

|   | <b>MCFT Supervisee Evaluation</b><br>Updated Spring 2025  |   |   |  |   |
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|   | Clinical Competency   | 0: Deficient – Remedial Action Required   | 1: Below Target – Below Developmental Expectations  | 2: Target – Meets Developmental Expectations   | 3: Above Target – Exceeds Developmental Expectations  |
|   | <b>Knowledge</b>  |   |   |  |   |
| 1 | Supervisee is able to conceptualize cases using systemic/relational theory                            | <i>Conceptualization lacks systemic/relational perspectives</i>   | <i>Inconsistent ability to adopt a systemic/relational conceptualization</i>  | <i>Generally able to adopt a systemic/relational perspective</i>   | <i>Consistently able to maintain and articulate a systemic/relational perspective</i>                                     |
| 2 | Supervisee uses theory and research to inform clinical practice                                       | <i>Lacks ability to articulate or apply systemic theory or research to treatment and interventions</i>  | <i>Inconsistent ability to utilize systemic theory and research in treatment and interventions</i>  | <i>Generally able to articulate and utilize systemic theory and research in treatment and interventions</i>            | <i>Consistently able to articulate and implement systemic theory and research in treatment and interventions</i>          |
|   | Please provide supervisee strengths and growth areas related to these clinical competencies:          |   |   |  |   |
|   | <b>Human Diversity and Social Responsibility</b>  |   |   |  |   |
| 3 | Supervisee attends to issues of power and privilege in the therapeutic relationship and client system | <i>Lacks ability to articulate or attend to issues of power and privilege</i>   | <i>Inconsistently able to articulate or attend to issues of power and privilege</i>   | <i>Generally able to articulate and attend to issues of power and privilege</i>  | <i>Consistently able to articulate and attend to issues of power and privilege</i>  |
| 4 | Supervisee demonstrates curiosity and compassion when encountering cultural differences               | <i>Lacks ability to demonstrate curiosity, respect, and validation of each family member in the client system</i>                                     | <i>Inconsistently able to demonstrate curiosity or the ability to communicate respect and validation of each family member in the client system</i> | <i>Generally able to demonstrate curiosity, respect, and validation of each family member in the client system</i>     | <i>Consistently able to demonstrate of curiosity, respect, and validation of each family member in the client system</i>  |
|   | Please provide supervisee strengths and growth areas related to these clinical competencies:          |   |   |  |   |
|   | <b>Clinical Skills and Practice</b>   |   |   |  |   |
| 5 | Supervisee builds rapport through active listening, empathy, questioning and reflection               | <i>Lacks ability to build rapport using listening, empathy, questioning and reflection skills. Supervisee is verbose or silent; flat or unfocused</i> | <i>Inconsistently able to use listening, empathy, questioning and reflection skills. Supervisee is verbose or silent; flat or unfocused</i>         | <i>Generally able to build rapport using active listening and silence, empathy, questioning and reflection skills.</i> | <i>Consistently able to build rapport using active listening and silence, empathy, questioning and reflection skills.</i> |
| 6 | Supervisee tracks patterns, behavior, and communication in session                                    | <i>Lacks ability to track process or formulate patterns in session. Supervisee over focuses on content.</i>   | <i>Inconsistent ability to track process and formulate patterns in session</i>  | <i>Generally able to track process and formulate patterns in session</i>   | <i>Consistently able to track process and formulate patterns in session</i>   |

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| 7   | <b>Supervisee seeks and incorporates supervisory feedback</b>                                    | <i>Lacks ability to seek supervision when needed or fails to implement feedback; defensive</i>   | <i>Inconsistently seeks supervision; Inconsistently incorporates supervisory feedback</i>  | <i>Generally seeks supervision and integrates feedback into treatment</i>   | <i>Consistently seeks and integrates feedback with clear interest in developing excellence as a therapist</i>   |
| 8   | <b>Supervisee completes documentation in a timely manner</b>                                     | <i>Lacks ability to maintain clear, accurate, complete records in a timely manner with reminders from supervisor</i>   | <i>Inconsistently able to maintain clear, accurate, and complete records in a timely manner; Supervisee submits documentation with errors</i>                            | <i>Generally able to maintain clear, accurate, and complete records in a timely manner</i>  | <i>Consistently able to maintain clear, accurate, complete, and sophisticated records in a timely manner</i>  |
| 9   | <b>Supervisee demonstrates professional conduct with all team members</b>                        | <i>Lacks ability to engage with all members of the team in a professional, respectful and collaborative manner</i>   | <i>Inconsistently able to engage with all members of the team in a professional, respectful and collaborative manner</i>   | <i>Generally able to engage with all members of the team in a professional, respectful and collaborative manner</i>   | <i>Consistently able to engage with all members of the team in a professional, respectful and collaborative manner</i>  |
| 10  | <b>Supervisee attends to self-of-therapist issues to minimize impact on clients</b>              | <i>Lacks self-of-the-therapist developmental awareness and the ability to recognize how personal issues affect treatment; lack of reflectivity, awareness</i>  | <i>Inconsistently able to identify and attend to self-of-the-therapist issues</i>  | <i>Generally able to identify and attend to self-of-the-therapist issues</i>  | <i>Consistently able to identify and attend to self-of-the-therapist issues</i>   |
| 11  | <b>Supervisee conducts assessments, diagnoses, and plans treatment appropriately</b>             | <i>Lacks ability to conduct assessments, diagnoses, or treatment plans appropriately</i>   | <i>Inconsistently able to conduct assessments, diagnoses, and treatment plans or with significant supervisory assistance</i>   | <i>Generally able to conduct assessments, diagnoses, and treatment plans with appropriate supervisory assistance</i>  | <i>Consistently able to conduct assessments, diagnoses, and treatment plans with sophistication and minimal supervisory assistance</i>  |
| 12  | <b>Supervisee assesses for and manages safety risks and/or crises</b>                            | <i>Lacks ability to assess for or manage safety risks and/or crises</i>  | <i>Inconsistently able to assess for and manage safety risks and/or crises with significant supervisory support</i>  | <i>Generally able to assess for and manage safety risks and/or crises with appropriate supervisory support</i>  | <i>Consistently able to assess for and manage safety risks and/or crises; engages supervisor appropriately in process</i>   |
| 13  | <b>Supervisee provides a structure for therapy and manages sessions</b>                          | <i>Lacks ability to interrupt unhelpful interactions and create therapeutic focus</i>  | <i>Inconsistently able to structure sessions and interrupt unhelpful interactions</i>  | <i>Generally able to structure therapy, maintain a therapeutic focus, and manage interactions between family members</i>  | <i>Consistently able to structure therapy and facilitate interactions among family members</i>  |
| 14  | <b>Supervisee formulates and delivers clinical interventions based in theory and/or research</b> | <i>Lacks ability to formulate, develop, and deliver basic clinical interventions grounded in theory and/or research; Supervisee requires extensive supervisory support</i>                           | <i>Inconsistently able to deliver basic clinical interventions grounded in theory and/or research; Supervisee requires explicit supervisory support</i>                  | <i>Generally able to develop and deliver clinical interventions grounded in theory and/or research; Supervisee requires appropriate supervisory assistance</i>  | <i>Consistently able to develop and deliver a wide range of clinical interventions grounded in theory and/or research; Supervisee does this with sophistication and minimal supervisory support</i> |
| 15  | <b>Supervisee conducts termination appropriately</b>   | <i>Lacks ability to recognize the importance of the termination process, does not prepare clients for termination or provide necessary referrals, fails to follow protocol regarding termination</i> | <i>Inconsistently able to recognize the role of termination in therapeutic process only with supervisory assistance, inconsistently prepares clients for termination</i> | <i>Generally able to recognize the role of termination in therapeutic process with minimal supervisory assistance, adequately prepares clients for termination, provides referrals when necessary</i> | <i>Consistently able to recognize the role of termination in therapeutic process and prepares client for it, proactively provides referrals</i>   |
| <b>Please provide supervisee strengths and growth areas related to these clinical competencies:</b> |  |  |  |   |   |

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| <b>Professional Identity and Ethics</b> |   |   |  |   |  |
| 16                                      | <b>Supervisee demonstrates ethical decision-making in accordance with the AAMFT code of ethics and state laws</b> | <i>Lacks ability to practice in compliance with ethical, legal, and professional guidelines; Lacks ability to articulate legal and ethical dimensions of practice</i> | <i>Inconsistently able to practice in compliance with ethical, legal, and professional guidelines</i>                                  | <i>Generally able to practice in compliance with ethical, legal, and professional guidelines</i>                                    | <i>Consistently able to practice in compliance with ethical, legal, and professional guidelines; Addresses ethical issues thoughtfully and proactively as they emerge in client care, sophisticated use of ethical theory and principles</i> |
| 17                                      | <b>Supervisee presents as a professional marriage, couple, and family therapist</b>                               | <i>Lacks ability to be punctual and professional in attire, posture, demeanor, and speech; does not conduct self as a professional MCFT</i>                           | <i>Inconsistently punctual and professional in attire, posture, demeanor, and speech; does not conduct self as a professional MCFT</i> | <i>Generally punctual and professional in attire, posture, demeanor, and speech; generally presents self as a professional MCFT</i> | <i>Consistently punctual, professional in attire, posture, demeanor, and speech; relates to others as a professional MCFT</i>  |
|   | Please provide supervisee strengths and growth areas related to these clinical competencies:                      |   |  |   |  |
| <b>Professional Development Goals</b>   |   |   |  |   |  |
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|   | Supervisor Signature  |   |  |   |  |
|   | Student Signature   |   |  |   |  |