

STUDENT FEEDBACK TO CLINICAL EDUCATOR SPEECH-LANGUAGE PATHOLOGY

Student's Name: _____

Clinical Educator(s): _____

Practicum Site(s): _____ Dates: _____

The student can identify any skills/behaviours which he/she feels warrants special attention. If modifications are being recommended, comments should be detailed and specific enough to be useful to the clinical educator in making the desired changes. The student will discuss his/her comments with the Clinical Educator during the mid-term and/or final evaluation meetings.

RATING SCALE:

Score	Description
N/A	Not applicable
D	Clinical educator unresponsive to student's needs
C	More demonstration/examples/ opportunities would be beneficial
B	Clinical educator meets student's expectations
A	Clinical educator exceeds student's expectations

PROFESSIONAL/CLINICAL SKILLS	N/A	D	C	B	A
Conveys positive regard for the student.					
Conveys positive regard for clients and their families.					
Demonstrates professionalism and consistent regard for the highest standards of practice.					
Collaborates effectively with clients, families, and team members.					
Creates an atmosphere for open communication and discussion.					
Communicates information in a timely and effective manner.					
Accepts questions and comments without defensiveness.					
Demonstrates expertise and skill proficiency in practice.					
Relates knowledge and theory to practice.					
Manages conflict appropriately; responds to student's concerns.					
Maintains boundaries between professional and non-professional roles and relationships.					
Demonstrates enthusiasm for student education.					

SUPERVISORY/TEACHING SKILLS	N/A	D	C	B	A
Provides orientation to clinical setting, resources, materials, equipment, and caseload.					
Provides clear expectations of student's role in the setting.					
Demonstrates specific techniques when requested by student.					
Cites useful references or resources when indicated.					
Provides clear, constructive, and motivating feedback.					
Provides support and feedback regularly.					
Make observations supported by facts.					
Guides student in developing a systematic method of session analysis.					
Facilitates student understanding of progression of treatment from a long-term perspective.					
Has appropriate expectations of the student (based on program and expected clinical competencies).					
Supports student in achieving goals and clinical competencies.					
Provides adequate information and preparation time prior to student assuming new responsibilities.					
Provides increased responsibilities as rapidly as student is capable of assuming them; encourages independence.					
Reinforces desirable and improved student performance.					
Is receptive to questions, comments, and/or new approaches suggested by the student.					
Is approachable and receptive to feedback.					
Answers questions clearly.					
Fosters growth of self- confidence and self-evaluation skills in student.					
Fosters development of student's clinical reasoning and problem solving skills.					
Adapts teaching to meet student learning style needs.					
Is available for regular conferencing.					
Provides student with adequate support in challenging situations (e.g., clients with behavior challenges, difficult clients or family members, etc.).					
Considers the student's work-life balance; has realistic expectations about the amount of preparation completed outside of scheduled work hours.					

Did you feel adequately prepared for the practicum placement (i.e., preparation through academic coursework and/or preparation through review of materials recommended by your clinical educator prior to beginning the placement)? If no, what would have helped you to prepare for the practicum placement? Please give specific examples.

What were the most positive aspects of the practicum experience?

What could be improved for future student experiences?

Signatures:

Clinical Educator

S-LP Student

Date:
