

Ph.D. Clinical Internship Evaluation

Semester I:

Semester II:

Semester III:

Department of Family Therapy

Student: _____ N # _____ Supervisor: _____

Internship 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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- _____ Require less detailed direction from the supervisor
- _____ Identify what they wish to obtain from supervision
- _____ Take calculated risks to expand their interpersonal repertoire (with humor, creativity, play, etc.)
- _____ Handle unexpected and crisis situations with poise and skill
- _____ Describe cases and interact with clients using a variety of therapeutic models
- _____ Move toward a coherent therapeutic orientation
- _____ Demonstrate their orientation in practice (in team discussions, invention of ideas and/or interventions, delivery of ideas, etc.)

What specific areas of growth have been demonstrated in the student's clinical work?

What specific areas require additional work and/or monitoring?

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Student Comments:

Supervisor Signature _____ Review Date _____

Student Signature _____ Review Date _____