

# MCFT Supervisee Evaluation (rev 7-2016)

**R** = Response is required

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## **R** Supervisee Name

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## **R** Site and Supervisor

**Name of Internship Site**

*No answer specified*

**Your Name**

*No answer specified*

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## **R** Date Form Completed

*No answer specified*

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## **R** Internship Level

Choose only one:

*No answer specified*

## Instructions

Below are twelve clinical skills in keeping with the mission and training philosophy of the Lewis & Clark MCFT program. They also reflect the national AAMFT Core Competencies. This evaluation form is designed to provide feedback to the program and guide a conversation between a supervisor and supervisee regarding current student performance on each skill. A description of the expectations at each of the four internship terms is provided for each skill area.

1. Based on the provided expectations for the internship term, please rate the degree to which your supervisee currently meets expectations for each skill. Four options are possible:

Unacceptable  
Below expectations  
Meets expectations  
Exceeds expectations

2. If a student is below or exceeds expectations, please provide an explanation. Other comments are welcome.

3. Before submitting the electronic form, remember to print a copy.

4. As part of your discussion with your supervisee, the student will complete a list of goals for improvement. You and the student will sign that form. The student will submit both the printed copy and the goal statement on Taskstream as a record of their accomplishment.

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## IN SESSION SKILLS

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### **R** 1. Therapeutic Alliance

Therapeutic Alliance (convey respect to all clients; join and maintain relationship with all members of system; uses self of the therapist to promote working alliance, and attends to the impact of power on the therapeutic system)

\*Please only evaluate for current level of Internship.

Expectation for Internship 1: Seeks to understand and empathize with each person's perspective.

Expectation for Internship 2: Joins and maintains connection with all members in the relationship system, including those who may not be present.

Expectation for Internship 3: Recognizes societal influences on therapeutic alliance and seeks to engage silenced or overlooked voices and perspectives.

Expectation for Internship 4: Skillfully manages relationship with family members to counteract societal power imbalances and facilitate their engagement with each other.

	Unacceptable	Below expectations	Meets expectations	Exceeds expectations
Current Level of Performance				

**Comments**

**2. Structuring and Managing Therapy**

Structuring and managing therapy (explain practice setting rules, fees, rights, and responsibilities; determine who should attend therapy and in what configuration; establish and reviews goals; evaluate clients' outcomes for the need to continue, refer, or terminate therapy)

\*Please only evaluate for current level of Internship.

Expectation for Internship 1: Follows basic clinical and procedures, documents appropriately, and obtains measurable goals in collaboration with client.

Expectation for Internship 2: Attends to impact of larger relational systems and considers who best to involve; Organizes flow of the session; Goals are related to interventions.

Expectation for Internship 3: Interventions regularly reflect a plan to attain goals; Works with clients to establish and review systemic goals and outcomes; Engages relevant systems & relationships.

Expectation for Internship 4: Consistently manages progression of therapy toward attainment of systemic treatment goals.

	Unacceptable	Below expectations	Meets expectations	Exceeds expectations
Current level of performance				

**Comments**

**3. Perceptual Competency**

Perceptual competency (identify patterns of interaction; distinguish process from content; identify self as part of the system; develop hypotheses regarding relationship patterns & their bearing on the presenting problem; understand issues related to social justice, cultural democracy, and power)

\*Please only evaluate for current level of Internship.

Expectation for Internship 1: Is developing a systemic lens to expand presenting issues and content to hypotheses regarding interaction patterns and relational and socio-contextual processes.

Expectation for Internship 2: Able to distinguish process from content in session; Recognizes issues related to social justice and cultural democracy. Reflects on own role in the therapeutic process.

Expectation for Internship 3: Regularly recognizes and focuses on patterns of interaction and considers how these relate to larger societal processes. Observes impact of self in the therapeutic process.

Expectation for Internship 4: Consistently recognizes the interconnections among biological, psychological, and social systems, including the impact of power on the presenting issues and own role in the therapeutic system.

	Unacceptable	Below expectations	Meets expectations	Exceeds expectations
Current level of performance				

**Comments**

**4. Intervention Skills**

Intervention skills (link interventions to theory; intervene intentionally and consistently throughout the therapeutic relationship; follow up on interventions; formulate and alter treatment plan as needed; match treatment modalities and techniques to clients' needs, goals, and values; Deliver interventions in a way that is sensitive to special needs of clients (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, disability, personal history, larger systems issues of the client).

\*Please only evaluate for current level of Internship.

Expectation for Internship 1: Applies techniques from at least one systemic therapy approach.

Expectation for Internship 2: Uses a variety of clinical skills, and is beginning to connect them to a clear overall focus or systemic rationale.

Expectation for Internship 3: Expanded intervention skill set; Emerging ability to link skills to overall systemic approach; Recognizes larger context issues and applies appropriate interventions.

Expectation for Internship 4: Uses a variety of skills to achieve specific systemic goals; Consistently attuned to client's unique social location.

	Unacceptable	Below expectations	Meets expectations	Exceeds expectations
Current level of performance				

**Comments**

**5. Contextual Awareness, Knowledge and Skill**

Contextual awareness, knowledge and skill (demonstrate of integration of family therapy theory, equity, and social location issues in clinical practice; recognize impact of interventions on wider system; apply systems/relational theories to clinical case conceptualization; recognize how different techniques may impact the treatment process and larger systems issues of justice and power

\*Please only evaluate for current level of Internship.

Expectation for Internship 1: Identifies own cultural biases and assesses relevant larger systems issues.

Expectation for Internship 2: Recognizes issues of justice and power in session and attempts to respond to these in systemic treatment planning.

Expectation for Internship 3: Sessions expand contextual awareness & counteract societal inequities; Increased ability to integrate attention to larger systems issues with family therapy models.

Expectation for Internship 4: Clinical practice regularly demonstrates integration of family therapy theory, equity, and social location issues.

	Unacceptable	Below expectations	Meets expectations	Exceeds expectations
Current level of performance				

**Comments**

**6. Assessment and Diagnosis**

Assessment and diagnosis (consider physical/organic, social, psychological, and spiritual problems that can cause or exacerbate emotional/interpersonal symptoms; diagnose and assess client behavioral and relational health problems systemically and contextually; identify clients' strengths, resilience, and resources; evaluate level of risks; manage risks, crises, and emergencies; complete effective assessments and appropriately use the DSM V)

\*Please only evaluate for current level of Internship.

Expectation for Internship 1: Completes case assessments for each case that take into account multiple systemic levels; able to assess level of risk and seek help as needed. Routinely identifies areas of resilience.

Expectation for Internship 2: Draws on observation and formal assessments to formulate systemic hypotheses that connect to goals, diagnoses, and intervention, including management of risks and crises and relevant DSM diagnoses.

Expectation for Internship 3: Regularly Integrates multiple levels of analysis and theories in conceptualizing and managing a case (biological, sociological, interpersonal, spiritual, etc.), including areas of resilience and relevant DSM diagnoses.

Expectation for Internship 4: Demonstrates integrated case conceptualization across multiple levels of analysis that guides in-session clinical decisions and case management.

	Unacceptable	Below expectations	Meets expectations	Exceeds expectations
Current level of performance				

**Comments**

**7. Multiple Systems**

Multiple Systems (understand and work along-side other recovery-oriented behavioral health services; develop and maintain collaborative working relationships with referral resources, other practitioners involved in the clients' care, and payers. Work collaboratively with other stakeholders, including family members, other significant persons, and professionals not present; respect

multiple perspectives)

\*Please only evaluate for current level of Internship.

Expectation for Internship 1: Aware of scope of practice of MFTs and identifies other persons and professionals significant to the case.

Expectation for Internship 2: Practices within scope of MFT, makes appropriate referrals, and attends to other stakeholders, whether or not present.

Expectation for Internship 3: Recognizes own clinical contributions within an interdisciplinary system of care; Engages family members and other significant persons.

Expectation for Internship 4: Works collaboratively with other all other stakeholders as they intersect in client care.

	Unacceptable	Below expectations	Meets expectations	Exceeds expectations
Current level of performance				

**Comments**

**8. Research**

Research (using knowledge of current MFT and other research and ability to critique qualitative and quantitative research to inform clinical practice; discern the implications of the sociopolitical context within which research is produced and applied; draw on the research literature relevant to family therapy in case planning, and seeks opportunities to participate in research and evaluate own practice.

\*Please only evaluate for current level of Internship.

Expectation for Internship 1: Shows interest in determining relevance of research to own practice.

Expectation for Internship 2: Seeks opportunities to read and/or participate in research and begins to apply to own practice.

Expectation for Internship 3: Critically evaluates research related to the family therapy and integrates into case planning.

Expectation for Internship 4: Critically uses research to improve and evaluate own practice.

