that a student is unable to consistently perform at a level that is standard and acceptable for a student at that practicum level, but is not at a level where their development is concerning enough to be unacceptable. This rating indicates that particular emphasis on this area needs to be made by the student and plans for this should be included at the end of this evaluation.

A rating of **Unacceptable** indicates that a student is performing sufficiently below expectations that they are inappropriate to continue in their current practicum.

Based on the student’s performance on each SLO, please use the grading rubric on page 8 to calculate the final grade.

Please be aware that a copy of the evaluation summary page and the general comments page may be sent to and retained by the practicum site for their decision-making in continuing a student in practicum, and accepting a student for a future practicums.

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| |  |  |  | | --- | --- | --- | | **Check one:** | | | | **T** | **S** |  | | ☐ | ☐ | **A**bove Expected | | ☐ | ☐ | **E**xpected | | ☐ | ☐ | **B**elow Expected | | ☐ | ☐ | **U**nacceptable | | **SLO 1a: Demonstrate understanding of Marriage & Family Therapy**    Items to consider can include but are not limited to:   * Demonstrates ability to select a systemic therapy model or theory appropriate for the clients’ frame of reference / context * Shows evidence of systemic thinking * Links therapeutic goals with a particular systemic therapy model or theory * Demonstrates ability to conceptualize a case from beginning to end in 2 different systemic therapy models or theories. * Bases interventions on chosen systemic theory of therapy, builds on interventions from session to session using a consistent systemic therapy model or theory * Conceptualizes the system as unit of treatment even when only 1 individual is present * Shows awareness of other resources in clients current web of support, includes these relationships in conceptualization of treatment |

**Comments (additions to the domain, strengths/weaknesses, particular items to highlight, etc.):**

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| |  |  |  | | --- | --- | --- | | **Check one:** | | | | **T** | **S** |  | | ☐ | ☐ | **A**bove Expected | | ☐ | ☐ | **E**xpected | | ☐ | ☐ | **B**elow Expected | | ☐ | ☐ | **U**nacceptable |  |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | | **SLO 1b: Demonstrate proficiency in the practice of Marriage & Family Therapy in clinical settings**    Items to consider can include but are not limited to:   * Managing the Therapeutic Relationship   + Beginning with relational clients   + Shows competent level of counselling skills   + Demonstrates ability to repair when there has been an injury to the therapeutic relationship   + Keeps balanced alliances with each client in relational cases   + Demonstrates ability to joining with clients non-hierarchically where appropriate   + Demonstrates ability to join with clients hierarchically where appropriate   + Joins with web of support around client, other services, individuals, etc. * Case Management Skills & Intervention Skills   + Demonstrates ability to translate theory into practice consistently with individual clients and is beginning to do this with relational clients   + Consistently structures sessions appropriately and builds from one session to the next * Process skills   + Begins to be able to observe process in the moment and intervene accordingly   + Works on ability to slow down process and help clients stay in emotional intensity without exiting prior to the client   + Shows ability to work with more complex individual clients   + Shows awareness that same intervention works differently with different clients and begins to adapt interventions to the needs of the clients * Supervision & Self-of-the-Therapist Skills   + Shows comfort with own vulnerability in supervision process   + Processes isomorphic issues in supervision   + Integrates supervision into client interaction consistently and appropriately   + Consistently engages and is able to provide meaningful feedback to peers of all practicum levels |

**Comments (additions to the domain, strengths/weaknesses, particular items to highlight, etc.):**

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| |  |  |  | | --- | --- | --- | | **Check one:** | | | | **T** | **S** |  | | ☐ | ☐ | **A**bove Expected | | ☐ | ☐ | **E**xpected | | ☐ | ☐ | **B**elow Expected | | ☐ | ☐ | **U**nacceptable | | **SLO 1c: Demonstrate ability to utilize relevant MFT research and practices**    Items to consider can include but are not limited to:   * Demonstrates ability to access MFT academic literature and applies to cases * Regularly uses MFT research to better understand clinical experiences |

**Comments (additions to the domain, strengths/weaknesses, particular items to highlight, etc.):**

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| |  |  |  | | --- | --- | --- | | **Check one:** | | | | **T** | **S** |  | | ☐ | ☐ | **A**bove Expected | | ☐ | ☐ | **E**xpected | | ☐ | ☐ | **B**elow Expected | | ☐ | ☐ | **U**nacceptable | | **SLO 1e: Demonstrate knowledge of and adherence to the current CAMFT Code of Ethics**    Items to consider can include but are not limited to:   * Routinely addresses ethical issues in supervision * Demonstrates ability to see multiple ethical perspectives and navigate challenging circumstances with supervision * Enacts ethical decision-making process |

**Comments (additions to the domain, strengths/weaknesses, particular items to highlight, etc.):**

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| |  |  |  | | --- | --- | --- | | **Check one:** | | | | **T** | **S** |  | | ☐ | ☐ | **A**bove Expected | | ☐ | ☐ | **E**xpected | | ☐ | ☐ | **B**elow Expected | | ☐ | ☐ | **U**nacceptable | | **SLO 1f: Demonstrate MFT professional identity**    Items to consider can include but are not limited to:   * Demonstrates clinical confidence with individual clients * Articulates the difference between MFT and other professions in approach to individual clients * Consistently completes all administrative responsibilities accurately and professionally |

**Comments (additions to the domain, strengths/weaknesses, particular items to highlight, etc.):**

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| |  |  |  | | --- | --- | --- | | **Check one:** | | | | **T** | **S** |  | | ☐ | ☐ | **A**bove Expected | | ☐ | ☐ | **E**xpected | | ☐ | ☐ | **B**elow Expected | | ☐ | ☐ | **U**nacceptable | | **SLO 2a: Demonstrate an integration of self-awareness and an ability to use their understanding of the self-of-the-therapist through MFT courses and clinical training**    Items to consider can include but are not limited to:   * Demonstrates awareness of personal defensiveness/reactivity with clients * Processes isomorphic issues in supervision * Demonstrates ability to use self to deepen and repair the therapeutic relationship * Begins to demonstrate ability to use appropriate therapeutic transparency to enhance therapeutic relationship |

**Comments (additions to the domain, strengths/weaknesses, particular items to highlight, etc.):**

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| |  |  |  | | --- | --- | --- | | **Check one:** | | | | **T** | **S** |  | | ☐ | ☐ | **A**bove Expected | | ☐ | ☐ | **E**xpected | | ☐ | ☐ | **B**elow Expected | | ☐ | ☐ | **U**nacceptable | | **SLO 2b: Demonstrate ability to regulate, understand and work with own issues of reactivity through MFT courses and clinical training**    Items to consider can include but are not limited to:   * Demonstrates understanding of own reactivity in the moment (supervision or clinical sessions) * Demonstrates ability contain, self-regulate own reactivity so as to be able to manage flooding and/or shutting down in client / therapist / supervisor / group system * Addresses own reactivity in supervision |

**Comments (additions to the domain, strengths/weaknesses, particular items to highlight, etc.):**

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| |  |  |  | | --- | --- | --- | | **Check one:** | | | | **T** | **S** |  | | ☐ | ☐ | **A**bove Expected | | ☐ | ☐ | **E**xpected | | ☐ | ☐ | **B**elow Expected | | ☐ | ☐ | **U**nacceptable | | **SLO 3a: Demonstrate competence in cross-cultural understanding in MFT courses and clinical training**  Items to consider can include but are not limited to:   * Student is continually aware of her/his own cultural heritage, values and biases and how they may intersect with and/or affect clients. * Demonstrates ability to understand diverse world views and perspectives * Student actively seeks diverse perspectives, seeks to include marginalized voices in therapy. * Explores cultural & subcultural issues in therapy * Understands helping in culturally relevant terms * Consistently uses appropriate language to the clients’ cultural / sub-cultural context. * Begins to adapt interventions for cultural appropriateness * Consistently recognizes circumstances that may dictate seeking more information regarding culture and diversity issues and actively engages in the learning process in order to offer a culturally appropriate response. |

**Comments (additions to the domain, strengths/weaknesses, particular items to highlight, etc.):**

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| |  |  |  | | --- | --- | --- | | **Check one:** | | | | **T** | **S** |  | | ☐ | ☐ | **A**bove Expected | | ☐ | ☐ | **E**xpected | | ☐ | ☐ | **B**elow Expected | | ☐ | ☐ | **U**nacceptable | | **SLO 3b: Demonstrate understanding of one’s own privilege and vulnerability/oppression in a systemic/relational context through MFT courses and clinical training**    Items to consider can include but are not limited to:   * Shows ability to understand how power & privilege shape relationships and takes an anti-oppressive stance in practicum settings * Shows awareness of discrimination and aggression in clinical relationships * Observes isomorphic power relationships in student/student, student/client or supervisor/student relationships * Attends to power issues in the therapeutic relationship with individual clients, including power imbalances caused by gender, race, ethnicity, sexual orientation/identity, age, disability and other minority related issues. |

**Comments (additions to the domain, strengths/weaknesses, particular items to highlight, etc.):**

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| |  |  |  | | --- | --- | --- | | **Check one:** | | | | **T** | **S** |  | | ☐ | ☐ | **A**bove Expected | | ☐ | ☐ | **E**xpected | | ☐ | ☐ | **B**elow Expected | | ☐ | ☐ | **U**nacceptable | | **SLO 3c: Show ability to work from a social justice framework**  Items to consider can include but are not limited to:   * Consistently conveys respect (understanding, acceptance, and warmth; affirms worth, uniqueness, strengths and potential; and belief in problem solving capacity) in culturally appropriate ways to clients, practicum, staff, admin, community * Consistently demonstrates an empowerment perspective * Enacts anti-oppressive and decolonizing practices in clinical relationships * Discerns between empowerment and the need for advocacy vs. enabling * Consistently understands systemic inequality and how it affects clients * Asks about clients’ experiences of discrimination & oppression * Helps clients connect to resources that challenge oppression & discrimination in clients’ lives |

**Comments (additions to the domain, strengths/weaknesses, particular items to highlight, etc.):Evaluation Summary Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Prac#: 2**

A copy of this page and the following general comments page will be sent to the practicum site. Please transfer the scores from the preceding domains with a **Thpst** (Therapist self-evaluation) or **Supvr** (Supervisor evaluation) in the corresponding lines below:

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| **SLO** | **Competency Level** | | | | | | | |
| **Above Expected** | | **Expected** | | **Below Expected** | | **Unacceptable** | |
| **Thpst** | **Supvr** | **Thpst** | **Supvr** | **Thpst** | **Supvr** | **Thpst** | **Supvr** |
| **1a** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **1b** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **1c** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **1e** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **1f** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **2a** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **2b** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **3a** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **3b** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **3c** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

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| **General Comments (Student):** |
| **General Comments (Supervisor):** |
| **Goals for Future Development:** |

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| Student Signature: | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Supervisor Signature: | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

\* In addition to original items, this Practicum Evaluation Form uses evaluation items from the Practicum Competency Document by Cheryl L. Storm, Charles D. York, Robert Vincent, Teresa McDowell, & Ronald Lewis