



Clinical Presentation Evaluation Form

Student's Name: _____

Student I.D. Number: _____

Date of Presentation: _____

1. Quality of written report:

Does the report convey a picture of the client, core dynamics, relevant history, a picture of the client and therapist at work in therapy, and a brief description (to orient the readers) of how the student thinks about clinical work?

Does the report meet Institute writing and style standards?

2. Quality of process recording:

Does the process recording clearly depict a piece of clinical work, including dialogue between therapist and client?

Does the student explain why he/she selected the particular piece of process presented as well as discuss what he/she wanted to convey about the work with this client?

3. Clinical diagnostic and treatment skills:

Is there evidence in the student's clinical presentation and portfolio that the student demonstrates a complex understanding of assessment and employs this to inform the treatment process?

Is there evidence in the student's clinical presentation and portfolio that the student can identify and account for changes in the treatment process and the therapeutic relationship?

Is there evidence in the student's clinical presentation and portfolio that the student is able to identify and resolve difficulties in the treatment?

Is there evidence that the student's clinical presentation and portfolio that the student can identify the central issues and anxieties mobilized in the transferences?

Is there evidence in the student's clinical presentation and portfolio that the student possesses an adequate degree of self awareness with respect to countertransference as a contribution to the process?

4. Thoughtfulness:

Does the student discuss his/her work thoughtfully and demonstrate an adequate ability to use psychodynamic concepts to clarify his/her thinking about the therapeutic process?

To what extent is the student aware that his/her understanding of the client represents one, among several, possible ways of thinking about the client's symptoms, problems and motives?

Was the student able to revise his/her thinking about his/her clinical approach in the face of impasses or other difficulties?

5. Quality of discussion with pane during the Clinical Presentation:

Does the student's verbal presentation, in conjunction with the write-up and process note, become the basis for a meaningful discussion between the student and the panel?

Was the student able to select an aspect of the case for the discussion that he/she considers to be meaningful and explore the issues raised by the panel?

Does the student respond openly and thoughtfully to the panel's questions?

Can the student explore new aspects of the case and self-experience related to the case that may not have been discussed previously?

Are there problems with the student's clinical learning that become evident in the presentation and the portfolio that needed to be addressed in future tutorials or through other means?

6. Use of instruction:

Has the student been able to establish a productive alliance with the instructor?

Does it appear by description, and by what faculty can determine derivatively within the presentation process itself, that the student's use of tutorials in the practicum is promoting an increasingly reflective use of self as a therapeutic agent?

Are there problems in learning that became evident in the presentation that need to be addressed in future tutorials or through other means?

7. PASS _____ FAIL _____

8A. Recommendations for the passing student when considering his/her next two tutorials:

8B. Recommendations for the failing student on what is expected at the next Clinical Presentation Hearing:

Signature: _____

10/07