

## Basic Principles of Supervision Supervisor's Observation Worksheet

Student \_\_\_\_\_

Date \_\_\_\_\_

Supervisor \_\_\_\_\_

Rate relevant behaviours only:

- 5 = Very good                      2 = Poor  
 4 = Good                            1 or less = Fail  
 3 = Satisfactory

Ex.: Observe a student's attitudes and behaviours during a particular intervention.

<b>PLANNING</b>	<b>PROCEDURE</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Determines and implements an information collection system</li> <li><input type="checkbox"/> Formulates session objectives</li> <li><input type="checkbox"/> Modifies plans when change indicated</li> <li><input type="checkbox"/> Uses appropriate materials</li> <li><input type="checkbox"/> Researches and applies theoretical concepts to planning</li> <li><input type="checkbox"/> Prepares for supervisory conferences</li> <li><input type="checkbox"/> Arranges treatment room appropriately (e.g. no distractions)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Presents instructions simply so that client understands</li> <li><input type="checkbox"/> Focuses therapy on clinical goals</li> <li><input type="checkbox"/> Distinguishes between wrong behaviour and target behaviour</li> <li><input type="checkbox"/> Displays clinical flexibility</li> <li><input type="checkbox"/> Uses appropriate pacing</li> <li><input type="checkbox"/> Provides appropriate models (examples)</li> <li><input type="checkbox"/> Provides appropriate guidance, shaping and cueing</li> <li><input type="checkbox"/> Provides appropriate feedback</li> <li><input type="checkbox"/> Uses effective intervention strategies</li> <li><input type="checkbox"/> Uses appropriate methods</li> <li><input type="checkbox"/> Uses materials effectively</li> <li><input type="checkbox"/> Encourages client self-correction and self-monitoring</li> <li><input type="checkbox"/> Makes effective use of clinician talk time</li> <li><input type="checkbox"/> Uses pauses effectively</li> <li><input type="checkbox"/> Maintains concise, complete professional record</li> </ul>
<p><b>INTERACTIONS</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sensitive to client's needs and adjusts accordingly</li> <li><input type="checkbox"/> Puts priority on client, not procedures</li> <li><input type="checkbox"/> Uses appropriate language and tone of voice</li> <li><input type="checkbox"/> Employs appropriate nonverbal communication</li> <li><input type="checkbox"/> Initiates discussion and problem solving; reports facts</li> <li><input type="checkbox"/> Responds constructively to supervisor's suggestions and modifies behaviour in timely manner</li> <li><input type="checkbox"/> Displays professionalism in behaviour, language and dress</li> <li><input type="checkbox"/> Has appropriate response time</li> <li><input type="checkbox"/> Positions client properly</li> <li><input type="checkbox"/> Properly manages difficult and sensitive situations (e.g. anger, crying)</li> <li><input type="checkbox"/> Organizes session and plans smooth transition between activities</li> </ul>	

Adapted from Ruder, Simpson, Ruder, McCabe Smith, Trammel & Landes, 1996, p. 114.