

Evaluation Tool for Child Life Interns

Student's Name: _____

Evaluator's Name: _____ Rotation: _____

Evaluator's Name: _____ Rotation: _____

The evaluation of a child life intern is an assessment of demonstrated clinical skills and knowledge base. The following document is designed to assess skills and knowledge base reflective of the CLC Child Life Competencies and the Child Life Professional Certification Examination Classification System. The intern will be evaluated by her/his supervisor(s) on performance achieved during the internship, with opportunity for discussion related to clinical skills/knowledge base and areas of recognized strength for maximized growth and development.

The document is designed for the same tool to be utilized multiple times during the internship so that progress across the continuum of the experience is easily discerned. Space is included for the evaluator to make additional comments and define, when indicated, necessary and specific action plans for successful achievement of competencies. The rating levels of 0, 1 and 6 as defined below are shaded in grey as it is anticipated that they will be used sparingly and after careful consideration and documentation of specific performance examples.

Disclaimer:

Use of this tool is voluntary. Application of and the results from the use of this tool are at the discretion of the internship program. Results are not a guarantee of future performance.

RATING DEFINITIONS

0. Not Acceptable

The intern does not perform this skill at a level acceptable for a beginning child life intern, even when provided considerable assistance by clinical supervisor. If little or no improvement is observed, intern may be asked to withdraw from the internship.

1. Below Standard

The intern requires significant assistance in order to perform the skill or behavior. The intern is given multiple opportunities to build skills and is having difficulty integrating feedback and improving skills. If little or no improvement is observed, intern may be asked to withdraw from the internship.

- **Assistance/Guidance:** The intern performs this skill at a level comparable to that of beginning child life intern *when provided considerable assistance* by clinical supervisor.
- **% of Caseload:** Clinical supervisor is unable to allow intern to function independently at this task (0% of caseload).
- **Amount of Follow-up Required:** Follow-up is required with patients/families/staff by clinical supervisor after nearly every time the intern performs this task.
- **Initiative:** Intern displays very little, if any, initiative towards performing this task.
- **Ease of Performing Task:** Intern's apprehension around patients and families when performing this task is *consistent and apparent*.

2. Standard Beginning Intern

The intern requires appropriate assistance in order to perform the skill or behavior, but is demonstrating improvement in this area.

- **Assistance/Guidance:** The intern requires considerable assistance in order to perform the skill or behavior, but is demonstrating improvement in this area.
- **% of Caseload:** Clinical supervisor is able to allow intern to function independently at this task <25% of the time.
- **Amount of Follow-up Required:** Clinical supervisor is still observing and/or visually present. Clinical supervisor finds it necessary to follow-up with patients/families/staff after intern performs this task most—though not all—of the time.
- **Initiative:** Intern displays growing sense of initiative towards performing this task, however is often prompted by clinical supervisor.
- **Ease of Performing Task:** Intern is *beginning* to display ease around patients and families.

3. Continued Improvement

The intern requires some assistance in order to perform the skill or behavior effectively most of the time.

- **Assistance/Guidance:** The intern requires *occasional* assistance in order to perform the skill or behavior effectively.
- **% of Caseload:** Clinical supervisor is providing *regular guidance* regarding prioritization and skill set, however, allows intern to function independently 25-50% of the time when performing this task.
- **Amount of Follow-up Required:** Intern takes direction and applies it appropriately. *Some* follow-up is required with patients/families/staff by clinical supervisor when intern performs this task.
- **Initiative:** Intern takes the initiative to perform this task more often; clinical supervisor needs to prompt *approximately half of the time*.
- **Ease of Performing Task:** Intern's ease around patients and families is *growing*, and it is becoming apparent when performing this task.

4. Increasing Independence

The intern takes initiative and is able to begin tasks independently the majority of the time.

- **Assistance/Guidance:** The intern requires *very little* assistance in order to perform the skill or behavior effectively.
- **% of Caseload:** Intern begins to share responsibility of patient load (example: “splitting the patient load”). Intern functions independently 50-75% of the time. Clinical supervisor has to provide guidance regarding prioritization *only occasionally*.
- **Amount of Follow-up Required:** Intern takes direction and applies it appropriately. *Very little* follow-up is required with patients/families/staff by clinical supervisor when intern performs this task.
- **Initiative:** The intern takes initiative and is able to begin this task independently, *most often without prompting from the clinical supervisor*.
- **Ease of Performing Task:** Intern’s ease around patients and families is *consistent and apparent in most interactions*.

