

Student's Evaluation of their Supervisor - CALIPSO

1. Provided an orientation to the facility and caseload.

<input type="radio"/> N/A	<input type="radio"/> No orientation provided. Student oriented him/herself.	<input type="radio"/> Informal orientation provided.	<input type="radio"/> Formal orientation provided with supplemental documentation.
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2. Provided the student with feedback regarding the skills used in diagnostics.

<input type="radio"/> N/A	<input type="radio"/> Comments were vague; and therefore, difficult to apply.	<input type="radio"/> Comments were useful but lacked specifics or concrete examples.	<input type="radio"/> Comments were useful, specific, and constructive.
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3. Provided the student with feedback regarding the skills used in interviewing.

<input type="radio"/> N/A	<input type="radio"/> Comments were vague; and therefore, difficult to apply.	<input type="radio"/> Comments were useful but lacked specifics or concrete examples.	<input type="radio"/> Comments were useful, specific, and constructive.
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4. Provided the student with feedback regarding the skills used in conferences.

<input type="radio"/> N/A	<input type="radio"/> Comments were vague; and therefore, difficult to apply.	<input type="radio"/> Comments were useful but lacked specifics or concrete examples.	<input type="radio"/> Comments were useful, specific, and constructive.
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5. Provided the student with feedback regarding the skills used in behavioral management.

<input type="radio"/> N/A	<input type="radio"/> Comments were vague; and therefore, difficult to apply.	<input type="radio"/> Comments were useful but lacked specifics or concrete examples.	<input type="radio"/> Comments were useful, specific, and constructive.
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6. Provided the student with feedback regarding the skills used in therapy.

<input type="radio"/> N/A	<input type="radio"/> Comments were vague; and therefore, difficult to apply.	<input type="radio"/> Comments were useful but lacked specifics or concrete examples.	<input type="radio"/> Comments were useful, specific, and constructive.
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7. Provided the student with feedback regarding his/her selection of diagnostic or therapy materials.

<input type="radio"/> N/A	<input type="radio"/> Comments were vague; and therefore, difficult to apply.	<input type="radio"/> Comments were useful but lacked specifics or concrete examples.	<input type="radio"/> Comments were useful, specific, and constructive.
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8. Explained and/or demonstrated clinical procedures to assist student in clinical skills development.

<input type="radio"/> N/A	<input type="radio"/> Provided minimal explanations and/or demonstrations.	<input type="radio"/> Provided adequate explanations and/or demonstrations when requested.	<input type="radio"/> Provided thorough explanations and/or demonstrations for all clinical procedures.
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9. Utilized evidence-based practice.

<input type="radio"/> N/A	<input type="radio"/> Rarely referenced current literature.	<input type="radio"/> Occasionally referenced current literature.	<input type="radio"/> Frequently referenced current literature.
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10. Encouraged student independence and creativity.

<input type="radio"/> N/A	<input type="radio"/> Minimally receptive to new ideas and differing techniques.	<input type="radio"/> Somewhat receptive to new ideas and differing techniques but did not encourage them.	<input type="radio"/> Very receptive to new ideas and encouraged use of own techniques.
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11. Provided positive reinforcement of student's successes and efforts.

<input type="radio"/> N/A	<input type="radio"/> Rarely commented on successes and efforts.	<input type="radio"/> Occasionally commented on successes and efforts.	<input type="radio"/> Frequently commented on successes and efforts.
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12. Provided student with written and/or verbal recommendations for improvement.

<input type="radio"/> N/A	<input type="radio"/> Rarely provided written and/or verbal recommendations except on midterm and final evaluations.	<input type="radio"/> Occasionally provided written and/or verbal recommendations in addition to the midterm and final evaluations.	<input type="radio"/> Systematically provided written and/or verbal recommendations in addition to the midterm and final evaluations.
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13. Demonstrated enthusiasm and interest in the profession and in providing clinical services.

<input type="radio"/> N/A	<input type="radio"/> Enthusiasm and interest rarely observed; frequent negative comments.	<input type="radio"/> Enthusiasm and interest occasionally observed; occasional negative comments.	<input type="radio"/> Enthusiasm and interest regularly observed; frequent positive and optimistic comments.
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14. Demonstrated effective interpersonal communication with student.

<input type="radio"/> N/A	<input type="radio"/> Seemed uninterested and/or unwilling to listen or respond to student's needs.	<input type="radio"/> Some interest in student's needs shown, but communication lacked sensitivity.	<input type="radio"/> Aware of and sensitive to student's needs; open and effective communication.
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15. Receptive to questions.

<input type="radio"/> N/A	<input type="radio"/> Unwilling to take time to answer questions.	<input type="radio"/> Answered questions inconsistently.	<input type="radio"/> Answered questions with helpful information or additional resources which encouraged me to think for myself.
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16. Available to me when I requested assistance.

<input type="radio"/> N/A	<input type="radio"/> Supervisor was rarely available.	<input type="radio"/> Supervisor was occasionally available.	<input type="radio"/> Supervisor was always available.
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17. Utilized effective organizational and management skills.

<input type="radio"/> N/A	<input type="radio"/> Rarely organized; showed difficulty balancing supervisory and clinical responsibilities.	<input type="radio"/> Somewhat organized; balanced supervisory and clinical responsibilities with little difficulty.	<input type="radio"/> Always organized; balanced supervisory and clinical responsibilities with ease.
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18. Referred me to or provided me with additional resources (materials, articles, video tapes, etc.)

<input type="radio"/> N/A	<input type="radio"/> Provided minimal or no additional resources.	<input type="radio"/> Provided helpful resources upon student request.	<input type="radio"/> Provided helpful resources without student request.
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19. Realistically demanding of me as a student intern.

<input type="radio"/> N/A	<input type="radio"/> Expectations were either too high or too low for level of experience with no attempts to adjust.	<input type="radio"/> Expectations were generally appropriate for my level of experience.	<input type="radio"/> Expectations were individualized and adjusted according to my strengths and weaknesses.
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Overall, how would you rate this clinical experience? Superior, Very Good, Good, Fair, Poor

Additional comments?

What experience during this practicum provided you with the greatest learning opportunity?