

**Three Surveys;**

- 1. Student's Evaluation of Supervisor/Agency 2016**
- 2. Supervisor's Evaluation of Student 206**
- 3. Supervisor's Evaluation of Student 2017**

**The following is a sample evaluation (2016) of BS students and their evaluation of the agency in which they completed a professional internship experience at a community based setting:**

**(50 STUDENT EVALUATION FOR PROFESSIONAL INTERNSHIP 2016)  
NEW YORK CITY COLLEGE OF TECHNOLOGY  
CITY UNIVERSITY OF NEW YORK  
HUMAN SERVICES DEPARTMENT**

**STUDENT'S EVALUATION OF SUPERVISOR/AGENCY**

B.S. ( X )      HUS 4700

**STUDENT'S EVALUATION OF SUPERVISOR:**

**I. INTRODUCTION TO SETTING. CHECK N/A \_\_\_\_\_ IF YOU ALREADY DID A PREVIOUS SEMESTER AT THIS SITE, SKIP TO PART II, ACTIVITIES OF SUPERVISION**

- |                   |   |
|-------------------|---|
| 1. 100% Yes 0% No | Did your supervisor give you a tour or arrange for a tour of the internship site?                   |
| 2. 100% Yes 0% No | Did your supervisor introduce you to other staff when you began the internship?                     |
| 3. 100% Yes 0%No  | Did your supervisor discuss procedural matters, agency policy, etc., when you began the internship? |
| 4. 100% Yes 0%No  | Did your supervisor discuss ethical and legal issues when you began the internship?                 |

Total 100%

**Students gained an insight into agency policies, tours, all the ethical guidelines, and procedural matters. Students went on tours, became familiar with staff. This is important for beginning an internship because it allows students become familiar with the inner workings of an agency. When students show initiative it allows a network process to begin and perhaps achieving employment at the agency.**

**Students reported positively about their respective agencies providing them with necessary guidelines. This means the agencies are committed to the student's educational development.**

5. Overall during the internship, approximately how closely did the actual supervision contacts match the

agreed upon plan?

Sometimes 50%   Often 50%   Never 0%  
Total 100%

Matching is often very instrumental to student interests. The Students did mention that their supervision of their assignment duties remained sporadic as oppose to being consistent and remained divided on the issue. The agency supervisor must attend to the educational development of the student intern. It is always important that students learn the interdisciplinary aspects of Human Services because it provides learning experience. This challenges the student and allows them work in different settings.

When a student reports, the supervisor as unengaged with the intern, this can become problematic to the overall performance of the student at the agency. Agencies need careful evaluation, yet these can present challenges for the internship coordinator because it also could be the supervisor. Recommendations are that a continued partnership, during all the semesters in which students are on assignment duties.

6. Apart from scheduled meetings, how available was your supervisor if you requested additional contact?  
Sometimes 20%   Often 80%   Never 0%

Total 100% Supervisors were available as required by the Human Services Department, to work with students. The agency agreement with the department requires supervision of student for this adds to learning quality, constructive feedback, and professional development for eventual employment in the field. Students did report positively towards an often supervision as oppose to being supervised only sometimes.

The supervisor not being available for students is a limitation to how effective an agency can be in the progress of a student intern. This would simply need constant reminders throughout the semester to comply with the requirements of the contract

## II. ACTIVITIES OF SUPERVISION: Check off activities experienced in supervision

- 10% Using case notes or material to review your interactions with clients/ community
- 10% Observing the supervisor providing treatment, assessments, or other services to clients.
- 8% Providing services yourself under the direct observation of your supervisor.
- 0% Discussing institutional issues.
- 0% Didactic instruction in specific topics or skills.
- 13% Reviewing assessments or other reports you have written.
- 13% Reviewing case notes or other records you have written.
- 13% Reviewing assessments or other reports written by other professionals.
- 13% Reviewing case notes or other records written by other professionals.
- 13% Discussing your personal impressions, reactions and adjustment to the internship.
- 8% Discussing your relationship with your supervisor.

Total 100%

The Human Services Department and Agency agreements focus on clinically based

**internships. This must concentrate on the following examples below:**

- 1. Case Management**
- 2. Outreach**
- 3. Counseling**
- 4. Advocacy**
- 5. Groups**
- 6. Psycho-Social Issues**
- 7. Understanding Progress Reports**

**Agencies did lack on didactic instructions and institutional issues with relations to certain skills needed in the field. Specific internship sites should include didactic instructions in order to strengthened student-learning outcomes especially the necessary skills needed for the profession.**

**The limitations here are students not comprehending the wording, which is possible. Recommendations could be rewording the document.**

### **III. INTERPERSONAL ISSUES AND FEEDBACK FROM YOUR SUPERVISOR**

The items below refer to how you were given feedback by your supervisor and the quality of your relationship.

Please check off if your supervisor participated in any of the following areas:

- 18% Recognizing areas in which your skills or knowledge are relatively strong.
- 18% Recognizing areas in which your skills or knowledge need improvement.
- 14% Recognizing and complimenting you for accomplishments or things you have done well.
- 18% Letting you know when your performance has not been good in certain areas.
- 18% Providing emotional support.
- 14% Dealing with differences

Total 100%

**Students in a college setting usually may go through periods of self-doubt where they need reassurance from their supervisor if they are to receive a quality learning experience. An effective supervisor should always outline the strengths and weaknesses of all student interns throughout the duration of their internship at the agency site.**

**Students responded in fairly higher numbers regarding their skills and knowledge. They were very interested in knowing what their strengths were in the field and where improvements needed as future human services professionals. Students respond the most to these categories. These are strengths because it requires the feedback from the Supervisor. This does attract the student to respond at higher numbers than the other categories.**

Based on your experience, briefly describe the ways in which you feel supervision was most helpful to you during your internship, anything not helpful and ways you think it could be more beneficial to you.

Students do mention their clinical experience and the information need, which allowed a positive experience, as required by the departments. However, students do mention the time schedule on the part of the supervisor could have been better coordinated, but was not. Students focused on some of our more important requirements such as, progress notes, advocacy, and outreach.

**IV ACTIVITIES AT THE INTERNSHIP SITE** Check off all activities within your internship experience:

- 11% Observing the milieu of your setting or interacting informally with clients, but not directly observing or participating in treatment or other services.
- 11% Interacting informally with staff members.
- 11% Observing treatment, assessment, or other direct service with clients.
- 11% Participating in or providing treatment, assessment, or other direct service with clients.
- 15% Attending meetings other than supervision or informal conversation.
- 11% Reading record, reports, etc.
- 15% Writing case notes, assessments, reports, correspondence, etc.
- 15% Other activities you participated in during your internship:

Total 100%

This section of the study provides an insight into students learning their skills in the areas observation, treatment, assessment, reports, case notes, and the direct services provided to clients. Students reported in percentages to what extent they learned the necessary skills. Agencies can improve their role in assisting students in these skills.

What additional activities would have been useful to you during the internship?

Two students felt that the agencies should have focused on Case Management for their learning experience. Case Management is important to the clinical requirements of the program.

**V: OVERALL EVALUATION:** Would you recommend future students to this site? Explain your answer:

Students felt the friendly environment was crucial to their healthy academic experience. The agencies provided the service needed to satisfy students learning outcomes.

The students were satisfied with the assistance provided to them from their agencies. They were willing to recommend such agencies to other future prospective students. Students learned about referrals, mainly the field of counseling.

The challenges of the Academic Internship Coordinator is making sure all agency supervisors honor their agreement by providing the clinical aspects of the internship. These improvements are always necessary. If the agency cannot provide than termination of the agreement is best. In order to become an effective academic internship coordinator, the following is, all agencies carefully managed; all internship students and professor must be under constant communication with the internship office, scheduled site visits, close partnership with supervisors, mediation-intervention, when difficult challenges occur between students and supervisor.

The agency under contractual agreement with the Human Services Department, who are required to cover the clinical aspects of student's education, will remain. The agencies terminated or phased out are the ones, which cannot fulfill their agreements. Other agencies, which cater to specific students, will remain under a careful micromanaged arrangement with the academic internship coordinator close supervision. The Academic internship coordinator will also create a unit that consist only of Humans Services students from CityTech.

The success of the Human Services Department solely rests on the quality of academic development of all students and the fieldwork, which is, determined the competency of all agencies, under contractual agreements. Not all students will be pleased, but the intent is to preserve academic objectives of the Human Services Department for a satisfied majority of students, who will be prepared to undertake higher degrees as well as work in the profession. Their success is a reflection on the department's ability to deliver academically and the quality of internship agency that are a part of our overall program.

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**The following is a sample evaluation (2016) of the community based agency's evaluation of students in a practicum internship setting and an overview of their experience:**

NEW YORK CITY COLLEGE OF TECHNOLOGY  
 CITY UNIVERSITY OF NEW YORK  
 HUMAN SERVICES DEPARTMENT

**SUPERVISOR'S EVALUATION OF STUDENT (2016)**

50 Participants

Associate ( )      Bachelor ( X )

Description of Agency and Services Provided: Circle All That Apply:

- |   |                     |                             |                   |
|---|---------------------|-----------------------------|-------------------|
| Children Services                         | Family Services     | Older Adults                | Teens             |
| <b>34%</b>                                |                     |                             |                   |
| Substance Abuse/Dependency                | Mental Health (Any) | Physical Disabilities (Any) | School Setting    |
| <b>9%</b>                                 |                     |                             |                   |
| Community Organization                    | Hospital Setting    | After School Program        | Domestic Violence |
| <b>11%</b>                                |                     |                             |                   |
| Developmental (Intellectual) Disabilities |                     | LGBTQ Shelter System        |                   |
| <b>8%</b>                                 |                     |                             |                   |
- Other: **Career Rehab, Emergency Feeding**

Description of Student's Assignment: Circle All That Apply:

- |                                    |                  |                   |
|------------------------------------|------------------|-------------------|
| Individual Counseling              | Group Counseling | Family Counseling |
| <b>16%</b>                         |                  |                   |
| Socialization / Activity Therapies | Outreach         | Court             |
| Community Events                   |                  |                   |

18%

Other: Reported Data Entry

4%

Addressing the concerns of mainly children, family, and older adults, while remaining general outreach. Other agencies to a lesser extent did cover areas like mental health services.

The Professional Internship student would have developed a better understanding of the field. As a more advanced student, they will require clinical aspects of the Human Services. The supervisor credentials will include a Masters level in Social Work, but others will include Psychology. Since Human Services is interdisciplinary, other associated fields will be included as the profession evolves to meet the challenges of our times. Therefore, new agencies will reflect new areas of interest as the department explores new possibilities meet student requests.

Examples of clinical education are:

1. Case Management
2. Outreach
3. Counseling
4. Advocacy
5. Groups
6. Psycho-Social Issues
7. Understanding Progress Reports

The recommendations on behalf of the academic internship coordinator is to diversify student choices of agency, which is currently in the developmental process. Future evaluations will reflect the changes.

The current internship status is transitioning into a diverse set of agency with more interaction between the internship coordinator, supervisor, and student. The strategy from this point is to keep all internship professors informed on a constant basis and to continue with consistency

This form designed to help supervisors provide feedback about the performance of interns. This form will become part of the intern's record for this course and is a major percentage of the course grade. Please answer each item using the 1-5 scale. While interns have promising potential, only rate the student's work for this semester, thus all scale numbers considered in the evaluation. The department uses this scale for internal research purposes, so the overall results always use the 1-5 rating. Rate the student as an intern for this semester, not an employee. Calculate the final average/grade for the internship site grade.

A grading system used by the supervisor to grade the student in their overall performance on a variety of important categories necessary to prepare a student for the Human Services by understanding the responsibilities needed for the field. The development of experience provides the student hands on approach to the inner workings of these agencies, which are beneficial to intellectual development and professional opportunities in the field.

**RECORD THE TOTAL NUMBER FOR EACH GRADE GIVEN**

N/A

Five (Far above Expectations for intern-A)	TOTAL:
4 (Above Expectations for intern-B)	TOTAL:
3 (Acceptable for intern C)	TOTAL:
2 (Below Expectations for intern-D)	TOTAL:
1 (Far Below Expectations for intern-F)	TOTAL:

**AVERAGE THE TOTAL FOR FINAL GRADE plus/minus are allowed:**

**I. Basic Work Requirements**

Arrives on time consistently, and if late/absent informs supervisor

**86% Reported A**  
**8% Reported B**  
**4% Reported C**  
**2% Reported D**  
**0 Reported F**

Reliably completes requested or assigned tasks on time.

**90% Reported A**  
**5% Reported B**  
**5% Reported C**  
**0 Reported D**  
**0 Reported F**

Completes required total number of hours or days on site.

**76% Reported A**  
**13% Reported B**  
**9% Reported C**  
**2% Reported D**  
**0 Reported F**

Is responsive to norms about clothing, language, communication, etc., on site.

**71% Reported A**  
**10% Reported B**  
**17% Reported C**  
**2% Reported D**  
**0 Reported F**

**II. Ethical Awareness and Conduct**

Knowledge of ethical guidelines of internship placement.

**81% Reported A**  
**15% Reported B**  
**4 % Reported C**  
**0 Reported D**  
**0 Reported F**

Demonstrates awareness and sensitivity to ethical issues.

**87% Reported A**  
**9% Reported B**  
**4 % Reported C**  
**0 Reported D**

**0 Reported F**

Personal behavior is consistent with ethical guidelines.

**86 % Reported A**

**8 % Reported B**

**4 % Reported C**

**2 % Reported D**

**0 Reported F**

Consults with others about ethical issues, if necessary.

### **III. Knowledge & Direct Service**

Knowledge of treatment approaches

**75% Reported A**

**12.5 % Reported**

**12.5 % Reported C**

**0 Reported D**

**0 Reported F**

Knowledge of client population

**82% Reported A**

**8% Reported B**

**10% Reported C**

**0 Reported D**

**0 Reported F**

Appears comfortable interacting with clients

**84 % Reported A**

**16 % Reported B**

**0 Reported C**

**0 Reported D**

**0 Reported F**

Initiates interactions with clients

**94% Reported A**

**2 % Reported B**

**4 % Reported C**

**0 Reported D**

**0 Reported F**

Communicates effectively with clients

**77% Reported A**

**8% Reported B**

**15% Reported C**

**0 Reported D**

**0 Reported F**

Builds rapport and respect with clients

**Reported A**  
**77% Reported B**  
**23% Reported C**  
**0 Reported D**  
**0 Reported F**

Sensitive and responsive to client's needs

**96% Reported A**  
**4% Reported B**  
**0 Reported C**  
**0 Reported D**  
**0 Reported F**

Sensitive to issues of gender differences

**88% Reported A**  
**12 % Reported B**  
**0 Reported C**  
**0 Reported D**  
**0 Reported F**

Believes client self-determination

**91% Reported A**  
**9 % Reported B**  
**0 Reported C**  
**0 Reported D**  
**0 Reported F**

Respects the personal values of clients

**72% Reported A**  
**22% Reported B**  
**4 % Reported C**  
**2% Reported D**  
**0 Reported F**

#### **IV. Supervision**

Recognition of personal attitudes and biases.

**86 % Reported A**  
**8 % Reported B**  
**4 % Reported C**  
**2 % Reported D**  
**0 Reported F**

Willingness to discuss personal limitations, attitudes and biases.

**86 % Reported A**  
**8 % Reported B**  
**4 % Reported C**  
**2 % Reported D**  
**0 Reported F**

Personal commitment and conscientiousness.

**72% Reported A**  
**22% Reported B**  
**4 % Reported C**  
**2% Reported D**  
**0 Reported F**

Prepared for weekly supervision sessions

**72% Reported A**  
**22% Reported B**  
**4 % Reported C**  
**2% Reported D**  
**0 Reported F**

## **V. Student Work Evaluation**

Biopsychosocial summary

**86 % Reported A**  
**8 % Reported B**  
**4 % Reported C**  
**2% Reported D**  
**0 Reported F**

Treatment/Service plan

**86 % Reported A**  
**8 % Reported B**  
**4 % Reported C**  
**2 % Reported D**  
**0 Reported F**

Client data; record keeping

**86 % Reported A**  
**8 % Reported B**  
**4 % Reported C**  
**0 % Reported D**  
**0 Reported F**

Written or verbal reports are presented in professional manner.

**86 % Reported A**

**8 % Reported B**  
**4 % Reported C**  
**2 % Reported D**  
**0 Reported F**

Appears comfortable interacting and communicating with staff members

**88% Reported A**  
**12 % Reported B**  
**0 Reported C**  
**0 Reported D**  
**0 Reported F**

#### **Overall Evaluation:**

The agency supervisors report an overall satisfactory review of the students for this year. Student punctuality ranks mainly excellent. However, students who do not arrive on time have very low percentages, and the internship coordinator has taken the initiative to focus on time management with supervisors with new incoming students.

Supervisors report excellent reviews on student hours, communication skills, and knowledge about the ethical guidelines of the agency. Student complies with supervision, biosocial summaries, and treatments services plans, handles client data in accordance with the guidelines of the agency and understands verbal reports in a professional manner.

Supervisor have checked off on how the student performed. This was an evaluation that graded their commitment and dedication to the discipline.

These evaluations seem to report an overall satisfactory overview of the student performance in their field agency. Students here are at their Bachelor level HUS 4701 and HUS 4801, which are committed and dedicated to their field of interests. Some have low performance but the excellent certainly out performs the rest.

At the current movement, all contractual agreements continue between the Human Services Department and the Agencies. This is a revised version of the supervisor evaluation form, which eliminated certain categories that may not address the concerns or may have been repetitive. This evaluation is a newly improved document, which remains focused on compliance requirements. Such examples are the following:

1. Student-learning

2. Experience developed
3. Agencies reflect the variety of specified interest indicated in the pre-placement forms

However, the academic internship coordinator must continue to evaluate such agencies to better match supervisor evaluations with an internship site that abides by the specified educational development of the student. Only then can these evaluations remain consistent within departmental objectives for a Human Services Internship

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CITY UNIVERSITY OF NEW YORK  
HUMAN SERVICES DEPARTMENT

**SUPERVISOR'S EVALUATION OF STUDENT (2017)**

50 Participants

Associate ( )      Bachelor (X)

Description of Agency and Services Provided: Circle All That Apply:

Children Services	Family Services	Older Adults	Teens
<b>34%</b>			
Substance Abuse/Dependency	Mental Health (Any)	Physical Disabilities (Any)	School Setting
<b>9%</b>			
Community Organization	Hospital Setting	After School Program	Domestic Violence
<b>11%</b>			
Developmental (Intellectual) Disabilities		LGBTQ Shelter System	
<b>16%</b>			

Other: **Career Rehab, Emergency Feeding**

Description of Student's Assignment: Circle All That Apply:

Individual Counseling	Group Counseling	Family Counseling
<b>18%</b>		
Socialization / Activity Therapies	Outreach	Court
<b>16%</b>		
Community Events		
<b>4%</b>		

Other: Reported Data Entry

**The agencies are generally consistent for the years 2016-2017 on both the Field Practicums and Professional**

**Internships.** These agencies generally focused on children services, family services, gerontology issues, and adolescent groups. Other agencies focused on mental and physical services including addition to a lesser extent than the first category. Community, Hospital Settings, after school programs and domestic violence remains at a lower percentage therefore agencies specializing in this aspect of Human Services should be added to the program. Developmental Disabilities and the LGBTQ shelter system will remain a topic of interest as the internship program continues the restructuring process. Individual Counseling, Group Counseling, and Family Counseling, Social Activity Therapies, Outreach, Community events and Court continue to exist but are also included in other agencies, which vary in terms of the focus of a specific agency. Some agency require administrative components usually aimed at Field Practicum Students who usually receive exposure to new agencies. The following examples are

1. **Mission**
2. **Clients and Communities they serve**
3. **Comprehending intern-supervisor interactions**
4. **Introduction to Human Services and Advocacy**

Addressing the concerns of mainly children, family, and older adults, while remaining general outreach. Other agencies to a lesser extent did cover areas like mental health services.

The Professional Internship student would have developed a better understanding of the field. As a more advanced student, they will require clinical aspects of the Human Services. The supervisor credentials will include a Masters level in Social Work, but others will include Psychology. Since Human Services is interdisciplinary, other associated fields will be included as the profession evolves to meet the challenges of our times. Therefore, new agencies will reflect new areas of interest as the department explores new possibilities meet student requests.

Examples of clinical education are:

1. **Case Management**
2. **Outreach**
3. **Counseling**
4. **Advocacy**
5. **Groups**
6. **Psycho-Social Issues**
7. **Understanding Progress Reports**

The recommendations on behalf of the academic internship coordinator is to diversify student choices of agency, which is currently in the developmental process. Future evaluations will reflect the changes.

The current internship status is transitioning into a diverse set of agency with more interaction between the internship coordinator, supervisor, and student. The strategy from this point is to keep all internship professors informed on a constant basis and to continue with consistency

This form designed to help supervisors provide feedback about the performance of interns. This form will become part of the intern's record for this course and is a major percentage of the course grade. Please answer each item using the 1-5 scale. While interns have promising potential, only rate the student's work for this semester, thus all scale numbers considered in the evaluation. The department uses this scale for internal research purposes, so the overall results always use the 1-5 rating. Rate the student as an intern for this semester, not an employee. Calculate the final average/grade for the internship site grade.

A grading system used by the supervisor to grade the student in their overall performance on a variety of important categories necessary to prepare a student for the Human Services by understanding the responsibilities needed for the field. The development of experience provides the student hands on approach to the inner workings of these agencies, which are beneficial to intellectual development and professional opportunities in the field.

**RECORD THE TOTAL NUMBER FOR EACH GRADE GIVEN**

N/A

<b>Five (Far above Expectations for intern-A)</b>	<b>TOTAL:</b>
<b>4 (Above Expectations for intern-B)</b>	<b>TOTAL:</b>
<b>3 (Acceptable for intern C)</b>	<b>TOTAL:</b>
<b>2 (Below Expectations for intern-D)</b>	<b>TOTAL:</b>
<b>1 (Far Below Expectations for intern-F)</b>	<b>TOTAL:</b>

**AVERAGE THE TOTAL FOR FINAL GRADE plus/minus are allowed:**

**I. Basic Work Requirements**

Arrives on time consistently, and if late/absent informs supervisor

**82% Reported A**  
**8% Reported B**  
**10% Reported C**  
**0 Reported D**  
**0 Reported F**

Reliably completes requested or assigned tasks on time.

**82% Reported A**  
**8% Reported B**  
**10% Reported C**  
**0 Reported D**  
**0 Reported F**

Completes required total number of hours or days on site.

**82% Reported A**  
**8% Reported B**  
**10% Reported C**  
**0 Reported D**  
**0 Reported F**

Is responsive to norms about clothing, language, communication, etc., on site.

**90% Reported A**  
**5% Reported B**  
**5% Reported C**  
**0 Reported D**  
**0 Reported F**

**II. Ethical Awareness and Conduct**

Knowledge of ethical guidelines of internship placement.

**90% Reported A**  
**5% Reported B**  
**5% Reported C**  
**0 Reported D**  
**0 Reported F**

Demonstrates awareness and sensitivity to ethical issues.

**90% Reported A**  
**5% Reported B**  
**5% Reported C**  
**0 Reported D**  
**0 Reported F**

Personal behavior is consistent with ethical guidelines.

**90% Reported A**  
**5% Reported B**  
**5% Reported C**  
**0 Reported D**  
**0 Reported F**

Consults with others about ethical issues, if necessary.

### **III. Knowledge & Direct Service**

Knowledge of treatment approaches

**90% Reported A**  
**5% Reported B**  
**5% Reported C**  
**0 Reported D**  
**0 Reported F**

Knowledge of client population

**90% Reported A**  
**5% Reported B**  
**5% Reported C**  
**0 Reported D**  
**0 Reported F**

Appears comfortable interacting with clients

**90% Reported A**  
**5% Reported B**  
**5% Reported C**  
**0 Reported D**  
**0 Reported F**

Initiates interactions with clients

**90% Reported A**

**5% Reported B**  
**5% Reported C**  
**0 Reported D**  
**0 Reported F**

Communicates effectively with clients

**90% Reported A**  
**5% Reported B**  
**5% Reported C**  
**0 Reported D**  
**0 Reported F**

Builds rapport and respect with clients

**90% Reported A**  
**5% Reported B**  
**5% Reported C**  
**0 Reported D**  
**0 Reported F**

Sensitive and responsive to client's needs

**90% Reported A**  
**5% Reported B**  
**5% Reported C**  
**0 Reported D**  
**0 Reported F**

Sensitive to issues of gender differences

**86 % Reported A**  
**8 % Reported B**  
**4 % Reported C**  
**0 % Reported D**  
**0 Reported F**

Believes client self-determination

**86 % Reported A**  
**8 % Reported B**  
**4 % Reported C**  
**0 % Reported D**  
**0 Reported F**

Respects the personal values of clients

**86 % Reported A**  
**8 % Reported B**  
**4 % Reported C**  
**0 % Reported D**  
**0 Reported F**

**IV. Supervision**

Recognition of personal attitudes and biases.

**76% Reported A**  
**13% Reported B**  
**9% Reported C**  
**2% Reported D**  
**0 Reported F**

Willingness to discuss personal limitations, attitudes and biases.

**44 Reported A**  
**2 Reported B**  
**2 Reported C**  
**0 Reported D**  
**0 Reported F**

Personal commitment and conscientiousness.

**34 Reported A**  
**11 Reported B**  
**0 Reported C**  
**0 Reported D**  
**0 Reported F**

Prepared for weekly supervision sessions

**38 Reported A**  
**5 Reported B**  
**0 Reported C**  
**0 Reported D**  
**0 Reported F**

## **V. Student Work Evaluation**

Biopsychosocial summary

**94% Reported A**  
**4% Reported B**  
**2% Reported C**  
**0 Reported D**  
**0 Reported F**

Treatment/Service plan

**94% Reported A**  
**4% Reported B**  
**2% Reported C**  
**0 Reported D**  
**0 Reported F**

Client data; record keeping

**94% Reported A**  
**4% Reported B**  
**2% Reported C**  
**0 Reported D**  
**0 Reported F**

Written or verbal reports are presented in professional manner.

**94% Reported A**  
**4% Reported B**  
**2% Reported C**  
**0 Reported D**  
**0 Reported F**

Appears comfortable interacting and communicating with staff members

**94% Reported A**  
**4% Reported B**  
**2% Reported C**  
**0 Reported D**  
**0 Reported F**

#### **Overall Evaluation:**

The agency supervisors report an overall satisfactory review of the students for this year. Student punctuality ranks mainly excellent. However, students who do not arrive on time have very low percentages, and the internship coordinator has taken the initiative to focus on time management with supervisors with new incoming students.

Supervisors report excellent reviews on student hours, communication skills, and knowledge about the ethical guidelines of the agency. Student complies with supervision, biosocial summaries, and treatments services plans, handles client data in accordance with the guidelines of the agency and understands verbal reports in a professional manner.

Supervisor have checked off on how the student performed. This was an evaluation that graded their commitment and dedication to the discipline.

These evaluations seem to report an overall satisfactory overview of the student performance in their field agency. Students here are at their Bachelor level HUS 4701 and HUS 4801, which are committed and dedicated to their field of interests. Some have low performance but the excellent certainly out performs the rest.

At the current movement, all contractual agreements continue between the Human Services Department and the Agencies. This is a revised version of the supervisor evaluation form, which eliminated certain categories that may not address the concerns or may have been repetitive. This evaluation is a newly improved document, which remains focused on compliance requirements.

Such examples are the following:

1. Student-learning
2. Experience developed
3. Agencies reflect the variety of specified interest indicated in the pre-placement forms

However, the academic internship coordinator must continue to evaluate such agencies to better match supervisor evaluations with an internship site that abides by the specified educational development of the student. Only then can these evaluations remain consistent within departmental objectives for a Human Services Internship