

CALIFORNIA STATE UNIVERSITY FULLERTON

Site Supervisor Final Evaluation of MFT/PCC Trainee

Student Name: _____

CWID: _____

Evaluation Period: Fall 20__ Spring 20__ Summer 20__ **Class:** 530 584 590 591

Agency Name: _____

City: _____

Clinical Supervisor's Name: _____

Phone: _____

<p>How Competency was Assessed. Check all that apply.</p> <p>A. <input type="checkbox"/> Direct Observation B. <input type="checkbox"/> Video C. <input type="checkbox"/> Audio D. <input type="checkbox"/> Supervisory Discussion E. <input type="checkbox"/> Review of Written Reports F. <input type="checkbox"/> Feedback from others G. <input type="checkbox"/> Other (specify): _____</p>	<p>Competency Expectations:</p> <p>Fall: Student is expected to receive a rank of 3 or higher for each competency and an overall rank of 3 or higher.</p> <p>Spring: Student is expected to receive a rank of 3 or higher for each competency and an overall rank of 3 or higher.</p> <p>Summer: Student is expected to receive a rank of 3 or higher for each competency and an overall rank of 3 or higher.</p>
---	--

<p>Performance Levels:</p> <p><i>Check all boxes that apply within each Competency area and rank student 1 thru 6 based on where the majority of the boxes are checked for that competency.</i></p> <p>1: Fails to meet standard, needs improvement 2: Meets minimum standard, needs improvement 3: Meets minimum standard, would benefit from further training</p>	<p>4: Meets standard, appropriate to current level of training and experience 5: Meets standard, exceeds in some competencies 6: Exceeds performance standard in most competencies</p>
--	--

COMPETENCY 1: Clinical Evaluation

<p>Needs much guidance in <input type="checkbox"/> identifying presenting problems, <input type="checkbox"/> identifying client strengths, and <input type="checkbox"/> identifying possible substance abuse, and <input type="checkbox"/> in connecting presenting problem to DSM diagnoses.</p>	<p><input type="checkbox"/> Can identify treatment unit, presenting problems, and patterns of behavior with guidance. <input type="checkbox"/> Does not always identify risks and self-destructive behaviors. <input type="checkbox"/> Sometimes misses client strengths and needs to be reminded to identify such strengths. <input type="checkbox"/> Does not always assess for substance abuse. <input type="checkbox"/> Needs help connecting DSM criteria to presenting problems. <input type="checkbox"/> Has little understanding of prognostic indicators.</p>	<p><input type="checkbox"/> Generally good at identifying unit of treatment, presenting problems, and patterns of behavior. <input type="checkbox"/> Identifies risks and self-destructive behaviors and implements prevention techniques and identifies appropriate intervention resources. <input type="checkbox"/> Routinely assesses client strengths and coping skills, and possible substance use. <input type="checkbox"/> Generally sufficient in using the DSM but sometimes needs help in identifying appropriate diagnoses. <input type="checkbox"/> Beginning to understand prognostic indicators.</p>	<p><input type="checkbox"/> Consistently good at identifying unit of treatment, presenting problems, and patterns of behavior. <input type="checkbox"/> Identifies risks and self-destructive behaviors and implements prevention techniques and identifies appropriate intervention resources. <input type="checkbox"/> Routinely assesses client strengths and coping skills, and possible substance use. <input type="checkbox"/> Connects presenting problem with DSM diagnosis and identifies possible comorbid disorders. <input type="checkbox"/> Can identify elements relevant to making proper prognosis.</p>
<p>1 <input type="checkbox"/> Fails to Meet Standard</p>	<p>2 <input type="checkbox"/> 3 <input type="checkbox"/> Meets Minimum Standard</p>	<p>4 <input type="checkbox"/> 5 <input type="checkbox"/> Meets Standard</p>	<p>6 <input type="checkbox"/> Exceeds Standard</p>

Comments required if student ranks 1 or 2:

COMPETENCY 2: Crisis Management

<p><input type="checkbox"/> Is inadequate in identifying indicators of abuse, danger to self, or danger to others. <input type="checkbox"/> Sometimes disputes supervisor's identifications of such indicators. <input type="checkbox"/> Inadequate in issues dealing with trauma. <input type="checkbox"/> Completely relies upon supervisor to develop and implement a plan to reduce the potential for danger and to report these incidents.</p>	<p><input type="checkbox"/> Sometimes misses indicators of abuse, danger to self, or danger to others, but understands these signs after discussion with supervisor. <input type="checkbox"/> Mostly relies upon supervisor to develop and implement a plan to reduce the potential for danger. <input type="checkbox"/> Is uncertain in identifying and treating trauma. <input type="checkbox"/> Feels less confident in reporting such crises and defers to supervisor to complete reporting requirements.</p>	<p><input type="checkbox"/> Generally good at observing and assessing for indicators of abuse, danger to self, or danger to others with support from supervisor. <input type="checkbox"/> Helps in the development and implementation of a plan to reduce the potential for danger. <input type="checkbox"/> Generally good at identifying and treating trauma with assistance from supervisor. <input type="checkbox"/> Manages reporting requirements with assistance from supervisor.</p>	<p><input type="checkbox"/> Consistently observes and assesses for indications of abuse, danger to self, or danger to others. <input type="checkbox"/> Develops/implements a plan to reduce the potential for danger with appropriate input from supervisor. <input type="checkbox"/> Excellent at identifying and treating trauma. <input type="checkbox"/> Manages reporting requirements appropriately.</p>
<p>1 <input type="checkbox"/> Fails to Meet Standard</p>	<p>2 <input type="checkbox"/> 3 <input type="checkbox"/> Meets Minimum Standard</p>	<p>4 <input type="checkbox"/> 5 <input type="checkbox"/> Meets Standard</p>	<p>6 <input type="checkbox"/> Exceeds Standard</p>

Comments required if student ranks 1 or 2:

CALIFORNIA STATE UNIVERSITY FULLERTON

Site Supervisor Final Evaluation of MFT/PCC Trainee

COMPETENCY 3: Treatment Planning			
<input type="checkbox"/> Inadequate knowledge of principles of systems theory and/or a clinically appropriate theory. <input type="checkbox"/> Difficulty in identifying stages of treatment and imposes treatment goals. <input type="checkbox"/> Does not understand the differences between short- and long-term treatment goals. <input type="checkbox"/> Does not recognize the need for referral and is not aware of appropriate referrals.	<input type="checkbox"/> Often needs help demonstrating knowledge of principles of systems theory and/or a clinically appropriate theory. <input type="checkbox"/> Needs help in identifying stages of treatment and developing mutually agreed upon, appropriate short- and long-term goals. <input type="checkbox"/> Often needs help recognizing the need for referral for appropriate services and resources.	<input type="checkbox"/> Generally good demonstration of awareness of principles of systems theory and/or a clinically appropriate theory. <input type="checkbox"/> Acceptable identification of stages of treatment and mutually agreed upon, appropriate short- and long-term treatment goals. <input type="checkbox"/> Sometimes needs guidance on recognizing the need for referral for appropriate services and resources.	<input type="checkbox"/> Consistent demonstration of awareness of principles of systems theory and/or a clinically appropriate theory. <input type="checkbox"/> Identifies stages of treatment and sets mutually agreed upon, appropriate short- and long-term goals for treatment. <input type="checkbox"/> Recognizes the need for referral and identifies appropriate services and resources.
1 <input type="checkbox"/> Fails to Meet Standard	2 <input type="checkbox"/> 3 <input type="checkbox"/> Meets Minimum Standard	4 <input type="checkbox"/> 5 <input type="checkbox"/> Meets Standard	6 <input type="checkbox"/> Exceeds Standard
Comments required if student ranks 1 or 2:			
COMPETENCY 4: Rapport Building			
<input type="checkbox"/> Inadequate in developing empathy and sometimes is not aware of empathy's importance. <input type="checkbox"/> Does not create a safe environment. <input type="checkbox"/> Is unaware of how one's own biases affect treatment outcomes.	<input type="checkbox"/> Often does not develop empathy. <input type="checkbox"/> Needs help in creating a safe environment and understanding the problem from the client's perspective. <input type="checkbox"/> Difficulties developing trust with clients; often imposes one's own biases. <input type="checkbox"/> Is not always aware of one's emotions and imposes treatment without much regard to therapeutic working alliance. <input type="checkbox"/> Is not aware of impact of self on clients.	<input type="checkbox"/> Generally good at developing empathy. <input type="checkbox"/> Is adequate in creating a safe environment and attempts to understand the problem from the client's perspective. <input type="checkbox"/> Is adequate in developing trust with clients but sometimes needs to keep biases in check. <input type="checkbox"/> Is developing the ability to control one's emotions. <input type="checkbox"/> Sometimes proceeds to treatment before trust is fully developed. <input type="checkbox"/> Is appropriately aware of impact of self on clients.	<input type="checkbox"/> Consistent demonstration of empathy. <input type="checkbox"/> Creates a safe environment by understanding the problem from the client's perspective. <input type="checkbox"/> Consistently in control of one's emotions and assesses for trust. <input type="checkbox"/> Is aware and uses impact of self on clients in treatment.
1 <input type="checkbox"/> Fails to Meet Standard	2 <input type="checkbox"/> 3 <input type="checkbox"/> Meets Minimum Standard	4 <input type="checkbox"/> 5 <input type="checkbox"/> Meets Standard	6 <input type="checkbox"/> Exceeds Standard
Comments required if student ranks 1 or 2:			
COMPETENCY 5: Treatment			
<input type="checkbox"/> Unable to apply any therapeutic principles.	<input type="checkbox"/> Poor knowledge of theoretically appropriate, evidence based treatment, and client-specific clinical interventions. <input type="checkbox"/> Needs help in evaluating client's coping skills to determine timing of interventions. <input type="checkbox"/> Needs guidance in modifying the treatment process based upon therapeutic progress. <input type="checkbox"/> Needs assistance in understanding transference and countertransference issues. <input type="checkbox"/> Poor at case management-related issues. <input type="checkbox"/> Needs help in identifying appropriate termination and transition from treatment.	<input type="checkbox"/> Generally good knowledge of theoretically appropriate, evidence based treatment, and client-specific clinical interventions. <input type="checkbox"/> Is adequate at explaining treatments to clients. <input type="checkbox"/> Good in evaluating client's coping skills to determine timing of interventions. <input type="checkbox"/> Good in modifying the treatment process by monitoring therapeutic progress. <input type="checkbox"/> Is gaining awareness of transference and countertransference issues. <input type="checkbox"/> Adequate at case management-related issues. <input type="checkbox"/> Good in developing a plan for termination with client to provide a transition from treatment.	<input type="checkbox"/> Demonstrates consistent knowledge of theoretically appropriate, evidence based treatment, and client-specific clinical interventions. <input type="checkbox"/> Very good skills in explaining treatments in ways clients can understand. <input type="checkbox"/> Consistent in evaluating client's coping skills to determine timing of interventions. <input type="checkbox"/> Consistent in modifying the treatment process by monitoring therapeutic progress. <input type="checkbox"/> Has good awareness of transference and countertransference issues. <input type="checkbox"/> Good at case management-related issues. <input type="checkbox"/> Consistent in developing a plan for termination with client to provide a transition from treatment.
1 <input type="checkbox"/> Fails to Meet Standard	2 <input type="checkbox"/> 3 <input type="checkbox"/> Meets Minimum Standard	4 <input type="checkbox"/> 5 <input type="checkbox"/> Meets Standard	6 <input type="checkbox"/> Exceeds Standard
Comments required if student ranks 1 or 2:			

