

1. Provided an orientation to the facility and caseload.

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

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

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

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

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

<b>X N/A</b>	Comments were vague; and therefore, difficult to apply.	Comments were useful but lacked specifics or concrete examples.	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.

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

<b>X N/A</b>	Provided minimal explanations and/or demonstrations.	Provided adequate explanations and/or demonstrations when requested.	Provided thorough explanations and/or demonstrations for all clinical procedures.
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9. Utilized evidence-based practice.

<b>X N/A</b>	Rarely referenced current literature.	Occasionally referenced current literature.	Frequently referenced current literature.
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10. Encouraged student independence and creativity.

<b>X N/A</b>	Minimally receptive to new ideas and differing techniques.	Somewhat receptive to new ideas and differing techniques but did not encourage them.	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.

<b>X N/A</b>	Rarely commented on successes and efforts.	Occasionally commented on successes and efforts.	Frequently commented on successes and efforts.
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12. Provided student with written and/or verbal recommendations for improvement.

X N/A	Rarely provided written and/or verbal recommendations except on midterm and final evaluations.	Occasionally provided written and/or verbal recommendations in addition to the midterm and final evaluations.	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.

X N/A	Enthusiasm and interest rarely observed; frequent negative comments.	Enthusiasm and interest occasionally observed; occasional negative comments.	Enthusiasm and interest regularly observed; frequent positive and optimistic comments.
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14. Demonstrated effective interpersonal communication with student.

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

X N/A	Unwilling to take time to answer questions.	Answered questions inconsistently.	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.

X N/A	Supervisor was rarely available.	Supervisor was occasionally available.	Supervisor was always available.
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17. Utilized effective organizational and management skills.

X N/A	Rarely organized; showed difficulty balancing supervisory and clinical responsibilities.	Somewhat organized; balanced supervisory and clinical responsibilities with little difficulty.	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.)

X N/A	Provided minimal or no additional resources.	Provided helpful resources upon student request.	Provided helpful resources without student request.
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19. Realistically demanding of me as a student intern.

X N/A	Expectations were either too high or too low for level of experience with no attempts to adjust.	Expectations were generally appropriate for my level of experience.	Expectations were individualized and adjusted according to my strengths and weaknesses.
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Overall, how would you rate this clinical experience?

Superior

Additional comments

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