

## CFT STUDENT ANNUAL SELF REPORT

The CFT Student Yearly Self Report is made up of a student's self-assessment of the AAMFT Core Competencies and other questions related to the student's general progress in the program. This is not intended to be a stressful process, but a way to determine where the student is currently and what they may need to further their progress in the program.

Please respond to the following questions and as they apply to the year **April 1, \_\_\_\_ to March 31, \_\_\_\_**. If you are a first year student, use the period of September 1 to March 31.

Name your documents as follows:

- Last name, First name\_MFT Self Report\_20XX and
- Last name, First name\_AAMFT Core Competencies\_20XX

Email your documents to the Coordinator of Graduate Studies by April 30th. **This is a hard deadline.**

**CFT PROGRAM EDUCATIONAL OUTCOMES &  
AAMFT CORE COMPETENCIES SELF EVALUATION**

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Year Entered Program \_\_\_\_\_

My clinical master's degree is from a COAMFTE Accredited Program.      Yes                      No

Complete this form to the best of your ability by assessing each item with regard to your level of competency with the activity described. This is an opportunity to problem solve if there are problem areas in your clinical training. Please use the comment sections to elaborate on any issues you would like to bring to our attention.

**CFT Program Educational Outcomes**

In this area, please indicate if you feel you are “Below” “At” or “Exceed” your developmental level for each category. The CFT faculty expects that most students would rate themselves as being “At” their developmental level because most students are actively engaged in the learning process.

**(I am learning to) / or I am:**

|                                                                                                                                                                                             |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| • (Be) a knowledgeable consumer and producer of relationally-oriented research that seeks to improve the health and well-being of individuals, couples, families and societies.             |  |
| • (Be) prepared to independently teach at the University level                                                                                                                              |  |
| • (Be) prepared to articulate the diverse social contexts that influence my work and the influence of my work on those diverse social contexts                                              |  |
| • (Be) a competent C/MFT clinician (that can work with a wide range of families and populations) and am on track with meeting the didactic requirements to be an AAMFT Approved Supervisor. |  |
| Comments:                                                                                                                                                                                   |  |

## AAMFT Core Competencies

In the area below rate your competency with each activity on a scale of 1 (not competent) to 5 (very competent). A score of 3 or higher shows competency while a 2 or below would indicate room for improvement. Add comments as necessary.

| COMPETENCY                                                                                                                                                                                                                                                                                                     |        |          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|----------|
| MFT Theories                                                                                                                                                                                                                                                                                                   | Rating | Comments |
| Apply systems concepts, theories, and techniques of marriage and family therapy.                                                                                                                                                                                                                               |        |          |
| <b>Human and Family Development</b>                                                                                                                                                                                                                                                                            |        |          |
| Understand principles of human and family development, human sexuality, gender development, trauma, psychopathology, psychopharmacology, trauma, recovery-oriented care, and their implications for treatment.                                                                                                 |        |          |
| <b>Cultural and Contextual Awareness</b>                                                                                                                                                                                                                                                                       |        |          |
| Conduct assessment and therapy with sensitivity to contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, social context).                                                                             |        |          |
| <b>Selecting Treatment Models</b>                                                                                                                                                                                                                                                                              |        |          |
| Recognize strengths, limitations, evidence base, and contraindications of marriage and family therapy models consistent with contextual factors, including culture, diagnosis, and trauma history and adapts and integrates models as appropriate for client needs.                                            |        |          |
| <b>Therapeutic Relationship</b>                                                                                                                                                                                                                                                                                |        |          |
| Establish and maintain appropriate and productive therapeutic alliances with clients from a position of cultural humility, recognizing when to involve significant others and extrafamilial systems.                                                                                                           |        |          |
| <b>Diagnosis</b>                                                                                                                                                                                                                                                                                               |        |          |
| Diagnose and assess client behavioral and relational health concerns systemically and contextually utilizing current models for assessment and diagnosis.                                                                                                                                                      |        |          |
| <b>Relational Assessment</b>                                                                                                                                                                                                                                                                                   |        |          |
| Assess interpersonal patterns, family history, biopsychosocial functioning, social position as they relate to the presenting problem using genogram, systemic interviewing techniques, structured interview, and symptom inventories to conceptualize treatment systemically and develop relational hypothesis |        |          |
| <b>Treatment Planning</b>                                                                                                                                                                                                                                                                                      |        |          |

|                                                                                                                                                                                                                                                        |  |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| Develop measurable outcomes, treatment goals, treatment plans, appropriate referrals, and aftercare plans utilizing a systemic perspective.                                                                                                            |  |  |
| <b>Treatment Intervention and Practice</b>                                                                                                                                                                                                             |  |  |
| Deliver systemic interventions that are consistent with model of therapy, evidence base, cultural and contextual dynamics, practice setting, and goals of the treatment plan.                                                                          |  |  |
| <b>Safety Planning</b>                                                                                                                                                                                                                                 |  |  |
| Screen and develop adequate safety plans for substance abuse, maltreatment of children and vulnerable adults, domestic violence, physical violence, suicide potential, and danger to self and others.                                                  |  |  |
| <b>Collaboration</b>                                                                                                                                                                                                                                   |  |  |
| Work collaboratively with stakeholders, including family members, other significant persons, and professionals that empower clients to navigate complex systems of care.                                                                               |  |  |
| <b>Law and Ethics</b>                                                                                                                                                                                                                                  |  |  |
| Practice within state, federal, and provincial laws/regulations and professional ethical standards                                                                                                                                                     |  |  |
| <b>Supervision and Consultation</b>                                                                                                                                                                                                                    |  |  |
| Contribute to supervision and consultation by providing rationales for interventions, assessment information, and systemic understanding of clients' context and dynamics.                                                                             |  |  |
| <b>Self-of-Therapist</b>                                                                                                                                                                                                                               |  |  |
| Monitor personal reactions to clients and treatment process (e.g., family of origin, boundaries, triangulation, current stress level, current life situation, cultural context, transference, supervision) and their impact clinical outcomes practice |  |  |
| <b>Measure Effectiveness</b>                                                                                                                                                                                                                           |  |  |
| Measure the effectiveness of one's own clinical practice, using outcome measures, and client feedback.                                                                                                                                                 |  |  |
| <b>Research</b>                                                                                                                                                                                                                                        |  |  |
| Use current MFT and behavioral health research to inform clinical practice.                                                                                                                                                                            |  |  |

AAMFT Core Competencies evaluation has been adapted from:

Northey Jr, W. F., & Gehart, D. R. (2020). The condensed MFT core competencies: A streamlined approach for measuring student and supervisee learning using the MFT core competencies. *Journal of Marital and Family Therapy*, 46, 42-61. doi:

10.1111/jmft.12386

## CFT STUDENT ANNUAL SELF REPORT

### Academic Progress

1. List the courses you have taken this year and the grades you received.
2. Indicate whether you and your adviser have reviewed your FSoS Doctoral portfolio this year and comment on how you see your progress in this area.

### Clinical Progress

3. Briefly (one paragraph) describe the development of your clinical abilities during the past year.
4. List site(s) where you have practiced this year, your onsite supervisor(s), your average hours per week in each setting, and your primary responsibilities.
5. How many total clinical hours have you logged this year? How many relational hours?
6. How many supervision hours have you logged this year? Individual? Group? How many with access to raw clinical data?
7. Are your records of clinical and supervision hours up to date (as of **March 31, \_\_\_\_**) with the Coordinator of Graduate Studies? YES NO

If “No” explain why not:

### Professionalism

8. How would you evaluate your professionalism this year, including your degree of engagement in the program (e.g., fully participating in coursework, supervision, and other activities), development of professional relationships within the CFT program and department, and managing logistical expectations (e.g., being on time, completing clinical hours forms in a timely fashion)?

### Areas of Concern

9. Indicate concerns you have about your engagement and progress in the program (including class, supervision, classmates' relationships, faculty relationships, etc).

### Feedback to the MFT Program

10. Indicate what you see as program strengths and weaknesses.
11. Describe any suggestions you have for improving the program.