



JACK, JOSEPH AND MORTON MANDEL
SCHOOL OF APPLIED SOCIAL SCIENCES

CASE WESTERN RESERVE
UNIVERSITY



SASS
GENERALIST FIELD EDUCATION
STUDENT LEARNING AGREEMENT AND EVALUATION

* Select One * ▼

SAVE WORK

<p>All parties sign the Learning Agreement at the field conference</p>	<p>CONFERENCE WITH FIELD FACULTY ADVISOR</p>
	<p>Date of Conference: <input type="text"/></p>
	<p>Student: <input type="text" value="Conference with Advisor"/></p>
	<p>Field Instructor: <input type="text" value="Conference with Advisor"/></p>
	<p>Task Supervisor (if applicable) <input type="text" value="Conference with Advisor"/></p>
<p>Field Faculty Advisor <input type="text" value="Conference with Advisor"/></p>	

STUDENT INFORMATION

Student Name: (Student)	Student ID:
<input type="text"/>	<input type="text"/>
Preferred Pronouns:	<input type="text"/>
Best Contact Number:	Email:
<input type="text"/>	<input type="text"/>

FIELD PLACEMENT INFORMATION

Mandel School Field Faculty Advisor: (Field Advisor)	<input type="text"/>
Field Placement Agency: (Agency)	<input type="text"/>
Agency Contact #'s:	Telephone:
<input type="text"/>	<input type="text"/>
Address:	<input type="text"/>
City:	State:
<input type="text"/>	<input type="text"/>
Zip Code:	<input type="text"/>
Field Instructor: (Field Instructor)	<input type="text"/>
Telephone:	E-mail:
<input type="text"/>	<input type="text"/>
Task Supervisor: (if applicable) (Task Supervisor)	<input type="text"/>
Telephone:	E-mail: (if applicable)
<input type="text"/>	<input type="text"/>

PROGRAM INFORMATION

Concentration:	▼
<input type="text"/>	
Student Status	▼
<input type="text"/>	

Term <input type="text" value="▼"/>	Year <input type="text"/>
Field Period Start Date: <input type="text"/>	Field Period End Date: <input type="text"/>
Evaluation Due Date: <input type="text"/>	

SAVE WORK

(SASS) - TO BE COMPLETED BY THE STUDENT IN COLLABORATION
WITH FIELD INSTRUCTOR/TASK SUPERVISOR

I. Description of field placement agency: Include information such as the agency mission, programs or services provided and the clients, groups or communities the agency serves.



II. Orientation to the agency: Please describe the orientation provided by the field site.



III. Educational Plan: Identify 3-6 assignments for the field period . Assignments are developed in partnership with the Field Instructor and should reflect your primary learning objectives for the field period.

Assignment #1:



Assignment #2:



Assignment #3:



Assignment #4:



Assignment #5:



Assignment #6:



IV. Supervisory Structure and Process:

A. Plan for weekly field instruction:



B. Plan for task supervision (if applicable):



C. Learning Strategies for Supervision Sessions: Discuss and document the learning strategies that will be used in weekly supervision meetings with your Field Instructor. Examples of these strategies include role play, process recordings, direct observation, review and feedback of observation, case consultation, connecting coursework to practice, reading discussions, direct instruction, reflective process/supervision and others.



D. Observation Plan: Develop a plan with your Field Instructor to observe you completing field placement assignments/activities with individuals or groups in areas of social work practice such as engagement, assessment, intervention and evaluation. Document the types of activities that will be observed this field period plan for receiving

feedback from your Field Instructor.



Generalist Field Education Student and Field Instructor Rating Scale

This scale is used by both the student and Field Instructor to evaluate the student's performance at the conclusion of each field period.

RANK	RATING SCALE	RATING SCALE DEFINITIONS
4	Demonstrates advanced competence at the GENERALIST level	Consistently demonstrates an advanced level of competence at the generalist level of social work practice. Activities are consistently managed at an advanced level beyond what would be expected of a generalist level student. The student exhibits advanced levels of relevant knowledge, skills, values, cognitive and affective processes and behavior.
3	Demonstrates competence at the GENERALIST level.	Demonstrates competent performance at the generalist level. Activities are managed in a competent manner consistent with what would be expected of a generalist level student. The student exhibits the appropriate levels of relevant knowledge, skills, values, cognitive and affective processes and behavior.
2	Developing competence at the GENERALIST level	Developing competence or beginning to perform at the generalist level. Some activities are managed in a competent manner consistent with what would be expected of a generalist level student. The student has not yet demonstrated consistent knowledge, skills, values, cognitive and affective processes and behavior. Additional training, instruction or supports may be necessary to promote competence.
1	Demonstrates inconsistent competence at the GENERALIST level	Demonstrates inconsistent competence and performance at the generalist level. Activities are managed with some difficulty consistent with what would be expected of a student at the generalist level. The student has not demonstrated performance of relevant knowledge, skills, values, cognitive and affective processes and behavior. Additional training, instruction and supports are required to develop competence. Corrective action may be initiated.
0	Does not demonstrate competence at the GENERALIST level	Does not demonstrate competence and performance at the generalist level of social work practice. Activities are not managed in a competent manner consistent with what would be expected of a student at the generalist level. The student exhibits substandard levels of knowledge, skills, values, cognitive and affective processes and behavior. Additional training and corrective action are required.

COMPLETED FIELD HOURS

Students are responsible for submitting signed time sheets each month in IPT and for completing the total number of required hours during each field period. after submitting each time sheet in IPT, document the total number of hours included on the time sheet in this table.

TIME SHEET	DATE ENDING	FIELD HRS	TOTAL HOURS
▼			
▼			
▼			
▼			
▼			
▼			
▼			
▼			

▼			
▼			
Total Hours for Field Period			

SAVE WORK

PROFESSIONAL DEVELOPMENT (PD) LOG

List the professional development events you attended during this field period here. Students are responsible for maintaining documentation of professional development events.

PD EVENT	DATE	PD HRS
Total PD Hours for Field Period		

ON-CAMPUS STUDENTS ONLY

If applicable, include the total number of banked hours you are applying to the current field period. banked hours must be documented on the timesheet, approved and completed in accordance with the banking policies outlined in the field education manual.

FIELD HOURS

PROFESSIONAL DEVELOPMENT HOURS
















If applicable, include the total number of hours you are requesting to bank for the next field period. banked hours must be documented on the monthly timesheet.

FIELD HOURS



PROFESSIONAL DEVELOPMENT HOURS

COMPETENCY 1: DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR

0	Does not demonstrate competence at the GENERALIST level	1	Demonstrates inconsistent competence at the GENERALIST level	2	Demonstrates developing competence at the GENERALIST level	RATING
	3		Demonstrates competence at the GENERALIST level		4	
REQUIRED GENERALIST PRACTICE BEHAVIORS:	RELEVANT ASSIGNMENT(S)/ LEARNING OBJECTIVES	IMPLEMENTATION PLAN: DESCRIBE THE LEARNING ACTIVITIES YOU WILL ENGAGE IN TO MEET YOUR OBJECTIVES	DESCRIBE WHAT YOU LEARNED, THE ACTIVITIES YOU ENGAGED IN, AND THE NEW SKILLS YOU DEVELOPED (COMPLETE AT THE END	Student	Field Instructor	










			OF THE FIELD PERIOD)		
1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, and additional codes of ethics as appropriate to context.				<input type="text"/>	<input type="text"/>
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.				<input type="text"/>	<input type="text"/>
3. Use technology ethically and appropriately to facilitate practice outcomes.				<input type="text"/>	<input type="text"/>
4. Use supervision and consultation to guide professional judgment and behavior.				<input type="text"/>	<input type="text"/>
5. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.				<input type="text"/>	<input type="text"/>

SAVE WORK


COMPETENCY 1: ETHICAL AND PROFESSIONAL BEHAVIOR IN SOCIAL WORK PRACTICE OVERALL RATING				
STUDENT : PROVIDE A BRIEF RATIONALE FOR YOUR RATINGS/SELF-EVALUATION IN THIS COMPETENCY AREA 	Rating Total	<input type="text"/>	Rating Average	<input type="text"/>
FIELD INSTRUCTOR: PROVIDE A BRIEF RATIONALE FOR YOUR RATINGS IN THIS COMPETENCY AREA 	Rating Total	<input type="text"/>	Rating Average	<input type="text"/>

GENERALIST COMPETENCY 2: ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE

<input type="text"/>	RATING
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0	<u>Does not demonstrate competence at the GENERALIST level</u>	1	<u>Demonstrates inconsistent competence at the GENERALIST level</u>	2	<u>Demonstrates developing competence at the GENERALIST level</u>		
3	<u>Demonstrates competence at the GENERALIST level</u>	4	<u>Demonstrates advanced competence at the GENERALIST level</u>				
REQUIRED GENERALIST PRACTICE BEHAVIORS:	RELEVANT ASSIGNMENT(S)/ LEARNING OBJECTIVES			IMPLEMENTATION PLAN: DESCRIBE THE LEARNING ACTIVITIES YOU WILL ENGAGE IN TO MEET YOUR OBJECTIVES	DESCRIBE WHAT YOU LEARNED, THE ACTIVITIES YOU ENGAGED IN, AND THE NEW SKILLS YOU DEVELOPED (COMPLETE AT THE END OF THE FIELD PERIOD)	Student	Field Instructor
1. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo and macro levels.						<input type="text" value="v"/>	<input type="text" value="v"/>
2. Present yourself as a learner and engage clients and constituencies as experts of their own experiences.						<input type="text" value="v"/>	<input type="text" value="v"/>
3. Apply self-awareness and self-regulation to manage the influence of personal biases & values in working with diverse client systems.						<input type="text" value="v"/>	<input type="text" value="v"/>

SAVE WORK

COMPETENCY 2: DIVERSITY AND DIFFERENCE IN SOCIAL WORK PRACTICE OVERALL RATING			
STUDENT : PROVIDE A BRIEF RATIONALE FOR YOUR RATINGS/SELF-EVALUATION IN THIS COMPETENCY AREA 	Rating Total		Rating Average
FIELD INSTRUCTOR: PROVIDE A BRIEF RATIONALE FOR YOUR RATINGS IN THIS COMPETENCY AREA	Rating Total		Rating Average

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COMPETENCY 3: ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC & ENVIRONMENTAL JUSTICE

0	<u>Does not demonstrate competence at the GENERALIST level</u>	1	<u>Demonstrates inconsistent competence at the GENERALIST level</u>	2	<u>Demonstrates developing competence at the GENERALIST level</u>	RATING	
3	<u>Demonstrates competence at the GENERALIST level</u>	4	<u>Demonstrates advanced competence at the GENERALIST level</u>				
REQUIRED GENERALIST PRACTICE BEHAVIORS:	RELEVANT ASSIGNMENT(S)/ LEARNING OBJECTIVES		IMPLEMENTATION PLAN: DESCRIBE THE LEARNING ACTIVITIES YOU WILL ENGAGE IN TO MEET YOUR OBJECTIVES		DESCRIBE WHAT YOU LEARNED, THE ACTIVITIES YOU ENGAGED IN, AND THE NEW SKILLS YOU DEVELOPED (COMPLETE AT THE END OF THE FIELD PERIOD)	Student	Field Instructor
1. Apply your understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.						▼	▼
2. Engage in practices that advance social, economic, and environmental justice.						▼	▼



SAVE WORK

COMPETENCY 3: ADVANCING HUMAN RIGHTS AND JUSTICE IN SOCIAL WORK PRACTICE OVERALL			
RATING			
STUDENT : PROVIDE A BRIEF RATIONALE FOR YOUR RATINGS/SELF-EVALUATION IN THIS COMPETENCY AREA 	Rating Total		Rating Average
FIELD INSTRUCTOR: PROVIDE A BRIEF RATIONALE FOR YOUR RATINGS IN THIS COMPETENCY AREA 	Rating Total		Rating Average










COMPETENCY 4: ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH INFORMED PRACTICE

				RATING			
0	<u>Does not demonstrate competence at the GENERALIST level</u>	1	Demonstrates <u>inconsistent</u> competence at the GENERALIST level			2	Demonstrates <u>developing</u> competence at the GENERALIST level
3	Demonstrates <u>competence</u> at the GENERALIST level	4	Demonstrates <u>advanced</u> competence at the GENERALIST level				
REQUIRED GENERALIST PRACTICE BEHAVIORS:	RELEVANT ASSIGNMENT(S)/ LEARNING OBJECTIVES		IMPLEMENTATION PLAN: DESCRIBE THE LEARNING ACTIVITIES YOU WILL ENGAGE IN TO MEET YOUR OBJECTIVES	DESCRIBE WHAT YOU LEARNED, THE ACTIVITIES YOU ENGAGED IN, AND THE NEW SKILLS YOU DEVELOPED (COMPLETE AT THE END OF THE FIELD PERIOD)	Student	Field Instructor	
1. Use practice experience to inform scientific inquiry and research.					<input type="text"/>	<input type="text"/>	
2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.					<input type="text"/>	<input type="text"/>	
3. Use and translate research findings to inform and improve practice, policy, and service delivery.					<input type="text"/>	<input type="text"/>	

SAVE WORK

COMPETENCY 4: RESEARCH IN SOCIAL WORK PRACTICE OVERALL RATING			
STUDENT : PROVIDE A BRIEF RATIONALE FOR YOUR RATINGS/SELF-EVALUATION IN THIS COMPETENCY AREA 	Rating Total	<input type="text"/>	Rating Average
FIELD INSTRUCTOR: PROVIDE A BRIEF RATIONALE FOR YOUR RATINGS IN THIS COMPETENCY AREA 	Rating Total	<input type="text"/>	Rating Average

COMPETENCY 5: ENGAGE IN POLICY PRACTICE






















				RATING			
0	<u>Does not demonstrate competence at the GENERALIST level</u>	1	Demonstrates <u>inconsistent</u> competence at the GENERALIST level			2	Demonstrates <u>developing</u> competence at the GENERALIST level
3	Demonstrates <u>competence</u> at the GENERALIST level	4	Demonstrates <u>advanced</u> competence at the GENERALIST level				
REQUIRED GENERALIST PRACTICE BEHAVIORS:	RELEVANT ASSIGNMENT(S)/ LEARNING OBJECTIVES	IMPLEMENTATION PLAN: DESCRIBE THE LEARNING ACTIVITIES YOU WILL ENGAGE IN TO MEET YOUR OBJECTIVES	DESCRIBE WHAT YOU LEARNED, THE ACTIVITIES YOU ENGAGED IN, AND THE NEW SKILLS YOU DEVELOPED (COMPLETE AT THE END OF THE FIELD PERIOD)	Student	Field Instructor		
1. Assess how social welfare and economic policies impact the delivery of & access to social services.				<input type="text"/>	<input type="text"/>		
2. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.				<input type="text"/>	<input type="text"/>		
3. Identify social policy at the local, state, and federal levels that impacts well-being, service delivery, and access to social services.				<input type="text"/>	<input type="text"/>		

SAVE WORK



COMPETENCY 5:POLICY IN SOCIAL WORK PRACTICE OVERALL RATING			
STUDENT : PROVIDE A BRIEF RATIONALE FOR YOUR RATINGS/SELF-EVALUATION IN THIS COMPETENCY AREA	Rating Total		Rating Average
FIELD INSTRUCTOR: PROVIDE A BRIEF RATIONALE FOR YOUR	Rating		Rating

RATINGS IN THIS COMPETENCY AREA 	Total		Average	
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COMPETENCY 6: ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

				RATING		
0	Does not demonstrate competence at the GENERALIST level	1	Demonstrates inconsistent competence at the GENERALIST level	2	Demonstrates developing competence at the GENERALIST level	
3	Demonstrates competence at the GENERALIST level	4	Demonstrates advanced competence at the GENERALIST level			
REQUIRED GENERALIST PRACTICE BEHAVIORS:	RELEVANT ASSIGNMENT(S)/ LEARNING OBJECTIVES		IMPLEMENTATION PLAN: DESCRIBE THE LEARNING ACTIVITIES YOU WILL ENGAGE IN TO MEET YOUR OBJECTIVES	DESCRIBE WHAT YOU LEARNED, THE ACTIVITIES YOU ENGAGED IN, AND THE NEW SKILLS YOU DEVELOPED (COMPLETE AT THE END OF THE FIELD PERIOD)	Student	Field Instructor
Apply knowledge of human behavior & the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to:					▼	▼
1. Engage with INDIVIDUALS					▼	▼
2. Engage with FAMILIES					▼	▼
3. Engage with GROUPS					▼	▼
4. Engage with ORGANIZATIONS					▼	▼
5. Engage with COMMUNITIES					▼	▼
6. Use empathy, self-regulation, and interpersonal skills to effectively engage diverse clients and constituencies.					▼	▼

SAVE WORK

COMPETENCY 6: ENGAGEMENT IN SOCIAL WORK PRACTICE OVERALL RATING				
STUDENT : PROVIDE A BRIEF RATIONALE FOR YOUR RATINGS/SELF-EVALUATION IN THIS COMPETENCY AREA 	Rating Total		Rating Average	
FIELD INSTRUCTOR: PROVIDE A BRIEF RATIONALE FOR YOUR RATINGS IN THIS COMPETENCY AREA 	Rating Total		Rating Average	

COMPETENCY 7: ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES

0	Does not demonstrate competence at the GENERALIST level	1	Demonstrates inconsistent competence at the GENERALIST level	2	Demonstrates developing competence at the GENERALIST level	RATING	
	3		Demonstrates competence at the GENERALIST level		4		
REQUIRED GENERALIST PRACTICE BEHAVIORS:	RELEVANT ASSIGNMENT(S)/ LEARNING OBJECTIVES		IMPLEMENTATION PLAN: DESCRIBE THE LEARNING ACTIVITIES YOU WILL ENGAGE IN TO MEET YOUR OBJECTIVES		DESCRIBE WHAT YOU LEARNED, THE ACTIVITIES YOU ENGAGED IN, AND THE NEW SKILLS YOU DEVELOPED (COMPLETE AT THE END OF THE FIELD PERIOD)	Student	Field Instructor
1. Collect & organize data and apply critical thinking to interpret information from clients and constituencies.						<input type="text"/>	<input type="text"/>
2. Apply knowledge of human behavior & the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the assessment of data						<input type="text"/>	<input type="text"/>
















from clients and constituencies.					
3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.				▼	▼
4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.				▼	▼

SAVE WORK



COMPETENCY 7: ASSESSMENT IN SOCIAL WORK PRACTICE OVERALL RATING				
STUDENT : PROVIDE A BRIEF RATIONALE FOR YOUR RATINGS/SELF-EVALUATION IN THIS COMPETENCY AREA 	Rating Total		Rating Average	
FIELD INSTRUCTOR: PROVIDE A BRIEF RATIONALE FOR YOUR RATINGS IN THIS COMPETENCY AREA 	Rating Total		Rating Average	

COMPETENCY 8: INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES

0	1	2	RATING	
Does not demonstrate competence at the GENERALIST level	Demonstrates inconsistent competence at the GENERALIST level	Demonstrates developing competence at the GENERALIST level		
Demonstrates competence at the GENERALIST level	Demonstrates advanced competence at the GENERALIST level			
REQUIRED GENERALIST PRACTICE BEHAVIORS:	RELEVANT ASSIGNMENT(S)/ LEARNING OBJECTIVES	IMPLEMENTATION PLAN: DESCRIBE THE LEARNING ACTIVITIES YOU WILL ENGAGE IN TO MEET YOUR OBJECTIVES	DESCRIBE WHAT YOU LEARNED, THE ACTIVITIES YOU ENGAGED IN, AND THE NEW SKILLS YOU DEVELOPED	Student Field Instructor













			(COMPLETE AT THE END OF THE FIELD PERIOD)		
1. Critically chose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.				▼	▼
2. Apply knowledge of human behavior & the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with client systems.				▼	▼
3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.				▼	▼
4. Negotiate, mediate, and advocate on behalf of diverse clients and constituencies.				▼	▼
5. Facilitate effective transitions & endings that advance mutually agreed-on goals.				▼	▼

SAVE WORK

COMPETENCY 8: INTERVENTION IN SOCIAL WORK PRACTICE OVERALL RATING				
STUDENT : PROVIDE A BRIEF RATIONALE FOR YOUR RATINGS/SELF-EVALUATION IN THIS COMPETENCY AREA 	Rating Total		Rating Average	
FIELD INSTRUCTOR: PROVIDE A BRIEF RATIONALE FOR YOUR RATINGS IN THIS COMPETENCY AREA 	Rating Total		Rating Average	

COMPETENCY 9: EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES



	RATING
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0	<u>Does not demonstrate competence at the GENERALIST level</u>	1	<u>Demonstrates inconsistent competence at the GENERALIST level</u>	2	<u>Demonstrates developing competence at the GENERALIST level</u>		
3	<u>Demonstrates competence at the GENERALIST level</u>	4	<u>Demonstrates advanced competence at the GENERALIST level</u>				
REQUIRED GENERALIST PRACTICE BEHAVIORS:	RELEVANT ASSIGNMENT(S)/ LEARNING OBJECTIVES	IMPLEMENTATION PLAN: DESCRIBE THE LEARNING ACTIVITIES YOU WILL ENGAGE IN TO MEET YOUR OBJECTIVES	DESCRIBE WHAT YOU LEARNED, THE ACTIVITIES YOU ENGAGED IN, AND THE NEW SKILLS YOU DEVELOPED (COMPLETE AT THE END OF THE FIELD PERIOD)	Student	Field Instructor		
1. Select and use appropriate methods for evaluation of outcomes.				<input type="text" value="▼"/>	<input type="text" value="▼"/>		
2. Critically analyze, monitor, and evaluate intervention processes and outcomes.				<input type="text" value="▼"/>	<input type="text" value="▼"/>		
3. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.				<input type="text" value="▼"/>	<input type="text" value="▼"/>		
4. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.				<input type="text" value="▼"/>	<input type="text" value="▼"/>		










SAVE WORK

COMPETENCY 9: PRACTICE EVALUATION OVERALL

STUDENT : PROVIDE A BRIEF RATIONALE FOR YOUR RATINGS/SELF-EVALUATION IN THIS COMPETENCY AREA	Rating Total	<input type="text"/>	Rating Average	<input type="text"/>
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FIELD INSTRUCTOR: PROVIDE A BRIEF RATIONALE FOR YOUR RATINGS IN THIS COMPETENCY AREA		Rating Total		Rating Average
				

COMPETENCY 10: DEVELOP AS A SOCIAL WORK LEADER

				RATING			
0	<u>Does not demonstrate competence at the GENERALIST level</u>	1	<u>Demonstrates inconsistent competence at the GENERALIST level</u>	2	<u>Demonstrates developing competence at the GENERALIST level</u>	Student	Field Instructor
3	<u>Demonstrates competence at the GENERALIST level</u>	4	<u>Demonstrates advanced competence at the GENERALIST level</u>				
REQUIRED GENERALIST PRACTICE BEHAVIORS:	RELEVANT ASSIGNMENT(S)/ LEARNING OBJECTIVES		IMPLEMENTATION PLAN: DESCRIBE THE LEARNING ACTIVITIES YOU WILL ENGAGE IN TO MEET YOUR OBJECTIVES	DESCRIBE WHAT YOU LEARNED, THE ACTIVITIES YOU ENGAGED IN, AND THE NEW SKILLS YOU DEVELOPED (COMPLETE AT THE END OF THE FIELD PERIOD)			
1. Show initiative by taking the lead in one or more aspects of a problem-solving process; such as problem identification, definition, information gathering and analysis/ discussion, decision-making, implementation, or evaluation.					<input type="text"/>	<input type="text"/>	
2. Support collaboration and contribute to group cohesiveness and effectiveness whether as members or leaders of teams.					<input type="text"/>	<input type="text"/>	
3. Demonstrate					<input type="text"/>	<input type="text"/>	

resilience by dealing effectively with pressure, remaining optimistic and persistent under stressful situations, and recovering quickly from setbacks.					
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SAVE WORK

COMPETENCY 10: LEADERSHIP IN SOCIAL WORK PRACTICE OVERALL RATING				
STUDENT : PROVIDE A BRIEF RATIONALE FOR YOUR RATINGS/SELF-EVALUATION IN THIS COMPETENCY AREA 	Rating Total		Rating Average	
FIELD INSTRUCTOR: PROVIDE A BRIEF RATIONALE FOR YOUR RATINGS IN THIS COMPETENCY AREA 	Rating Total		Rating Average	

OVERALL COMPETENCY RATINGS	OVERALL RATING	
	ST	FI
1. DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR		
2. ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE		
3. ADVANCE HUMAN RIGHTS AND SOCIAL AND ECONOMIC JUSTICE		
4. ENGAGE IF PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE		
5. ENGAGE IN POLICY PRACTICE		
6. ENGAGE WITH INDIVIDUALS, FAMILIES , GROUPS, ORGANIZATIONS AND COMMUNITIES		
7. ASSESS INDIVIDUALS, FAMILIES , GROUPS, ORGANIZATIONS AND COMMUNITIES		
8. INTERVENE WITH INDIVIDUALS, FAMILIES , GROUPS, ORGANIZATIONS AND COMMUNITIES		
9. EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES , GROUPS, ORGANIZATIONS AND COMMUNITIES		
10. DEVELOP AS A SOCIAL WORK LEADER		
TOTAL		

Student Summary:

Reflecting on this field period, address each the following:

1. Describe one pivotal learning experience, and how this experience contributed to your development as a professional social worker:



2. Describe your professional development in terms of the knowledge, skills, values, behavior and cognitive (thinking) & affective (feeling) processes necessary for success in practice:



3. Identify your areas of strength as well as areas for continued growth and development:



4. Based on your reflections and use of supervision, identify specific goals to continue to advance your development in terms of knowledge, skills, values, behavior and cognitive & affective processes during the next field period:



Field Instructor Summary:

Reflecting on this field period, address each the following:

1. Describe the methods used in evaluating the student's progress during this field period:



2. Describe the student's professional development in terms of the knowledge, skills, values, behavior and cognitive & affective processes necessary for success in practice:



3. Describe specific areas of strength for the student:



4. Describe specific areas for continued growth and development:



5. Additional comments (optional):





Signature of Field Instructor: [Click to sign Completed Document](#)

Signature of Student: [Click to sign Completed Document](#)

Signature of Task Supervisor (if applicable): [Click to sign Completed Document](#)

Field Faculty Advisor Student Evaluation

0	<u>Does not demonstrate competence at the GENERALIST level</u>	1	<u>Demonstrates inconsistent competence at the GENERALIST level</u>	2	<u>Demonstrates developing competence at the GENERALIST level</u>	RATING
3	<u>Demonstrates competence at the GENERALIST level</u>	4	<u>Demonstrates advanced competence at the GENERALIST level</u>			
1. Demonstration of Professional & Ethical Behavior						▼
Comments:						
Verbal and Written Communication Skills						▼
Comments:						
3. Use of Feedback & Supervision						▼
Comments:						
4. Adherence to Field Education Expectations, Timelines & Policies						▼

Comments: 	
5. Completion of Interprofessional Education Requirements (*if applicable)	
Comments: 	<input type="text"/>

Field Faculty Advisor Student Evaluation Summary:**1. Describe specific areas of strength for the student:****2. Describe specific areas for continued growth and development:****3. Grade: (Pass/No Pass)****4. Additional comments (optional):**Signature of Field Faculty:

Note: You must click on the SAVE button to save any information entered or changed on this page before closing or printing the page, or your information will be lost.

[Printable Version](#)*IPT Document Management System Aug 24, 2018**Form Id: 0-*