5. Job Entry

The intern is able to perform the skill or behavior effectively and independently. The intern applies the skill in a manner expected of a child life intern ready to begin his/her first job as a child life specialist.

- **Assistance/ Guidance:** The intern is able to perform this skill or behavior effectively and independently—not requiring the assistance of the clinical supervisor. The intern applies the skill in a manner expected of a child life intern ready to begin an entry level position as a child life specialist.
- **% of Caseload:** Intern can assume most or all of the entire caseload of a child life specialist (75-100%). Clinical supervisor *very rarely* provides guidance regarding prioritization.
- **Amount of Follow-up Required:** Intern consistently interacts appropriately with patients/families/staff. *Clinical supervisor does not find it necessary to follow-up* with patients/families/staff after intern’s interactions.
- **Initiative:** Intern takes initiative and *always begins tasks independently*.
- **Ease of Performing Task:** Intern’s ease around patients and families is consistent and apparent in *nearly all interactions*.

6. Exceeds Job Entry

The intern performs the skill or behavior at the level of a child life specialist with 1-2 years experience.

- **Assistance/Guidance:** The intern performs this skill or behavior with an exceptional level of expertise.
- **% of Caseload:** Intern can assume 100% of the child life specialist’s caseload and *does not require any guidance regarding prioritization of patient and family needs*.
- **Amount of Follow-up Required:** Intern interacts with patients/families/staff exceptionally well. No follow-up is required and patients/families/staff often comment on how well the intern performed at this task.
- **Initiative:** Intern takes initiative to go above and beyond standard expectations, often thinking often thinking of unique approaches to her/his work.
- **Ease of Performing Task:** Interns’ ease around patients and families is consistent and apparent in all interactions and can even put others at ease by her/his presence.

N/A Not Applicable

The intern had no opportunity to demonstrate this skill or this skill does not apply in this patient area.

Domain I: Assessment

Task 1: Identify, obtain, and use relevant data (e.g., health care, family, child) regarding the child and family to develop a comprehensive assessment and initiate a plan of care	Not Acceptable	Below Standard	Standard Beginning Intern	Continued Improvement	Increasing Independence	Job Entry	Exceeds Job Entry	Not Applicable
A. Effectively interprets and incorporates pertinent data into developing a child life plan of care	0	1	2	3	4	5	6	N/A
B. Uses developmentally appropriate play as a primary tool in assessing and meeting developmental and psychosocial needs	0	1	2	3	4	5	6	N/A
C. Utilizes effective communication skills to learn from children and families and formulate patient- and family-centered, culturally appropriate goals	0	1	2	3	4	5	6	N/A
D. Prioritizes child life services based on comprehensive analysis of the needs of patients and families	0	1	2	3	4	5	6	N/A
Areas of strength and proposed action plan(s):								

Task 2: Identify developmental factors and their implications regarding the child's health care experience in order to plan appropriate interventions	Not Acceptable	Below Standard	Standard Beginning Intern	Continued Improvement	Increasing Independence	Job Entry	Exceeds Job Entry	Not Applicable
A. Accurately assesses patients' developmental levels, identifying strengths and vulnerabilities	0	1	2	3	4	5	6	N/A
B. Assesses the child's and family's concept of illness, diagnosis, procedure, or reason for visit	0	1	2	3	4	5	6	N/A

C. Utilizes knowledge of human growth and development theory in identifying relevant developmental considerations for individual patients and families	0	1	2	3	4	5	6	N/A
Areas of strength and proposed action plan(s):								

Task 3: Identify psychosocial factors (e.g., diversity, culture, spirituality, family dynamics and structure, coping styles, socioeconomic status) and family-identified needs and goals in order to provide patient- and family-centered care	Not Acceptable	Below Standard	Standard Beginning Intern	Continued Improvement	Increasing Independence	Job Entry	Exceeds Job Entry	Not Applicable
A. Integrates assessment of psychosocial and contextual factors in understanding children's and families' adjustment and behavior	0	1	2	3	4	5	6	N/A
B. Assesses key psychosocial and contextual factors, identifying strengths and vulnerabilities relevant in developing a plan of care	0	1	2	3	4	5	6	N/A
C. Assesses the meaning for the child and family of the illness, diagnosis, procedure, or reason for visit	0	1	2	3	4	5	6	N/A
Areas of strength and proposed action plan(s):								

