

Individual Session Evaluation Form

Student Clinician: _____

Date: _____

Supervisor completing this form: _____

Client/Group: _____

Clinical Skills		7	6	5	4	3	2	1	N/A	<u>Comments</u>
Diagnostic Reporting	Knowledge/appropriate choice of diagnostic tool									
	Uses appropriate diagnostic procedures									
	Observation skills relevant									
	Interpretation of test results appropriate									
	Formulates appropriate goals/objectives based upon test results									
Interaction	Sensitivity/adjustment to client needs									
	Uses appropriate language, tone and nonverbal communication									
	Clinical flexibility noted based upon client response									
Clinical Management and Procedures	Application of theory/research evident									
	Development of session plan well developed									
	Arranges therapy room free of distractions									
	Follows required protocols									
	Treatment focused on goals									
	Organizes session for smooth transitions									
	Maintains appropriate client behaviors									
	Uses clear instructions									
	Uses appropriate pacing, modeling, shaping, cuing									
	Uses appropriate feedback and reinforcement									
	Uses materials effectively									
	Maximizes number of client responses									
	Discriminates error behavior									
	Encourages client self-monitoring									
	Data collection appropriate and consistent									
Time management: start and ends session on time										
Provides client education when appropriate										
Professional Qualities	Dependable and punctual									
	Timely response to supervisor feedback									
	Exhibits professional behavior, language, dress									
	Self-critique and self-reflection observed									
	Exhibits initiative/independence									

Qualitative Criteria of Numerical Scale

Level 1: Not Evident

Level 2: Poor: Frequent or specific instructions needed to perform effectively; supervisor supports rarely or poorly implemented

Level 3: Limited: Specific instructions or directions still needed; supervisor supports, and direction may be implemented but not consistently

Level 4: Emerging: Skill present but needs further development; direction from supervisor is implemented and in the process of generalization

Level 5: Refining: Skill developed but needs refinement; intermittent instructions needed; direction from supervisor is consistently implemented and appropriate changes are made when necessary

Level 6: Competent: Skill evident and consistent; takes initiative to make necessary changes when appropriate; needed supports and direction from supervisor are minimal

Level 7: Mastery: Skill well developed and performed accurately; independently makes appropriate changes when necessary to perform effectively; requires supervisor monitoring and/or consultation only