CALIFORNIA STATE UNIVERSITY FULLERTON

Site Supervisor Final Evaluation of MFT/PCC Trainee

COMPETENCY 6: Human Diversity			
<input type="checkbox"/> Unable to understand the importance of issues of diversity.	<input type="checkbox"/> Needs help in identifying issues of diversity which impact the therapeutic environment. <input type="checkbox"/> Sometimes is unable to disentangle one's own values from client's values, which sometimes interferes with treatment strategies.	<input type="checkbox"/> Generally good at identifying issues of diversity which impact the therapeutic environment. <input type="checkbox"/> Is able to provide an unbiased therapeutic environment when client's values or beliefs are different from one's own views. <input type="checkbox"/> Can apply treatment strategies consistent with client's values, beliefs, and/or worldviews.	<input type="checkbox"/> Consistent at identifying issues of diversity which impact the therapeutic environment, including issues of gender, sexual orientation, culture, ethnicity, age, disability, and religious/faith beliefs on the therapeutic process. <input type="checkbox"/> Consistent at providing an unbiased therapeutic environment when client's values, beliefs, and/or worldviews are different from one's own views.
1 <input type="checkbox"/> Fails to Meet Standard	2 <input type="checkbox"/> 3 <input type="checkbox"/> Meets Minimum Standard	4 <input type="checkbox"/> 5 <input type="checkbox"/> Meets Standard	6 <input type="checkbox"/> Exceeds Standard
Comments required if student ranks 1 or 2:			
COMPETENCY 7: Law			
<input type="checkbox"/> Poor understanding of legal issues relevant to this clinical setting.	<input type="checkbox"/> Needs help in recognizing legal issues, managing mandated reporting requirements, and obtaining client's (or legal guardian's) authorization for release to disclose or obtain confidential information. <input type="checkbox"/> Does not always understand the reasoning behind the need for legal requirements. <input type="checkbox"/> Needs to be reminded of issues surrounding security of therapy records. <input type="checkbox"/> Is not very knowledgeable of laws relevant to practice.	<input type="checkbox"/> Adequately knowledgeable of legal issues relevant to this clinical setting. <input type="checkbox"/> Adheres to legal statutes, and generally understands and appropriately manages mandated reporting requirements with some assistance from supervisor. <input type="checkbox"/> Obtains client's (or legal guardian's) authorization for release to disclose or obtain confidential information. <input type="checkbox"/> Maintains security of clinical records. <input type="checkbox"/> Is developing knowledge of and follows law in clinical practice.	<input type="checkbox"/> Consistent knowledge of legal issues relevant to this clinical setting. <input type="checkbox"/> Adheres to legal statutes, and understands and appropriately manages mandated reporting requirements. <input type="checkbox"/> Obtains and understands the need for client's (or legal guardian's) authorization for release to disclose or obtain confidential information. <input type="checkbox"/> Maintains security of client therapy records. <input type="checkbox"/> Aware of and follows law in clinical practice.
1 <input type="checkbox"/> Fails to Meet Standard	2 <input type="checkbox"/> 3 <input type="checkbox"/> Meets Minimum Standard	4 <input type="checkbox"/> 5 <input type="checkbox"/> Meets Standard	6 <input type="checkbox"/> Exceeds Standard
Comments required if student ranks 1 or 2:			
COMPETENCY 8: Ethics			
<input type="checkbox"/> Poor understanding of ethical issues relevant to this clinical setting.	<input type="checkbox"/> Needs help in recognizing ethical issues arising in this clinical setting. <input type="checkbox"/> Needs reminders to inform clients of parameters of confidentiality and conditions of mandated reporting. <input type="checkbox"/> Is not aware of one's scope of practice and attempts to treat all problems. <input type="checkbox"/> Needs reminders of appropriate therapeutic boundaries. <input type="checkbox"/> Has difficulty in identifying personal reactions/countertransference issues that could interfere with the therapeutic process and sometimes denies or disputes these issues when pointed out by supervisor.	<input type="checkbox"/> Generally good knowledge of ethical issues arising in this clinical setting. <input type="checkbox"/> Is able to inform clients of parameters of confidentiality and conditions of mandated reporting. <input type="checkbox"/> Maintains appropriate therapeutic boundaries. <input type="checkbox"/> Is not always aware of one's scope of practice. <input type="checkbox"/> Sometimes needs help in identifying personal reactions/countertransference issues that could interfere with the therapeutic process, but can easily correct oversights in this area. <input type="checkbox"/> Together with supervisor, identifies personal limitations that require outside consultation.	<input type="checkbox"/> Demonstrates excellent knowledge of ethical issues arising in this clinical setting. <input type="checkbox"/> Consistently informs clients of parameters of confidentiality and conditions of mandated reporting. <input type="checkbox"/> Maintains appropriate therapeutic boundaries. <input type="checkbox"/> Consistent at staying within scope of practice. <input type="checkbox"/> Consistent ability to identify personal reactions/countertransference issues that could interfere with the therapeutic process, and identifies personal limitations that require outside consultation.
1 <input type="checkbox"/> Fails to Meet Standard	2 <input type="checkbox"/> 3 <input type="checkbox"/> Meets Minimum Standard	4 <input type="checkbox"/> 5 <input type="checkbox"/> Meets Standard	6 <input type="checkbox"/> Exceeds Standard
Comments required if student ranks 1 or 2:			