Domain II: Intervention

Task 1: Provide psychosocially and developmentally appropriate support that is responsive to the specific needs of children and families.	Not Acceptable	Below Standard	Standard Beginning Intern	Continued Improvement	Increasing Independence	Job Entry	Exceeds Job Entry	Not Applicable

A. Identifies goals and interventions that reflect accurate assessment of individual needs and respect for diverse cultural and family contexts	0	1	2	3	4	5	6	N/A
B. Adjusts goals and interventions as needed to meet individual needs and respect contextual factors	0	1	2	3	4	5	6	N/A
C. Coordinates child life programming with multidisciplinary and family goals as well as medical treatment plans and care giving schedules	0	1	2	3	4	5	6	N/A
Areas of strength and proposed action plan(s):								

Task 2: Empower and collaborate with children and families to develop and use advocacy skills	Not Acceptable	Below Standard	Standard Beginning Intern	Continued Improvement	Increasing Independence	Job Entry	Exceeds Job Entry	Not Applicable
A. Accurately assesses patients' and families' strengths and preferences for participating in care and decision-making	0	1	2	3	4	5	6	N/A
B. Recognizes and facilitates participation of patients and families in ways that enhance their sense of control and independence	0	1	2	3	4	5	6	N/A
C. Communicates with patients and families in ways that demonstrate respect for and affirmation of individual experiences, preferences, and perspectives	0	1	2	3	4	5	6	N/A
Areas of strength and proposed action plan(s):								

Task 3: Provide educational opportunities and resources that are responsive to the needs of children and families in order to promote learning and mastery	Not Acceptable	Below Standard	Standard Beginning Intern	Continued Improvement	Increasing Independence	Job Entry	Exceeds Job Entry	Not Applicable
A. Assesses knowledge level, misconceptions, previous experiences, and unique socio-cultural and learning needs	0	1	2	3	4	5	6	N/A
B. In collaboration with family members and professionals, determines realistic goals and objectives for learning and identifies an action plan to achieve these goals	0	1	2	3	4	5	6	N/A
C. Adjusts teaching to the conditions, emotional states, developmental abilities, and cultural considerations of both the child and family	0	1	2	3	4	5	6	N/A
Areas of strength and proposed action plan(s):								

Task 4: Facilitate preparation (e.g., psychological, educational) for challenging situations with children and families in order to minimize fear and anxiety and to promote mastery of their experience	Not Acceptable	Below Standard	Standard Beginning Intern	Continued Improvement	Increasing Independence	Job Entry	Exceeds Job Entry	Not Applicable
A. Engages in ongoing assessment of potential stressors, recognizing and responding to individual cues communicated by child and family	0	1	2	3	4	5	6	N/A
B. Adjusts preparation approach to the conditions, emotional states, developmental abilities, and cultural considerations of both the child and family	0	1	2	3	4	5	6	N/A

C. Uses developmentally appropriate and medically accurate teaching aids, preparation techniques, and terminology so that the child's and family's knowledge is increased and emotional needs are supported	0	1	2	3	4	5	6	N/A
D. Facilitates planning, rehearsal and implementation of coping strategies as part of preparation	0	1	2	3	4	5	6	N/A
Areas of strength and proposed action plan(s):								

Task 5: Facilitate the development of coping strategies for children and families (e.g., pain management, Positioning for Comfort[®], distraction, alternative focus, guided imagery, child participation) in order to minimize distress and promote empowerment	Not Acceptable	Below Standard	Standard Beginning Intern	Continued Improvement	Increasing Independence	Job Entry	Exceeds Job Entry	Not Applicable
A. Accurately assesses children's and families' distress and coping levels and responses	0	1	2	3	4	5	6	N/A
B. Utilizes effective techniques to aid child and/or parent coping during procedures or stressful events with appropriate consideration given to developmental level and emotional state	0	1	2	3	4	5	6	N/A
C. Utilizes appropriate psychological pain management strategies	0	1	2	3	4	5	6	N/A
D. Supports parents to be present and provide support to their child during stressful events	0	1	2	3	4	5	6	N/A
E. Facilitates opportunities for play and other developmentally appropriate activities to decrease distress and increase effective coping	0	1	2	3	4	5	6	N/A
F. Plans and implements activities to aid immediate and long term coping and adjustment	0	1	2	3	4	5	6	N/A

