**The University of Winnipeg MMFT Program**

3

**3rd 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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 | **SLO 1a: Demonstrate understanding of Marriage & Family Therapy** Items to consider can include but are not limited to:* Conceptualizes cases from a variety of systemic therapy models or theories – including both relational and individual cases
* Creates relational therapeutic goals consistent with a specific systemic therapy model or theory for relational (couple/family etc.) cases
* Shows evidence of systemic thinking
* Consistently conceptualizes system as unit of treatment even when only 1 individual is present
* Routinely includes other service providers’ participation in systemic understanding of the case, and articulates the inter-relationships from the case model or theory perspective.
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**Comments (additions to the domain, strengths/weaknesses, particular items to highlight, etc.):**

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 | **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
	+ Develops relational joining and intervention skills
	+ Develops an ability to enact therapeutic repair with a relational client
	+ Demonstrates comfort with several clients in the room simultaneously
* Case Management Skills & Intervention Skill
	+ Enacts relational goal setting based on chosen theory/model of therapy
	+ Consistently demonstrates ability to translate theory/model of therapy into practice with individual and relational clients
	+ Consistently structures sessions appropriately and builds from one session to the next with individual and relational cases
	+ Conducts therapy from a variety of models and theories and understands the systemic outcomes of doing so
	+ Shows competence in providing individual and relational therapy
* Process skills
	+ Observes and intervene on process level in the moment
	+ Attends to multiple process dynamics in the therapy room
	+ Holds multiple levels of content simultaneously – differentiating different parts of a client system
	+ Demonstrates ability to use a rich understanding of family therapy theory models and translates them into accessible language
	+ Demonstrates 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 relational clients
	+ Adapt interventions to the needs of the clients (individual and relational)
* Supervision & Self-of-the-Therapist Skills
	+ Shows ability to appropriately self-supervise, and seeks help appropriately
	+ Demonstrates emerging professional identity
	+ Demonstrates ability to acknowledge own isomorphic issues and differentiates self from client processes
	+ Consistently demonstrates vulnerability in supervision process
	+ Demonstrates ability to titrate challenge and compassion with earlier practicum peers
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**Comments (additions to the domain, strengths/weaknesses, particular items to highlight, etc.):**

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 | **SLO 1c: Demonstrate ability to utilize relevant MFT research and practices** Items to consider can include but are not limited to:* Integrates best practice research into case planning and intervention
* Integrates multiple research viewpoints in clinical work
* Shares research findings with peers, uses research in reviewing peer’s clinical work
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**Comments (additions to the domain, strengths/weaknesses, particular items to highlight, etc.):**

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 | **SLO 1e: Demonstrate knowledge of and adherence to the current CAMFT Code of Ethics** Items to consider can include but are not limited to:* Contributes to exploration and resolution of ethical dilemmas raised by peers
* Demonstrates familiarity with all elements of CAMFT Code of Ethics
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**Comments (additions to the domain, strengths/weaknesses, particular items to highlight, etc.):**

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 | **SLO 1f: Demonstrate MFT professional identity** Items to consider can include but are not limited to:* Demonstrates clinical confidence with individual and relational clients
* Articulates difference between MFT and other professions in approach with relational clients
* Consistently completes all administrative responsibilities accurately and professionally and timely
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**Comments (additions to the domain, strengths/weaknesses, particular items to highlight, etc.):**

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 | **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:* Consistently uses self to deepen and repair the therapeutic relationship
* Demonstrates ability to acknowledge own isomorphic issues and differentiates self from client processes
* Demonstrates ability to use appropriate therapeutic transparency to enhance therapeutic relationship
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**Comments (additions to the domain, strengths/weaknesses, particular items to highlight, etc.):**

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 | **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:* Consistently demonstrates understanding of and ability to contain, self-regulate own reactivity in client / therapist / supervisor / group system
* Demonstrates curiosity about their own internal process
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**Comments (additions to the domain, strengths/weaknesses, particular items to highlight, etc.):**

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 | **SLO 3a: Demonstrate competence in cross-cultural understanding in MFT courses and clinical training**Items to consider can include but are not limited to:* Adapts relational style to accommodate cultural differences
* Student consistently seeks to include diverse perspectives and marginalized voices in therapy and supervision
* Uses culturally and sub-culturally appropriate interventions
* 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.
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**Comments (additions to the domain, strengths/weaknesses, particular items to highlight, etc.):**

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 | **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:* Consistently demonstrates ability to understand how power & privilege shape relationships and takes an anti-oppressive stance in practicum settings
* Attends to power issues in the therapeutic relationship with individual and relational clients, including power imbalances caused by gender, race, ethnicity, sexual orientation/identity, age, disability and other minority related issues.
* Shows awareness of covert and overt discrimination and aggression in clinical relationships
* Observes and addresses isomorphic power relationships in all parts of supervisory/student/client systems
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**Comments (additions to the domain, strengths/weaknesses, particular items to highlight, etc.):**

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 | **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) to clients.
* Enacts therapist-as-advocate from a differentiated position
* Consistently enacts anti-oppressive and decolonizing practices in clinical relationships
* Consistently helps clients connect to resources that challenge oppression & discrimination in clients’ lives
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**Comments (additions to the domain, strengths/weaknesses, particular items to highlight, etc.):Evaluation Summary Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Prac#: 3**

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