

MFT Trainee Evaluation Form

Student Name _____

Evaluation Period: Fall 20_____ Spring 20_____ Summer 20_____ Other_____

Agency Name _____ City _____

**HOURS OF SUPERVISED EXPERIENCE
 DURING THIS EVALUATION PERIOD**

Dates covered by this evaluation: Week of _____ to Week of _____

Total hours of **direct clinical services** provided during this term (semester) that count toward the required PGI Hours and BBS required hours for face-to-face client contact:

Individual Therapy (Individuals, Adolescents,
 Children, plus Non-Relational Groups) _____ Hours

Relational Hours (Couples, Families, Relational
 Groups (e.g. residential group), etc.) _____ Hours

Total Number of Client Hours _____ **Hours**

Client-Centered Advocacy Hours _____ **Hours**
 (for BBS & PGI)

Total hours of **supervision and training** received during this (term) semester:

Individual/Triadic Supervision: **Case Report** _____ Hours

Individual/Triadic Supervision: **Live** _____ Hours
 (includes viewing video tapes of therapy in supervision,
 therapy with clinical supervisor in session and/or clinical
 supervisor observation behind one-way mirror)

Group Supervision: **Case Report** _____ Hours

Group Supervision: **Live** _____ Hours
 (includes viewing video tapes of therapy in group supervision,
 therapy with clinical supervisor in session and/or clinical
 supervisor observation behind one-way mirror)

Workshops, seminars, or trainings _____ **Hours**

Clinical supervisor met, reviewed, and discussed this evaluation with the student? Yes No

If No, please explain _____

SIGNATURES

Supervisor: Printed Name Signature/License Number Date

Student’s signature attests to the fact that the evaluation has been read and in no way indicates that the contents are agreed with. Students have the right to respond in writing and to have the response placed with this evaluation in the student’s education file. Upon student request, a copy of the written response will be sent to the site supervisor.

Student: Printed Name Signature Date

Student Name _____ Academic Program _____

Evaluation Period: Fall 20 _____ Spring 20 _____ Summer 20 _____ Other _____

Agency Name _____ City _____

Clinical Supervisor's Name _____ Phone _____

How Competency was Assessed. Check all that apply. A. <input type="checkbox"/> Direct Observation C. <input type="checkbox"/> Audio E. <input type="checkbox"/> Review of Written Reports G. <input type="checkbox"/> Other (specify): _____ B. <input type="checkbox"/> Video D. <input type="checkbox"/> Supervisory Discussion F. <input type="checkbox"/> Feedback from others		Competency Expectations: FALL: Student is expected to receive a rank of 3 or higher for each competency and an overall rank of 3 or higher. SPRING: Student is expected to receive a rank of 3 or higher for each competency and an overall rank of 3 or higher. SUMMER: Student is expected to receive a rank of 3 or higher for each competency and an overall rank of 3 or higher.	
Performance Levels: <i>Check all boxes that apply within each Competency area and rank student 1 thru 6 based on where the majority of the boxes are checked for that competency.</i> 1: Fails to meet standard, needs improvement 2: Meets minimum standard, needs improvement 3: Meets minimum standard, would benefit from further training		4: Meets standard, appropriate to current level of training and experience 5: Meets standard, exceeds in some competencies 6: Exceeds performance standard in most competencies	
COMPETENCY 1: Clinical Evaluation			
Needs much guidance in <input type="checkbox"/> identifying presenting problems, <input type="checkbox"/> identifying client strengths, and <input type="checkbox"/> identifying possible substance abuse, and <input type="checkbox"/> connecting presenting problem to DSM diagnoses.	<input type="checkbox"/> Can identify treatment unit, presenting problems, and patterns of behavior with guidance. <input type="checkbox"/> Does not always identify risks and self-destructive behaviors. <input type="checkbox"/> Sometimes misses client strengths and needs to be reminded to identify strengths. <input type="checkbox"/> Does not always assess for substance abuse. <input type="checkbox"/> Needs help connecting DSM criteria to presenting problems. <input type="checkbox"/> Has little understanding of prognostic indicators.	<input type="checkbox"/> Generally good at identifying unit of treatment, presenting problems, and patterns of behavior. <input type="checkbox"/> Identifies risks and self-destructive behaviors and implements prevention techniques and identifies appropriate intervention resources. <input type="checkbox"/> Routinely assesses client strengths and coping skills, and possible substance use. <input type="checkbox"/> Generally sufficient in using the DSM but sometimes needs help in identifying appropriate diagnoses. <input type="checkbox"/> Beginning to understand prognostic indicators.	<input type="checkbox"/> Consistently good at identifying unit of treatment, presenting problems, and patterns of behavior. <input type="checkbox"/> Identifies risks and self-destructive behaviors and implements prevention techniques and identifies appropriate intervention resources. <input type="checkbox"/> Routinely assesses client strengths and coping skills, and possible substance use. <input type="checkbox"/> Connects presenting problem with DSM diagnosis and identifies possible comorbid disorders. <input type="checkbox"/> Can identify elements relevant to making proper prognosis.
<input type="radio"/> 1 Fails to Meet Standard	<input type="radio"/> 2 <input type="radio"/> 3 Meets Minimum Standard	<input type="radio"/> 4 <input checked="" type="radio"/> 5 Meets Standard	<input type="radio"/> 6 Exceeds Standard
Comments required if student ranks 1 or 2:			
COMPETENCY 2: Crisis Management			
<input type="checkbox"/> Is inadequate in identifying indicators of abuse, danger to self, or danger to others. <input type="checkbox"/> Sometimes disputes supervisor's identifications of such indicators. <input type="checkbox"/> Inadequate in issues dealing with trauma. <input type="checkbox"/> Completely relies upon supervisor to develop and implement a plan to reduce the potential for danger and to report these incidents.	<input type="checkbox"/> Sometimes misses indicators of abuse, danger to self, or danger to others, but understands these signs after discussion with supervisor. <input type="checkbox"/> Mostly relies upon supervisor to develop and implement a plan to reduce the potential for danger. <input type="checkbox"/> Is uncertain in identifying and treating trauma. <input type="checkbox"/> Feels less confident in reporting such crises and defers to supervisor to complete reporting requirements.	<input type="checkbox"/> Generally good at observing and assessing for indicators of abuse, danger to self, or danger to others with support from supervisor. <input type="checkbox"/> Helps in the development and implementation of a plan to reduce the potential for danger. <input type="checkbox"/> Generally good at identifying and treating trauma with assistance from supervisor. <input type="checkbox"/> Manages reporting requirements with assistance from supervisor.	<input type="checkbox"/> Consistently observes and assesses for indications of abuse, danger to self, or danger to others. <input type="checkbox"/> Develops/implements a plan to reduce the potential for danger with appropriate input from supervisor. <input type="checkbox"/> Excellent at identifying and treating trauma. <input type="checkbox"/> Manages reporting requirements appropriately.
<input type="radio"/> 1 Fails to Meet Standard	<input type="radio"/> 2 <input type="radio"/> 3 Meets Minimum Standard	<input type="radio"/> 4 <input type="radio"/> 5 Meets Standard	<input type="radio"/> 6 Exceeds Standard
Comments required if student ranks 1 or 2:			

COMPETENCY 3: Treatment Planning			
<input type="checkbox"/> Inadequate knowledge of principles of systems theory and/or a clinically appropriate theory. <input type="checkbox"/> Difficulty in identifying stages of treatment and imposes treatment goals. <input type="checkbox"/> Does not understand the differences between short- and long-term treatment goals. <input type="checkbox"/> Does not recognize the need for referral and is not aware of appropriate referrals.	<input type="checkbox"/> Often needs help demonstrating knowledge of principles of systems theory and/or a clinically appropriate theory. <input type="checkbox"/> Needs help in identifying stages of treatment and developing mutually agreed upon, appropriate short- and long-term goals. <input type="checkbox"/> Often needs help recognizing the need for referral for appropriate services and resources.	<input type="checkbox"/> Generally good demonstration of awareness of principles of systems theory and/or a clinically appropriate theory. <input type="checkbox"/> Acceptable identification of stages of treatment and mutually agreed upon, appropriate short- and long-term treatment goals. <input type="checkbox"/> Sometimes needs guidance on recognizing the need for referral for appropriate services and resources.	<input type="checkbox"/> Consistent demonstration of awareness of principles of systems theory and/or a clinically appropriate theory. <input type="checkbox"/> Identifies stages of treatment and sets mutually agreed upon, appropriate short- and long-term goals for treatment. <input type="checkbox"/> Recognizes the need for referral and identifies appropriate services and resources.
<input type="radio"/> 1 Fails to Meet Standard	<input type="radio"/> 2 <input type="radio"/> 3 Meets Minimum Standard	<input type="radio"/> 4 <input type="radio"/> 5 Meets Standard	<input type="radio"/> 6 Exceeds Standard
Comments required if student ranks 1 or 2:			
COMPETENCY 4: Rapport Building			
<input type="checkbox"/> Inadequate in developing empathy and sometimes is not aware of empathy's importance. <input type="checkbox"/> Does not create a safe environment. <input type="checkbox"/> Is unaware of how one's own biases affect treatment outcomes.	<input type="checkbox"/> Often does not develop empathy. <input type="checkbox"/> Needs help in creating a safe environment and understanding the problem from the client's perspective. <input type="checkbox"/> Difficulties developing trust with clients; often imposes one's own biases. <input type="checkbox"/> Is not always aware of one's emotions and imposes treatment without much regard to therapeutic working alliance. <input type="checkbox"/> Is not aware of impact of self on clients.	<input type="checkbox"/> Generally good at developing empathy. <input type="checkbox"/> Is adequate in creating a safe environment and attempts to understand the problem from the client's perspective. <input type="checkbox"/> Is adequate in developing trust with clients but sometimes needs to keep biases in check. <input type="checkbox"/> Is developing the ability to control one's emotions. <input type="checkbox"/> Sometimes proceeds to treatment before trust is fully developed. <input type="checkbox"/> Is appropriately aware of impact of self on clients.	<input type="checkbox"/> Consistent demonstration of empathy. <input type="checkbox"/> Creates a safe environment by understanding the problem from the client's perspective. <input type="checkbox"/> Consistently in control of one's emotions and assesses for safety and trust. <input type="checkbox"/> Is aware and uses impact of self on clients in treatment.
<input type="radio"/> 1 Fails to Meet Standard	<input type="radio"/> 2 <input type="radio"/> 3 Meets Minimum Standard	<input type="radio"/> 4 <input type="radio"/> 5 Meets Standard	<input type="radio"/> 6 Exceeds Standard
Comments required if student ranks 1 or 2:			
COMPETENCY 5: Treatment			
<input type="checkbox"/> Unable to apply any therapeutic principles.	<input type="checkbox"/> Poor knowledge of theoretically appropriate, evidence-based treatment, and client-specific clinical interventions. <input type="checkbox"/> Needs help in evaluating client's coping skills to determine timing of interventions. <input type="checkbox"/> Needs guidance in modifying the treatment process based upon therapeutic progress. <input type="checkbox"/> Needs assistance in understanding transference and countertransference issues. <input type="checkbox"/> Poor at case management-related issues. <input type="checkbox"/> Needs help in identifying appropriate termination and transition from treatment.	<input type="checkbox"/> Generally good knowledge of theoretically appropriate, evidence-based treatment, and client-specific clinical interventions. <input type="checkbox"/> Is adequate at explaining treatments to clients. <input type="checkbox"/> Good in evaluating client's coping skills to determine timing of interventions. <input type="checkbox"/> Good in modifying the treatment process by monitoring therapeutic progress. <input type="checkbox"/> Is gaining awareness of transference and countertransference issues. <input type="checkbox"/> Adequate at case management-related issues. <input type="checkbox"/> Good in developing a plan for termination with client to provide a transition from treatment.	<input type="checkbox"/> Demonstrates consistent knowledge of theoretically appropriate, evidence-based treatment, and client-specific clinical interventions. <input type="checkbox"/> Very good skills in explaining treatments in ways clients can understand. <input type="checkbox"/> Consistent in evaluating client's coping skills to determine timing of interventions. <input type="checkbox"/> Consistent in modifying the treatment process by monitoring therapeutic progress. <input type="checkbox"/> Has good awareness of transference and countertransference issues. <input type="checkbox"/> Good at case management-related issues. <input type="checkbox"/> Consistent in developing a plan for termination with client to provide a transition from treatment.
<input type="radio"/> 1 Fails to Meet Standard	<input type="radio"/> 2 <input type="radio"/> 3 Meets Minimum Standard	<input type="radio"/> 4 <input type="radio"/> 5 Meets Standard	<input type="radio"/> 6 Exceeds Standard
Comments required if student ranks 1 or 2:			