Areas of strength and proposed action plan(s):

<i>Task 6: Facilitate play (e.g., recreational, health care, therapeutic) and familiar life experiences in order to encourage expression, process information, and promote development and normalization</i>	Not Acceptable	Below Standard	Standard Beginning Intern	Continued Improvement	Increasing Independence	Job Entry	Exceeds Job Entry	Not Applicable
A. Identifies goals for play activities based on individual assessment of children's conditions and developmental and psychosocial needs	0	1	2	3	4	5	6	N/A
B. Facilitates opportunities for therapeutic play that increase children's mastery and coping with health care experiences	0	1	2	3	4	5	6	N/A
C. Facilitates opportunities for play that support individual developmental needs and tasks	0	1	2	3	4	5	6	N/A
D. Creates adaptive environments and activities for children whose access is restricted by a specific diagnosis or condition	0	1	2	3	4	5	6	N/A

Areas of strength and proposed action plan(s):

Task 7: Evaluate and document assessments, goals, interventions, outcomes, and significant events in order to communicate and modify care plans as necessary	Not Acceptable	Below Standard	Standard Beginning Intern	Continued Improvement	Increasing Independence	Job Entry	Exceeds Job Entry	Not Applicable
A. Evaluates effectiveness of interventions based on outcomes achieved and adjusts plan in response	0	1	2	3	4	5	6	N/A
B. Documents concisely, objectively, and accurately in the child's medical record, including developmental and psychosocial issues pertinent to the plan of care	0	1	2	3	4	5	6	N/A
Areas of strength and proposed action plan(s):								

Domain III: Professional Responsibility

Task 1: Maintain professional standards of practice through adherence to established ethical guidelines in order to provide respectful and competent care	Not Acceptable	Below Standard	Standard Beginning Intern	Continued Improvement	Increasing Independence	Job Entry	Exceeds Job Entry	Not Applicable
A. Follows medical orders, infection control, safety procedures, privacy and confidentiality and all other policies of the setting	0	1	2	3	4	5	6	N/A
B. Establishes and maintains appropriate therapeutic relationships and professional boundaries among patients, families and staff	0	1	2	3	4	5	6	N/A
C. Identifies relevant ethical concerns and participates in analysis of ethical issues to guide practice	0	1	2	3	4	5	6	N/A

Areas of strength and proposed action plan(s):

Task 2: Promote professional relationships (e.g., child life team, interdisciplinary teams, community resources) in order to enhance communication and collaboration, foster patient- and family-centered care, and maximize positive outcomes	Not Acceptable	Below Standard	Standard Beginning Intern	Continued Improvement	Increasing Independence	Job Entry	Exceeds Job Entry	Not Applicable
A. Collaborates with family members and professionals to integrate interdisciplinary and family goals into child life services	0	1	2	3	4	5	6	N/A
B. Communicates effectively with team members through case conferences, rounds, and other informal and formal contacts pertinent to the needs of the child and family	0	1	2	3	4	5	6	N/A
C. Recommends referrals when the needs of the child and family are beyond the scope of child life practice	0	1	2	3	4	5	6	N/A

Areas of strength and proposed action plan(s):

Task 3: Educate staff, students, volunteers, and the community in order to promote greater awareness of the needs of children and families as well as the child life profession	Not Acceptable	Below Standard	Standard Beginning Intern	Continued Improvement	Increasing Independence	Job Entry	Exceeds Job Entry	Not Applicable
A. Provides comprehensive volunteer orientation in their assigned area and to the child life program	0	1	2	3	4	5	6	N/A

B. Delegates volunteer duties and assignments effectively, matching volunteer ability to complexity of task and communicating expectations and roles clearly	0	1	2	3	4	5	6	N/A
C. Participates in giving and receiving volunteer feedback in a constructive manner	0	1	2	3	4	5	6	N/A
D. Demonstrates effective advocacy for psychosocial issues and the child life profession	0	1	2	3	4	5	6	N/A
E. Applies child life knowledge and evidence-based practice to contribute to the education and awareness of others within the setting and community	0	1	2	3	4	5	6	N/A
F. Communicates information effectively, integrating basic concepts of public speaking and teaching methods appropriate to subject matter and audience	0	1	2	3	4	5	6	N/A

Areas of strength and proposed action plan(s):

Task 4: Recognize and document administrative responsibilities (e.g., quality improvement, staffing, and resource allocation, policies, and program evaluation) in order to ensure quality services	Not Acceptable	Below Standard	Standard Beginning Intern	Continued Improvement	Increasing Independence	Job Entry	Exceeds Job Entry	Not Applicable
A. Organizes and manages time effectively, balancing direct and indirect care responsibilities appropriately	0	1	2	3	4	5	6	N/A
B. Maintains supplies and equipment with attention to budgetary constraints	0	1	2	3	4	5	6	N/A
C. Collects, analyzes and reports accurate and pertinent data in a timely manner	0	1	2	3	4	5	6	N/A

D. Provides feedback relevant to continuing program improvement, identifying opportunities and needs to promote positive change	0	1	2	3	4	5	6	N/A
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Areas of strength and proposed action plan(s):

Task 5: Engage in continuing education (e.g., educational opportunities, relevant medical information, technology, research & literature) in order to promote professional development	Not Acceptable	Below Standard	Standard Beginning Intern	Continued Improvement	Increasing Independence	Job Entry	Exceeds Job Entry	Not Applicable
A. Participates actively in educational offerings throughout the internship, demonstrating critical thinking skills and insight into application in practice	0	1	2	3	4	5	6	N/A
B. Uses current developmental theory and research to guide assessment of and identify rationale for child life plan of care	0	1	2	3	4	5	6	N/A
C. Identifies personal learning needs and develops effective learning plans, accessing available resources	0	1	2	3	4	5	6	N/A

Areas of strength and proposed action plan(s):

PROFESSIONAL SKILLS

KEY: **1=Unacceptable performance**
 2=Meets expectations
 3=Outstanding performance

	1	2	3
<i>Reflective Practice</i>			
Recognizes and demonstrates willingness to explore how personal challenges, learning needs, cultural and personal beliefs impact professional practice.			
Engages in self-reflective practice, demonstrating realistic and critical thinking regarding own performance, and incorporates insights into practice.			
<i>Engagement in Supervision</i>			
Readily accepts and integrates supervision and feedback from supervisor and other members of health care team.			
Seeks support from mentors, peers, and supervisors.			
Contacts both clinical and academic supervisors in a timely manner when absences are necessary or other concerns arise so they may be addressed.			
<i>Initiative</i>			
Is motivated to learn.			
Follows through on specific assignments and tasks.			
Accepts responsibility and demonstrates initiative in work.			
<i>Professional Presentation of Self</i>			
Maintains a positive attitude, is tactful, and considerate.			
Demonstrates adaptability and flexibility in the health care environment.			
Remains calm in stressful situations.			
Demonstrates respect for others' points of view.			
Practices careful attention to verbal and written communication and to personal appearance.			
Maintains confidentiality of children, families, and staff in and out of the health care setting.			
<i>Time Management</i>			
Completes site assignments on time.			
Attends meetings and other scheduled responsibilities on time.			
Adheres to work hours and schedule.			

EVALUATION OF CORE ASSIGNMENTS

Note: Additional lines are included for other core assignments to be added as appropriate to individual internship programs.

KEY: **1=Unacceptable performance**
 2=Meets expectations
 3=Outstanding performance

	1	2	3
Journal			
Case Study 1			
Case Study 2			
Internship Project			

Evaluation Reviewed & Discussed with Supervisor:

Rotation: _____ Date: _____

Supervisor Signature: _____ Intern Signature: _____

Additional Comments:

Evaluation Reviewed & Discussed with Supervisor:

Rotation: _____ Date: _____

Supervisor Signature: _____ Intern Signature: _____

Additional Comments: