

### Default Question Block

Thanks for taking the time to rate your current external practicum supervisor(s) and the setting. If you would like to complete an evaluation on multiple individual supervisors you are free to do so, just complete a separate survey for each individual supervisor.

Date of evaluation (mm/dd/yyyy)

External practicum site (and rotation if applicable)

External practicum dates (mm/dd/yyyy)

Start date

Approximate end date

Current practicum class (PSY 683 or PSY 684) instructor:

- Dr. Alissa Huth-Bocks
- Dr. Tamara Loverich

What is your current program at EMU?

- Clinical Psychology PhD
- Clinical-Behavioral MS
- General Clinical MS

For the next few questions, indicate how well did the external practicum placement prepare you or promote mastery in the following competencies (listed with the expected competency elements):

### I. Assessment

- Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.
- Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
- Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

#### I. Assessment

A great deal



A lot



A moderate amount



A little



None at all



NA



### II. Intervention

- Establish and maintain effective relationships with the recipients of psychological services.
- Develop evidence-based intervention plans specific to the service delivery goals.
- Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.

- Demonstrate the ability to apply the relevant research literature to clinical decision making.
- Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.
- Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.

## II. Intervention

A great deal



A lot



A moderate amount



A little



None at all



NA



## III. Ethical and Legal Standards

- Be knowledgeable of and act in accordance with each of the following:
  - the current version of the APA Ethical Principles of Psychologists and Code of Conduct;
  - Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and
  - Relevant professional standards and guidelines.
- Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.
- Conduct self in an ethical manner in all professional activities.

## III. Ethical and Legal Standards

A great deal



A lot



A moderate amount



A little



None at all



NA



## IV. Individual and Cultural Diversity

- An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
- Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.
- The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.
- Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.

#### IV. Individual and Cultural Diversity

A great deal



A lot



A moderate amount



A little



None at all



NA



#### V. Research

- Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.
- Conduct research or other scholarly activities.
- Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.

## V. Research

A great deal

A lot

A moderate amount

A little

None at all

NA

## VI. Professional Values and Attitudes

- Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others
- Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
- Actively seek and demonstrate openness and responsiveness to feedback and supervision.
- Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

## VI. Professional Values and Attitudes

A great deal

A lot

A moderate amount

A little

None at all

NA

## VII. Communication and Interpersonal Skills

- Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
- Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.

- Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

#### VII. Communication and Interpersonal Skills

A great deal      A lot      A moderate amount      A little      None at all      NA

                            

#### VIII. Supervision

##### VIII. Supervision -

- Demonstrate knowledge of supervision models and practices.

A great deal      A lot      A moderate amount      A little      None at all      NA

                            

#### IX. Consultation and Interprofessional/Interdisciplinary Skills

##### IX. Consultation and Interprofessional/Interdisciplinary Skills -

- Demonstrate knowledge and respect for the roles and perspectives of other professions.
- Demonstrates knowledge of consultation models and practices.

A great deal      A lot      A moderate amount      A little      None at all      NA

                            

#### X. Teaching

##### X. Teaching

- Display effective teaching skills including explains psychological concepts to junior students or professionals from other disciplines if available.

A great deal      A lot      A moderate amount      A little      None at all      NA

                            

#### XI. Case Presentation

XI. Case Presentations

- Create and conduct effective case presentation incorporating assessment, intervention, and service recipient diversity information as appropriate.

A great deal      A lot      A moderate amount      A little      None at all      NA

                            

**Individual** supervisor's name:

Please rate your external practicum **individual** supervisor on each item using the scale outlined below:

|  | Excellent             | Good                  | Adequate              | Minor, but occasional noticeable problems | Inadequate            | NA                    |
|--|-----------------------|-----------------------|-----------------------|---|-----------------------|-----------------------|
| Supervisory Responsibilities (e.g., punctuality, keeping appointments, availability, chart reviews, sign-offs, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                     | <input type="radio"/> | <input type="radio"/> |
| Interest in Supervision (i.e., involvement, concern in supervisee's development as a clinician)                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                     | <input type="radio"/> | <input type="radio"/> |
| Supportiveness/Positive Regard for Supervisee  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                     | <input type="radio"/> | <input type="radio"/> |
| Ability to Listen/Adjust to Supervisee   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                     | <input type="radio"/> | <input type="radio"/> |
| Adequacy of Teaching Methods (e.g., discussion, demonstrations, reading materials, A/V use, etc.)                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                     | <input type="radio"/> | <input type="radio"/> |
| Level of Relevant Knowledge  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                     | <input type="radio"/> | <input type="radio"/> |
| Adequate Pacing of Demands on Supervisees (i.e., requires enough, but not too much independence)                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                     | <input type="radio"/> | <input type="radio"/> |

Overall, including – but not limited to – the above areas, how would you rate the quality of supervision you received from this supervisor?

Very good      Good      Adequate      Poor      Very poor

Please comment on aspects of **individual** supervision that could be improved.

*If the site did not offer group supervision, please indicate NA for supervisor name and skip to the next page*

**Group** supervisor's name:

Please rate your external practicum **group** supervisor on each item using the scale outlined below:

|  | Excellent             | Good                  | Adequate              | Minor, but occasional noticeable problems | Inadequate            | NA                    |
|--|-----------------------|-----------------------|-----------------------|---|-----------------------|-----------------------|
| Supervisory Responsibilities (e.g., punctuality, keeping appointments, availability, chart reviews, sign-offs, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                     | <input type="radio"/> | <input type="radio"/> |
| Interest in Supervision (i.e., involvement, concern in supervisee's development as a clinician)                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                     | <input type="radio"/> | <input type="radio"/> |
| Supportiveness/Positive Regard for Supervisee  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                     | <input type="radio"/> | <input type="radio"/> |
| Ability to Listen/Adjust to Supervisee   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                     | <input type="radio"/> | <input type="radio"/> |
| Adequacy of Teaching Methods (e.g., discussion, demonstrations, reading materials, A/V use, etc.)                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                     | <input type="radio"/> | <input type="radio"/> |
| Level of Relevant Knowledge  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                     | <input type="radio"/> | <input type="radio"/> |
| Adequate Pacing of Demands on Supervisees (i.e., requires enough, but not too much independence)                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                     | <input type="radio"/> | <input type="radio"/> |



Overall, including – but not limited to – the above areas, how would you rate the quality of supervision you received from this supervisor?

Very good



Good



Adequate



Poor



Very poor



Please comment on aspects of **group** supervision that you found particularly helpful or valuable.

Please comment on aspects of **group** supervision that could be improved.

The purpose of this portion of the evaluation is to provide feedback to the program regarding external practicum experiences and as a guide for future external practicum students. Completed surveys will remain confidential.

Population(s) served by the agency / organization:

- |                                      |   |   |
|--------------------------------------|---|---|
| <input type="checkbox"/> Infants     | <input type="checkbox"/> Geriatric              | <input type="checkbox"/> Traumatic Brain Injury |
| <input type="checkbox"/> Children    | <input type="checkbox"/> Severe Mental Illness  | <input type="checkbox"/> Families               |
| <input type="checkbox"/> Adolescents | <input type="checkbox"/> Developmental Disabled | <input type="checkbox"/> Substance Abuse        |
| <input type="checkbox"/> Adults      | <input type="checkbox"/> Incarcerated           | <input type="checkbox"/> Sex Offenders          |

Other populations served

Describe your experiences in terms of nature of cases (age, diagnosis, diversity, SES, etc.)

Describe your experiences in terms of if you could elect to work with different types of clients. If so, briefly describe.

Describe your experiences in terms of assessment opportunities.

Describe your experiences in terms of intervention opportunities.

Describe your experiences in terms of other (e.g., program evaluation, research, consultation, crisis management, etc.) opportunities.

Describe what orientations you were exposed to or additional training experiences that were available to you.

How were your cases assigned to you? How many cases did you have?

How many hours did you average per week?

Please rate your external practicum placement on each item using the scale outlined below:

|                                  | Very good             | Good                  | Average               | Poor                  | Very poor             | NA                    |
|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Overall quality of training      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Exposure to diverse individuals  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Range of clinical cases          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Availability of support services | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Professionalism                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Appropriate expectations         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

|  | Very good             | Good                  | Average               | Poor                  | Very poor             | NA                    |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Opportunities to conduct assessments         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Exposure to empirically supported treatments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ability to meet your training goals          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please comment on your experiences with the practicum site that you found particularly valuable or helpful.

Please comment on aspects of the practicum site that could be improved.

Would you recommend this site to other students?

Definitely yes

Probably yes

Maybe

Probably not

Definitely not

Explain what would need to change to improve your rating (*if not covered above*):

Any other information you would like to pass along to future students who may consider this site?

