



# McGill

McGill University  
**School/Applied Child Psychology**  
*INTERNSHIP PLACEMENT STUDENT EVALUATION*

Name of Student: \_\_\_\_\_ Date: \_\_\_\_\_

Placement: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Title: \_\_\_\_\_

**Directions:** Ratings are intended to guide the student and the program in evaluating their internship experience, their strengths and weaknesses. Please use the following rating scale in evaluating the student on the characteristics listed below. Feel free to add any other items to the form:

Score	Rating	Meaning
N/A	Not Applicable	Not an appropriate goal for this setting.
0	Not observed	Not observed.
1	Unsatisfactory	Student's skills reflect insufficient mastery in this area; student needs additional course-based instruction in this skill.
2	Needs Improvement	Plans should be made to assure student gains extra practice in this skill prior to leaving the program.
3	Satisfactory	Student's skills in this area are adequate for practice in schools; students should continue to practice this skill under professional supervision.
4	Competent	Student is comfortably independent in this skill.
5	Outstanding	Student's skills in this area are exceptionally strong; student should be a model practitioner in this skill area.

### Consultation Skills

- \_\_\_\_\_ 1. Establishes effective collaborative relationships with teachers and other school or clinic personnel.
- \_\_\_\_\_ 2. Conducts effective parent conferences.
- \_\_\_\_\_ 3. Serves effectively as a liaison for school or clinic and parents.
- \_\_\_\_\_ 4. Evaluates effectiveness of consultation case outcomes.

## Assessment Skills

- \_\_\_\_\_ 1. Clearly identifies the nature of the referral problem and the purpose of the assessment.
- \_\_\_\_\_ 2. Uses appropriate assessment instruments that are directly related to the identified problem.
- \_\_\_\_\_ 3. Analyzes and interprets test results in a meaningful and thorough fashion.
- \_\_\_\_\_ 4. Makes recommendations that follow logically from the assessment results and are educationally or clinically relevant.
- \_\_\_\_\_ 5. Displays accuracy in administering tests.
- \_\_\_\_\_ 6. Displays accuracy in scoring tests.
- \_\_\_\_\_ 7. Is sensitive to sources of bias when selecting, administering, and interpreting tests.

## Intervention Skills

- \_\_\_\_\_ 1. Uses intervention strategies that are directly related to the assessed problems.
- \_\_\_\_\_ 2. Clearly delineates goals of intervention.
- \_\_\_\_\_ 3. Evaluates the effectiveness of intervention techniques used.
- \_\_\_\_\_ 4. Demonstrates skill in utilizing individual counselling techniques.
- \_\_\_\_\_ 5. Demonstrates skill in utilizing counseling techniques.

## Personal Characteristics

- \_\_\_\_\_ 1. Presents a good personal appearance.
- \_\_\_\_\_ 2. Demonstrates dependability.
- \_\_\_\_\_ 3. Meets difficult situations with self-control.
- \_\_\_\_\_ 4. Demonstrates good judgment and common sense.
- \_\_\_\_\_ 5. Communicates and listens actively.
- \_\_\_\_\_ 6. Shows concern, respect, and sensitivity for the needs of staff and students.
- \_\_\_\_\_ 7. Works well with other staff.
- \_\_\_\_\_ 8. Is able to relate well to children.
- \_\_\_\_\_ 9. Utilizes constructive criticism.
- \_\_\_\_\_ 10. Displays initiative and resourcefulness.
- \_\_\_\_\_ 11. Demonstrates tolerance for other's values and viewpoints.
- \_\_\_\_\_ 12. Shows evidence of continued self-evaluation.



3. \_\_\_\_\_  
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Evaluator's signature \_\_\_\_\_ Date \_\_\_\_\_

Student's signature\* \_\_\_\_\_ Date \_\_\_\_\_

\*The student's signature indicates only that the evaluation has been discussed with the student.