**The University of Winnipeg MMFT Program**

4

**4th 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:   * Routinely demonstrates evidence of systemic thinking in all aspects of case conceptualization * Routinely researches best practices and accesses current interventions * Articulates own integrated systemic theory of therapy * Routinely conceptualizes cases from a variety of systemic therapy theories and models and adapts perspective to the needs of the clients |

**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   + Demonstrates capacity to engage and maintain with diverse array of clients   + Demonstrates ability to engage multiple clients simultaneously from a differentiated position   + Consistently is able to engage complex relational cases * Case Management Skills & Intervention Skills   + Consistently enacts therapeutic goal setting based on appropriate theory with all clients   + Competently enacts own integrated systemic theory of therapy   + Consistently structures the entire course of therapy competently   + Consistently and competently conducts therapy from a variety of models and theories and understands the systemic outcomes of doing so * Process skills   + Demonstrates ability to intervene on a process level that considers the larger context of the process as it is unfolding   + Demonstrates competence in ability to slow down relational dynamics and attends to the client/therapist processes in the moment and adjust interventions accordingly   + Uses therapists own isomorphic triggers to deepen awareness of clients’ possible reactions in the moment   + Consistently demonstrates ability to manage therapist’s own reactivity in the client session.   + Consistently demonstrates ability to move from content to process with individual and relational clients   + Consistently holds multiple levels of content simultaneously – differentiating different parts of a client system   + Consistently demonstrates ability to use a rich understanding of systemic therapy models and translates them into accessible language   + Consistently and competently works with complex cases   + Consistently, competently and creatively adapts 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   + Shows ability to mentor peers in earlier practicum levels   + Consistently shows ability to titrate challenge and compassion with earlier practicum peers   + Demonstrates consolidation of MFT professional identity   + Consistently demonstrates ability to acknowledge own isomorphic issues and differentiates self from client processes   + Consistently demonstrates vulnerability in supervision process   + Demonstrates awareness of and planning for personal professional development needs beyond practicum |

**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:   * Routinely Integrates best practice research into case planning and intervention * Consistently reviewing and applying current MFT research to clinical cases * Demonstrates confidence in being able to explore own clinical questions and collect data to contribute to better practice |

**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:   * Self-supervises on ethical issues, as well as seeks supervision appropriately around ethical issues * Routinely recognizes ethical issues arising in supervision with all clients discussed in supervision group * Routinely contributes to exploration and resolution of ethical dilemmas raised in supervision * Demonstrates knowledge of whole code of ethics, assists earlier practicum peers in developing understanding of code of ethics |

**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:   * Articulates identity of self as an emerging MFT * Demonstrates confidence in own skills with wide range of relational clients * Displays comfort presenting as an MFT with diverse relational and individual clients * Participates in local professional community as an emerging MFT * Consistently completes all administrative responsibilities accurately and professionally and timely |

**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:   * Consistently demonstrates ability to acknowledge own isomorphic issues and differentiates self from client processes * Consistently demonstrates ability to use appropriate therapeutic transparency to enhance therapeutic relationship * Demonstrates integration of self in the therapeutic relationship and ability to be human with clients |

**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:   * Regularly explores own isomorphic process and manages own reactivity * Consistently demonstrates curiosity about their own internal process |

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

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**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:   * Acknowledges the power they have as a therapist and uses it when clinically necessary and appropriately within the model of therapy. * Consistently demonstrates ability to understand how power & privilege shape relationships and takes an anti-oppressive stance in practicum settings * Consistently shows awareness of covert and overt discrimination and aggression in clinical relationships * Consistently 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. * Consistently attends to the impact of multiple intersections of oppression and privilege and intervenes accordingly with individual and relational clients, and in the supervisory system |

**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 integrates social justice perspective into client work * Effectively uses therapeutic relationship to address systemic inequalities * Stays informed of social justice issues in the larger community * Conceptualizes community level interventions as well as client specific ones * Consistently enacts therapist-as-advocate from a differentiated position * Consistently enacts anti-oppressive and decolonizing practices in clinical relationships |

**Comments (additions to the domain, strengths/weaknesses, particular items to highlight, etc.):Evaluation Summary Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Prac#: 4**

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