

**HARDING UNIVERSITY
SUPERVISED PRACTICUM EXPERIENCE
EVALUATION FORM**

Student Name: _____ Date: _____

Supervising SLP: _____ ASHA #: _____

Absences to Date: _____ Tardies to Date: _____

Levels of Performance

- 1 (Exceptional) - The student clinician exhibits performance typical of more advanced (graduate) students or professionals.
- 2 (Satisfactory) - The student clinician exhibits performance typical of a beginning student clinician with less than 100 hours of clinical experience. With direction, the specified skill is beginning to emerge. (Expected level of performance!)**
- 3 (Unsatisfactory) - The student clinician shows no evidence of this skill. Suggestions to modify undesirable behavior have produced no change and the student shows no evidence of the specified skill.

Evaluation of Clinical Skills

Interpersonal Skills (Circle level of performance)

- 1 2 3 Interaction with Supervisor** - The student clinician looks to the supervisor for guidance and follows the suggestions given. The student accepts criticism and attempts to correct problems pointed out by the supervisor. (In order for the student clinician to profit from the practicum experience, it is assumed that the supervisor will carefully discuss problems with the student clinician and assist them with suggestions on the best way to remedy these problems.)

- 1 2 3 School/Facility Involvement** - The student clinician participates in all of the school/facility experiences in which the supervisor is involved (Special Olympics, diagnostic rounds, etc.) except those in which the supervisor does not feel the student needs to participate.

- 1 2 3 Motivation** - The student appears interested in learning from the practicum placement. He/she asks questions about things that are new and seeks ways to assist with all aspects of the supervisors workload.

Therapy/Diagnostic Skills

- 1 2 3 **Knowledge of Subject Matter** - The student clinician demonstrates a professional knowledge commensurate with his/her preprofessional education and his/her status as a beginning clinician (Leith, McNiece, & Fusilier, 1989).
- 1 2 3 **Planning** - Therapy sessions are well planned and oriented toward the documented needs of the client. The student clinician should be able to work toward the goals established by the supervisor, and through interaction with the supervisor, develop a plan and use procedures that would lead toward the established goals.
- 1 2 3 **Documentation** - The student clinician carefully documents the responses produced by the client. Correct and incorrect responses should be recorded during each session and client records should include the expected criterion and date of mastery.
- 1 2 3 **Interaction with Client** - The student clinician establishes and maintains an appropriate environment for optimal learning. He/she maintains the client's interest by using appropriate reinforcement activities and behavior modification techniques.

Comments: (Please present any strengths or weaknesses that you have noted and want to present to the student clinician. A student cannot modify unsatisfactory behavior unless that behavior has been discussed with him/her. It would also be helpful to the student to list some suggestions that should assist them in achieving a satisfactory level of performance.

Weaknesses:

Strengths:

This evaluation has been discussed with me and suggestions have been made to assist me in improving any unsatisfactory ratings.

Supervisor's Signature _____ **Student's Initials** _____