

Default Question Block

**Florida Institute of Technology
Graduate Program in Clinical Psychology
Supervisor Evaluation of Practicum Student**

Student name:

Practicum Site:

Supervisor:

Semester:

Start Date of Evaluation Period:

End Date of Evaluation:

Recommended Grade:

Directions: Evaluations should be based on current level of progress and competence in the practicum. Choose the number that best describes the trainee's competence as given in the description below. Rate each category independently.

-N- Insufficient data to rate at this time

-1- Competence is consistently below average and the student requires additional knowledge, maturation, and/or change in order to be effective in various skill areas; student should not be allowed to function independently.

-2- Competence is below average but, with further supervision and experience, is expected to develop satisfactorily; independent functioning is not recommended and close supervision is required.

-3- Competence is at the minimal level necessary for functioning with moderate supervision required.

-4- Competence is above average; student can function independently with weekly supervision.

-5- Competence is well developed and student can function independently with minimal required supervision.

BASIC COMPETENCIES

1. Basic Therapeutic Skills

	N	1	2	3	4	5
a. Initiating sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. non-verbal attending (voice, body posture, proximity & content congruent.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Conveying accurate empathy & warmth; developing rapport.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Paraphrasing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Reflecting content, feeling, and needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Clarification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Summarizing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Appropriate self-disclosure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Confrontation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Information gathering	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Ending session smoothly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Consultation skills:

	N	1	2	3	4	5
Worked effectively with significant others (family members, teachers, relevant professionals) to meet client needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Case Conceptualization Skills:

	N	1	2	3	4	5
Can conceptualize clients' concerns and contributing factors from within a coherent and empirically supported theoretical/ treatment model. Gave feedback to clients.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Oral Communication Skills:

	N	1	2	3	4	5
Communicated effectively with clients, supervisors, and peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Knowledge Base:

	N	1	2	3	4	5
Demonstrated good understanding of theories and research in psychology, development, counseling, assessment, and psychopathology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Intervention Skills:

	N	1	2	3	4	5
Integrated formulation of case conceptualization and intervention. Showed flexibility in using a variety of appropriate strategies to help clients work toward goals. Brought about problem resolution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Average Score For Basic Clinical Skills

	N	1	2	3	4	5
Average score	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ADVANCED CLINICAL SKILLS

1. Assessment skills:

	N	1	2	3	4	5
Demonstrated appropriate knowledge and use of assessment instruments. Was able to appropriately interpret and discuss test results with client and staff as well as integrate results into intake reports.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Diagnostic Skills:

	N	1	2	3	4	5
Incorporated multiple sources of data; showed sensitivity to client concerns. Demonstrated knowledge of DSM-IV. Used diagnosis to establish client goals and make appropriate referrals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

3. Crises Management:

	N	1	2	3	4	5
Recognized and handled crisis skillfully.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Average Score for Advanced Clinical Skills:

	N	1	2	3	4	5
Average score	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

PROFESSIONAL PRESENTATION AND BEHAVIOR

1. Professional Behavior:

	N	1	2	3	4	5
Showed readiness and ability to assume and discharge duties; initiated opportunities to gain and share skills. Facilitated the operation of facility.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

2. Self Presentation:

	N	1	2	3	4	5
Presented self in a professional manner through appearance/ dress, composure, organization, confidence, and desire to help. Demonstrated flexibility with the site's needs and altered strategies to fit new developments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Management of Personal Issues in a Professional Manner:

	N	1	2	3	4	5
Managed personal stress, psychological concerns, emotional reactions so they do not adversely affect case conceptualization, interactions with clients and their families, or relationships with supervisors and professionals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Ethical Knowledge and Practice:

	N	1	2	3	4	5
Demonstrated understanding of and conformed to ethical principles in professional work and practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Knowledge and Practice of Diversity Issues:

	N	1	2	3	4	5
Demonstrated awareness and knowledge of diversity issues (ethnic, cultural, socioeconomic, sexual preference, and religious backgrounds); sought consultation from appropriate sources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Report and Case Notes:

	N	1	2	3	4	5
Completed reports & progress notes on time and included relevant information, written in a professional style (clear, succinct, and devoid of unnecessary jargon) and can be used and interpreted by other professionals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Counselor Development:

	N	1	2	3	4	5
Aware of transference and counter-transference. Comfort in role as clinician. Use of self as therapeutic tool.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Average Score for Professional Presentation and Behavior

	N	1	2	3	4	5
Average	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

UTILIZATION OF SUPERVISION

1. Supervisory Involvement:

	N	1	2	3	4	5
Actively sought supervision, discussed concerns and ideas, demonstrated openness to feedback; was non-defensive. Showed ability to integrate feedback and used suggestions to improve clinical skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Feedback

