

## CLINICAL PRESENTATION EVALUATION FORM

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

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

Committee Member: \_\_\_\_\_

Date of Presentation: \_\_\_\_\_

For Clinical Practicum Chair only:

Date student file reviewed:

Director of Doctoral Studies or Dean Approval: \_\_\_\_\_

Signature

Date

Client Information:

Initials	Age	Gender	Diagnosis	Treatment Modality

Length of Consultation: \_\_\_\_\_

Frequency of Client Contact: \_\_\_\_\_

Please circle the most appropriate score for each item, relative to the student's clinical work and the case presentation process. Narrative comment may be added.

**NOTE:** Ratings of "3" represent a student who is performing as would be expected and is on target. Ratings of "4" or above should be reserved for a student who is doing better than expectable or is excelling, while ratings below "3" indicate a need for concern.

## QUALITY OF WRITTEN REPORT

1) *The report conveys a clear picture of the student's clinical work and thinking, as well as the course of treatment.*

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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2) *The report meets the Institute's writing and style standards for the case presentation.*

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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3) *The process recording clearly depicts a piece of clinical work, including dialogue between clinician and 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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Total Score for Quality of Written Report: \_\_\_\_\_

## QUALITY OF CLINICAL THINKING

4) *The student demonstrates an expectable ability to use psychodynamic concepts to clarify his/her thinking about clinical work.*

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 demonstrates an understanding of assessment and evaluation and its evolution over the course of clinical work.*

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

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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7) *The student is able to identify and resolve difficulties in the clinical process.*

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

**Expectations      Expectations      Expectations      Expectations      Expectations**

Comments:

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8) *The student can change his/her clinical approach based on a revised understanding of the client, shifts in the transference/countertransference constellation, or impasse.*

<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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9) *The student can identify and explore important transference issues.*

<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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10) *The student can identify and explore important countertransference issues.*

<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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**Total Score for Quality of Clinical Thinking:** \_\_\_\_\_

## QUALITY OF DISCUSSION WITH PANEL DURING THE CLINICAL PRESENTATION

11) *The student's verbal presentation, in conjunction with the write-up and process notes, leads to a meaningful discussion with the panel.*

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) *The student responds openly and thoughtfully to the panel's questions and explores the issues raised by the panel.*

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 Discussion with Panel during the Clinical Presentation:**

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## USE OF CONSULTATION

13) *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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14) *The student demonstrates an increasing level of self-awareness and understanding of its role in clinical work.*

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:** \_\_\_\_\_

## 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 42** = significant practicum concerns exist and should be reported to the Practicum Chair

**42 – 56** = meeting expectations, on target, progressing as expected

**Above 56** = exceptional, beyond expectations

### **GRADE:**

- a. PASS
- b. FAIL

Recommendations for Passing Student:

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Recommendations for Failing Student:

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Faculty Signature: \_\_\_\_\_