



University of Colorado  
Colorado Springs

Psychology Department  
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## 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:

<b>ST</b>	=	STRONG performance in this area - Exceeding expectations for level of training
<b>SAT</b>	=	SATISFACTORY performance - Meeting expectations for level of training
<b>REM</b>	=	REMEDICATION - Formal remediation needed. Growth plan developed by supervisor and student (plan may also include other staff at site and DCT at UCCS)
<b>NA</b>	=	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.

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

**CLINICAL SKILLS DISCUSSION:**

**REMEDATION:**

<b>PROFESSIONALISM EVALUATION</b>					
	<b>ST</b>	<b>SAT</b>	<b>REM</b>	<b>NA</b>	
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Knows and adheres to ethical guidelines
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reads and follows Policies and Procedures manual at site
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Keeps personal issues from interfering with training responsibilities
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates adequate self-care (e.g., practices stress management, avoids accepting too many responsibilities)
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Follows through with clinical responsibilities with little or no prompting
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is respectful and courteous with office staff, peers, and supervisor
7.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Makes effort to be direct and assertive when communicating with others
8.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Makes effort to be approachable when dealing with on-site problems
9.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Dresses appropriately and professionally
10.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Contributes to overall professionalism of practicum site (e.g., helps front desk, cleanup)
11.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Appropriately consults with supervisor regarding personal and professional limits
12.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Prepares for supervision (e.g., cases reviewed, questions formulated)
13.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is open to feedback from supervisor
14.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Appropriately changes behavior in response to feedback from supervisor
15.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Participates in community presentations, written articles, and/or expos/symposiums as required by site
16.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Self-evaluation is balanced and identifies growth areas
17.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is prompt for meetings, supervision sessions, and client appointments
Σ.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>OVERALL PROFESSIONALISM EVALUATION</b>

**PROFESSIONALISM DISCUSSION:**

**REMEDATION:**

**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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<b>ST</b>	<b>SAT</b>	<b>REM</b>	<b>NA</b>	<b>OVERALL CLINICAL SKILLS EVALUATION</b>
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**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

<b>ST</b>	<b>SAT</b>	<b>REM</b>	<b>NA</b>	<b>OVERALL PROFESSIONAL DEVELOPMENT EVALUATION</b>
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**OVERALL PROFESSIONAL DEVELOPMENT EVALUATION**

**REVIEW OF EVALUATION WITH THE STUDENT/SUPERVISORY GOALS FOR NEXT TERM (Describe behavior objectives, plan, time frame):**

**SUMMARY OF REMEDIATION PLAN (Required if REMEDIATION is needed in any area. DCT and supervisor will help develop clear objectives and time frame):**

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Supervisor's Signature

Date

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Supervisee's Signature

Date

Once completed, please return DIRECTLY to David DuBois (ddubois@uccs.edu), UCCS Psychology Dept., 1420 Austin Bluffs Pkwy., Colorado Springs, CO 80918