

Psychology Department

1420 Austin Bluffs Pkwy., Colorado Springs, CO 80918 719-255-4500 • Fax 719-255-4166

SUPERVISOR EVALUATION OF PRACTICUM STUDENT

Practicum Student:					
Practicum Supervisor:					
Semester (check one):	FALL	SPRING	SUMMER	Year:	

FORM REVIEWED WITH STUDENT AND COMPARED WITH STUDENT'S SELF-EVALUATION

Please rate independently, then provide feedback comparing your ratings with the student's self-evaluation. Your comparison level should be with other students at the same level of training. Five categories are used:

ST = STRONG performance in this area - Exceeding expectations for level of training

SAT = SATISFACTORY performance - Meeting expectations for level of training

REM = REMEDIATION - Formal remediation needed. Growth plan developed by supervisor and

student (plan may also include other staff at site and DCT at UCCS)

NA = NOT APPLICABLE - Not relevant to site or insufficient opportunity to observe

To meet the requirements for practicum standards, a student must receive all satisfactory ratings by the end of the practicum. If a Remediation rating is obtained for a particular skill or set of skills the supervisor MUST provide a detailed plan for the student for that skill(s). The remediation plan will outline 1) the specific skill goals, 2) how the goal(s) will be measured to determine if the student has achieved a satisfactory level for the specific skill(s), and the time frame for achieving the goals.

	ST	SAT	REM	NA	CLINICAL SKILLS EVALUATION
1.					Develops rapport with clients
2.					Explores client problems accurately and thoroughly
3.					Explores client feelings accurately and thoroughly
4.					Demonstrates awareness of emotional response to client and its impact on therapy
5.					Demonstrates awareness of personal and professional bias and its impact on therapy
6.					Sets appropriate client boundaries; interacts only within treatment parameters
7.					Helps client develop solutions rather than offering suggestions
8.					Recognizes when therapy is not effective
9.					Adapts techniques when treatment is stalemated
10.					Utilizes a wide variety of intervention techniques
11.					Transfers and terminates when necessary in the course of treatment
12.					Has curiosity about how people change
13.					Formulates clinical hypotheses about causes of clients' problems
14.					Evaluates and revises clinical hypotheses
15.					Has a theoretical orientation (appropriate for level of training) and can articulate it
16.					Devises biopsychosocial case conceptualizations

17.				Facilitates realistic goal-setting with clients	
18.				Conducts thorough intake interviews	
19.				Writes intake reports that clearly describe presenting problems	
20.				Writes intake reports that have sufficient and relevant history	
21.				Develops therapeutic contracts that have clear, specific goals	
22.				Develops therapeutic contracts that have well-defined strategies (non-jargon) for obtaining goals	
23.				Composes progress notes and therapeutic contracts that are clear and reflect original thought (not cutting and pasting)	
24.				Completes required clinical paperwork in a timely manner	
25.				Conceptualizes client's problems succinctly and clearly in writing	
26.				Recognizes diversity issues	
27.				Integrates into treatment the impact of diversity issues	
28.				Selects and uses outcome measures effectively	
29.				Integrates research literature into case, community, and evidence-based practice presentations	
30.				Administers assessment instruments proficiently	
31.				Integrates test data to support diagnostic formulation	
32.				Demonstrates resourceful on behalf of clients (e.g., readings, referrals,	
				 accessing records)	
33.				Has working knowledge of DSM-5	
34.				Devises interventions that are linked to case conceptualization	
Σ.				OVERALL CLINICAL SKILLS EVALUATION	
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	ST	SAT	REM	NA	PROFESSIONALISM EVALUATION
1.					Knows and adheres to ethical guidelines
2.					Reads and follows Policies and Procedures manual at site
3.					Keeps personal issues from interfering with training responsibilities
4.					Demonstrates adequate self-care (e.g., practices stress management, avoids accepting too many responsibilities)
5.					Follows through with clinical responsibilities with little or no prompting
6.					Is respectful and courteous with office staff, peers, and supervisor
7.					Makes effort to be direct and assertive when communicating with others
8.					Makes effort to be approachable when dealing with on-site problems
9.					Dresses appropriately and professionally
10.					Contributes to overall professionalism of practicum site (e.g., helps front desk, cleanup)
11.					Appropriately consults with supervisor regarding personal and professional limits
12.					Prepares for supervision (e.g., cases reviewed, questions formulated)
13.					Is open to feedback from supervisor
14.					Appropriately changes behavior in response to feedback from supervisor
1 [Participates in community presentations, written articles, and/or
15.	•	_	-	•	expos/symposiums as required by site
16.					Self-evaluation is balanced and identifies growth areas
17.					Is prompt for meetings, supervision sessions, and client appointments
Σ.					OVERALL PROFESSIONALISM EVALUATION
PROI	FESSIO	NALISM	I DISCUS	SION:	
REM	EDIATI	ON:			

OVERALL CLINICAL SKILLS EVALUATION: Your judgment of this competence is based the student's developmental level and on your one-on-one supervision of the student including: direct observation/video observation, review of notes, and supervision discussions.

The skills you are evaluating include:

- Grounding in science/empiricism and willingness to use scientific data in clinical settings, clinical
 decision-making good critical thinking skills (skeptical, collect data, discriminate facts from opinions,
 openness to alternative views and conflicting data).
- Knowledge of empirically supported interventions and ability to appropriately apply them.
- Understanding of how the extant literature informs clinical practice.
- Understand "non-specific" factors in therapy and their influence on clinical outcomes.
- Understand mechanisms of behavior change and the ability to use this knowledge to assist clients.
- Student conducts clinical work in an ethically responsible manner and demonstrates cultural sensitivity.

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	ST	SAT	REM	NA	OVERALL CLINICAL SKILLS EVALUATION
[OVERALL CLINICAL SKILLS EVALUATION

OVERALL PROFESSIONAL DEVELOPMENT EVALUATION. Your judgment of this competence is based the student's developmental level and on your one-on-one supervision of the student including: direct observation/video observation, review of notes, and supervision discussions.

This is defined as:

- Capacity for self-awareness
- Self-criticism, self-reflection curiosity and flexibility
- Openness to lifelong learning and to supervision/mentoring

	ST	SAT	REM	NA	OVERALL PROFESSIONAL DEVELOPMENT EVALUATION
-					OVERALL PROFESSIONAL DEVELOPMENT EVALUATION

REVIEW OF EVALUATION WITH THE STUDENT/SUPERVISORY GOALS FOR NEXT TERM (Describe b plan, time frame):	ehavior objectives,
SUMMARY OF REMEDIATION PLAN (Required if REMEDIATION is needed in any area. DCT and su develop clear objectives and time frame):	pervisor will help
Supervisor's Signature	Date
Supervisee's Signature	Date
Once completed, please return DIRECTLY to David DuBois (ddubois@uccs.edu), UCCS Psychology De Bluffs Pkwy., Colorado Springs, CO 80918	pt., 1420 Austin