

## CASE STUDY EVALUATION FORM

To be completed at the end of each full semester.

Student's Name: \_\_\_\_\_

Consultant's Name: \_\_\_\_\_

Date of Report: \_\_\_\_\_

Case Study Set (check the box that applies to the current set of cases being evaluated):

First Set (CS 122)	<input type="checkbox"/>	Second Set (CS 231)	<input type="checkbox"/>	Third Set (CS 242)	<input type="checkbox"/>
Fourth Set (CS 351)	<input type="checkbox"/>	Fifth Set (CS 362)	<input type="checkbox"/>	Sixth Set (CS 372)*	<input type="checkbox"/>

\*Applies to those students who matriculated in 2006 or after

Client Information:

Initials	Age	Gender	Diagnosis	Number of Consultation Meetings
Client 1:				
Client 2:				
Client 3*:				

\*Applies to students who matriculated prior to 2006

**GRADE** (circle a grade from one of the two categories below):

- 1) Case studies are not complete but –
  - a. There is *satisfactory* progress (AD)
  - b. There is *unsatisfactory* progress
  
- 2) Case studies are complete –
  - a. PASS
  - b. FAIL

Signature of Student:

\_\_\_\_\_

Signature of Consultant:

\_\_\_\_\_

**Please complete the remainder of this form only when this set of case studies is complete.**

**Please circle the most appropriate score for each item, relative to the student's progression in the practicum. Narrative comment may be added.**

**NOTE:** Ratings of "3" represent a student who is performing as would be expected and is on target. Rating of "4" or above should be reserved for a student excelling in the practicum process, while ratings below "3" indicate a need for concern.

## **QUALITY OF DIAGNOSTIC THINKING**

1) *The student demonstrates an expectable ability to use psychodynamic concepts to clarify his/her understanding of clients.*

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Fails to Meet Expectations</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Above Expectations</b>	<b>Exceeds Expectations</b>

Comments:

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2) *The student demonstrates an expectable understanding of the factors that go into assessment and diagnostic evaluation.*

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Fails to Meet Expectations</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Above Expectations</b>	<b>Exceeds Expectations</b>

Comments:

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3) *The student is able to think about client's problems and development from different perspectives.*

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Fails to Meet Expectations</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Above Expectations</b>	<b>Exceeds Expectations</b>

Comments:

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4) *The student is able to identify and resolve difficulties in the case study process.*

1	2	3	4	5
<b>Fails to Meet Expectations</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Above Expectations</b>	<b>Exceeds Expectations</b>

Comments:

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5) *The student can identify beginning transference issues.*

1	2	3	4	5
<b>Fails to Meet Expectations</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Above Expectations</b>	<b>Exceeds Expectations</b>

Comments:

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6) *The student can identify his/her subjective reactions to clients.*

1	2	3	4	5
<b>Fails to Meet Expectations</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Above Expectations</b>	<b>Exceeds Expectations</b>

Comments:

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**Total Score for Quality of Diagnostic Thinking:** \_\_\_\_\_

## USE OF CONSULTATION

7) *The student's verbal presentations lead to meaningful and productive discussions with the consultant.*

1	2	3	4	5
<b>Fails to Meet Expectations</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Above Expectations</b>	<b>Exceeds Expectations</b>

Comments:

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8) *The student responds openly and thoughtfully to the consultant's questions and input and explores the issues raised.*

1	2	3	4	5
<b>Fails to Meet Expectations</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Above Expectations</b>	<b>Exceeds Expectations</b>

Comments:

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9) *The student has established a productive learning alliance with the consultant.*

1	2	3	4	5
<b>Fails to Meet Expectations</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Above Expectations</b>	<b>Exceeds Expectations</b>

Comments:

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10) *The student demonstrates an increasing level of self-awareness and understanding of its role in the case study process.*

1	2	3	4	5
<b>Fails to Meet Expectations</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Above Expectations</b>	<b>Exceeds Expectations</b>

Comments:

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Total Score for Use of Consultation: \_\_\_\_\_

### **QUALITY OF WRITTEN REPORTS**

11) *Reports convey a diagnostic picture of the client.*

1	2	3	4	5
<b>Fails to Meet Expectations</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Above Expectations</b>	<b>Exceeds Expectations</b>

Comments:

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12) *Reports meet the Institute's writing and style standards for case study reports.*

1	2	3	4	5
<b>Fails to Meet Expectations</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Above Expectations</b>	<b>Exceeds Expectations</b>

Comments:

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13) The student demonstrates an expectable understanding of psychodynamic case formulation.

1	2	3	4	5
<b>Fails to Meet Expectations</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Above Expectations</b>	<b>Exceeds Expectations</b>

Comments:

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**Total Score for Quality of Written Reports:** \_\_\_\_\_

## **ADDITIONAL COMMENTS AND OVERALL SCORE**

Note any problems in learning that need to be addressed in future consultations or through other means.

Comments:

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**Overall Score (subtotal of all scored domains above):** \_\_\_\_\_

### **Score Interpretation:**

**Below 39** = significant practicum concerns exist and should be reported to the Practicum Chair

**39 – 52** = meeting expectations, on target, progressing as expected

**Above 52** = exceptional, beyond expectations