

**Mississippi Board of Examiners for  
Social Workers/Marriage & Family Therapists  
P.O. Box 4508  
Jackson, MS 39296-4508  
(601) 987-6806/Fax (601) 987-6808**

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**MFT Supervisee Evaluation Form**

Supervisee: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Date Plan of Supervision was approved by the Board  
of Examiners: \_\_\_\_\_

Reporting Period From: \_\_\_\_\_ to \_\_\_\_\_  
(Month/Year) (Month/Year)

Date This Form Was Completed: \_\_\_\_\_

Which evaluation is this? (Check your answer)

# 1 (Ten to Twelve Months)

# 2 (Final Evaluation, 24 to 36 months)

Please Note: Evaluations of the supervisee are to be completed by the supervisor during consultative sessions with the supervisee and submitted by the supervisor to the Board in a timely manner when completed. Supervisors are reminded that an explanation will likely be requested by the Board if a supervisee scores very high (e.g., all tens) on their evaluation, especially on the first evaluation. Supervisory comments are to be noted in the designated place for each evaluative tool submitted.

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**EVALUATION**

What theory base or therapy underlies the supervisee's practice?

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Does the supervisee demonstrate an understanding of assessment & treatment planning?

Y\_\_\_\_\_ N\_\_\_\_\_

If not, how are you addressing the deficiency?

\_\_\_\_\_

Does the supervisee understand Mississippi's laws and rules regulating LMFTs? \_\_\_\_\_

Y N

Do you routinely discuss the above with emphasis on the AAMFT Code of Ethics? \_\_\_\_\_

Y N

Please rate the following on a 0 to 10 likert scale (e.g., 0= not able to observe; 1 = Major Weakness, 5= Acceptable Performance, but still needs improvement, 10 = Exemplary Performance)

1. Quality of performance in relation to other professionals; generates respect and productive client-oriented outcomes from interactions with other professionals and agencies rather than allowing reactivity and/or mood/affect to interfere with work and professional performance.  
\_\_\_\_\_(0) Not able to observe  
\_\_\_\_\_(1-2) Frequent substantiated complaints about quality of services or behavior that has a negative impact on clients, the MFT profession, professional/personal reputation, other professionals and agencies.  
\_\_\_\_\_(3-4) Has occasional conflicts with professional or agency standards resulting in negative consequences.  
\_\_\_\_\_(5-6) Quality of work remains at an acceptable level, initiates corrective action when problems begin to interfere with work.  
\_\_\_\_\_(7-8) Work performance and relationships with other professionals have productive outcomes.  
\_\_\_\_\_(9-10) Demonstrates exemplary work performance and relationships which are frequently substantiated in formal and informal contacts with other clients, agencies, and professionals.
2. Ability to prepare for and use supervision; recognizes and accepts role of learner; reflects on and generalizes learning from one experience to another; profitably uses supervisor feedback.  
\_\_\_\_\_(0) Not able to observe.  
\_\_\_\_\_(1-2) Accepts supervision only when forced; attitude remains negative.  
\_\_\_\_\_(3-4) Uses scheduled supervisory meetings, but is reluctant to seek help.  
\_\_\_\_\_(5-6) Prepares for scheduled meetings and initiates meetings. Performance indicates use of supervisory interchange.  
\_\_\_\_\_(7-8) Consistently prepared for supervision; work indicates maximum use of supervision.  
\_\_\_\_\_(9-10) Creative. Able to present thoughtful, detailed analysis of options to supervisor; realistic in accepting limitations in resources.
3. Commitment to MFT profession and its ethics.  
\_\_\_\_\_(0) Not able to observe.  
\_\_\_\_\_(1-2) Violates ethical standards.  
\_\_\_\_\_(3-4) Usually does not violate professional ethical standards.  
\_\_\_\_\_(5-6) Acts ethically.  
\_\_\_\_\_(7-8) Consistently acts ethically, very good knowledge of ethical standards.  
\_\_\_\_\_(9-10) Strict adherence to and promotion of professional ethics.