CALIFORNIA STATE UNIVERSITY FULLERTON

Site Supervisor Final Evaluation of MFT/PCC Trainee

COMPETENCY 9: Personal Qualities			
<input type="checkbox"/> Has demonstrated lapses in integrity, initiative, motivation, attitude, self-awareness. <input type="checkbox"/> Has demonstrated lapses in oral and written communication skills.	<input type="checkbox"/> Needs improvement in demonstrating integrity, initiative, motivation, attitude, self-awareness. <input type="checkbox"/> Needs improvement in oral and written communication skills.	<input type="checkbox"/> Generally acceptable demonstration of integrity, initiative, motivation, attitude, self-awareness. <input type="checkbox"/> Generally acceptable oral and written communication skills.	<input type="checkbox"/> Consistent demonstration of integrity, initiative, motivation, attitude, self-awareness. <input type="checkbox"/> Consistently demonstrated good oral and written communication skills.
1 <input type="checkbox"/> Fails to Meet Standard	2 <input type="checkbox"/> 3 <input type="checkbox"/> Meets Minimum Standard	4 <input type="checkbox"/> 5 <input type="checkbox"/> Meets Standard	6 <input type="checkbox"/> Exceeds Standard
Comments required if student ranks 1 or 2:			
COMPETENCY 10: Professional Documentation			
<input type="checkbox"/> Does not adhere to deadlines and professional documentation standards	<input type="checkbox"/> Does not always maintain timely and orderly paperwork and sometimes skirts agency policies.	<input type="checkbox"/> Maintains timely and orderly paperwork and adheres to agency policies.	<input type="checkbox"/> Consistent maintenance of timely and orderly paperwork, and adherence to agency policies.
1 <input type="checkbox"/> Fails to Meet Standard	2 <input type="checkbox"/> 3 <input type="checkbox"/> Meets Minimum Standard	4 <input type="checkbox"/> 5 <input type="checkbox"/> Meets Standard	6 <input type="checkbox"/> Exceeds Standard
Comments required if student ranks 1 or 2:			
COMPETENCY 11: Professionalism			
<input type="checkbox"/> Does not demonstrate professionalism in the work setting.	<input type="checkbox"/> Appearance and attire is frequently inappropriate for agency setting. <input type="checkbox"/> Is inconsistent in punctuality and in meeting responsibilities to agency and to relationships with professional colleagues. <input type="checkbox"/> Is not very aware of the need for self care.	<input type="checkbox"/> Appearance appropriate to agency setting. <input type="checkbox"/> Acceptable demonstration of punctuality and in meeting responsibilities to agency and to relationships with professional colleagues. <input type="checkbox"/> Is developing the understanding of the importance of self care.	<input type="checkbox"/> Consistently demonstrates proper appearance appropriate to agency setting. <input type="checkbox"/> Consistently demonstrates punctuality and responsibilities to agency and to relationships with professional colleagues. <input type="checkbox"/> Has the ability to understand the need for self care as it relates to effective clinical practice.
1 <input type="checkbox"/> Fails to Meet Standard	2 <input type="checkbox"/> 3 <input type="checkbox"/> Meets Minimum Standard	4 <input type="checkbox"/> 5 <input type="checkbox"/> Meets Standard	6 <input type="checkbox"/> Exceeds Standard
Comments required if student ranks 1 or 2:			
COMPETENCY 12: Supervision			
<input type="checkbox"/> Resistant to supervision and does not make improvements after repeated input from supervisor.	<input type="checkbox"/> Needs to make better use of supervision. <input type="checkbox"/> Does not always come prepared to discuss cases or issues of concern. <input type="checkbox"/> Has difficulty in presenting full case conceptualizations. <input type="checkbox"/> Is somewhat resistant to supervisory input, and sometimes openly argues with supervisor's observations and/or suggestions.	<input type="checkbox"/> Does not always seek supervision when needed, preferring to wait until regularly scheduled supervisory sessions. <input type="checkbox"/> Comes prepared to supervision sessions, but sometimes needs prompting by supervisor to share concerns. <input type="checkbox"/> Is generally good at presenting full case conceptualizations but sometimes leaves relevant details out of presentation. <input type="checkbox"/> Is generally open to supervision and makes improvements when needed.	<input type="checkbox"/> Seeks supervision when needed, comes prepared for supervision sessions, and openly shares concerns and ideas with supervisor. <input type="checkbox"/> Can present full case conceptualizations. <input type="checkbox"/> Consistently demonstrates openness to feedback and uses supervisory suggestions to make improvements when needed.
1 <input type="checkbox"/> Fails to Meet Standard	2 <input type="checkbox"/> 3 <input type="checkbox"/> Meets Minimum Standard	4 <input type="checkbox"/> 5 <input type="checkbox"/> Meets Standard	6 <input type="checkbox"/> Exceeds Standard
Comments required if student ranks 1 or 2:			

CALIFORNIA STATE UNIVERSITY FULLERTON

Site Supervisor Final Evaluation of MFT/PCC Trainee

COMPETENCY 13: (Optional for School Designation)			
1 <input type="checkbox"/> Fails to Meet Standard	2 <input type="checkbox"/> 3 <input type="checkbox"/> Meets Minimum Standard	4 <input type="checkbox"/> 5 <input type="checkbox"/> Meets Standard	6 <input type="checkbox"/> Exceeds Standard
Comments required if student ranks 1 or 2:			

COMPETENCY 14: Group Facilitation			
Needs much guidance in <input type="checkbox"/> identifying presenting problems, <input type="checkbox"/> identifying client strengths, and <input type="checkbox"/> identifying possible substance abuse, and <input type="checkbox"/> in connecting presenting problem to DSM diagnoses.	<input type="checkbox"/> Can identify treatment unit, presenting problems, and patterns of behavior with guidance. <input type="checkbox"/> Does not always identify risks and self-destructive behaviors. <input type="checkbox"/> Sometimes misses client strengths and needs to be reminded to identify such strengths. <input type="checkbox"/> Does not always assess for substance abuse. <input type="checkbox"/> Needs help connecting DSM criteria to presenting problems. <input type="checkbox"/> Has little understanding of prognostic indicators.	<input type="checkbox"/> Generally good at identifying unit of treatment, presenting problems, and patterns of behavior. <input type="checkbox"/> Identifies risks and self-destructive behaviors and implements prevention techniques and identifies appropriate intervention resources. <input type="checkbox"/> Routinely assesses client strengths and coping skills, and possible substance use. <input type="checkbox"/> Generally sufficient in using the DSM but sometimes needs help in identifying appropriate diagnoses. <input type="checkbox"/> Beginning to understand prognostic indicators.	<input type="checkbox"/> Consistently good at identifying unit of treatment, presenting problems, and patterns of behavior. <input type="checkbox"/> Identifies risks and self-destructive behaviors and implements prevention techniques and identifies appropriate intervention resources. <input type="checkbox"/> Routinely assesses client strengths and coping skills, and possible substance use. <input type="checkbox"/> Connects presenting problem with DSM diagnosis and identifies possible comorbid disorders. <input type="checkbox"/> Can identify elements relevant to making proper prognosis.
1 <input type="checkbox"/> Fails to Meet Standard	2 <input type="checkbox"/> 3 <input type="checkbox"/> Meets Minimum Standard	4 <input type="checkbox"/> 5 <input type="checkbox"/> Meets Standard	6 <input type="checkbox"/> Exceeds Standard
Comments required if student ranks 1 or 2:			

OVERALL ASSESSMENT			
1 <input type="checkbox"/> Fails to Meet Standard	2 <input type="checkbox"/> 3 <input type="checkbox"/> Meets Minimum Standard	4 <input type="checkbox"/> 5 <input type="checkbox"/> Meets Standard	6 <input type="checkbox"/> Exceeds Standard
Note: If student ranks 1 or 2 in Overall Assessment, supervisor needs to complete the three sections below identifying the specific competencies in need of further development and a specific plan for developing those competencies. In addition, supervisor needs to consult with student's Applied Therapeutic Methodology instructor or the Director of Clinical Training.			

Areas of Strength:

Areas in Need of Further Development:

CALIFORNIA STATE UNIVERSITY FULLERTON
Site Supervisor Final Evaluation of MFT/PCC Trainee

Plans for Development or Remediation:

Consultation with school requested by clinical supervisor: No Yes Best day/time: _____

Signatures:

Student's Signature

Date

Supervisor's Signature

Date

CSUF Instructor Signature

Date

CSUF Director of Clinical Training Signature

Date