

THE UNIVERSITY of TENNESSEE at  
**CHATTANOOGA**  
DEPARTMENT OF SOCIAL WORK  
AY 2007-2008

**Field Education Learning Contract and Evaluation Form I**

**NOTE: The final version of this form must be typed in Word and submitted.**

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**Student Name:** Joan Benefield

**Date of First Draft:** 9/4/07 **Date of Final Draft:** **11/20/07**

**Name of Agency:** Partnership, Elderly Services

**Field Instructor (s):** Todd Bragg

**Field Instructor Contact Phone # (for any questions regarding final grade assigned):**  
423-755-2870, extension 518

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*I have reviewed the Field Learning Agreement I and have discussed all the content areas with my field instructor(s).*

\_\_\_\_\_  
*Student Signature*

\_\_\_\_\_  
*Date*

For students who express a major difference of opinion regarding the results of this report, a supplemental statement may be attached to this report.

Indicate if a supplemental statement is attached:  YES  NO

*I have reviewed the Field Learning Agreement I and have discussed all the content areas with the student intern.*

\_\_\_\_\_  
*Field Instructor Signature*

\_\_\_\_\_  
*Date*

<p><b>FIELD EDUCATION STUDENT LEARNING OUTCOME #1:</b> Apply culturally competent evidence-based practice skills adaptable to meet the needs of individuals and groups with diverse backgrounds by utilizing understandable language and multi-culturally sensitive communication skills. (Program Goal #2)</p> <p><b>LINKED WITH PROGRAM OBJECTIVES # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</b></p> <p>Specific tasks and assignments student will undertake to demonstrate competency of this objective: (For example, students could be assigned to complete agency paperwork, to write a position paper, to prepare and make a presentation to staff or to the community, to conduct on-line research, etc.). The first three tasks are <u>required</u>; the student must identify an additional 2 tasks. <i>S = skill; K = knowledge; V = value; J = judgment; P = perspective</i></p>		
<p><b>FALL SEMESTER</b></p> <ol style="list-style-type: none"> <li>1. Develop interview questions for a client case/situation which reflect the use of multi-cultural communication skills (S, K, V, P)</li> <li>2. Utilize culturally sensitive language with peers and client groups on a consistent basis. (K, S, V, J, P)</li> <li>3. Complete an cultural competence assessment of agency (K, S, V, J)</li> <li>4. <b>Review special population characteristics of different cultures by re-reading sections from Special Populations textbook.</b></li> <li>5. <b>Develop professional communcal skills with culturally diverse clients by reading the Conflict Management book.</b></li> </ol>		<p><u><b>Comments/Notes:</b></u></p>
<p><b>Evaluation of student's completion of tasks and assignments for Field Education Objective #1 (Fall Semester):</b></p> <p>5 = <b>Excels:</b> Student consistently functions with a very high degree of competency in this particular area  4 = <b>Competent:</b> Student demonstrates consistent growth and change; functions with better-than-average competence in this area  3 = <b>Adequate:</b> Student's performance in this area fulfills minimum competency requirements.  2 = <b>Needs to Work:</b> Student's performance is uneven, at times showing adequate competence and at other times showing relatively low levels of competency. Sporadic growth and change.  1 = <b>Unsatisfactory:</b> Student's level of performance consistently low; minimum evidence of growth and change.</p>		
<p><b>FI RATING (1 to 5)</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<ol style="list-style-type: none"> <li>1. Develop interview questions for a client case/situation which reflect the use of multi-cultural communication skills (S, K, V, P)</li> <li>2. Utilize culturally sensitive language with peers and client groups on a consistent basis. (K, S, V, J, P)</li> <li>3. Complete an cultural competence assessment of agency (K, S, V, J)</li> <li>4. <b>Review special population characteristics of different cultures by re-reading sections of the Special Populations</b></li> </ol>	<p><b>Student Self-RATING (1 to 5)</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

