

Eliot-Pearson Department of Child Development  
Tufts University

**CD232 Graduate Internship Handbook**

**INTRODUCTION**

This Handbook has been developed to assist you in the planning of the supervised internship experience that partially fulfills the requirements for the degree of Master of Arts with Supervised Applied Experience from the Eliot-Pearson Department of Child Development at Tufts University. This internship is intended as the culmination of graduate study for the M.A. Applied degree, and is comparable in effort and rigor to the master's thesis.

The **CD 232 Internship** provides an opportunity for the student to gain direct experience in a child- or family-oriented setting. Throughout this intensive experience, the student is expected to apply recently acquired theory and research to practical professional situations in a reflective manner. The internship should expand a student's practical repertoire and promote the student's ability to assume increasing responsibilities in her/his chosen area.

Students should plan carefully for their internship experience. **It is expected that a student complete at least seven courses before beginning an internship.** Initial planning will be guided by the student's academic advisor, who will assist the student in selecting *at least two courses* that will be related to the internship experience, and will help to prepare the student for the internship. Occasionally course scheduling is such that a sixth and seventh course relevant to the internship are taken concurrently with the internship.

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## STUDENT REQUIREMENTS

1. An internship for the master's degree requires at least 210 hours of work, fifteen hours per week for one fourteen week semester in an approved site, and is equivalent to two course credits. (Students may elect to enroll for one course credit though the number of hours for the internship remains the same.) It is possible to complete an internship over a two-semester period, approximately seven to eight hours per week over an academic year. An intensive summer period, completing the requisite 210 hours in an eight- to ten-week period may be another option, although this is not preferred. Students will schedule weekly hours so that the required number of hours will be completed within the allotted time period. Those students who miss days due to illness or emergency must either work additional hours or make other arrangements acceptable to both their on-site supervisors and the Eliot-Pearson internship advisor. The CD243 Seminar accompanies the internship experience and it is expected that students will attend the seminar while they are completing their internship. **The internship must be within driving distance of Eliot-Pearson so the faculty advisor can make the required site visits.**
2. Internship credit can only be awarded for a placement that has professional-level supervision as a key component. Students should expect at least a half-hour each week of direct supervision but an hour every other week is an effective plan in some placements.
3. **No credit will be granted retroactively for internship activities.**
5. International students planning to complete an applied internship should contact the Tufts International Office in advance of the internship experience, if they do not wish the internship to count as “work experience” (related to a 1-year extended work visa).
6. Students must have final arrangements made by the last day of exams ***in the semester prior to the semester they begin the internship.*** A proposal form must have been signed by the **Eliot-Pearson faculty internship advisor** and the **agency on-site supervisor** (see Proposal Form).
7. Internship advising sessions help the student to build a link between the work experience and the related academic subject matter. A schedule of advisor-student meetings should be established at the beginning of the semester. ***A minimum of four meetings per semester is required.*** Part of the purpose of these meetings is to discuss the content of the student’s journal or “topic” papers (described below in #9).
8. **Two three-way conferences between the Eliot-Pearson internship advisor, the site supervisor, and the student will be held at the internship site during the internship.** The first will be at the beginning of the semester to identify goals, clarify expectations, discuss guidelines for evaluation and set up the student’s site supervision schedule. The second conference, occurring around mid-term, is to assess student progress and identify remaining challenges. An additional final conference may be desirable to assess the student's performance and competencies.
9. A **journal** of the experience, or regularly scheduled **topic papers**, as determined by the Eliot-Pearson internship advisor, is required. A **journal** is meant to be a vehicle for personal reflection on professional practice, and for the integration of developmental

theory and research with daily field-based experiences. The journal is not simply a chronicle of what has happened on a particular day; it is intended to help the student *interpret* the day's events and her/his role in these experiences.

In some cases, depending on the type of placement and the role of the student, it may be mutually determined between advisor and student that short **topic papers** focused on specific aspects of the experience would be more beneficial. In either case, the Eliot-Pearson advisor will read the journals/papers regularly and provide feedback. A schedule for turning in work will be established with the advisor during the first meeting.

10. A final capstone paper of about twenty pages is required for completion of the internship. The determination of the extent and depth of the paper rests with the Eliot-Pearson internship advisor. Acceptable topics and structures for this paper should be determined early and a date established for submission of the paper to the Eliot-Pearson internship advisor.
11. Agency on-site supervisors will participate in the evaluation of the student's work through the conferences and midterm and final evaluations. These evaluations will contribute to the process of grading, although the Eliot-Pearson internship advisor will have the ultimate responsibility for grading.
12. A student who is currently employed in an appropriate field setting and wishes to conduct an internship within it must construct an experience in addition to the regular requirements of the employment position, which must be approved by the faculty internship advisor in advance of the 232 internship.
13. Students who seek internships in clinical settings should be aware that most agencies want people who will commit time over a whole academic year, September to June, and should arrange their schedule accordingly.

## STUDENT PROCEDURES FOR OBTAINING AN INTERNSHIP

Initial discussions about how to plan for an M.A.-Applied internship must be undertaken with the student's assigned academic advisor. At the first meeting, the advisor should begin to discuss possible courses and areas of interest for the internship. Students should be aware that they need to make choices about internship placements and related courses in the near future.

After the student has completed five Child Development courses, a meeting with the student and her/his academic advisor should occur. This meeting can happen earlier if the student has a clear idea of the kind of placement (s)he wants and if the student plans to complete the program within one year. **It is the student's responsibility to schedule this meeting.** At the meeting, a decision is made on the substantive focus for the placement, the necessary supporting courses, the sequence of courses, the timetable for fulfilling these requirements, and a recommendation for selecting an internship advisor.

It is assumed that the academic advisor will serve as the internship advisor. If another faculty member is better suited to serve in this capacity, the academic advisor is responsible for arranging the transfer in advising. **If a student's academic advisor is not serving as her/his internship advisor, it is that faculty member's responsibility to initiate contact with other faculty members in order to help the student secure an internship advisor.**

The student then completes the one-page Internship Pre-Proposal Summary and turns it into the internship advisor within one week of meeting date. The student starts gathering information about potential sites by accessing the Eliot-Pearson website's "Internship Opportunities", by attending informational sessions, and by talking with faculty members and fellow students. Students are expected to obtain information about new sites; however, ***they should not make formal contact with a site nor negotiate the terms of the internship.*** These tasks are the responsibility of the internship advisor. Martha Pott, seminar instructor, is available to assist students and their advisors in finding an internship, but the student and academic advisor have the primary responsibility for finding an internship.

Once a contact with a potential site has been made the student, in conjunction with the internship advisor, will be responsible for arranging an interview and identifying a site and site supervisor.

**Normally, the internship itself should not begin until at least seven courses have been completed. However, the student can enroll in two courses concurrent with the internship.**

After a decision has been made, the internship advisor should review the student's understanding of the role and then phone the site to confirm the student's intention to seek the internship position. If approved by both the Eliot-Pearson advisor and the agency, the advisor sends a copy of the letter describing the requirements for the internship. The letter is included in this Handbook and may be shared in advance with the site supervisor when the student is in the process of interviewing, if deemed appropriate.

Students are then required to write a proposal (See CD232 Internship Proposal form, included.) delineating their understanding of their duties and the responsibilities required at the site and submit this proposal to the Site Supervisor and Internship advisor for approval signatures.

**Copies of the signed proposal must be given to 1) site supervisor; 2) Faculty internship advisor; 3) student; 4) Martha Pott, CD243 seminar faculty.**

## **GUIDELINES**

### *Student Interview of Prospective Site*

The purpose of this interview is to gather information about the site, understand the functions of the particular agency and assess the compatibility of your program goals with the internship. It is also the student's first opportunity to present him/herself to a representative of the site in a favorable light. Many desirable internship sites in the Boston area are very competitive, given the large number of local universities, and good interviewing skills can make the difference in obtaining a desired placement. Agencies look for highly motivated, organized, somewhat independent people who can take appropriate initiative, yet are able to be cooperative team players. Regardless of the agency's or your final decision about compatibility of placement, it is important for you to act in a professional manner and favorably represent yourself and the department. The following are guidelines only. Use them in ways that will help you make the best decision. Feel free to consult with your advisors regarding any concerns about the interview process.

- Dress appropriately for the site.
- Bring your resume.
- Find out as much as you can about the agency or organization ahead of time. Most agencies have a website; be sure you are very familiar with it before you contact the site.
- Briefly give information to agency about Eliot-Pearson, especially about the M.A.-Applied program if they have not had previous contact with Eliot-Pearson, and why you are particularly interested in them as a potential internship site. You might want to emphasize the commitment the department has to the integration of the theoretical and applied aspects of child development. Some agencies may not be aware of the multiplicity of interests and expertise represented in such a small department.
- It might also be a good time to expand on why you are seeking them out in particular: identifying positive reputation, feedback, contacts, etc., and what general area or role in the agency you find compelling.
- Be prepared, at the appropriate time, to briefly describe your background, interests and motivation for pursuing this particular placement. This is an opportunity to present yourself in the most favorable light.
- Ask if they have had interns before. If so, ask what that experience has been like for both the agency and the interns.
- Ask about the nature and function of the internship. If the job is mostly clerical in nature, it is not a suitable placement; however, helping occasionally with general

mundane tasks may well be appropriate. Explore all the possibilities for work at the site and try to assess the potential for you to acquire new skills and assume some responsibility.

- Ask who the site supervisor would be, what her/his position is, and inquire (tactfully) about her/his background and qualifications.
- Have available a copy of the letter from the **CD 232 HANDBOOK** describing the function of site supervisor, and/or be prepared to describe briefly what the Eliot-Pearson expectations are for supervision at the site.
- Describe the role of Eliot-Pearson internship advisor, if appropriate.
- At the close of the interview, thank your interviewer for her/his time and consideration. Explain that you will be consulting with your Eliot-Pearson internship advisor about placements and that your interviewer might receive a call from your advisor. Try to emphasize the positive aspects of the agency and that the choice of internship site will ultimately depend upon which is the best match for your goals and interests. The idea is to not put yourself in the position of appearing to reject an offered internship but to represent a potential refusal as a concern for choosing the best site for optimum personal growth.
- Collect all relevant articles, descriptions, brochures, etc., about the site to share with your Eliot-Pearson internship advisor.
- Even if you do not choose this site for your internship, be sure to send a thank-you note for their time, explaining that the placement was not the best match for you at this time.

## ETHICAL GUIDELINES

The following guidelines for ethical and moral conduct were taken, with permission by the author, from *The Internship, Practicum, and Field Placement Handbook: A Guide for the Helping Professions* by Dr. Brian N. Baird (Prentice Hall). These ethical guidelines are meant to benefit all involved with the internship, including the students' advisors, internship supervisors, instructors and the university. Please read and agree to the following ethical principles:

1. *Confidentiality.* The identity of clients, or information that would reveal the identity of clients, cannot be revealed without the specific permission of the client. The only exceptions to this are cases in which the client may be dangerous to themselves or others and in cases of child abuse. In such situations, there may be legal requirements that responsible agencies be informed. There are also certain legal proceedings in which case notes and other records can be ordered to be released by the courts. Interns must familiarize themselves with, and adhere to, confidentiality procedures of their placements and the laws of the state. Case material discussed in class must be prepared in such a way that confidentiality is maintained.
2. *Recognition of qualifications and limitations.* Interns must recognize the limitations to their training and abilities and must not exceed these in work with clients. It is incumbent upon interns that they recognize when clinical situations are beyond their knowledge or ability. When such situations arise, interns will seek assistance from their supervisors and advisor.
3. *Identification as interns.* Interns will explicitly identify themselves as interns to their clients, in reports, and in other professional activities. They will not misrepresent their training, qualifications, or status. Interns who will be at a placement for a limited time will inform clients of that limitation at the outset of therapy (or other services provided) and will consider it in their work with clients.
4. *Record keeping.* Interns will accurately and reliably maintain written and other records as required by the placement agency.
5. *Dual relationships.* Interns will refrain from clinical work with persons with whom the intern is involved in other types of relationships. Such "dual relationships" may inhibit the effectiveness of the intern's clinical work and may jeopardize both the client and the trainee. For example, it would not be ethical for a trainee to take as a client someone who was a fellow student in class. Similarly, coworkers, friends, and others should not be seen as clients.
6. *Prohibition regarding sexual conduct and/or harassment.* Under no circumstances shall interns become involved in sexual or romantic relationships of any sort with clients or employees of their placement agency. Interns will also refrain from sexual harassment and will respect the sensitivity of others regarding sexual matters.

7. *Self-awareness and monitoring.* Interns will monitor their own emotional and physical status and should be aware of any conditions that might adversely impact their ability to serve their clients or placement agencies. If such conditions arise, interns should inform their site supervisor and advisor.
  
8. *Ethics discussion with supervisor.* Each intern must discuss the ethical standards of their placement with their supervisor before performing any clinical work or patient contact. Space is provided at the bottom of this form to indicate that such discussions have taken place and the intern has been informed of ethical expectations.

By signing below, the intern agrees to adhere to the guidelines listed above as well as those of the professional discipline and the specific placement agency.

Intern Signature: \_\_\_\_\_ Date:

Site Supervisor: \_\_\_\_\_ Date:

Instructor: \_\_\_\_\_ Date:

# FACULTY CHECK LIST

## Academic Advisor

### Responsibilities:

Review and approve course work in preparation for internship; see page 4 of this handbook as well as the Graduate Student Handbook.

Communicate with *any M.A. Applied advisee* and the Seminar Instructor, if needed, to discuss area of interest and types of placements. This meeting should take place early in the semester **prior** to the semester the student wishes to intern.

## Internship Advisor

### Responsibilities for Obtaining an Internship:

If you have agreed to be an Eliot-Pearson internship advisor to a student, a meeting between you and the student should be scheduled in the semester *preceding* the internship semester to discuss potential internship sites. Prior to this meeting, it is the student's responsibility to review internships on the Child Development website, and bring ideas and questions. It is your responsibility to share ideas and information, offer suggestions, and help set priorities about which sites the student should follow up with and seek interviews from (**probably only two or three**).

After the student has completed the interviewing process, s/he should make appointment with you to share information gathered from the interviews. At this time a decision should be made about the best match between student and site. The advisor should phone the site and confirm the student's understanding of the position and the identity of the site supervisor. If the Eliot-Pearson advisor approves, s/he then sends a copy of the letter describing requirements for the internship and responsibilities of the site supervisor (see *Letter*).

The student then prepares a proposal (see *Proposal*) in consultation with internship advisor and site supervisor and submits it to you and the site supervisor for signatures. A copy should also be given to the Seminar Instructor for her records. The proposal should be completed by the last day of exams the semester **prior** to beginning the internship.

## Internship Advisor

### Responsibilities Internship Advising:

1. Schedule meeting with Intern the first week of the semester. At this meeting:
  - Establish schedule of Eliot-Pearson advisor-student conferences that will occur during the semester; a minimum of four is required, but more may be necessary.

- Establish schedule of journal/‘topic’ paper collection.
  - Students should hand in written material before scheduled conferences so that content of the written material can be part of discussion.
  - Discuss possible ideas for content of MA capstone paper
  - Discuss approximate date of first site visit.
2. Schedule a three-way meeting with intern and site supervisor at beginning of semester, within first two weeks.
    - The purpose of this meeting is to identify goals for the internship experience, clarify expectations, discuss guidelines for evaluation and ensure that the Eliot-Pearson student and site supervisor have regular supervisory sessions scheduled. Review and update proposal if needed.
  3. Two weeks before mid-term, contact site supervisor about completing the *Midterm Evaluation of Intern*. Determine date for return of form.
  4. Schedule mid-term three-way conference upon receipt of mid-term evaluation forms.
    - The content of the evaluation forms should be considered during this conference. Its purpose is to assess student progress toward stated goals and identify further expectations/challenges.
    - Finalize topic for capstone paper and set date for completion.
  5. Distribute final evaluation forms to student and site supervisor approximately two weeks before the end of the semester. Determine date for return and enter on form.
  6. Schedule final three-way conference, if appropriate. A final summary and synthesis of the experience can be productive for some students.
  7. The student will complete the site and supervision evaluation at the end of the semester (provided in the back of this handbook), and return the completed forms to advisors.
  8. Collect, comment on, grade and return the capstone paper.
  9. Communicate with Seminar Instructor about student’s participation in seminar.
  10. Submit grade for all supervisees.

**CD 232 INTERNSHIP  
GENERAL INFORMATION SHEET**

Please complete the following questionnaire **BEFORE** you meet with your Eliot-Pearson **academic advisor**.

STUDENT NAME:

E-MAIL:

STUDENT ADDRESS:

HOME TELEPHONE:

DATES:

SEMESTER:

CELL PHONE:

ACADEMIC ADVISOR AT ELIOT-PEARSON:

CHILD DEVELOPMENT COURSES COMPLETED:

COURSE NUMBER

TITLE

CHILD DEVELOPMENT COURSES IN WHICH YOU ARE CURRENTLY ENROLLED  
(other than CD 232):

COURSE NUMBER

TITLE

OTHER CHILD DEVELOPMENT COURSES TO BE TAKEN AFTER THIS SEMESTER:

COURSE NUMBER

TITLE

**CD 232 Internship Pre-Proposal Summary**

**Student Name:**

**Email:**

**Phone:**

**General description of type of internship sought:**

**Possible internship sites:**

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**Student signature**

---

**Faculty internship advisor signature**

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**Date**

## CD 232 INTERNSHIP PROPOSAL

STUDENT NAME:

PHONE NO.:

CELL PHONE:

EMAIL:

### PLACEMENT SITE:

NAME

---

ADDRESS

---

---

WEBSITE ADDRESS:

---

PHONE NO.:

---

### SITE SUPERVISOR:

NAME

TITLE

PHONE NO.

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---

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E-mail:

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DIRECTIONS TO PLACEMENT FROM TUFTS UNIVERSITY (including directions within building to site location):

SITE DESCRIPTION (Function, mandate, objectives, clientele served, etc.):

YOUR PLACEMENT SCHEDULE (Days and Hours):

YOUR UNDERSTANDING OF THE NATURE OF THE WORK YOU WILL BE DOING:

GOALS AND OBJECTIVES FOR THE INTERNSHIP:

Identify at least **three** specific goals/objectives that you hope to accomplish during the first semester of this internship. Attach additional pages, if needed. How do you expect this internship to prepare you for your professional work?

RELATED COURSES TAKEN IN PREPARATION FOR THIS INTERNSHIP  
(Course numbers and titles):

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Signatures of Approval of Proposed Internship

---

Student Date

---

Faculty Internship advisor Date

---

Site Supervisor Date

*(Copy of this document must be given to the faculty internship advisor, faculty advisor, and Site Supervisor.)*

## LETTER OF AGREEMENT

**TO:** Site Supervisors, Master's Program Interns

**FROM:**

**DATE:**

**RE:** Internship Information

Thank you for agreeing to act as a site supervisor for \_\_\_\_\_, one of our master's candidates in Applied Child Development. Students enrolled in this internship are in the final stages of completion of their Master of Arts degrees, and this internship represents a culmination of graduate study comparable in effort and rigor to a Master of Arts thesis.

For over 75 years, the Department has prepared students for a variety of careers that have, as their common prerequisite, a comprehensive understanding of children and their development. The Department's graduate programs strive to integrate theory, research and practice.

The internship provides a student with the opportunity to gain experience in a child or family-oriented setting as preparation for post-graduate employment. Throughout this intensive experience, the student is expected to apply theory to practical situations in a reflective manner. The internship should extend a student's practical repertoire. If your intern is currently employed by your agency, the internship experience needs to be constructed so that it extends beyond the regular requirements of the position.

Your active involvement with this student's internship will insure its success. I will be phoning you within the next week to discuss the internship requirements in greater detail and to clarify any questions you may have about your role as site supervisor.

In brief, the responsibilities of site supervisors include:

- Providing the intern day-to-day guidance and regularly scheduled opportunities for feedback and supervision. Interns should receive at least 1/2 hour each week (or 1 hour every other week) of direct supervision from the individual responsible for evaluating the student's progress.
- Promoting discussions with the intern at the beginning of the semester about her/his goals for this placement and about her/his understanding of the position and its responsibilities, as well about what you and your agency expect or require from the student.
- Completing of a mid-term and a final written evaluation of the student's internship. These are available on-line via the Eliot-Pearson website. The mid-term evaluation must be returned by \_\_\_\_\_; the final evaluation must be returned by \_\_\_\_\_. These evaluation forms are designed to be used in a variety of internship settings. As you complete the evaluation, please feel free to add additional

comments or suggestions for the intern that may be more specific to the types of responsibilities she or he has had at your site.

- Suggesting readings (articles, books, curricula) that are particularly appropriate to the internship setting. A final paper that integrates relevant child and/or family development theory with learning from the field is a course requirement for each intern. Your suggestions of appropriate printed sources will help the student fulfill this requirement.
- Meeting jointly with the Internship advisor and intern at mutually convenient sites and times twice during the course of the semester.

Once there is a mutual understanding of the intern's role, responsibilities, professional interests, and opportunities to develop within the agency, you both assist the student in completing the Internship Proposal attached to these materials.

Thank you in advance for your participation in this Master's Internship. If you have any questions or concerns, please feel free to contact me at the Department at (617) 627-3355, or speak with Martha Pott at 617-627-5020 ([Martha.Pott@tufts.edu](mailto:Martha.Pott@tufts.edu)).

Sincerely,

Eliot-Pearson Department of Child Development  
Tufts University, Medford, MA 02155  
Phone: (617) 627-3355  
Fax: (617) 627-3503  
Website: [ase.tufts.edu/epcd](http://ase.tufts.edu/epcd)

**Tufts University  
Eliot-Pearson Department of Child Development**

**Midterm Evaluation of Intern**

**Tufts Student Intern:** \_\_\_\_\_

**Site Supervisor:** \_\_\_\_\_

**Position:** \_\_\_\_\_

*Ability of Intern to:*

**Formulate appropriate goals for length and type of internship**

_____	_____	_____	_____	_____
unsatisfactory	below average	average	above average	excellent

**Comments:**

*Extent to which Intern:*

**Accepts and fulfills share of responsibility**

_____	_____	_____	_____	_____
unsatisfactory	below average	average	above average	excellent

**Comments:**

*Extent to which Intern:*

**Demonstrates initiative**

_____	_____	_____	_____	_____
unsatisfactory	below average	average	above average	excellent

**Comments:**

***Extent to which Intern:***

**Sustains a positive working relationship with supervisor and adults and interacts productively**

_____	_____	_____	_____	_____
unsatisfactory	below average	average	above average	excellent

**Comments:**

***Extent to which Intern:***

**Accepts constructive criticism by supervisor and takes action on behalf of recommendations**

_____	_____	_____	_____	_____
unsatisfactory	below average	average	above average	excellent

**Comments:**

***Extent to which Intern:***

**Demonstrates motivation to carry out internship activities**

_____	_____	_____	_____	_____
unsatisfactory	below average	average	above average	excellent

**Comments:**

*For Interns working directly with children, please rate the following:*

**Intern's ability to form helpful and appropriate relationships with children**

_____	_____	_____	_____	_____
unsatisfactory	below average	average	above average	excellent

**Comments:**

**Intern's ability to select, implement and evaluate effectiveness of treatment/instruction**

_____	_____	_____	_____	_____
unsatisfactory	below average	average	above average	excellent

**Comments:**

**Intern's ability to manage, control, engage child's behavior**

_____	_____	_____	_____	_____
unsatisfactory	below average	average	above average	excellent

**Comments:**

*For Interns working directly with adult clients, please rate the following:*

**Intern's ability to helpfully and appropriately interact with clients**

_____	_____	_____	_____	_____
unsatisfactory	below average	average	above average	excellent

**Comments:**

**Intern's ability to select, implement and evaluate effectiveness of information, suggestions provided for/to clients**

_____	_____	_____	_____	_____
unsatisfactory	below average	average	above average	excellent

**Comments:**

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**Please add any additional information that you feel would be helpful, particularly with regard to any specific strengths or weaknesses. Do you have any special concerns? If so, please delineate them, so that we may provide help to students in these areas.**

**Tufts University  
Eliot-Pearson Department of Child Development**

**Final Evaluation of Intern**

Please return by: \_\_\_\_\_

**Tufts Student Intern:** \_\_\_\_\_

**Site Supervisor:** \_\_\_\_\_

**Position:** \_\_\_\_\_

**Evaluate the intern's growth in meeting the goals s(he) set for the internship.**

**Summarize and evaluate the intern's fulfillment of the responsibilities s(he) was assigned.**

**Summarize the intern's ability to develop and maintain a working relationship with co-workers and supervisor.**

**Please describe the areas in which you have seen the intern's greatest growth and/or development of competence.**

**Please describe areas in which the intern could improve her/his knowledge and/or skills.**

**If applicable, summarize and evaluate the intern's abilities in planning and working with children.**

**If applicable, summarize and evaluate the intern's abilities to interact with, plan and provide services for adult clients.**

**Please add any additional information that you feel would be helpful to the intern's personal and professional development.**

**Tufts University**  
**Eliot-Pearson Department of Child Development**

**Student Evaluation of Internship Site**

Site: \_\_\_\_\_ Student's Name: \_\_\_\_\_

Site Address: \_\_\_\_\_ Semester/Year: \_\_\_\_\_  
\_\_\_\_\_

Site Phone: \_\_\_\_\_

Site Supervisor: \_\_\_\_\_

Contact Person on Site: \_\_\_\_\_

**Description of responsibilities**

(Please be specific in outlining the full range of experiences you were able to undertake):

**Supervision**

(Please use check marks to rate each dimension of supervision along the continuum):

***Availability for conferencing:***

/ \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ /  
Insufficient                      Adequate                      Very High

***Amount of direct contact time with intern:***

/ \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ /  
Very Little                      Moderate                      Extensive

***Ability to spark interest in the field:***

/ \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ /  
Very Little                      Moderate                      Exceptional

***Responsiveness to intern suggestion:***

/ \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ /  
Very Little                      Moderate                      Very High

**Comments:**

***Interactions with other adults:***

/ _____ / Given little independence and responsibility	/ _____ / Given much independence and responsibility
/ _____ / Excluded from full participation in the team	/ _____ / Accepted as a working member of the team
/ _____ / Treated as a student “only”	/ _____ / Treated as a new professional
/ _____ / Worked in an atmosphere without strong support	/ _____ / Worked in a very friendly and supportive atmosphere

**Restrictions (if any):**

**Additional comments:**

**Accessibility**

By public transportation (bus/subway line):

By car (parking):

## **Overall Assessment**

Would you recommend this placement to other Child Development Internship students?

What leads you to make this recommendation?

For whom would this placement provide a valuable learning experience?