**CLINICIAN’S WEEKLY SELF-EVALUATION FORM**

<table>
<thead>
<tr>
<th>DATE:</th>
<th>CLIENT INITIALS:</th>
<th>CLINICIAN’S NAME:</th>
</tr>
</thead>
</table>

**CIRCLE:** CHILD or ADULT  
**DISORDER:**  
**SUPERVISOR’S INITIALS:**  
**CLOCK HOURS OBTAINED:**

**SUCCESSES**

**NEEDING IMPROVEMENT**

**PLAN FOR IMPROVEMENT**

What I learned this week that I can apply to other clinical situations in the future:
**Tracking Supervisor Actions**

Student: __________________ Client: __________________ Date: ________________

<table>
<thead>
<tr>
<th>Type</th>
<th>Definition</th>
<th>Formative Teaching Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ignore</td>
<td>Do nothing at the time, save comments for subsequent feedback conference or feedback form</td>
<td>1.</td>
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<tr>
<td></td>
<td></td>
<td>2.</td>
</tr>
<tr>
<td>Intervene</td>
<td>While the student clinician continues the session, resolve some issue or problem yourself, and with or without the client's knowledge</td>
<td>1.</td>
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<td>2.</td>
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<tr>
<td>Interject</td>
<td>Voice over the student clinician to insert a word, phrase or other vocal utterances that clarifies, corrects, directs, guides, or otherwise resolves a misstep. In the process cause no interruption to pace and flow of session.</td>
<td>1.</td>
</tr>
<tr>
<td></td>
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<td>2.</td>
</tr>
<tr>
<td>Interact</td>
<td>Verbally or non-verbally and with or without knowledge by the client, ask questions of or provide direction to the student clinician, do this cautiously and outside of the client hearing, to prevent disrupting learner activity.</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.</td>
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<tr>
<td>Interrupt</td>
<td>Stop session progression to explain to client and to clinician some important bit for information relevant to the subject of interest. Allow the student clinician to proceed with the session afterwards.</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.</td>
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<tr>
<td>Intercept</td>
<td>Completely take over the lesson and bring it to conclusion yourself, while student clinician observes or completes other tasks</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.</td>
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</tbody>
</table>
## RECORD OF CONTACT WITH STUDENT

<table>
<thead>
<tr>
<th>NAME</th>
<th>SEMESTER</th>
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</thead>
<tbody>
<tr>
<td>DATE</td>
<td>NOTES</td>
</tr>
</tbody>
</table>

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UW Clinic 2005
<table>
<thead>
<tr>
<th><strong>INSTRUCTOR TO STUDENT FEEDBACK</strong></th>
<th><strong>KEY:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provide orientation information to student regarding the relationship between self-evaluation skills and life-long learning as a professional</td>
<td>A F O N</td>
</tr>
<tr>
<td>2. Ask the student to describe their feedback preferences (timing, form)</td>
<td>A F O N</td>
</tr>
<tr>
<td>3. Clarify the typical format/schedule of providing feedback in the program (i.e., during a session when necessary, at the end of the session/day when possible)</td>
<td>A F O N</td>
</tr>
<tr>
<td>4. Request student self-evaluation of skills (e.g., create written list strengths/areas to improve based on performance each week) prior to giving instructor feedback</td>
<td>A F O N</td>
</tr>
<tr>
<td>5. Use a respectful and considerate manner when conveying feedback.</td>
<td>A F O N</td>
</tr>
<tr>
<td>6. Give immediate feedback on performance (minimally by the end of the day)</td>
<td>A F O N</td>
</tr>
<tr>
<td>7. Present balanced feedback with clear description of what has been done well and specific aspects to be improve</td>
<td>A F O N</td>
</tr>
<tr>
<td>8. Provide some feedback in writing to beginning level student clinicians</td>
<td>A F O N</td>
</tr>
<tr>
<td>9. Give fair feedback focusing on critical issues related to the student's performance</td>
<td>A F O N</td>
</tr>
<tr>
<td>10. Address challenging/difficult issues directly with the student in an open non-judgmental manner</td>
<td>A F O N</td>
</tr>
<tr>
<td>11. When giving negative feedback, facilitate student understanding of why the skill is important and how to implement the behavior effectively</td>
<td>A F O N</td>
</tr>
<tr>
<td>12. Help students develop a notion that they do have the ability to modify their performance utilizing the suggested strategies for improvement</td>
<td>A F O N</td>
</tr>
<tr>
<td>13. Develop specific goals with the student based on skills to improve</td>
<td>A F O N</td>
</tr>
<tr>
<td>14. Provide the student with data on their performance of defined goal allowing them to monitor their own progress</td>
<td>A F O N</td>
</tr>
<tr>
<td>15. As clinical goals are achieved, add new goals, helping the student attain higher levels of competency</td>
<td>A F O N</td>
</tr>
</tbody>
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<tr>
<th><strong>STUDENT TO INSTRUCTOR FEEDBACK</strong></th>
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<tbody>
<tr>
<td>16. Ask student to give feedback on the clinical teaching I provide (i.e., what do I do that facilitates your learning; what could I do/change in order to optimize your skill acquisition?)</td>
</tr>
<tr>
<td>17. Make modifications in my clinical teaching strategies/procedures based on student input and/or provide a clear rationale for why a change is not optimal</td>
</tr>
<tr>
<td>18. Serve as a model of a professional who has written professional goals and pursues ongoing professional development</td>
</tr>
</tbody>
</table>

ONE-MINUTE PRECEPTOR FEEDBACK TECHNIQUE
A Method for Efficient Feedback
(Adapted from Nether et al., 1992)

The one-minute preceptor feedback technique is a format for efficiently structuring an interaction with a learner. It consists of the following steps:

1. Elicit a Learner Commitment
   So, what do you think is going on with this patient?
   How would you like to treat this patient?
   Why do you think the patient came today?
   What would you like to accomplish on this visit?

2. Probe for supportive findings/evaluate the thinking leading to that commitment
   How did you reach that conclusion?
   What makes you think that?
   What findings support your diagnosis?
   What else did you consider?

3. Reinforce what was correct/give positive feedback
   I agree with your interpretation.
   I am pleased that you included... that aspect of the physical exam.
   I appreciate your consideration of the patient's financial situation in prescribing...

4. Provide constructive guidance about errors or omissions/give negative feedback
   I disagree with... the scope of your differential diagnosis.
   What else do you think you might have included?
   Including the abdominal exam would have been important.
   A more effective way to...

5. Teach a general principle/clarify the “take home” lesson
   So, in general, it’s important to remember...
   It is always important to think about...
   In general, taking a little extra time...
   Why don’t you read up on this tonight and report back tomorrow...

Adapted by the Physician Assistant Program, Oregon Health Sciences University, Portland OR, with credit to the Department of Family Medicine, University of Washington, Seattle.
WEEKLY MEETING SUMMARY/PLANNING FORM

Date: __________________________  Week#: __________________________

Summary of current week (progress, feedback, questions, learning outcomes)

Student:

Clinical Instructor:

Goals for next week:

______________________________  ________________________________
Student’s signature              Clinical Instructor’s signature
9. IEP and/or documentation (as needed)
   Check all that apply.
   
   ☐ grammatical with good spelling
   ☐ included data
   ☐ well written summary of student performance
   ☐ completed in a timely manner
   ☐

10. What goal is set for next 2 weeks?

   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

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Google Forms
6. For therapy this week, the student did the following:

Check all that apply.

☐ planned in advance and shows supervisor lesson plans
☐ thought of or found her own activities
☐ tied the lesson to classroom, academic or functional goals
☐ took data or notes
☐ wrote up an appropriate therapy note
☐ revised future lessons based on student's performance
☐ collaborated with teachers or other professional either prior to the lesson or during
☐ used appropriate behavior management techniques
☐ asked for guidance if needed
☐ used appropriate treatment methods
☐ was positive and upbeat with the children
☐ modeled language for the kids, slightly above their language levels
☐ was flexible during the session
☐ Other: ..........................................................................................

7. When the graduate intern has 'down' time, what does she do?

Check all that apply.

☐ Evaluation
☐ Lesson Planning
☐ Documentation
☐ find something to do related to the practicum site—study a test manual, go into a classroom, do paperwork, make materials
☐ Other: ..........................................................................................

8. Technology used in therapy

Check all that apply.

☐ Boardmaker icons/ Communication boards/ PECS
☐ Communication Device
☐ Digital photograpy—used in developing materials
☐ Smartboard
☐ Website
☐ Computer program
☐ Video Camera
☐ Other: ..........................................................................................
Weekly Feedback- Treatment
* Required

1. Date *

2. Punctuality, professionalism, relationship to staff members
   Mark only one oval.

   1  2  3  4  5

   poor  □  □  □  □  □  excellent

3. Describe one time when she did an excellent job with a student
   a 'wow' moment!

4. Describe a time where more guidance was needed

5. Thinking questions generated based on observations
University of Wyoming
Division of Communication Disorders
Treatment Observation Checklist

Date:  ______  Clinician:  __________  Client:  ______  Supervisor:  __________
Rating Key:  + = Yes  0 = No  X = Not applicable  Start:  ______  End:  ______  Time:  ______

PLANNING
   ____ Clear rationale for objectives/activities
   ____ Objectives written with measurable components (do, conditions, criteria)
   ____ Data analysis from previous week's sessions considered in current session
   ____ Environment is arranged to meet observer viewing needs (speakers turned on; in view of window)

STRUCTURE
   ____ Preview provided at beginning of session
   ____ Instructions and client expectations are clear
   ____ Transition between activities is smooth
   ____ Procedures (i.e., what clinician does) modified when indicated
   ____ Appropriate pace allowing time for client to respond
   ____ Creative and age-appropriate treatment materials used
   ____ Materials used to enhance attention, participation and to maximize responses
   ____ Appropriate time spent on each task
   ____ Target-specific feedback given
   ____ Elements of treatment (e.g., cueing, modeling, demonstration) used effectively
   ____ Review/summary provided at end of session
   ____ Generalization assignments (i.e., homework) given with instructions/demonstration

BEHAVIOR MANAGEMENT
   ____ Desired behavior is reinforced
   ____ Undesired behavior is recognized and reduced in a non-threatening manner
   ____ Environment is arranged to facilitate optimal client behavior

DATA COLLECTION
   ____ Consistent, accurate data collected
   ____ Explanation for data provided to client
   ____ Analysis of data (on-line) shared with client for feedback and reinforcement

INTERPERSONAL SKILLS
   ____ Establishes rapport and maintains an engaging, positive atmosphere with client
   ____ Maintains professional boundaries (physical, topic-related, feedback)
   ____ Appropriate reactions/responses to client's comments/behaviors
   ____ Make appointment to see me before next session

COMMENTS

Score

Tx obs.cklst. rev.09.2013
<table>
<thead>
<tr>
<th>What you did well</th>
<th>Things to consider for improvement</th>
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</thead>
</table>

Supervisor Signature: ________________________________

Minutes supervised: ________ Start time: ________ End time: ________
**Session Beginning.** You introduced the session outside in the hall way.  
**Activity/ Materials.** You have colored pictures to elicit the categorization and labeling. I have to tell you, I am a bit skeptical about this goal. I think this kid might have more word finding difficulties. Did you notice how long it took to access these words? And that practice didn't make it faster at all.  
**Data taking.** You had your data sheet – you need to show me how you are using it.  
**Task instructions.** n/a  
**Elicitation Procedures.** You are eliciting these targets with a in a variety of structures. Very nice.  
**Teaching new skills.** Hard to know if he knows these words, and if he knows the category label. It seemed to me his answers were random and that he was not attending. I wonder if we could make this vocabulary instruction more functional. For instance – let’s make a (pretend) fruit salad. Which ones of these can we use. Or, we are going to cook a stew and I want lots of vegetables in my stew.  
**Feedback.** When he makes an error, give him a clear message: say “no.” You were saying, “I don’t think it is...” be clearer than that, It is not a matter of thinking. When he is correct, be very explicit. This make be the kind of kid who works well with tokens. When he makes a mistake you keep the chip, if gets it right it goes in his bucket.  
**Behavior management/ rapport.** Hm. What does the file say about his etiology? He is hyperactive, for sure. He may need more frequent breaks. He is also uncoordinated (he fell off the ball). By the way he stuffed his mouth I see that he has sensory issues.  
**Homework.** n/a  
**Wrap-up.** You saw how I wrapped up the session by quickly talking about the high lights of the session.  
**Session Structure.** Be sure you have a wrap up at the end. It is very important before he leaves that he knows what he worked on and how he did.  
**Questions I had for you.** I counted “can you” and “pitcher” → please make a plan how you will eliminate these.

<table>
<thead>
<tr>
<th>Can you</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Pitcher</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SUPERVISOR FEEDBACK FORM

DATE: 03/08/... TIME OBSERVED: 52 minutes
CLINICIAN'S NAME: ... SUPERVISOR'S SIGNATURE: Lynda D. Coyle, M.S., CCC-SLP
CLIENT: AGE: adult DISORDER: language (aphasia/apraxia)

SUPERVISOR'S COMMENTS (Start time: 10:08 End time: 11:00) *Indicates direct observation time by supervisor*
I came in and it looked like he was meditating. I assume he was preparing to speak to you about a topic? I am glad he clarified what was happening – once in a great while he gets like this and I’m pleased that he can self-advocate and take care of himself by eating or drinking.

You can Google the company that makes Lingraphica to learn more about it. He used this device intermittently over the course of his time here but he has never used it functionally to communicate with others in daily interactions. He switched to a computer because the Lingraphica would not allow him to connect to the Internet and do email, which is what he wanted to do. I think you could use this device for homework.

For the table-top arrangement, clear items from the table that you are no longer using as you transition to different tasks.

I was pleased that you continued to MODEL what he needs to do for each step in the procedure. You routinely gave specific feedback about what explicit skill he was addressing (saying the exact words). Having complete one math problem is not nearly enough practice for him to master the skills you are addressing. You need to provide him with repeated opportunities to practice the steps to calculate the math problems – which includes writing, use of the phone/calculator, following a sequence, stating the exact words, etc. Having a clean surface on which to write can also alleviate some of the perseveration he encounters when trying to RE-WRITE the same problem or another one. Cross out the problem he finished may not be enough. Cover up or use a clean sheet of scratch paper.

Excellent cue to have him put his phone down to allow him to use his fingers to fingerspell. He does so much better when he accesses these augmentative skills. He really struggles with flexibility in his thinking when moving from one task to another. He becomes convoluted (in his head) and then gets frustrated when the problem solving does not become easy. His response to phonemic cueing has significantly dropped over the last semester. He was easily responsive last year and this time he really seems to be struggling.

With regards to homework – you are not specific enough with what he should be doing. Remember that is is important to demonstrate what you expect from him at least once before he leaves. Lots of time can lapse in between today and Thursday. Also, how do you know he understands what you want from him? How might you find this out?