COMPETENCY 6: Human Diversity			
<input type="checkbox"/> Unable to understand the importance of issues of diversity.	<input type="checkbox"/> Needs help in identifying issues of diversity which impact the therapeutic environment. <input type="checkbox"/> Sometimes is unable to disentangle one's own values from client's values, which sometimes interferes with treatment strategies.	<input type="checkbox"/> Generally good at identifying issues of diversity which impact the therapeutic environment. <input type="checkbox"/> Is able to provide an unbiased therapeutic environment when client's values or beliefs are different from one's own views. <input type="checkbox"/> Can apply treatment strategies consistent with client's values, beliefs, and/or worldviews.	<input type="checkbox"/> Consistent at identifying issues of diversity which impact the therapeutic environment, including issues of gender, sexual orientation, culture, ethnicity, age, disability, and religious/fait beliefs on the therapeutic process. <input type="checkbox"/> Consistent at providing an unbiased therapeutic environment when client's values, beliefs, and/or worldviews are different from one's own views.
<input type="radio"/> 1 Fails to Meet Standard	<input type="radio"/> 2 <input type="radio"/> 3 Meets Minimum Standard	<input type="radio"/> 4 <input type="radio"/> 5 Meets Standard	<input type="radio"/> 6 Exceeds Standard
Comments required if student ranks 1 or 2:			
COMPETENCY 7: Law			
<input type="checkbox"/> Poor understanding of legal issues relevant to this clinical setting.	<input type="checkbox"/> Needs help in recognizing legal issues, managing mandated reporting requirements, and obtaining client's (or legal guardian's) authorization for release to disclose or obtain confidential information. <input type="checkbox"/> Does not always understand the reasoning behind the need for legal requirements. <input type="checkbox"/> Needs to be reminded of issues surrounding security of therapy records. <input type="checkbox"/> Is not very knowledgeable of laws relevant to practice.	<input type="checkbox"/> Adequately knowledgeable of legal issues relevant to this clinical setting. <input type="checkbox"/> Adheres to legal statutes, and generally understands and appropriately manages mandated reporting requirements with some assistance from supervisor. <input type="checkbox"/> Obtains client's (or legal guardian's) authorization for release to disclose or obtain confidential information. <input type="checkbox"/> Maintains security of clinical records. <input type="checkbox"/> Is developing knowledge of and follows law in clinical practice.	<input type="checkbox"/> Consistent knowledge of legal issues relevant to this clinical setting. <input type="checkbox"/> Adheres to legal statutes; understands and appropriately manages mandated reporting requirements. <input type="checkbox"/> Obtains and understands the need for client's (or legal guardian's) authorization for release to disclose or obtain confidential information. <input type="checkbox"/> Maintains security of client therapy records. <input type="checkbox"/> Aware of and follows law in clinical practice.
<input type="radio"/> 1 Fails to Meet Standard	<input type="radio"/> 2 <input type="radio"/> 3 Meets Minimum Standard	<input type="radio"/> 4 <input type="radio"/> 5 Meets Standard	<input type="radio"/> 6 Exceeds Standard
Comments required if student ranks 1 or 2:			
COMPETENCY 8: Ethics			
<input type="checkbox"/> Poor understanding of ethical issues relevant to this clinical setting.	<input type="checkbox"/> Needs help in recognizing ethical issues arising in this clinical setting. <input type="checkbox"/> Needs reminders to inform clients of parameters of confidentiality and conditions of mandated reporting. <input type="checkbox"/> Is not aware of one's scope of practice and attempts to treat all problems. <input type="checkbox"/> Needs reminders of appropriate therapeutic boundaries. <input type="checkbox"/> Has difficulty in identifying personal reactions/counter-transference issues that could interfere with the therapeutic process and sometimes denies or disputes these issues when pointed out by supervisor.	<input type="checkbox"/> Generally good knowledge of ethical issues arising in this clinical setting. <input type="checkbox"/> Is able to inform clients of parameters of confidentiality and conditions of mandated reporting. <input type="checkbox"/> Maintains appropriate therapeutic boundaries. <input type="checkbox"/> Is not always aware of one's scope of practice. <input type="checkbox"/> Sometimes needs help in identifying personal reactions/counter-transference issues that could interfere with the therapeutic process but can easily correct oversights in this area. <input type="checkbox"/> Together with supervisor, identifies personal limitations that require outside consultation.	<input type="checkbox"/> Demonstrates excellent knowledge of ethical issues arising in this clinical setting. <input type="checkbox"/> Consistently informs clients of parameters of confidentiality and conditions of mandated reporting. <input type="checkbox"/> Maintains appropriate therapeutic boundaries. <input type="checkbox"/> Consistent at staying within scope of practice. <input type="checkbox"/> Consistent ability to identify personal reactions/countertransference issues that could interfere with the therapeutic process and identifies personal limitations that require outside consultation.
<input type="radio"/> 1 Fails to Meet Standard	<input type="radio"/> 2 <input type="radio"/> 3 Meets Minimum Standard	<input type="radio"/> 4 <input type="radio"/> 5 Meets Standard	<input type="radio"/> 6 Exceeds Standard
Comments required if student ranks 1 or 2:			

COMPETENCY 9: Personal Qualities

<input type="checkbox"/> Has demonstrated lapses in integrity, initiative, motivation, attitude, self-awareness. <input type="checkbox"/> Has demonstrated lapses in oral and written communication skills.	<input type="checkbox"/> Needs improvement in demonstrating integrity, initiative, motivation, attitude, self-awareness. <input type="checkbox"/> Needs improvement in oral and written communication skills.	<input type="checkbox"/> Generally acceptable demonstration of integrity, initiative, motivation, attitude, self-awareness. <input type="checkbox"/> Generally acceptable oral and written communication skills.	<input type="checkbox"/> Consistent demonstration of integrity, initiative, motivation, attitude, self-awareness. <input type="checkbox"/> Consistently demonstrated good oral and written communication skills.
<input type="radio"/> 1 Fails to Meet Standard	<input type="radio"/> 2 <input type="radio"/> 3 Meets Minimum Standard	<input type="radio"/> 4 <input type="radio"/> 5 Meets Standard	<input type="radio"/> 6 Exceeds Standard

Comments required if student ranks 1 or 2:

COMPETENCY 10: Professional Documentation

<input type="checkbox"/> Does not adhere to deadlines and professional documentation standards	<input type="checkbox"/> Does not always maintain timely and orderly paperwork and sometimes skirts agency policies.	<input type="checkbox"/> Maintains timely and orderly paperwork and adheres to agency policies.	<input type="checkbox"/> Consistent maintenance of timely and orderly paperwork, and adherence to agency policies.
<input type="radio"/> 1 Fails to Meet Standard	<input type="radio"/> 2 <input type="radio"/> 3 Meets Minimum Standard	<input type="radio"/> 4 <input type="radio"/> 5 Meets Standard	<input type="radio"/> 6 Exceeds Standard

Comments required if student ranks 1 or 2:

COMPETENCY 11: Professionalism

<input type="checkbox"/> Does not demonstrate professionalism in the work setting.	<input type="checkbox"/> Appearance and attire is frequently inappropriate for agency setting. <input type="checkbox"/> Is inconsistent in punctuality and in meeting responsibilities to agency and to relationships with professional colleagues. <input type="checkbox"/> Is not very aware of the need for self-care.	<input type="checkbox"/> Appearance appropriate to agency setting. <input type="checkbox"/> Acceptable demonstration of punctuality and in meeting responsibilities to agency and to relationships with professional colleagues. <input type="checkbox"/> Is developing the understanding of the importance of self-care.	<input type="checkbox"/> Consistently demonstrates proper appearance appropriate to agency setting. <input type="checkbox"/> Consistently demonstrates punctuality and responsibilities to agency and to relationships with professional colleagues. <input type="checkbox"/> Has the ability to understand the need for self-care as it relates to effective clinical practice.
<input type="radio"/> 1 Fails to Meet Standard	<input type="radio"/> 2 <input type="radio"/> 3 Meets Minimum Standard	<input type="radio"/> 4 <input type="radio"/> 5 Meets Standard	<input type="radio"/> 6 Exceeds Standard

Comments required if student ranks 1 or 2:

COMPETENCY 12: Supervision

<input type="checkbox"/> Resistant to supervision and does not make improvements after repeated input from supervisor.	<input type="checkbox"/> Needs to make better use of supervision. <input type="checkbox"/> Does not always come prepared to discuss cases or issues of concern. <input type="checkbox"/> Has difficulty in presenting full case conceptualizations. <input type="checkbox"/> Is somewhat resistant to supervisory input, and sometimes openly argues with supervisor's observations and/or suggestions.	<input type="checkbox"/> Does not always seek supervision when needed, preferring to wait until regularly scheduled supervisory sessions. <input type="checkbox"/> Comes prepared to supervision sessions, but sometimes needs prompting by supervisor to share concerns. <input type="checkbox"/> Is generally good at presenting full case conceptualizations but sometimes leaves relevant details out of presentation. <input type="checkbox"/> Is generally open to supervision and makes improvements when needed.	<input type="checkbox"/> Seeks supervision when needed, comes prepared for supervision sessions, and openly shares concerns and ideas with supervisor. <input type="checkbox"/> Can present full case conceptualizations. <input type="checkbox"/> Consistently demonstrates openness to feedback and uses supervisory suggestions to make improvements when needed.
<input type="radio"/> 1 Fails to Meet Standard	<input type="radio"/> 2 <input type="radio"/> 3 Meets Minimum Standard	<input type="radio"/> 4 <input type="radio"/> 5 Meets Standard	<input type="radio"/> 6 Exceeds Standard

Comments required if student ranks 1 or 2:

COMPETENCY 13: Systemic Case Conceptualization

<input type="checkbox"/> Unable to conceptualize systemic dynamics even with assistance <input type="checkbox"/> Continues to blame one member of the system for family dynamic	<input type="checkbox"/> Able to see systemic dynamics when prompted by supervisor <input type="checkbox"/> Some errors when using systemic terms	<input type="checkbox"/> Identifies salient systemic dynamics <input type="checkbox"/> Able to identify how systemic dynamics affect individual <input type="checkbox"/> Willing and able to intervene on systemic issues	<input type="checkbox"/> Sophisticated conceptualization of systemic dynamics <input type="checkbox"/> Uses non-blaming systemic conceptualization <input type="checkbox"/> Identifies how individual, family, community, and broader social systems interrelate <input type="checkbox"/> Able to use systemic conceptualization to effectively intervene
<input type="radio"/> 1 Fails to Meet Standard	<input type="radio"/> 2 <input type="radio"/> 3 Meets Minimum Standard	<input type="radio"/> 4 <input type="radio"/> 5 Meets Standard	<input type="radio"/> 6 Exceeds Standard

Comments required if student ranks 1 or 2:

OVERALL ASSESSMENT

<input type="radio"/> 1 Fails to Meet Standard	<input type="radio"/> 2 <input type="radio"/> 3 Meets Minimum Standard	<input type="radio"/> 4 <input type="radio"/> 5 Meets Standard	<input type="radio"/> 6 Exceeds Standard
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NOTE: If student ranks 1 or 2 in Overall Assessment, supervisor needs to complete the three sections below identifying the specific competencies in need of further development and a specific plan for developing those competencies. In addition, supervisor needs to consult with student's Applied Therapeutic Methodology instructor or the Director of Clinical Training.

Areas of Strength:

Areas in Need of Further Development:

Examples of counseling issues addressed (depression, dual diagnosis, schizophrenia, grief, child abuse reporting, etc.):

Plans for Development or Remediation:

Consultation with school requested by clinical supervisor: No Yes Best day/time: _____

Signatures:

Student's Signature Date

Supervisor's Signature Date

Phillips Graduate Institute, Co-Director of Clinical Placement Signature Date

Supervisor's Comments *(optional)*:

Student's Comments *(optional)*: