PURPOSES OF EVALUATION:

1. To provide the supervisor with a basis for counseling and guiding the student and provide an opportunity for the student to learn and to improve performance in a constructive, academic context.

2. To furnish feedback to the academic supervisor regarding student performance thus allowing a basis for assisting in the career guidance of the student.

3. To provide the student with an assessment of strengths and limitations as a prospective professional at this point in time.

FOR THE EVALUATOR: PLEASE

1. Familiarize yourself with the rating form.

2. Use concrete instances to formulate your judgments.

3. Base your rating on a wide variety of performances.

4. Make the final rating score on the basis of the most frequent and typical behavior rather than an isolated incident.

5. Compare the student, to the best of your ability, with persons of comparable training and experience.

6. Please use this instrument as a final evaluation tool at the completion of the internship. Return the evaluation within one week at the end of the internship to Mrs. Debe Shafer by the student hand delivering it in a sealed/signed envelope, you may fax it to (979) 847-8987, send to dshafer@tamu.edu or mail to Mrs. Shafer at the Department of Health and Kinesiology, Texas A&M University, TAMU 4243, College Station, TX 77843-4243. This evaluation is used to determine the student's final grade, so it is of utmost importance that you complete the evaluation and return it to Mrs. Shafer on or before the last day of the internship.

Any way you can use the evaluation to enhance learning for the student, early in the affiliation should strengthen the experience at your institution. It is suggested that the student and the agency supervisor sign the evaluation form after the final evaluation conference.

KEY TO RATING SCALE

5 - Consistently excellent
4 - Consistently above average
3 - Satisfactory
2 - Somewhat less than satisfactory
1 - Completely unsatisfactory

Revised 11/12
EVALUATION ITEMS

DEPENDABILITY: Dependable in completing assignments, using judgment appropriate to this level of experience, etc.

Lacks thoroughness. Has to be reminded of responsibilities and needs to be checked constantly. 1 2 3 4 5

Accepts responsibility. Is thorough in completing tasks. Conscientious and dependable.

Comments:

INTERPERSONAL RELATIONSHIP: Able to relate appropriately to professional staff, support staff, and other personnel.

Lacks understanding of people. Inappropriate behavior for this setting. 1 2 3 4 5

Excellent behavior in situations involving professional staff and other personnel. Exhibits exceptional empathy and composure under stress.

Comments:

SELF-RELIANCE: Exhibits resourcefulness and the ability to seek “answers” based on similar experiences.

Unable to use past experiences in a meaningful way. Lacks self-confidence. Overly dependent on others. 1 2 3 4 5


Comments:
RESPONSES TO CRITICISM: Accepts guidance and constructive criticism.

Defensive when given constructive criticism.  Difficulty seeing self as seen by others.  1  2  3  4  5

Accepts guidance and constructive criticism with an excellent attitude. Recognizes strengths and limitations.

Comments:

PROFESSIONAL APPEARANCE: Appearance indicates cleanliness and neatness and is appropriate for agency/clinic setting.

Consistently poorly groomed. Lacks personal pride for appearance. Inappropriately dressed.  1  2  3  4  5

Consistently neat and well groomed. Appropriately dressed.

Comments:

DISCREETNESS: Aware of what to say or do and what not to say or do in a professional setting and acts accordingly.

Poor ethical behavior. Needs constant reminding about what to say or do and when.  1  2  3  4  5

Very discreet about confidences, other ethical conversations and behavior. Does not discuss personal problems.

Comments:
**PATIENT/CLIENT/CUSTOMER INTERACTION:** Able to modify behavior and personality to meet individual needs of clients.

- Difficulty in modifying behavior with different personalities. Same approach used with all consumers. 1 2 3 4 5
- Easily modifies own behavior when working with different personalities. Very empathetic.

**Comments:**

**TIME MANAGEMENT AND ORGANIZATION:** Able to manage time and work during scheduled or unscheduled agency time.

- Seldom on time for work. Behind time with agency/institutional schedule. 1 2 3 4 5
- Is prompt for work and with agency/institutional schedule. Uses free time profitably. Plans and works efficiently.
- Not resourceful in use of free time. Very unorganized.

**Comments:**

**OVERALL COMMUNICATION:** Ability to speak effectively with clients and co-workers (professional and support personnel).

- Level of communication is inappropriate and ineffective. Fails to establish good rapport with co-workers. 1 2 3 4 5
- Easily understood. Communicates well with co-workers.

**Comments:**
OVERALL IMPRESSION OF THIS STUDENT’S PERFORMANCE:

1 = Unacceptable Performance – Did not display initiative
5 = Meets Expectations
10 = Exceed Expectations – Would hire if able

1 2 3 4 5 6 7 8 9 10

Comments:

________________________________________  ________________
Signature of Evaluator                        Date

________________________________________  ________________
Signature of Student Intern                   Date

Revised 10/2011