



SASS GENERALIST FIELD EDUCATION STUDENT LEARNING AGREEMENT AND EVALUATION

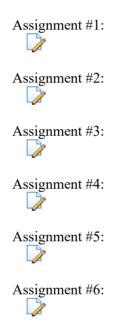
* Select One * ▼ SAVE WORK				
All parties sign the Learning Agreement at the field conference	CONFERENCE WITH FIELD FACULTY ADVISOR Date of Conference: Student: Conference with Advisor Field Instructor: Conference with Advisor Task Supervisor (if applicable) Conference with Advisor Field Faculty Advisor Conference with Advisor			

Student Name: (Student)		Student ID:
Student Ivanic. (Student)		Student ID.
Preferred Pronouns:		
Best Contact Number:	Email:	
	NT.	
FIELD PLACEMENT INFORMATIO		
Mandel School Field Faculty Advisor: (F	eid Advisor)	
Field Placement Agency: (Agency)		
Agency Contact #'s:	Telephone:	
Address:		
City:	State:	
Zip Code:		
Field Instructor: (Field Instructor)		
Telephone:	F	E-mail:
•		
Task Supervisor: (if applicable) (Task Sup	ervisor)	
Telephone:		E-mail: (if applicable)
		, ,
PROGRAM INFORMATION		
Concentration:		
Student Status		

Γerm ▼ Year	
Field Period Start Date:	Field Period End Date:
Evaluation Due Date:	
SAVE WORK	
` ,	MPLETED BY THE STUDENT IN COLLABORATION TELD INSTRUCTOR/TASK SUPERVISOR
. Description of field placement agency: In and the clients, groups or communities the a	clude information such as the agency mission, programs or services provided agency serves.



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.



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



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.

	DATING	
RANK	RATING	RATING SCALE DEFINITIONS
	SCALE	
	Demonstrates	
		Consistently demonstrates an <u>advanced level of competence</u> at the generalist level of social work
4		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.
	level	
	Demonstrates	Demonstrates competent performance at the generalist level. Activities are managed in a
	competence at	competent manner consistent with what would be expected of a generalist level student. The
3	the	student exhibits the appropriate levels of relevant knowledge, skills, values, cognitive and affective
	GENERALIST	processes and behavior.
	level.	processes and benavior.
	Developing	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
2	the	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.
	Demonstrates	
		Demonstrates inconsistent competence and performance at the generalist level. Activities are
	compotonce at	managed with some difficulty consistent with what would be expected of a student at the generalist
1		level. The student has not demonstrated performance of relevant knowledge, skills, values,
	GENERALIST	cognitive and affective processes and behavior. Additional training, instruction and supports are
	level	required to develop competence. Corrective action may be initiated.
	Doog not	
	d	Does not demonstrate competence and performance at the generalist level of social work practice.
	competence at	Activities are not managed in a competent manner consistent with what would be expected of a
0	tha	student at the generalist level. The student exhibits substandard levels of knowledge, skills, values,
	CENERALIST	cognitive and affective processes and behavior. Additional training and corrective action are
	level	required.
	ic v Ci	

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
▼			
•			
▼			
▼			
•			
▼			
•			
▼			
	1		<u> </u>

▼		
▼		
Total I		

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 P		

BANKED HOURS

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.

IELD HOURS ROFESSIONAL DEVELOPMENT HOURS
Sapplicable, include the total number of hours you are requesting to bank for the next field period. banked hours must be ocumented on the monthly timesheet.
IELD HOURS ROFESSIONAL DEVELOPMENT HOURS

COMPETENCY 1: DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR

0 compet		demonstrate ence at the ALIST level	1	Demonstrates inconsistent competence at the GENERALIST level	GENERALIST level			TING	
3	compete	onstrates ence at the ALIST level	4	Demonstrates <u>advanced</u> competence at the GENERALIST level	<u>l</u>				
REQUII GENER PRACT BEHAV	ALIST ICE	RELEVANT ASSIGNMEN	VT(S)/ LI	EARNING OBJECTIVES	PLAN: D THE LE <i>A</i> ACTIVIT	ESCRIBE ARNING IES YOU	DESCRIBE WHAT YOU LEARNED, THE ACTIVITIES	Student	Field Instructor

	OBJECTIVES	YOU ENGAGED IN, AND THE NEW SKILLS YOU DEVELOPED (COMPLETE AT THE END OF THE FIELD PERIOD)		
I. 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.			▼	▼
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.			▼	•
3. Use technology ethically and appropriately to facilitate practice outcomes.			V	•
4. Use supervision and consultation to guide professional judgment and behavior.			•	•
5. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.		>	•	•

COMPETENCY 1: ETHICAL AND PROFESSIONAL BEHAVIOR	IN SOC	CIAL WORK P	RACTIO	CE 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
4-			

Total

Average

GENERALIST COMPETENCY 2: ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE

			·						
0	compete GENERA	demonstrate ence at the ALIST level	1	Demonstrates inconsistent competence at the GENERALIST level	2	compet	tes <u>developing</u> ence at the ALIST level	RATING	
3		onstrates ence at the	4	Demonstrates <u>advanced</u> competence at the	<u>l</u>				
3		ALIST level	4	GENERALIST level					
REQUIF GENER PRACTI BEHAV	ALIST ICE	RELEVANT ASSIGNMEN	NT(S)/ LI	EARNING OBJECTIVES	PLAN: D THE LE <i>A</i> ACTIVIT	TIES YOU NGAGE IN IT YOUR	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
the impo diversity difference shaping experient practice	nding of ortance of ortance of ortance of ortance in life or at the nezzo and						D	▼	▼
as a learn engage of constitue experts of experien	elients and encies as of their own aces.							▼	•
regulation manage influence personal values in	ss and self- on to the e of biases & n working erse client							•	•

COMPETENCY 2: DIVERSITY AND DIFFERENCE IN SOCIAL	WOR	K PRACTICE OV	ERALL	RATING
STUDENT : PROVIDE A BRIEF RATIONALE FOR YOUR RATINGS/SELF-EVALUATION IN THIS COMPETENCY AREA	Rating Total	l .	ating /erage	
FIELD INSTRUCTOR: PROVIDE A BRIEF RATIONALE FOR YOUR RATINGS IN THIS COMPETENCY AREA	Rating Total	l .	ating /erage	

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

0	compe GENER	demonstrate tence at the ALIST level onstrates	1	Demonstrates inconsistent competence at the GENERALIST level Demonstrates advance	2	Demonstrates developin competence at the GENERALIST level			TING
3		tence at the ALIST level	4	competence at the GENERALIST level					
REQUIR GENERA PRACTI BEHAVI	ALIST CE IORS:	RELEVANT ASSIGNMEN	T(S)/ LE	ARNING OBJECTIVES	PLAN: D THE LEA	TIES YOU IGAGE IN I YOUR	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
justice to for huma	nding of conomic, ronmental advocate in rights at idual and							•	•
2. Engag practices advance economic environn justice.	that social, c, and	>					>	•	•

COMPETENCY 3: ADVANCING HUMAN RIGHTS AND JUSTICE I	IN SO	CIAL WORK I	PRACTI	CE 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

3	compe GENEI Den compe	t demonstrate etence at the RALIST level nonstrates etence at the	1	Demonstrates inconsistent competer at the GENERALIS level Demonstrates advance competence at the	ced	2	Demonstrates <u>developing</u> competence at the GENERALIST level			TING
	GENE	RALIST level		GENERALIST leve	el					
REQUIR GENER. PRACTI BEHAVI	ALIST CE	RELEVANT ASSIGNMENT	Γ(S)/ LE <i>l</i>	ARNING OBJECTIVES	PLA THI AC' WII TO	AN: DES E LEAR TIVITII	NTATION SCRIBE RNING ES YOU GAGE IN YOUR ES	DESCRIBE WHAT YOU LEARNED, THE ACTIVITIES YOU ENGAGED IN, AND THE NEW SKILLS YOU DEVELOPED (COMPLETE AT THE END OF THE FIELD PERIOD)		Field Instructor
1. Use present inform so inquiry a research.	ce to cientific and				Ę	>			•	•
of quanti and qual	to n analysis tative itative methods arch				Ģ)			•	•
	research to inform rove policy, ice				Ę	>			•	•

STUDENT : PROVIDE A BRIEF RATIONALE FOR YOUR	Rating	Rating	
RATINGS/SELF-EVALUATION IN THIS COMPETENCY AREA	Total	Average	
FIELD INSTRUCTOR: PROVIDE A BRIEF RATIONALE FOR YOUR	Datin a	Datina	
RATINGS IN THIS COMPETENCY AREA	Rating	Rating	
	Total	Average	

COMPETENCY 5: ENGAGE IN POLICY PRACTICE

3	compet GENER Demo	demonstrate tence at the ALIST level onstrates tence at the ALIST level	1 4	Demonstrate inconsistent comp at the GENERA level Demonstrates adv competence at GENERALIST	etence LIST vanced the	2	GENERALIST level		RATING	
REQUIR GENERA PRACTIO BEHAVI	ALIST CE	RELEVANT ASSIGNMEN	T(S)/ LE	EARNING OBJECT	P T IVES V T	LAN: DI	IES YOU GAGE IN YOUR	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
economic	elfare and e policies he delivery less to	⊅				>		□	•	•
and advorpolicies to advance I rights and economic environmingustice. 3. Identify	formulate, cate for hat human d social, c, and hental					□			*	V
levels tha	nt impacts ag, service									

access to social			
services.			

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	Ratin	٠							
FIELD INSTRUCTOR: PROVIDE A BRIEF RATIONALE FOR YOUR RATINGS IN THIS COMPETENCY AREA	Rating Total	Ratin	٠							

COMPETENCY~6: ENGAGE~WITH~INDIVIDUALS,~FAMILIES,~GROUPS,~ORGANIZATIONS,~AND~COMMUNITIES

0	Does not demonstrate competence at the GENERALIST level Demonstrates		1	Demonstrates inconsistent competenc at the GENERALIST level	2	2 compete GENERA		tes <u>developing</u> ence at the ALIST level	RA	TING
3	<u>compete</u>	nstrates <u>nce</u> at the LIST level	4	Demonstrates <u>advanced</u> competence at the GENERALIST level	1					
REQUIR GENERA PRACTI BEHAVI	ALIST CE	RELEVANT ASSIGNME	NT(S)/ L	EARNING OBJECTIVE:	IMPLEN PLAN: I THE LE ACTIVI WILL E TO MEE OBJECT	DESCI ARNI TIES ' NGAC T YO	ATION RIBE NG YOU GE IN UR	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
human be the socia environn	nent, person- onment, and ciplinary al rks to:								▼	•
2. Engag	e with								▼	▼
3. Engag GROUP								>	▼	▼

4. Engage with ORGANIZATIONS	>		V	•
5. Engage with COMMUNITIES			▼	•
6. Use empathy, self-regulation, and interpersonal skills to effectively engage diverse clients and constituencies.			•	V

COMPETENCY 6: ENGAGEMENT IN SOCIAL WORK	PRAC	FICE 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

3	compete GENERA Demo	demonstrate ence at the ALIST level onstrates ence at the ALIST level	1	Demonstrates inconsistent competence at the GENERALIST level Demonstrates advanced competence at the GENERALIST level	2 competen GENERAI		Demonstrates <u>developing</u> competence at the GENERALIST level		TING
REQUIR GENERA PRACTI BEHAVI	ALIST CE IORS:	RELEVANT ASSIGNMEN	VT(S)/ LI	EARNING OBJECTIVES	PLAN: D THE LE <i>A</i> ACTIVIT	TIES YOU NGAGE IN IT YOUR	ENGAGED	Student	Field Instructor
apply cri	data and tical to interpret ion from nd							•	•
2. Apply							>	▼	V

knowledge of human behavior & the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the assessment of data 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.		V	▼
4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.		•	•

COMPETENCY 7: ASSESSMENT IN SOCIAL WORK	PRACT	TICE 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	Does not demonstrate competence at the GENERALIST level	1	Demonstrates inconsistent competence at the GENERALIST level	2	Demonstrates <u>developing</u> competence at the GENERALIST level	RATING
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)		Field Instructor
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 interprofessional 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.				▼	•

COMPETENCY 8: INTERVENTION IN SOCIAL WORK	K PRAC	CTICE OVERALL RAT	ING
STUDENT : PROVIDE A BRIEF RATIONALE FOR YOUR	Rating	Rating	
RATINGS/SELF-EVALUATION IN THIS COMPETENCY AREA	Total	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

0 compet GENER	demonstrate ence at the ALIST level	1	Demonstrate inconsistent comp at the GENERA level	etence LIST	2	compet	Demonstrates <u>developing</u> competence at the GENERALIST level		TING
3 compet	onstrates <u>ence</u> at the ALIST level	4	Demonstrates <u>adv</u> competence at GENERALIST	the					
REQUIRED GENERALIST PRACTICE BEHAVIORS:	RELEVANT ASSIGNMEN	VT(S)/ LI	EARNING OBJECT	I TIVES V	PLAN: D THE LEA ACTIVIT	ENTATION ESCRIBE ARNING TIES YOU IGAGE IN I YOUR	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.	>							▼	•
2. Critically analyze, monitor, and evaluate intervention processes and outcomes.	2				>			•	•
3. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	>							▼	•
4. Apply knowledge of human behavior and the social environment, person-in-environment, and	P							▼	V

other			
multidisciplinary			
theoretical			
frameworks in the			
evaluation of			
outcomes.			

COMPETENCY 9: PRACTICE EVALUA	TION (OVERALL	
STUDENT : PROVIDE A BRIEF RATIONALE FOR YOUR RATINGS/SELF-EVALUATION IN THIS COMPETENCY AREA	Rating Total	Rating Averag	
FIELD INSTRUCTOR: PROVIDE A BRIEF RATIONALE FOR YOUR RATINGS IN THIS COMPETENCY AREA	Rating Total	Rating Averag	

COMPETENCY 10: DEVELOP AS A SOCIAL WORK LEADER

0	compet GENER Demo	demonstrate ence at the ALIST level onstrates ence at the	1	Demonstrates inconsistent competence at the GENERALIST level Demonstrates advanced competence at the	2	compet	onstrates <u>developing</u> ompetence at the ENERALIST level		TING
REQUIR GENER PRACTI BEHAVI	RED ALIST CE	RELEVANT ASSIGNMEN	VT(S)/ LI	EARNING OBJECTIVES	PLAN: D THE LEA ACTIVIT WILL EN	TIES YOU NGAGE IN T YOUR	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
	of a -solving such as ation, n, ion g and							•	•

decision-making,				
implementation, or				
evaluation.				
2. Support				
collaboration and				
contribute to group				
cohesiveness and	<u> </u>		▼	▼
effectiveness	LØ	LØ		
whether as				
members or leaders				
of teams.				
3. Demonstrate				
resilience by				
dealing effectively				
with pressure,				
remaining				
optimistic and			▼	_ ▼
persistent under				
stressful situations,				
and recovering				
quickly from				
setbacks.				

COMPETENCY 10: LEADERSHIP IN SOCIAL WORK	PRAC	ΓICE OVERALL RATING	G
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		
OVERALL COMPETENCT RATINGS	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

						RATING
0	Does not demonstrate competence at the GENERALIST level	1	Demonstrates inconsistent competence at the GENERALIST level	2	Demonstrates <u>developing</u> competence at the GENERALIST level	
3	Demonstrates <u>competence</u> at the GENERALIST	4	Demonstrates <u>advanced</u> competence at the			

level GENERALIST level	
1. Demonstration of Professional & Ethical Behavior	▼
Comments:	·
Verbal and Written Communication Skills	
Comments:	T
3. Use of Feedback & Supervision	
Comments:	T
4. Adherence to Field Education Expectations, Timelines & Policies	
Comments:	•
5. Completion of Interprofessional Education Requirements (*if applicable)	
	▼
Comments:	
SAN	/E WORK
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):	
■ May Contain Incomplete Data Explanation:	
Signature of Field Faculty: Click to sign Completed Document	
SAVE WORK	
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CLOSE SAVE	

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