

DMFT External Practicum Evaluation

FOR FACULTY ONLY

College of Arts, Humanities, & Social Sciences
Department of Family Therapy
3301 College Avenue
Fort Lauderdale, FL 33314

Semester I: D

Semester II: D

Student: _____ Faculty Supervisor: _____

Practicum Site(s): _____ Date: ____/____/____

On Site Supervisor Grade: _____ Faculty Supervisor Grade: _____ Final Grade: _____

(Please attach on site supervisor's evaluation on the back.)

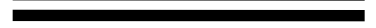
Students' progress in practicum is assessed each trimester in terms of a set of skills (described below) that the program considers necessary for the successful practice of family therapy. Demonstration of each of the skills is assessed on a five point scale. A "5" on an item means that the student consistently 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 two 4s; nothing below 4 |
| B | more than two 4s and/or up to one 3; nothing below 3 |
| C | more than two 3s and/or up to one 2; nothing below 2 |
| D | more than one 2 and/or up to one 1 |
| F | more than two 1s |

Students must be able to consistently do the following:

- _____ Be prompt in scheduling ongoing weekly meetings with faculty supervisor
- _____ Be punctual and attend regular scheduled weekly meetings
- _____ Provide relevant clinical and professional issues for discussion
- _____ Be receptive to feedback from faculty and colleagues (Open to need for personal growth as relevant to development as a therapist)
- _____ Actively participate in discussing colleague's cases
- _____ Maintain professional relationships with both faculty and on-site supervisor
- _____ Transition effectively from academic to professional context
- _____ Demonstrate ability to apply therapeutic model in practice
- _____ Require less detailed direction from supervisor
- _____ Identify what they wish to obtain from supervision
- _____ Move toward a coherent therapeutic orientation
- _____ Demonstrate their orientation in practice (in team discussions, invention of ideas and/or interventions, delivery of ideas, etc.)
- _____ Submit all paperwork (contracts, evaluations, hours forms, etc.) in a timely manner

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What specific areas of growth have been demonstrated in the student's professional development?

What specific areas require additional work and/or monitoring?

Student Comments:

Supervisor Signature _____ Review Date _____

Student Signature _____ Review Date _____