4. Self Evaluation: Ability to identify, assess, and take responsibility for own behaviors, feelings, beliefs impacting performance as a therapist.  
\_\_\_\_\_ (0) Not able to observe.  
\_\_\_\_\_ (1-2) Does not demonstrate ability or willingness to evaluate self, rarely acknowledges the need to self-evaluation, rarely takes responsibility for own behaviors, feelings, and beliefs.  
\_\_\_\_\_ (3-4) Limited awareness of, and/or sense of responsibility for, own behaviors, feelings, and beliefs that impact professional performance.  
\_\_\_\_\_ (5-6) Acceptable level of self-awareness, self-responsibility, and flexibility.  
\_\_\_\_\_ (7-8) Consistently demonstrates self-awareness and responsibility for own behaviors, feelings, and beliefs that impact professional performance.  
\_\_\_\_\_ (9-10) Demonstrates ongoing self-evaluation, self-responsibility, and adaptation of self to promote positive outcome.
5. Commitment to continued professional learning.  
\_\_\_\_\_ (0) Not able to observe.  
\_\_\_\_\_ (1-2) Demonstrates no desire for continuing professional education.  
\_\_\_\_\_ (3-4) Infrequently reads professional literature; reluctantly takes advantage of learning opportunities.  
\_\_\_\_\_ (5-6) Takes initiative in seeking continuing education opportunities, reads professional literature.  
\_\_\_\_\_ (7-8) Consistently seeks continuing education experiences; frequently reads professional literature.  
\_\_\_\_\_ (9-10) Actively seeks continuing education experiences; avid reader of professional literature.
6. Ability to formulate and implement treatment approaches.  
\_\_\_\_\_ (0) Not able to observe.  
\_\_\_\_\_ (1-2) Does not demonstrate knowledge or ability to use organized, effective treatment techniques; client is rarely informed about the particular approach, length of treatment, and goals of treatment.  
\_\_\_\_\_ (3-4) Limited ability to involve client in goal determination and to provide specific treatment according to the assessment.  
\_\_\_\_\_ (5-6) Ability to develop, plan, and select most effective strategies and provide interventions at the expected level with client involvement.  
\_\_\_\_\_ (7-8) Effectively provides treatment.  
\_\_\_\_\_ (9-10) Exceptionally effective and creative in providing effective, appropriate interventions in the most complex circumstances.
7. Ability to establish effective professional relationships with clients; promotes conditions fostering trust in a therapist-client relationship that allows for growth, self-reflection, and change.  
\_\_\_\_\_ (0) Not able to observe.  
\_\_\_\_\_ (1-2) Demonstrates difficulties in establishing relationships; allows unproductive, negative situations to develop.  
\_\_\_\_\_ (3-4) Demonstrates ability to relate appropriately and constructively with clients, but occasionally has problems that discourages client trust and growth.  
\_\_\_\_\_ (5-6) Demonstrates the purposeful use of self and client in developing, maintaining, and terminating trusting therapist-client relationships.  
\_\_\_\_\_ (7-8) Consistently demonstrates sensitivity to issues in the therapist-client relationship, ability to establish and maintain rapport and trust with clients.  
\_\_\_\_\_ (9-10) Demonstrates non-judgmental acceptance and consistently develops positive, productive therapist-client relationships including the most difficult clients.
8. Ability to communicate orally.  
\_\_\_\_\_ (0) Not able to observe.

- \_\_\_\_\_ (1-2) Communication is disorganized, vague, general and irrelevant.
- \_\_\_\_\_ (3-4) Expresses self well enough to be understood.
- \_\_\_\_\_ (5-6) Ability to organize and concisely incorporate relevant data in the presentation.
- \_\_\_\_\_ (7-8) Above average ability to express self consistently in an organized manner with concise, relevant presentation of data.
- \_\_\_\_\_ (9-10) Ability to communicate based on understanding of sociocultural differences such as ethnicity and age; ability to use appropriate language in a clear manner.

9. Ability to communicate in writing.

- \_\_\_\_\_ (0) Not able to observe.
- \_\_\_\_\_ (1-2) Communication is disorganized, vague, general and irrelevant.
- \_\_\_\_\_ (3-4) Expresses self well enough to be understood.
- \_\_\_\_\_ (5-6) Ability to organize and concisely incorporate relevant data in the presentation.
- \_\_\_\_\_ (7-8) Above average ability to express self consistently in an organized manner with concise, relevant presentation of data.
- \_\_\_\_\_ (9-10) Ability to communicate based on understanding of sociocultural differences such as ethnicity and age; ability to use appropriate language in a clear manner.

Evaluate the strengths and weaknesses of the supervisee at the present time:

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Describe the supervisee's professional growth in the last six months:

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Describe the supervisee's goals for professional growth in the next six months:

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Do you have any concerns regarding this supervisee being licensed? \_\_\_\_\_  
 Y N

Is this supervisee competent and practicing at an acceptable standard within the profession as a whole?

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Additional Comments: \_\_\_\_\_

**REPORTED HOURS**

DATES	DIRECT CLIENT CONTACT HOURS			SUPERVISION HOURS		
	Individual	Relational	Total	Individual	Group	Total
<b>EXAMPLE</b> May, 2007	37	42	79	2.5	1.5	4.0
<b>SUBTOTALS</b>						

**SIGNATURE**

Approved Supervisor: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Has the Supervisee read and received a copy of this evaluation?

Yes \_\_\_\_\_ No \_\_\_\_\_

Supervisee E-Mail address: \_\_\_\_\_

Notes: \_\_\_\_\_

Disposition: \_\_\_\_\_/\_\_\_\_/\_\_\_\_  
 Evaluator      Date      Approved Hours      Board Review Date