**ALABAMA A&M UNIVERSITY**

**THE GRADUATE SOCIAL WORK PROGRAM**

**FINAL EVALUATION OF STUDENT PERFORMANCE**

 **SWK 581**

**Foundation Semester**

**STUDENT AGENCY FIELD INSTRUCTOR:**

**AGENCY & ADDRESS**

 **PHONE**

**FACULTY FIELD LIAISON**  **DATE OF REPORT**

|  |
| --- |
| **SEMESTER****\_\_\_\_ SPRING \_\_\_\_ SUMMER** |
| Please complete all information on this page | **TIME PER WEEK** |
| Conference with field instructor | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Conference with other staff | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Staff or unit meetings | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| In-service training | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Other  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **ASSIGNMENTS** |
| **NUMBER PER WEEK** | **TIME PER WEEK** |
| \_\_\_\_\_\_\_\_\_ Individuals | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| \_\_\_\_\_\_\_\_\_\_ Families | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| \_\_\_\_\_\_\_\_\_\_ Groups | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| \_\_\_\_\_\_\_\_\_\_ Community meetings | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| \_\_\_\_\_\_\_\_\_\_ Macro projects, please specify:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**MSW FIELD PLACEMENT**

Please complete all applicable items at mid-term and at the end of the semester. This evaluative tool is intended to provide an opportunity for the student and the agency field supervisor/instructor to document and discuss the student intern’s growth and development over the course of the semester. There are nine competency areas which have been established by the Council on Social Work Education (CSWE), our national accrediting body. Each competency area has a list of practice behaviors that the student intern is to be compared to that of an entry level generalist social work student.

You are asked to rate the frequency with which the student has demonstrated competency in each of the behaviors described. Comments are encouraged, but not mandatory, under each competency area. Please be reminded that the Field Supervisor/Instructor’s rating will not be directly used to calculate the intern’s grade. The grade will be a compilation of the evaluation, field visits/consultations, and the Field Coordinator’s supplemental assessment.

Please rate the following items by circling the numbers from 1-5 that best describes the student’s performance (1 is least and 5 is best performance rating). Use the following criteria:

|  |  |
| --- | --- |
| 5 | The student intern has excelled in this area. The job/skill performance surpasses expectations of a entry level generalist social work student. |
| 4 | The student intern is functioning above expectations for this area; demonstrates competence. |
| 3 | The student intern has met the expectations for this area; student can benefit from additional training. |
| 2 | The student intern has not met expectations, but gives indication of motivation and willingness to learn. Student has difficulty with one of more of the competencies expected. |
| 1 | The student intern has not met expectations and does not give indications of effort to make improvements in this area. Student has serious problems in several areas and requires supplemental guidance and supervision |
| N/A | Not applicable, as the student intern has not had the opportunity to demonstrate competence in this area. |

**Students are expected to make progress in each of the skill areas listed on the field evaluation. The evaluation has a 5 point rating scale per practice behavior.**

|  |
| --- |
| **COMPETENCY #1**: **Demonstrate Ethical and Professional Behavior** |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1.1  | Student makes 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 content | 5 | 4 | 3 | 2 | 1 | N/A |
| 1.2 | Student uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations | 5 | 4 | 3 | 2 | 1 | N/A |
| 1.3 | Student demonstrate professional demeanor in behavior; appearance, and oral, written, and electronic communication | 5 | 4 | 3 | 2 | 1 | N/A |
| 1.4 | Student uses technology ethically and appropriately to facilitate practice outcomes | 5 | 4 | 3 | 2 | 1 | N/A |
| 1.5 | Student uses supervision and consultation to guide professional judgment and behavior | 5 | 4 | 3 | 2 | 1 | N/A |

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| **COMPETENCY #2:** **Engage in Diversity and Difference in Practice** |
| 2.1  | Student applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice | 5 | 4 | 3 | 2 | 1 | N/A |
| 2.2  | Student presents themselves as learners and engage client systems as experts of their own experiences | 5 | 4 | 3 | 2 | 1 | N/A |
| 2.3  | Student applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse client systems | 5 | 4 | 3 | 2 | 1 | N/A |

 Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| **Competency #3**: **Advance Human Rights and Social and Economic Justice** |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 3.1  | Student applies their understanding of social and economic justice to advocate for human rights | 5 | 4 | 3 | 2 | 1 | N/A |
| 3.2  | Student engages in practices that advance social and economic justice | 5 | 4 | 3 | 2 | 1 | N/A |

Comments:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| **Competency #4:** **Engage in Practice-Informed Research and Research-Informed Practice** |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 4.1 | Student uses practice experience to inform scientific inquiry and research | 5 | 4 | 3 | 2 | 1 | N/A |
| 4.2 | Student engages in critical analysis of quantitative and qualitative research methods and research findings | 5 | 4 | 3 | 2 | 1 | N/A |
| 4.3 | Student uses and translates research findings to inform and improve practice, policy, and service delivery | 5 | 4 | 3 | 2 | 1 | N/A |

Comments:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| **Competency #5:** **Engage in Policy Practice** |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 5.1 | Student can identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services | 5 | 4 | 3 | 2 | 1 | N/A |
| 5.2 | Student assesses how social welfare and economic policies impact the delivery of and access to social services | 5 | 4 | 3 | 2 | 1 | N/A |
| 5.3 | Student applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice | 5 | 4 | 3 | 2 | 1 | N/A |

Comments:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| **Competency #6**: **Engage with Individuals, Families, Groups, Organizations, and Communities** |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 6.1 | Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with client and constituencies | 5 | 4 | 3 | 2 | 1 | N/A |
| 6.2 | Student uses empathy, reflection, and interpersonal skills to effectively engage diverse client systems and constituencies.  | 5 | 4 | 3 | 2 | 1 | N/A |

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| **COMPETENCY #7**:**Assess Individuals, Families, Groups, Organization, and Communities** |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 7.1 | Student collects, and organizes data, and applies critical thinking to interpret information from client and constituencies. | 5 | 4 | 3 | 2 | 1 | N/A |
| 7.2 | Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from client constituencies.  | 5 | 4 | 3 | 2 | 1 | N/A |
| 7.3 | Student develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within client and constituencies.  | 5 | 4 | 3 | 2 | 1 | N/A |
| 7.4 | Student selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of client and constituencies.  | 5 | 4 | 3 | 2 | 1 | N/A |

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| **COMPETENCY #8:** **Intervene with individuals, Families, Groups, Organizations, and Communities** |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 8.1 | Student critically chooses and implements interventions to achieve practice goals and enhance capacities of client and constituencies; | 5 | 4 | 3 | 2 | 1 | N/A |
| 8.2 | Student applies knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks in interventions with client and constituencies; | 5 | 4 | 3 | 2 | 1 | N/A |
| 8.3 | Student uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes | 5 | 4 | 3 | 2 | 1 | N/A |
| 8.4 | Student negotiates, mediates, and advocates on behalf of diverse client and constituencies; | 5 | 4 | 3 | 2 | 1 | N/A |
| 8.5 | Student facilitates effective transitions and endings that advance mutually agreed-on goals. | 5 | 4 | 3 | 2 | 1 | N/A |

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| **COMPETENCY #9** **Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities** |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 9.1 | Student selects and uses appropriate methods for evaluation of outcomes; | 5 | 4 | 3 | 2 | 1 | N/A |
| 9.2 | Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; | 5 | 4 | 3 | 2 | 1 | N/A |
| 9.3 | Student critically analyzes, monitors, and evaluates intervention and program processes and outcomes | 5 | 4 | 3 | 2 | 1 | N/A |
| 9.4 | Student applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.  | 5 | 4 | 3 | 2 | 1 | N/A |

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**General Summary of Student’s Achievement of MSW Direct Practice Field Practicum Learning**

|  |
| --- |
|  **SATISFACTORY UNSATISFACTORY****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Agency Field Instructor’s Signature Date I \_\_\_agree \_\_\_ disagree with the contents of this evaluation.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Student’s Signature Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Director of Field Instruction Date |
|  |