	Unacceptable	Below expectations	Meets expectations	Exceeds expectations
Current level of performance				

**Comments**

**9. Self of the Therapist**

Self of the Therapist (monitor attitudes, personal well-being, personal issues, and personal problems to insure they do not impact the therapy process adversely or create vulnerability for misconduct; monitor personal reactions to clients and treatment process; self-reflection on the implications of own and other’s social location in clinical practice) \*Please only evaluate for current level of Internship.

Expectation for Internship 1: Open to feedback from other students, clients, and supervisors and uses it positively

Expectation for Internship 2: Is aware of how own values, ideas, and social position influence therapy and seeks consultation to increase self-awareness.

Expectation for Internship 3: Is aware of implications of own and other’s social location during therapy sessions.

Expectation for Internship 4: Draws on consciousness of social context and self-awareness to flexibly respond to complex clinical issues.

	Unacceptable	Below expectations	Meets expectations	Exceeds expectations
Current level of performance				

**Comments**

**10. Social Justice Advocacy**

Social Justice Advocacy (demonstrate awareness and sensitivity to issues of power and privilege as they relate to therapist and client intersecting identities and social roles; maintain humility; use privilege to promote social equity; dedication to social justice

and global citizenship)

\*Please only evaluate for current level of Internship.

Expectation for Internship 1: Articulates and applies systemic social justice principles in case planning and supervision.

Expectation for Internship 2: Demonstrates cultural humility and emphasizes client strengths and choice in case conceptualization, treatment planning, and obtaining needed services.

Expectation for Internship 3: Explores own use of power and privilege as they relate to therapist roles and development, intersect with client identities and roles, and foster global citizenship.

Expectation for Internship 4: Uses privilege collaboratively with client(s), agencies, family members, and other systems to empower and promote social equity and client interests.

	Unacceptable	Below expectations	Meets expectations	Exceeds expectations
Current level of performance				

**Comments**

**11. Legal/Ethical Practice**

Legal/Ethical Practice (know and follow the AAMFT Code of Ethics, standards of practice, and State Laws and regulations for the practice of marriage/couple and family therapy; understand the legal requirements and limitations, as well as case management issues, for working with vulnerable populations; provide competent service according to the AAMFT code of ethics and core competencies; understand and use appropriate processes for making ethical decisions; seek guidance from supervisors) \*Please only evaluate for current level of Internship.

Expectation for Internship 1: Knows legal, ethical, and professional standards of practice that apply to MFT.

Expectation for Internship 2: Can apply ethical, legal, and professional standards of practice appropriately in therapy.

Expectation for Internship 3: Expands ethical awareness and professional responsibility to include gender, culture, SES, power, and privilege.

Expectation for Internship 4: Has developed a process for addressing ethical issues in case conceptualization/ management and professional responsibility.

	Unacceptable	Below expectations	Meets expectations	Exceeds expectations
Current level of performance				

**Comments**

**12. Professionalism**

Professionalism (recognize when clinical supervision or consultation is necessary; consult with supervisors if personal issues, attitudes, or beliefs threaten to adversely impact clinical work; utilize supervision effectively; integrate supervisor/team communications into treatment; set appropriate boundaries, manage issues of triangulation, utilize time management skills, and develop collaborative working relationships; maintain complete, relevant case notes in a timely manner; complete all required paperwork, letters, contacts, etc. in a professional and timely manner; contact referral sources/other professionals involved in a timely manner and sharing relevant information; maintaining a professional image, professional boundaries, and positive relationships with colleagues) \*Please only evaluate for current level of Internship.

Expectation for Internship 1: Engages in professional manner within clinical setting; Seeks and utilizes supervision.

Expectation for Internship 2: Demonstrates initiative in carrying out professional responsibilities associated with role as therapist; Identifies specific supervision needs; and Maintains positive workplace relationships.

Expectation for Internship 3: Appropriately utilizes consultation and communication with supervisor, treatment team, and other stakeholders into the treatment process; Supports the professional development of colleagues.

Expectation for Internship 4: Effectively engages with other stakeholders, family members, professionals, or significant persons in the treatment process and in the workplace.

	Unacceptable	Below expectations	Meets expectations	Exceeds expectations
Current level of performance				

**Comments**

**\*\*\*\*IMPORTANT\*\*\*\***You must scroll to the top of the page to print the completed evaluation **BEFORE** you push submit. Otherwise, your responses will be recorded but you will not have a copy to share with your supervisee.

Check Spelling

Submit Survey Responses Now

Please contact [mlovell@lclark.edu](mailto:mlovell@lclark.edu) if you have any questions regarding this survey.

