Couples and Family Therapy Program
University of Oregon

SITE SUPERVISOR TERM EVALUATION
COMPLETED BY STUDENT

The practicum student’s evaluation is vital to the development and improvement of the CFT training program. The quality of supervision provided is the important component of this evaluation. Please respond to each item below by circling the appropriate letter.

Student Name: ___________________________ Site _________________________

Name of Supervisor: ___________________________ Date: ____________

A Exceptional
B Good
C Acceptable
D Low
U Unsatisfactory

Supervisor’s Relationship Skills:

1. **Humor**: Allows student to use his/her natural sense of humor in therapy, and also uses own sense of humor in the supervisory relations.
   
   A B C D U
   
   Comments:

2. **Sensitivity**: Shows awareness of student’s struggles to learn a new approach.
   
   A B C D U
   
   Comments:

3. **Communication**: Expresses ideas and concerns clearly and directly.
   
   A B C D U
   
   Comments:

4. **Respect**: Builds on student's past professional and personal experience.
   
   A B C D U
   
   Comments:
5. **Challenge**: Provides feedback concerning problematic aspects student’s therapeutic style.

A B C D U

Comments:

6. **Enthusiasm**: Shows an excitement about therapy and teaching.

A B C D U

Comments:

**Supervisory feedback:**

1. Regularly provides direct and clear feedback to student on in-session behaviors, responses to supervision, interpersonal style, and conceptual abilities.

A B C D U

Comments:

**Supervisor’s conceptualization ability:**

1. Conceptualizes the case in a suitably complex, but clear and concrete way in a variety of teaching contexts (e.g., live case consultation, video review, in individual and group supervision).

A B C D U

Comments:

**Supervisor as a role model:**

1. Functions as a professional role model to student.

A B C D U

Comments:

**Supervisor provides:**

1. Structure in training and supervision (e.g. tasks given to students, directed readings, phone-in’s and tape analyses).

A B C D U

Comments:
2. Help in making the therapy model become concrete and personally replicable.
   
   A   B   C   D   U
   
   Comments:

3. A context where one's approach to conducting therapy can be modified and refined.
   
   A   B   C   D   U
   
   Comments:

4. Suggestions that match the student's level of experience and skills.
   
   A   B   C   D   U
   
   Comments:

5. Guidance in translating student's assessment of his or her own strengths and limitations into realistic goals for skill development.
   
   A   B   C   D   U
   
   Comments:

6. Ongoing feedback about student's progress and development as a therapist.
   
   A   B   C   D   U
   
   Comments:

7. Support through availability to consult on cases outside of the training program hours.
   
   A   B   C   D   U
   
   Comments:


{Revised 4/8/2010: Intern ➔ Clin Dir ➔ Acad. Sec.}