	N	1	2	3	4	5
Provided clear feedback and is able to work cooperatively with staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Personal Growth

	N	1	2	3	4	5
Demonstrated an awareness of own level of competency. Took responsibility for own learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

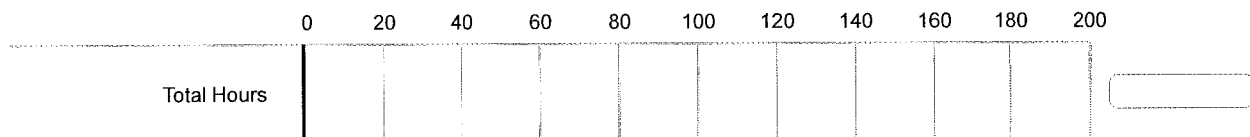
Average Score for Use of Supervision

	N	1	2	3	4	5
Average	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

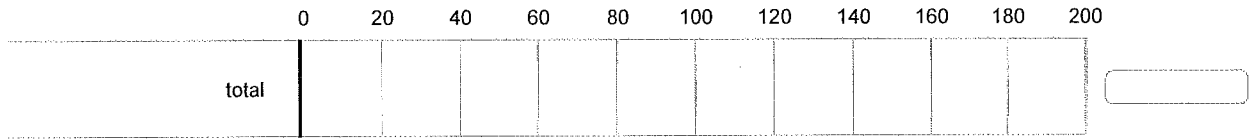
Please Identify areas of particular strength:

Please identify areas of potential further development:

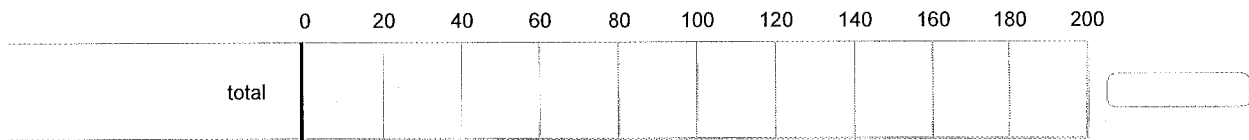
Total # of on-site hours student completed for this practicum"



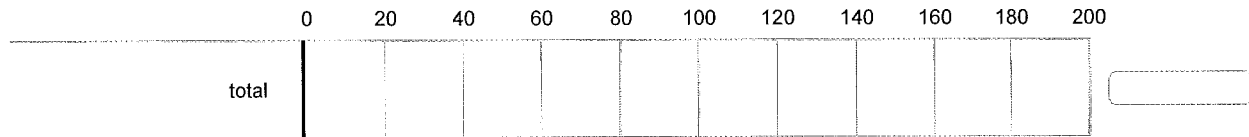
Total # of face-to-face intervention contact hours during this semester:



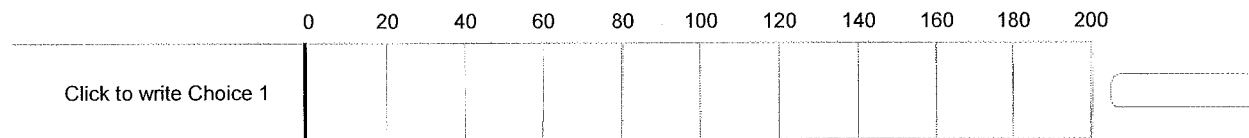
Total # of assessment hours during this semester:



Total # of individual supervision hours during this semester:



Total # of group supervision hours during this semester:



Total # of hours of consultation with other providers at this site during this semester:

	0	20	40	60	80	100	120	140	160	180	200	
Click to write Choice 1												<input type="text"/>

Total # of hours of back-office work (charting, scheduling, returning phone calls, requesting records, etc.) Please use the drop-down menu to write in the type of 'back-office work' you are reporting on.

	0	20	40	60	80	100	120	140	160	180	200	
Click to write Choice 1												<input type="text"/>

Please tell us anything related to our student's work with you (positive or problematic) that will help us improve our training program.

Please tell us anything related to administrative issues (positive or problematic) that will help us improve our collaborative relationship with you.

Use this space to provide comment on anything that will help us improve our training program.

PsyD PRACTICUM EVALUATION OF STUDENT PERFORMANCE BY CLINICAL SUPERVISOR
FLORIDA INSTITUTE OF TECHNOLOGY
FALL SEMESTER 2013

These names typed below indicate that both the student and the supervisor have reviewed this evaluation. The separate signature sheet must ALSO be printed out and signed by both the supervisor and the practicum student. The student should turn in the completely signed document to the Practicum Office.

Student's Typed Name (print & sign separate paper copy)

Date

Supervisor's Typed Name (print and sign separate paper copy)

Thank you for your time. We are interested in improving the quality of our survey, and your feedback is always helpful. Is there anything we can do to improve this survey?