	<p><b>textbook.</b></p> <p><b>5. Develop professional communication skills with culturally diverse clients by reading the Conflict Management book.</b></p>	
<p><i>Comments:</i> <b>Joan has done well in her work with the clients, and has demonstrated her ability to interact with them in an appropriate manner. She fields clients requests and comments appropriately, and has had actual experience in working with the agency assessment form on various clients. With further experience, Joan should be able to exceed her own expectations in her performance as a social worker.</b></p>		

<p><b>FIELD EDUCATION STUDENT LEARNING OBJECTIVE #2:</b> Synthesize and integrate varied sources to inform decisions and create solutions and appropriate problem-solving strategies congruent with the social work knowledge base. (Program Goals #3, #4)</p> <p><b>LINKED WITH PROGRAM OBJECTIVES # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</b></p> <p>Specific tasks and assignments student will undertake to demonstrate competency of this objective: (For example, students could be assigned to complete agency paperwork, to write a position paper, to prepare and make a presentation to staff or to the community, to conduct on-line research, etc.). The first three tasks are <u>required</u>; the student must identify an additional 1 task. <i>S = skill; K = knowledge; V = value; J = judgment; P = perspective</i></p>	
<p><b>FALL SEMESTER</b></p> <ol style="list-style-type: none"> <li>1. Identify possible sources to inform the development of positive and creative problem-solving strategies; provide a rationale for selecting and using these sources.</li> <li>2. Identify and apply positive problem-solving strategies congruent with social work values and ethics.</li> <li>3. Participate in one professional development activity to strengthen social work knowledge base.</li> <li>4. <b>Be able to access resources effectively for referrals when doing call-backs.</b></li> </ol>	<p><u><b>Comments/Notes:</b></u></p>

**Evaluation of student's completion of tasks and assignments for Field Education Objective #1 (Fall Semester):**

5 = **Excels:** Student consistently functions with a very high degree of competency in this particular area

4 = **Competent:** Student demonstrates consistent growth and change; functions with better-than-average competence in this area

3 = **Adequate:** Student's performance in this area fulfills minimum competency requirements.

2 = **Needs to Work:** Student's performance is uneven, at times showing adequate competence and at other times showing relatively low levels of competency. Sporadic growth and change.

1 = **Unsatisfactory:** Student's level of performance consistently low; minimum evidence of growth and change.

<p><b>FI RATING (1 to 5)</b></p> <p>_____</p>	<p>1. Identify possible sources to inform the development of positive and creative</p>	<p><b>Student Self-RATING (1 to 5)</b></p> <p>_____</p>
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_____	problem-solving strategies; provide a rationale for selecting and using these sources.	_____
_____	2. Identify and apply positive problem-solving strategies congruent with social work values and ethics.	_____
_____	3. Participate in one professional development activity to strengthen social work knowledge base.	_____
	<b>4. Be able to access resources effectively for referrals when doing call-backs.</b>	_____

**Comments:** Joan has performed capably in learning the various sources of assistance within the area, as these sources are vast and varied. Joan has conducted herself in a professional manner while interacting with her clients, colleagues, and other community resources. Joan spends time to further her knowledge and training in the field by attending various meetings and training sessions. She projects a quest for learning in this field.

**FIELD EDUCATION STUDENT LEARNING OBJECTIVE #3:** Demonstrate professional behavior congruent with the social work Code of Ethics and apply strategies to effectively identify, address, and resolve ethical conflicts in professional practice. (Program Goals #2, #3, #4, #5)

**LINKED WITH PROGRAM OBJECTIVES # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10** S = skill; K = knowledge; V = value; J = judgment; P = perspective

Specific tasks and assignments student will undertake to demonstrate competency of this objective: (For example, students could be assigned to complete agency paperwork, to write a position paper, to prepare and make a presentation to staff or to the community, to conduct on-line research, etc.).

These four tasks are required. S = skill; K = knowledge; V = value; J = judgment; P = perspective

**FALL SEMESTER**

1. Demonstrate professional behavior congruent with the social work Code of Ethics on a consistent basis with peers, field instructors, and faculty.
2. Identify one area of personal growth to focus on in terms of ethical and professional conduct and actively seek feedback from field instructor and other sources for self development.
3. Identify one area of personal growth to focus on in terms of ethical and professional conduct and implement at least two strategies to address personal growth area; these tasks should be reflected in supervisory agendas.
4. Identify areas of vulnerability and apply strategies to strengthen the maintenance of healthy professional boundaries.

**Comments/Notes:**

**Evaluation of student's completion of tasks and assignments for Field Education Objective #1 (Fall Semester):**

5 =	<b>Excels:</b> Student consistently functions with a very high degree of competency in this particular area
4 =	<b>Competent:</b> Student demonstrates consistent growth and change; functions with better-than-average competence in this area
3 =	<b>Adequate:</b> Student's performance in this area fulfills minimum competency requirements.
2 =	<b>Needs to Work:</b> Student's performance is uneven, at times showing adequate competence and at other times showing relatively low levels of competency. Sporadic growth and change.
1 =	<b>Unsatisfactory:</b> Student's level of performance consistently low; minimum evidence of growth and change.

FI RATING (1 to 5)		Student Self- RATING (1 to 5)
_____	1. Demonstrate professional behavior congruent with the social work Code of Ethics on a consistent basis with peers, field instructors, and faculty.	_____
_____	2. Identify one area of personal growth to focus on in terms of ethical and professional conduct and actively seek feedback from field instructor and other sources for self development.	_____
_____	3. Identify one area of personal growth to focus on in terms of ethical and professional conduct and implement at least two strategies to address personal growth area; these tasks should be reflected in supervisory agendas.	_____
_____	4. Identify areas of vulnerability and apply strategies to strengthen the maintenance of healthy professional boundaries.	_____

**Comments:** Joan has consistently behaved in a professional manner while in the office and the field. One would have difficulty in distinguishing her from a professional social worker, as her demeanor projects such an attitude. Joan has been good to isolate her own issues where needed, and seek appropriate feedback on these matters from her field instructor, and other colleagues within the agency.

**FIELD EDUCATION STUDENT LEARNING OBJECTIVE #4:** Apply strategies for continuous self-evaluation including supervision and consultation, and feedback from peers and other sources for self development. (Program Goals #1, #4, #5)

**LINKED WITH PROGRAM OBJECTIVES # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10** S = skill; K = knowledge; V = value; J = judgment; P = perspective

Specific tasks and assignments student will undertake to demonstrate competency of this objective: (For example, students could be assigned to complete agency paperwork, to write a position paper, to prepare and make a presentation to staff or to the community, to conduct on-line research, etc.). The first three tasks are required; the student must identify 1 additional task. S = skill; K = knowledge; V = value; J = judgment; P = perspective

**FALL SEMESTER**

1. Utilize supervision and consultation from a variety of sources to honestly evaluate strengths and limitations through the use of constructive feedback (this must be reflected in the supervisory agendas).

**Comments/Notes:**

<ol style="list-style-type: none"> <li>2. Demonstrate a willingness to accept challenges and take risks in field learning environment (i.e. adult learner).</li> <li>3. Identify two strategies to begin to develop a commitment to lifelong learning and professional development.</li> <li>4. <b>Be proactive when serving clients, but ask questions if in doubt.</b></li> </ol>	
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**Evaluation of student’s completion of tasks and assignments for Field Education Objective #1 (Fall Semester):**

- 5 = **Excels:** Student consistently functions with a very high degree of competency in this particular area  
4 = **Competent:** Student demonstrates consistent growth and change; functions with better-than-average competence in this area  
3 = **Adequate:** Student’s performance in this area fulfills minimum competency requirements.  
2 = **Needs to Work:** Student’s performance is uneven, at times showing adequate competence and at other times showing relatively low levels of competency. Sporadic growth and change.  
1 = **Unsatisfactory:** Student’s level of performance consistently low; minimum evidence of growth and change.

<b>FI RATING (1 to 5)</b>		<b>Student Self-RATING (1 to 5)</b>
_____	<ol style="list-style-type: none"> <li>1. Utilize supervision and consultation from a variety of sources to honestly evaluate strengths and limitations through the use of constructive feedback (this must be reflected in the supervisory agendas).</li> </ol>	_____
_____	<ol style="list-style-type: none"> <li>2. Demonstrate a willingness to accept challenges and take risks in field learning environment (i.e. adult learner).</li> </ol>	_____
_____	<ol style="list-style-type: none"> <li>3. Identify two strategies to begin to develop a commitment to lifelong learning and professional development.</li> </ol>	_____
_____	<ol style="list-style-type: none"> <li>4. <b>Be proactive when serving clients but ask questions if in doubt.</b></li> </ol>	_____

**Comments: Joan is very good about seeking feedback from her field instructor and experienced staff within the office. Joan consistently seeks out others for advice, when necessary, and follows up with directions timely. She interacts with her clients, but is careful not to guarantee a request unless she is certain of the outcome.**

**FIELD EDUCATION STUDENT LEARNING OBJECTIVE #5: Understand the forms and mechanisms of oppression and discrimination and apply innovative social change strategies which promote both social and economic justice. (Program Goals #1, #4, #5)**

**LINKED WITH PROGRAM OBJECTIVES # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10** S = skill; K = knowledge; V = value; J = judgment; P = perspective

Specific tasks and assignments student will undertake to demonstrate competency of this objective: (For example, students could organize client self –advocacy initiatives, participate in an advocacy group, assist in a political campaign, write letters on an issue of concern to client population.)The first three tasks are required; the student must identify 1 additional task. S = skill; K = knowledge; V = value; J = judgment; P = perspective

<p><b>FALL SEMESTER</b></p> <ol style="list-style-type: none"> <li>1. Respect and value the cultural heritage, identity, and dignity of diverse client groups, particularly those served by the field agency.</li> <li>2. Demonstrate awareness of the differential effects of policies on local diverse populations and write a letter to the editor of the local newspaper discussing issue.</li> <li>3. Identify an agency policy that could benefit from an innovative social change strategy and discuss with field instructor.</li> <li>4. <b>Be familiar with agency policy and conduct myself accordingly.</b></li> </ol>	<p><u><b>Comments/Notes:</b></u></p>	
<p><b>Evaluation of student's completion of tasks and assignments for Field Education Objective #1 (Fall Semester):</b></p> <p>5 = <b>Excels:</b> Student consistently functions with a very high degree of competency in this particular area  4 = <b>Competent:</b> Student demonstrates consistent growth and change; functions with better-than-average competence in this area  3 = <b>Adequate:</b> Student's performance in this area fulfills minimum competency requirements.  2 = <b>Needs to Work:</b> Student's performance is uneven, at times showing adequate competence and at other times showing relatively low levels of competency. Sporadic growth and change.  1 = <b>Unsatisfactory:</b> Student's level of performance consistently low; minimum evidence of growth and change.</p>		
<p><b>FI RATING (1 to 5)</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<ol style="list-style-type: none"> <li>1. Respect and value the cultural heritage, identity, and dignity of diverse client groups, particularly those served by the field agency.</li> <li>2. Demonstrate awareness of the differential effects of policies on local diverse populations and write a letter to the editor of the local newspaper discussing issue.</li> <li>3. Identify an agency policy that could benefit from an innovative social change strategy and discuss with field instructor.</li> <li>4. <b>Be familiar with agency policy and conduct myself accordingly.</b></li> </ol>	<p><b>Student Self-RATING (1 to 5)</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>Comments:</b> Joan has been exposed to a wide variety of cultures while working with our agency and has performed capably in this area. She wrote a well-written letter to the local newspaper, which was published at the time of receipt...this letter addressed the issues with the poverty index assessment and the needs for it to be restructured.</p>		
<p><b>FIELD EDUCATION STUDENT LEARNING OBJECTIVE #6: Understand and appreciate the history of the social work profession in the context of contemporary social policy and practice and utilize this knowledge to inform practice. (Program Goals #1, #4, #5)</b>  <b>LINKED WITH PROGRAM OBJECTIVES # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</b> S = skill; K = knowledge; V = value; J = judgment; P = perspective</p>		
<p>Specific tasks and assignments student will undertake to demonstrate competency of this objective: (For example, students could organize client self-advocacy initiatives, participate in an advocacy</p>		

group, assist in a political campaign, write letters on an issue of concern to client population.)The first two tasks are required; the student must identify 1 additional task. *S = skill; K = knowledge; V = value; J = judgment; P = perspective*

<p><b>FALL SEMESTER</b></p> <ol style="list-style-type: none"> <li>1. Develop an understanding of the historical and current role field agency plays in the social services environment of the situated community.</li> <li>2. Demonstrate awareness of the impact of history on current social policies at state and federal levels; discuss with field instructor.</li> <li>3. <b>Become familiar with VOCA history and policy.</b></li> </ol>	<p><u><b>Comments/Notes:</b></u></p>
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**Evaluation of student’s completion of tasks and assignments for Field Education Objective #1 (Fall Semester):**

5 = **Excels:** Student consistently functions with a very high degree of competency in this particular area  
4 = **Competent:** Student demonstrates consistent growth and change; functions with better-than-average competence in this area  
3 = **Adequate:** Student’s performance in this area fulfills minimum competency requirements.  
2 = **Needs to Work:** Student’s performance is uneven, at times showing adequate competence and at other times showing relatively low levels of competency. Sporadic growth and change.  
1 = **Unsatisfactory:** Student’s level of performance consistently low; minimum evidence of growth and change.

<p><b>FI RATING (1 to 5)</b></p> <p>_____</p> <p>_____</p> <p>_____</p>	<ol style="list-style-type: none"> <li>1. Develop an understanding of the historical and current role field agency plays in the social services environment of the situated community.</li> <li>2. Demonstrate awareness of the impact of history on current social policies at state and federal levels; discuss with field instructor.</li> <li>3. <b>Become familiar with VOCA history and policy.</b></li> </ol>	<p><b>Student Self-RATING (1 to 5)</b></p> <p>_____</p> <p>_____</p> <p>_____</p>
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**Comments:** **Joan has experienced firsthand the role of our agency within the social services arena in the local area. Joan has been exposed to the VOCA (Victims of Crime Act) policies and procedures, as her assigned cases have been all clients that have met the criteria of that particular unit. Thus far, Joan has handled her VOCA cases appropriately and to the satisfaction of this field instructor.**

**FIELD EDUCATION STUDENT LEARNING OBJECTIVE #7:** Apply a range of social work theories and evidence-based interventions with individuals, families, small groups, organizations, and communities in all types of settings. (Program Goals #1, #4, #5)  
**LINKED WITH PROGRAM OBJECTIVES # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10**

Specific tasks and assignments student will undertake to demonstrate competency: (For example, students could be assigned to complete agency paperwork, to write a position paper, to prepare and make a presentation to staff or to the community, to conduct on-line research, etc.) The first two tasks are required; the student must identify 1 additional task. *S = skill; K = knowledge; V = value; J = judgment; P = perspective*

<b>FALL SEMESTER</b>		<b><u>Comments/Notes:</u></b>
<ol style="list-style-type: none"> <li>1. Develop a plan to implement a simple single subject design with a selected client group (discuss rationale, method, and proposed intervention with Field Instructor).</li> <li>2. Begin to develop a file of professional resources related to evidenced-based practice to use with client groups in your field agency (be creative, include a combination of newspaper/magazine articles, empirical articles, websites, etc.)</li> <li>3. <b>Utilize resources effectively by creating a network of contact people.</b></li> </ol>		
<b>Evaluation of student's completion of tasks and assignments for Field Education Objective #1 (Fall Semester):</b>		
<p>5 = <b><u>Excels:</u></b> Student consistently functions with a very high degree of competency in this particular area</p> <p>4 = <b><u>Competent:</u></b> Student demonstrates consistent growth and change; functions with better-than-average competence in this area</p> <p>3 = <b><u>Adequate:</u></b> Student's performance in this area fulfills minimum competency requirements.</p> <p>2 = <b><u>Needs to Work:</u></b> Student's performance is uneven, at times showing adequate competence and at other times showing relatively low levels of competency. Sporadic growth and change.</p> <p>1 = <b><u>Unsatisfactory:</u></b> Student's level of performance consistently low; minimum evidence of growth and change.</p>		
<b>FI RATING (1 to 5)</b>		<b>Student Self-RATING (1 to 5)</b>
_____	<ol style="list-style-type: none"> <li>1. Develop a plan to implement a simple single subject with a selected client group (discuss rationale, method, and proposed intervention with Field Instructor).</li> <li>2. Begin to develop a file of professional resources related to evidenced-based practice to use with client groups in your field agency (be creative, include a combination of newspaper/magazine articles, empirical articles, websites, etc.)</li> <li>3. <b>Utilize resources effectively by creating a network of contact people.</b></li> </ol>	_____
_____		_____
_____		_____
<p><i>Comments:</i> Joan did complete her single subject assignment and has worked at developing her community resources, as well. She has set up a contact listing and has created her own resource guide for the area. This action is helpful in this line of work, as resource knowledge is crucial in assisting the clients with their various needs.</p>		
<b>FIELD EDUCATION STUDENT LEARNING OBJECTIVE #8:</b> Apply appropriate strategies for		

analyzing, formulating, influencing, and advocating for desired changes at all levels of government, and demonstrate a commitment to the principles of social and economic justice. (Program Goals #1, #4, #5)

**LINKED WITH PROGRAM OBJECTIVES # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10**

Specific tasks and assignments student will undertake to demonstrate competency: (For example, students could be assigned to complete agency paperwork, to write a position paper, to prepare and make a presentation to staff or to the community, to conduct on-line research, etc.) The first two tasks are required; the student must identify 1 additional task. *S = skill; K = knowledge; V = value; J = judgment; P = perspective*

**FALL SEMESTER**

1. Attend and participate in the 2007 Social Justice Retreat.
2. Identify two areas of potential social change in your community; discuss possible change strategies with field instructor.
3. **Know who to contact in the agency and community about social change.**

**Comments/Notes:**

**Evaluation of student's completion of tasks and assignments for Field Education Objective #1 (Fall Semester):**

- 5 = **Excels:** Student consistently functions with a very high degree of competency in this particular area  
 4 = **Competent:** Student demonstrates consistent growth and change; functions with better-than-average competence in this area  
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 1 = **Unsatisfactory:** Student's level of performance consistently low; minimum evidence of growth and change.

<b>FI RATING (1 to 5)</b>		<b>Student Self-RATING (1 to 5)</b>
_____	1. Attend and participate in the 2007 Social Justice Retreat.	_____
_____	2. Identify two areas of potential social change in your community; discuss possible change strategies with field instructor.	_____
_____	3. <b>Know who to contact in the agency and community about social change.</b>	_____

*Comments:* Joan did attend the 2007 Social Justice Retreat and reported that it was a very helpful experience in her quest for completing her training. Joan is learning the various contacts within the community and will continue her quest to be proactive in her learning.

**FIELD EDUCATION STUDENT LEARNING OBJECTIVE #9:** Critically evaluate and analyze the effectiveness of evidence-based interventions with individuals, families, small groups, organizations, and communities, using a variety of qualitative and quantitative methods. (Program Goals #1, #4, #5)

**LINKED WITH PROGRAM OBJECTIVES # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10**

Specific tasks and assignments student will undertake to demonstrate competency: (For example, students could be assigned to complete agency paperwork, to write a position paper, to prepare and make a presentation to staff or to the community, to conduct on-line research, etc.) The first two tasks are required; the student must identify 1 additional task. *S = skill; K = knowledge; V = value; J = judgment; P = perspective*

<p><b>FALL SEMESTER</b></p> <ol style="list-style-type: none"> <li>1. Discuss field research process with field instructor; include in planning for research proposal.</li> <li>2. Prepare formal research proposal (must include a dimension of evidence-based practice).</li> <li>3. <b>Know the agency's policy on confidentiality regarding what I can include in research.</b></li> </ol>	<p><b><u>Comments/Notes:</u></b></p>
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**Evaluation of student's completion of tasks and assignments for Field Education Objective #1 (Fall Semester):**

5 = **Excels:** Student consistently functions with a very high degree of competency in this particular area  
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1 = **Unsatisfactory:** Student's level of performance consistently low; minimum evidence of growth and change.

<p><b>FI RATING (1 to 5)</b></p> <p>_____</p> <p>_____</p> <p>_____</p>	<ol style="list-style-type: none"> <li>1. Discuss field research process with field instructor; include in planning for research proposal.</li> <li>2. Prepare formal research proposal (must include a dimension of evidence-based practice).</li> <li>3. <b>Know the agency's policy on confidentiality regarding what I can include in research.</b></li> </ol>	<p><b>Student Self-RATING (1 to 5)</b></p> <p>_____</p> <p>_____</p> <p>_____</p>
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*Comments:* Joan has been very conscientious in meeting with her field instructor to discuss various issues of her training with our agency, as well as, her own work academically with UTC. She is aware of the agency's concerns with confidentiality and remarks on this issue regularly as an area of concern.

**FIELD EDUCATION STUDENT LEARNING OBJECTIVE #10:** Function professionally within an organizational system and when appropriate, effect positive change. (Program Goals #1, #4, #5)  
**LINKED WITH PROGRAM OBJECTIVES # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10**

Specific tasks and assignments student will undertake to demonstrate competency: (For example, students could be assigned to complete agency paperwork, to write a position paper, to prepare and make a presentation to staff or to the community, to conduct on-line research, etc.) The first two tasks are required; the student must identify 1 additional task. *S = skill; K = knowledge; V = value; J = judgment; P = perspective*

<p><b>FALL SEMESTER</b></p> <ol style="list-style-type: none"> <li>1. Attend a professional meeting or event outside of agency.</li> <li>2. Discuss strategies for lifelong learning with field instructor and other agency employees.</li> <li>3. <b>Attend all agency training sessions when possible.</b></li> </ol>	<p><u><b>Comments/Notes:</b></u></p>	
<p><b>Evaluation of student's completion of tasks and assignments for Field Education Objective #1 (Fall Semester):</b></p> <p>5 = <b>Excels:</b> Student consistently functions with a very high degree of competency in this particular area  4 = <b>Competent:</b> Student demonstrates consistent growth and change; functions with better-than-average competence in this area  3 = <b>Adequate:</b> Student's performance in this area fulfills minimum competency requirements.  2 = <b>Needs to Work:</b> Student's performance is uneven, at times showing adequate competence and at other times showing relatively low levels of competency. Sporadic growth and change.  1 = <b>Unsatisfactory:</b> Student's level of performance consistently low; minimum evidence of growth and change.</p>		
<p><b>FI RATING (1 to 5)</b></p> <p>_____</p> <p>_____</p> <p>_____</p>	<ol style="list-style-type: none"> <li>1. Attend a professional meeting or event outside of agency.</li> <li>2. Discuss strategies for lifelong learning with field instructor and other agency employees.</li> <li>3. <b>Attend all agency training sessions when possible.</b></li> </ol>	<p><b>Student Self-RATING (1 to 5)</b></p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><i>Comments:</i> Joan has excelled in her participation of various meetings and training sessions, both in and outside of the agency. Joan discusses her desire and plan to continue her learning process regularly, and has been punctual in her attendance to meetings required of her position with this agency.</p>		