

Practicum/Internship Student Evaluation Form

Supervisors are asked to evaluate their student based on their performance throughout their time at their practicum placement. Ratings are intended to guide the student and the program in evaluating their readiness for the upcoming internship. Supervisors are expected to discuss their ratings with the student.

Practicum/Internship	o1	o2	o3	o Internship
Evaluation	o Interim Evaluation		o Final Evaluation	

Name of Student:			
Practicum Placement Location:			
Supervisor(s):			

Score	Rating	Meaning
N/A	Not Applicable	Not applicable to this setting
1	Unsatisfactory	Student has insufficient skills in this area and needs further training
2	Needs Improvement	Student should ensure they continue to get additional training in this skill
3	Satisfactory	Student's skills are adequate for practice. Student should continue practicing under direct supervision
4	Competent	Student is independent and appears comfortable in this skill
5	Outstanding	Student's skills in this area are strong; student should be a model practitioner in this area

Assessment

1) Can clearly identify the nature of the child's problem and the purpose of the assessment being used.

o1 o2 o3 o4 o5 oN/A

2) Uses the appropriate assessment instruments based on child's needs.

o1 o2 o3 o4 o5 oN/A

3) Analyzes and interprets results of assessments.

o1 o2 o3 o4 o5 oN/A

4) Displays knowledge and accuracy in administering tests.

o1 o2 o3 o4 o5 oN/A

5) Displays knowledge and accuracy in scoring tests.

o1 o2 o3 o4 o5 oN/A

6) Can connect results of assessment to intervention recommendations

o1 o2 o3 o4 o5 oN/A

7) Is aware of and understands sources of bias when selecting, administering, and interpreting tests.

o1 o2 o3 o4 o5 oN/A

Consultation and Collaboration

1) Establishes effective relationships with colleagues and other school/clinical personnel.

o1 o2 o3 o4 o5 oN/A

2) Serves effectively as a liaison for school/clinic/parents.

o1 o2 o3 o4 o5 oN/A

3) Evaluates effectiveness of consultations case outcomes.

o1 o2 o3 o4 o5 oN/A

4) Can make appropriate referrals as part of therapy.

o1 o2 o3 o4 o5 oN/A

Intervention

1) Uses intervention strategies that are directly related to the assessed problem.

o1 o2 o3 o4 o5 oN/A

2) Evaluates the effectiveness of intervention techniques used.

o1 o2 o3 o4 o5 oN/A

3) Demonstrates skill in utilizing different intervention techniques.

o1 o2 o3 o4 o5 oN/A

Personal Qualities

1) Presents with a respectful and professional physical appearance.

o1 o2 o3 o4 o5 oN/A

2) Demonstrates dependability and reliability.

o1 o2 o3 o4 o5 oN/A

3) Demonstrates good use of self-control in difficult situations.

o1 o2 o3 o4 o5 oN/A

4) Displays good judgement in difficult situations.

o1 o2 o3 o4 o5 oN/A

5) Demonstrates communication and active listening skills.

o1 o2 o3 o4 o5 oN/A

6) Demonstrates concern, empathy, and respect for children.

o1 o2 o3 o4 o5 oN/A

7) Ability to establish a good professional relationship with children.

o1 o2 o3 o4 o5 oN/A

Personal Qualities - continued

8) Shows respect and works well with colleagues.

1 2 3 4 5 N/A

9) Is able to relate well with children.

1 2 3 4 5 N/A

10) responds well and utilizes constructive criticism.

1 2 3 4 5 N/A

11) Displays initiative.

1 2 3 4 5 N/A

12) Demonstrates ability to self-evaluate progress.

1 2 3 4 5 N/A

13) Is able to recognize transference and counter-transference with children.

1 2 3 4 5 N/A

14) Demonstrates knowledge and understanding of variation in age, gender, culture and ethnicity, race, religious preference, sexual orientation, physical ability, socioeconomic status, lifestyle and family patterns, and learning style.

1 2 3 4 5 N/A

Professional Responsibilities

1) Demonstrates time management skills of meetings and appointments.

1 2 3 4 5 N/A

2) Is able to meet deadlines (i.e., respond to referrals, written reports).

1 2 3 4 5 N/A

3) Completes written reports in a neat, coherent, and well-organized manner.

1 2 3 4 5 N/A

4) Establishes work priorities and manages time efficiently.

1 2 3 4 5 N/A

5) Keeps supervisor informed of unusual events or activities.

1 2 3 4 5 N/A

6) Utilizes feedback from supervision.

1 2 3 4 5 N/A

7) Demonstrates awareness of competency level.

1 2 3 4 5 N/A

8) Considers all alternatives and implications before recommending a change in the child's program.

1 2 3 4 5 N/A

De-identified Progress Note (required for Final Evaluation)

Best De-Identified Report of Practicum/Internship (required for Final Evaluation)

Overall Rating of Student

1

2

3

4

5

N/A

Overall Grade of Practicum Placement

Pass

Pass with identified concerns

Fail

Professional Goals

List the three most important goals that should be established for the student's/intern's continued professional training:

1)

2)

3)

Additional Feedback

Provide any additional feedback for the student/intern:

Supervisor Signature:

Date:

Supervisor Signature:

Date:

Student/Intern Signature:

Date: