

# DMFT External Practicum Evaluation

Semester I:

Semester II:

Department of Family Therapy

**Student:** \_\_\_\_\_ **Supervisor:** \_\_\_\_\_

**Practicum Site:** \_\_\_\_\_ **Date:** \_\_\_/\_\_\_/\_\_\_ **Grade:** \_\_\_\_\_

Students' progress in practicum is assessed each trimester in terms of a set of skills (described below) that the program considers necessary for the successful practice of family therapy. Demonstration of each of the skills is assessed on a five point scale. A "5" on an item means that the student consistently demonstrated the described behavior or skill. A "4" means that the student often demonstrated the described behavior or skill. A "3" indicates that the student inconsistently demonstrated the described behavior or skill. A "2" means that the student seldom demonstrated the described behavior or skill. A "1" means that the student never demonstrated the described behavior or skill. The practicum grade is determined in the following way:

- |   |  |
|---|--|
| A | no more than five 4s; nothing below 4                  |
| B | more than five 4s and/or up to two 3s; nothing below 3 |
| C | more than two 3s and/or up to two 2s; nothing below 2  |
| D | more than two 2s and/or up to two 1s                   |
| F | more than two 1s                                       |

## Students must be able to consistently do the following:

- \_\_\_\_\_ Follow site policies (paperwork, follow up, confidentiality, legal, and/or referral issues, etc.)
- \_\_\_\_\_ Conduct themselves in a professional and effective manner (attendance, punctuality, presentation of self)
- \_\_\_\_\_ Maintain an active case load
- \_\_\_\_\_ Empathically communicate an understanding of and respect for the experience of clients
- \_\_\_\_\_ Avoid offering simplistic advice and personal opinions
- \_\_\_\_\_ Limit self-disclosure to occasions of therapeutic utility
- \_\_\_\_\_ Explore client stories with curiosity and demonstrate patience in developing possible interventions
- \_\_\_\_\_ Attend to larger-system issues and access appropriate resources for clients
- \_\_\_\_\_ Actively solicit and implement supervision as an opportunity for learning, regardless of model
- \_\_\_\_\_ Challenge their own premises and biases and expand their awareness and appreciation of cultural, gender, spiritual, and sexual diversity
- \_\_\_\_\_ Actively participate in supervision, offering and requesting constructive feedback, when appropriate
- \_\_\_\_\_ Demonstrate an understanding of and respect for multiple perspectives (clients, team, supervisor)
- \_\_\_\_\_ Conceptualize and describe client conundrums in systemic, nonpathologizing ways
- \_\_\_\_\_ Develop and maintain themes across sessions
- \_\_\_\_\_ Distinguish relevant information—in relation to model, client(s), goals, previous sessions, etc.
- \_\_\_\_\_ Contribute systemic ideas to supervisory discussions
- \_\_\_\_\_ Appropriately generalize from supervision on a particular case, to other analogous situations
- \_\_\_\_\_ Discuss and describe cases concisely within a systemic framework



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**Student Comments:**


Supervisor Signature \_\_\_\_\_ Review Date \_\_\_\_\_

Student Signature \_\_\_\_\_ Review Date \_\_\_\_\_