FINAL EVALUATION
Second Year Advanced Field
COMMUNITY MENTAL HEALTH

GENERAL INSTRUCTIONS:

This form is designed to be completed as a fillable PDF document, and it is fully functional in the free Acrobat Reader (http://www.adobe.com/products/reader.html). Please avoid using in-browser viewers such as Preview (Mac) or File Viewer (Windows). If you need technical assistance with this form, please contact Liz Taing at 510-642-1306.
Please email the completed form to your assigned Field Consultant. Thank you!

Today's Date

Student Last Name   **Student First Name**   **SID#**

Applicable Specialty Areas – Check all that apply:

☐ Mental Health Stipend Program Participant
☐ PPSC/School Social Work
☐ MSW-MPH Joint Degree Program
☐ MSW-PHD Combined Program

Name of Field Placement Agency

Address/Program Location of Student's Primary Placement Assignment

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Primary Field Instructor Name   **Email Address**   **Phone #**

Secondary Field Instructor Name   **Email Address**   **Phone #**

Berkeley Social Welfare Field Consultant Name   **Email Address**   **Phone #**

FIELD PLACEMENT HOURS VERIFICATION:

First Year Foundation Field students are expected to have completed a minimum of **720 hours** by the end of field placement. Weekly instruction is expected to have occurred at intervals of no less than one dedicated hour per week.

Total number of hours student completed by end of placement: ☐

Weekly instruction occurred at intervals of no less than one dedicated hour per week: ☐ Yes   ☐ No

Plan to make up deficient placement hours and/or weekly instruction, if applicable:

How to Complete This Evaluation:

The Final Evaluation is intended to open a summative dialogue between the student and field instructor about the student's acquisition and application of professional skills, knowledge, behavior, and competencies. This discussion should occur in a meeting scheduled specifically for this purpose, and requires advance preparation by both the field instructor and the student.

To prepare for this discussion the field instructor and student should review the learning agreement; become familiar with this evaluation tool, the 12 holistic competencies and their component parts; refer to relevant samples, or observations of the student's work; and collect observations from other colleagues with whom the student has worked.

After reviewing these items together, the field instructor should decide a rating for each of the component items (*improvement desired, competence, mastery, or unable to assess*), and then enter a global rating for each holistic competency area on a 1 to 5 scale (1-*not proficient*, 3-*competent*, 5-*exceptional mastery*, or *unable to assess*). Field instructors may approximate to the nearest .50 increment. For each holistic competency area, field instructors should comment in the boxes provided on specific behaviors or observations that demonstrate strengths; and describe in behavioral terms how competence in this area could be strengthened. For numerical scores in the low range (<1.5) or high range (>4.5), please substantiate the low or high ratings with greater specificity. Frank evaluation of professional competency assessment is extremely important to student learning. Although your student may be graduating, your evaluation will help him or her to set new learning goals as an entry level MSW professional. Feld instructors are encouraged to round down, and to avoid inflating ratings.

At the end of the form, field instructors must recommend that the student receive a Satisfactory or Unsatisfactory Grade (or make a "Request for Consultation") to the assigned field consultant who is responsible for making the final grade determination. Field instructors, students, and field consultants are all provided with a box to provide any closing or summary thoughts or concerns. If you have questions about how to evaluate your student, please contact your assigned field consultant.

If you need technical assistance in completing the form, please contact Liz Taing at 510-642-1306 or swfield@berkeley.edu.

Tips for Working with Fillable PDF Forms:

1. Use the free Adobe Acrobat Reader (version 8 or higher) to complete this form. Features have been enabled to allow you to save and print a copy of the completed form in Reader. Adobe Acrobat Reader is available for free download from the following web site: http://www.adobe.com/products/acrobat/readstep.html.

2. Save the form to your computer before completing it. Avoid completing this form online within your web browser – you run the risk of losing form data and having to start over. Instead, complete it in the Acrobat Reader application on your computer hard drive, independently from your browser or your Internet connection.

3. Use the "zoom-in" (+) and "zoom-out" (-) features in the Reader toolbar to magnify the form and make it easier to read and complete.

4. To make form fields easier to identify, click the Highlight Fields button on the purple document message bar. Form fields appear with a light blue colored background.

5. Click inside a text field to type. For check boxes or selection buttons, click the option you want to select.

6. Press Tab to move forward or Shift + Tab to move backward.

7. To save the form, click the disk icon in the toolbar at the upper left of the window. Then rename the file and save the form with your information.

1. **Engagement with Individuals, Families, Groups, Organizations, and Communities:**
   Establishes contact, builds rapport, forms working relationships, and invites a diverse array of clients, stakeholders, and/or community partners to participate in clinical services and/or administrative projects.

Improvement Desired	Competence	Mastery	Unable to assess
☐ Unable to introduce self, role and goals to clients	☐ Introduces self, role and goals to clients in a reasonably clear manner	☐ Introduces self, role and goals to clients clearly, concisely, and creatively	☐
☐ Unable to establish rapport with clients; unable to discover the clients' perspective	☐ Establishes rapport and trust with most clients; elicits the clients' perspective	☐ Establishes rapport quickly, even with highly reluctant clients; elicits and clarifies clients' needs, values, and strengths	☐
☐ Unable to alter approach to different types of clients; does not demonstrate cultural humility	☐ Recognizes the importance of difference and adjusts approach to different clients accordingly	☐ Quickly adjusts approach to fit a wide range of clients, demonstrating high levels of creativity, responsiveness, and respect	☐
☐ Fails to achieve an acceptable retention rate or level of engagement with mental health clients	☐ Achieves an acceptable retention rate or level of engagement with mental health clients	☐ Achieves an impressive retention rate and/or level of engagement with mental health clients	☐

Considering the above items and other relevant factors, how would you rate the student's overall level of competence related to *engagement*?

1	2	3	4	5	Unable to assess
Not Proficient		**Competent**		**Exceptional Mastery**	

Rating
You may assign a number to the nearest .50 increment: [ ]   *or* ☐ Unable to assess

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Student strengths or accomplishments:

Specific ways student could enhance or improve competency in this area:

2. Consultation, Coordination, and Collaboration:

Obtains information from a variety of collaterals, stakeholders, and/or other environmental sources, both formal and informal, and integrates into a coordinated service and/or project plan.

Improvement Desired	Competence	Mastery	Unable to assess
☐ Unable to establish rapport and trust with clients' family members and/or natural supports; unable to discover their perspectives	☐ Establishes rapport and trust with most clients' family members and/or natural supports; elicits their perspectives	☐ Establishes rapport and trust quickly, even with disengaged family members and/or natural supports; elicits their perspectives and cooperation	☐
☐ Unable to exchange information appropriately with other providers including psychiatrists, nurses, psychologists, lawyers, probation officers, teachers, other treatment providers, landlords, employers, peer counselors etc.	☐ Appropriately exchanges information with other providers including psychiatrists, nurses, psychologists, lawyers, probation officers, teachers, other treatment providers, landlords, employers, peer counselors etc.	☐ Establishes a high level of effective collaboration with other providers including psychiatrists, nurses, psychologists, lawyers, probation officers, teachers, other treatment providers, landlords, employers, peer counselors etc.	☐
☐ Unable to integrate information provided by collaterals into care plan	☐ Integrates information provided by collaterals into the assessment and care plan	☐ Efficiently organizes, analyzes, and applies information provided by collaterals to guide client care	☐
☐ Unable to influence collaterals and social systems with which mental health clients interact	☐ Provides effective collaboration and coordination with and advocacy services to environmental supports	☐ Provides strategic advocacy so mental clients optimize support from and exchanges with environment	☐

Considering the above items and other relevant factors, how would you rate the student's overall level of competence related to *consultation, coordination, and collaboration*?

1	2	3	4	5	Unable to assess
Not Proficient		Competent		Exceptional Mastery	

Rating
You may assign a number to the nearest .50 increment:

or ☐ Unable to assess

Student strengths or accomplishments:

Specific ways student could enhance or improve competency in this area:

3. Assessment of Individuals, Families, Groups, Organizations, and Communities:
Collects, analyzes, and applies relevant information to promote the effective delivery of clinical services and/or the effective execution of administrative and planning projects.

Improvement Desired	Competence	Mastery	Unable to assess
☐ Overlooks biological, cognitive, developmental, psychological, social, cultural, community, and/or spiritual factors relevant to mental health assessment	☐ Considers factors relevant to mental health assessment including biological, cognitive, developmental, psychological, social, cultural, community, and spiritual factors	☐ Selects the most critical factors relevant to mental health assessment on biological, cognitive, developmental, psychological, social, cultural, community, and spiritual levels	☐
☐ Undervalues the client's experience of poverty, oppression, disability, discrimination, and/or stigma	☐ Considers most relevant diversity factors including poverty, oppression, disability, discrimination, and/or stigma	☐ Thoughtfully includes subtle and/or interactive diversity factors that impact clients' psychosocial well-being	☐
☐ Unable to assess for clinical risks related to abuse, neglect, suicidality, or dangerousness	☐ Identifies indicators of all key clinical risks and assesses and consults appropriately	☐ Performs complex assessments related to clinical risks; mobilizes protective factors	☐
☐ Difficulty identifying strengths, resilience, and protective factors in clients	☐ Often identifies strengths, resilience, and protective factors	☐ Always selects key strengths, resilience, and protective factors to affirm recovery	☐
☐ Unable to organize, analyze, and communicate assessment information	☐ Organizes, analyzes, and communicates assessment information sufficiently	☐ Efficiently organizes, analyzes, and communicates assessment information with concision	☐
☐ Unfamiliar with or improper use of DSM	☐ Able to consider appropriate differential diagnoses with consultation	☐ Demonstrates exceptionally discerning diagnostic skills	☐

Considering the above items and other relevant factors, how would you rate the student's overall level of competence related to *assessment*?

1	2	3	4	5	Unable to assess
Not Proficient		Competent		Exceptional Mastery	

Rating
You may assign a number to the nearest .50 increment:

☐ *or* ☐ Unable to assess

Student strengths or accomplishments:

Specific ways student could enhance or improve competency in this area:

4. Intervention Planning:

Develops clinical and/or administrative project goals that include input from clients, multiple stakeholders, and/or information sources. Identifies specific, measurable, and achievable goals and integrates the best available evidence and/or knowledge.

Improvement Desired	Competence	Mastery	Unable to assess
☐ Unable to establish goals that are relevant to the client system or systems; may impose personal or majority values	☐ Identifies goals that match the values, ideas, and needs of clients, stakeholders, and/or other sources	☐ Consistently establishes goals that are highly relevant to clients, stakeholders, and/or other sources	☐
☐ Identifies goals that are vague, difficult to measure, and/or unattainable; fails to identify goals	☐ Identifies goals that are mostly specific, measurable, and/or achievable	☐ Consistently selects goals that are specific, measurable, and achievable	☐
☐ Does not understand and/or is uninterested in identifying intervention approaches supported by evidence; relies solely on intuition	☐ Emerging ability to consider best practices and high quality evidence when developing the intervention plan with clients	☐ Critically appraises and applies the best available knowledge from research and/or practice wisdom to guide the intervention plan	☐
☐ Only able to identify intervention goals for the individual mental health client	☐ Considers intervention goals for the client's family or natural support system and/or other providers	☐ Thoughtfully constructs multiple level intervention goals for the individual client, his/her support system, interacting service systems, and community	☐

Considering the above items and other relevant factors, how would you rate the student's overall level of competence related to *intervention planning*?

1	2	3	4	5	Unable to assess
Not Proficient		Competent		Exceptional Mastery	

Rating
You may assign a number to the nearest .50 increment:

☐

or ☐ Unable to assess

Student strengths or accomplishments:

Specific ways student could enhance or improve competency in this area:

5. Intervention Implementation and Evaluation:

Executes activities and interventions consistent with the intervention plan in a thoughtful, sequenced, and responsive manner. Modifies activities, pacing, methods, and/or goals so as to increase the likelihood of reaching the intended outcome(s).

Improvement Desired	Competence	Mastery	Unable to assess
☐ Unable or unwilling to execute activities that support goal acquisition and fit the context	☐ Selects activities, techniques, and/or intervention methods that generally support goal acquisition and fit the context	☐ Selects the best available and most relevant activities, techniques, and methods to promote recovery	☐
☐ Unable to provide evidence-based intervention of any kind	☐ Able to provide motivational or solution-focused interviewing and brief supportive or coping-focused interventions	☐ Provides advanced evidence-supported intervention for common, co-occurring mental health diagnoses and problems	☐
☐ Does not respond to client system resource needs	☐ Provides information about related benefits, programs, resources, and makes referrals to assist clients	☐ Advocates, coordinates, and facilitates the utilization of comprehensive benefits and services as needed	☐
☐ Does not gather feedback or establish or review indicators; does not modify approach	☐ Periodically gathers feedback from key sources, reviews basic indicators, modifies approach, and discusses	☐ Consistently elicits feedback from key sources, reviews key indicators, synthesizes, adjusts and collaborates	☐
☐ Demonstrates impatience or lack of persistence with the intervention process; imposes change on client	☐ Usually demonstrates patience and persistence with the intervention process; matches clients' stage of change	☐ Consistently demonstrates high levels of patience and persistence with the intervention process	☐

Considering the above items and other relevant factors, how would you rate the student's overall level of competence related to *implementation and evaluation*?

1	2	3	4	5	Unable to assess
Not Proficient		Competent		Exceptional Mastery	

Rating
You may assign a number to the nearest .50 increment:

☐ *or* ☐ Unable to assess

Student strengths or accomplishments:

Specific ways student could enhance or improve competency in this area:

6. Systemic Intervention:

Demonstrates interest, understanding, and/or effective participation in the organizational, institutional, policy, and/or community contexts that shape the delivery of social work services to vulnerable populations.

Improvement Desired	Competence	Mastery	Unable to assess
☐ Lacks interest in how public mental health and related systems work and sees role in individual terms only	☐ Appears aware of and interested in how public mental health settings and related systems work	☐ Demonstrates a high degree of knowledge, passion for, and savvy related to how public mental health and related systems work	☐
☐ Does not recognize social trends or technological advances related to serving persons with psychosocial disabilities	☐ Recognizes emerging social trends and technological advances related to serving persons with psychosocial disabilities	☐ Forecasts future social trends and technological advances related to effectively serving persons with psychosocial disabilities; prepares for future	☐
☐ Does not engage with others about mental health policy and/or systems change	☐ Participates in discussions about how systems or policies could change to be more responsive to consumers	☐ Makes significant contributions to changing systems and policies to promote mental health recovery through collaboration with others	☐
☐ Does not participate in advocacy efforts to promote mental health recovery	☐ Participates in advocacy efforts to promote mental health recovery	☐ Initiates or leads coalition efforts to promote mental health recovery	☐

Considering the above items and other relevant factors, how would you rate the student's overall level of competence related to *systemic intervention*?

1	2	3	4	5	Unable to assess
Not Proficient		Competent		Exceptional Mastery	

Rating
You may assign a number to the nearest .50 increment:

☐ *or* ☐ Unable to assess

Student strengths or accomplishments:

Specific ways student could enhance or improve competency in this area:

7. Evaluation of Systemic Efforts and/or Interventions:

Collects, analyzes, and applies data on the effectiveness of program, system, and/or community-wide efforts so as to shape the overall delivery of social work services.

Improvement Desired	Competence	Mastery	Unable to assess
☐ Accepts system functioning as optimal; adapts to it without seeking to improve it	☐ Inquires about organization, delivery, and model of mental health services to understand rationale and evaluate effectiveness	☐ Asks thoughtful, critical questions to look at underlying assumptions about how mental health care is delivered; considers alternative models	☐
☐ Sees work only in individual terms; does not assess organizational arrangements	☐ Emerging ability to assess the purpose, and effectiveness of the organization's ability to meet the mental health needs of clients and communities	☐ Seeks, appraises, and applies knowledge and practice wisdom from a wide variety of sources to improve mental health outcomes for individuals, families, and communities	☐
☐ Cannot identify gaps in knowledge	☐ Emerging ability to identify gaps in knowledge or understanding of impact on how mental health services are or could be delivered	☐ Actively and collaboratively seeks to build and expand knowledge to improve mental health services and outcomes	☐
☐ Unable to identify or discuss how agency could improve or modify approach	☐ Emerging ability to consider and recommend how agency could improve or modify approach to promoting psychosocial health	☐ Works with a variety of partners and stakeholders to actively modify agency's approach to improve psychosocial health	☐

Considering the above items and other relevant factors, how would you rate the student's overall level of competence related to *evaluation of systemic efforts*?

1	2	3	4	5	Unable to assess
Not Proficient		Competent		Exceptional Mastery	

Rating
You may assign a number to the nearest .50 increment:

or ☐ Unable to assess

Student strengths or accomplishments:

Specific ways student could enhance or improve competency in this area:

8. Planning for Completion or Transition:

Facilitates endings and transitions to clinical and/or administrative projects in a timely, smooth, and thoughtful manner so as to promote continuity of care and/or project success.

Improvement Desired	Competence	Mastery	Unable to assess
☐ Lacks sufficient capacity to plan, prioritize, organize, manage time, and/or meet deadlines	☐ Generally plans, prioritizes, manages time, organizes self; meets most deadlines	☐ Demonstrates exceptional planning, prioritization, time management, and organization skills; always completes work in advance or on time	☐
☐ Avoids thinking about or planning for transitions	☐ Thinks about and plans for endings in advance, anticipates most needs	☐ Thoroughly plans for endings and transitions from the beginning, anticipating and meeting all needs	☐
☐ Fosters dependency when unnecessary or unhelpful; communicates pessimism	☐ Promotes appropriate level of independence and/or sustainability	☐ Actively fosters independence and/or sustainability; promotes hopefulness and recovery orientation	☐
☐ Client or administrative project needs go unmet because of failure to communicate	☐ Communicates sufficiently to most affected parties during transitions	☐ Makes certain client or administrative project needs are well-communicated	☐

Considering the above items and other relevant factors, how would you rate the student's overall level of competence related to *planning for completion or transition*

1	2	3	4	5	Unable to assess
Not Proficient		Competent		Exceptional Mastery	

Rating
You may assign a number to the nearest .50 increment:

or ☐ Unable to assess

Student strengths or accomplishments:

Specific ways student could enhance or improve competency in this area:

9. Written and Verbal Communication Skills:
Communicates orally and in writing in an organized, complete, and timely manner. Delivers communication in an effective manner given its purpose and context.

Improvement Desired	Competence	Mastery	Unable to assess
☐ Verbal communication is late, absent, disorganized, incomplete, aggressive, or delivered ineffectively	☐ Verbal communication is mostly timely, organized, complete, assertive, and effective	☐ Verbal communication skillfully presents information in a complete, organized, concise, and persuasive manner	☐
☐ Written work is not completed to standard and requires excessive amounts of time and multiple revisions	☐ Completes written work in a reasonably efficient and complete manner	☐ Written work is exceptional in its quality, clarity, comprehensiveness, brevity, and timeliness	☐
☐ Unresponsive to email or phone calls	☐ Responds to communication from others in a timely manner	☐ Consistently responds to communication from others in a timely and complete manner	☐
☐ Electronic communication lacks judgment or respect for client system privacy	☐ Utilizes electronic sources of communication appropriately with respect to client system and agency context	☐ Utilizes electronic sources of communication in an efficient, thoughtful, and ethical way to promote coordinated work	☐
☐ Unable to adapt communication style according to purpose, situation, or context; may lack diplomacy and/or cultural or age-related proficiency	☐ Often adapts style and delivery of communication to fit a diverse array of persons, situations, and contexts	☐ Consistently demonstrates superior diplomacy, cross-cultural, and/or cross-situational effectiveness	☐

Considering the above items and other relevant factors, how would you rate the student's overall level of competence related to _communication_?

1	2	3	4	5	Unable to assess
Not Proficient		Competent		Exceptional Mastery	

Rating
You may assign a number to the nearest .50 increment:

or ☐ Unable to assess

Student strengths or accomplishments:

Specific ways student could enhance or improve competency in this area:

10. Professional Ethics:

Considers and applies the professional code of ethics for social workers so as to recognize ethical conflicts and arrive at principled decisions

Improvement Desired	Competence	Mastery	Unable to assess
☐ Does not understand, adopt, and/or abide by key ethical values and principles	☐ Consistently demonstrates the key values of the profession of social work	☐ Instills social work values in colleagues and social systems through contributions and example	☐
☐ Does not recognize or manage personal values or biases related to mental health clients	☐ Able to recognize most ethical dilemmas, review standards, and initiate consultation	☐ Provides others with consultation and training on key ethical values and principles	☐
☐ Unable to tolerate ambiguity and/or to engage in appropriate resolution strategies	☐ Able to tolerate ambiguity and discomfort so as to explore sensitive topics during instructional and consultation processes	☐ Accepts ambiguity and fully engages in consultative conversations about highly sensitive matters	☐
☐ Unable to identify or discuss the needs of underserved groups or populations	☐ Explores continued access to mental health services for underserved groups or populations	☐ Advocates for continued access to prevention and mental health services for underserved groups or populations	☐
☐ Makes decisions that are reflexive, secretive, and/or unethical	☐ Able to openly weigh, consider, and balance competing needs and arrive at a principled decision	☐ Consistently resolves complex dilemmas through a reasoned, principled, transparent, and interactive process	☐

Considering the above items and other relevant factors, how would you rate the student's overall level of competence related to *ethics*?

1	2	3	4	5	Unable to assess
Not Proficient		Competent		Exceptional Mastery	

Rating
You may assign a number to the nearest .50 increment:

or ☐ Unable to assess

Student strengths or accomplishments:

Specific ways student could enhance or improve competency in this area:

11. Professional Conduct:
Demonstrates professional behavior, appearance, and communication in accordance with standards identified by the School of Social Welfare, field agency, and professional codes.

Improvement Desired	Competence	Mastery	Unable to assess
☐ Poor attendance, punctuality, and preparation for tasks	☐ Meets standards of attendance, punctuality, and preparation for tasks for agency context	☐ Seen by others as a role model for attendance, punctuality, and task preparation	☐
☐ Easily triggered by mental health clients; not aware of or in control of reactions	☐ Manages emotional reactions to clients so as to stay in professional helping role	☐ Displays consistently excellent judgment and manages communication, emotions, behavior, and boundaries well even in difficult situations	☐
☐ Demonstrates poor self-management skills and judgment related to communication, interpersonal behavior, or boundaries	☐ Manages emotions, communication, behavior, and boundaries well in most situations	☐ Handles conflicts in a skillful, diplomatic, professional manner	☐
☐ Unable to maintain constructive collegial relations	☐ Able to maintain constructive interpersonal relations in most instances	☐ Handles conflicts in a skillful, diplomatic, professional manner	☐
☐ Does not hold self to sufficiently high standards of behavior, appearance and communication; makes excuses or blames others	☐ Meets standards of professional behavior, appearance, and communication for agency context	☐ Seen by others as a role model of professional behavior, appearance, and communication; raises standards for others	☐

Considering the above items and other relevant factors, how would you rate the student's overall level of competence related to *professional conduct*?

1	2	3	4	5	Unable to assess
Not Proficient		**Competent**		**Exceptional Mastery**	

Rating
You may assign a number to the nearest .50 increment:

or ☐ Unable to assess

Student strengths or accomplishments:

Specific ways student could enhance or improve competency in this area:

12. Professional Growth and Development:

Takes responsibility for learning and demonstrates initiative. Receives, considers, and integrates feedback from instructors. Demonstrates commitment to continual professional development and life-long learning.

Improvement Desired	Competence	Mastery	Unable to assess
☐ Approaches learning in an overly anxious or overly confident manner	☐ Demonstrates an appropriate level of initiative and independence	☐ Challenges self with diverse assignments that are within reach	☐
☐ Unprepared for the instructional hour; participates passively	☐ Prepares for the instructional hour most of the time; actively participates	☐ Prepares thoughtful questions for the instruction; links conceptual and practical aspects of social work	☐
☐ Fails to sufficiently review own work; lacks insight	☐ Able to reflect on performance strengths and challenges	☐ Consistently demonstrates rigorous self-reflection	☐
☐ Appears personally wounded by feedback and responds defensively or with helplessness	☐ Receptive to suggestions and accepts constructive feedback when offered	☐ Consistently invites feedback from others and demonstrates high levels of emotional maturity and responsiveness	☐
☐ Unwilling or unable to correct performance at expected rate	☐ Demonstrates observable improvements at expected rate	☐ Consistently integrates feedback and improves performance at a rapid rate	☐
☐ Does not appear interested in assuming future leadership roles; prefers to follow	☐ Demonstrates emerging capacity to occupy future clinical or administrative leadership roles	☐ Perceived by others to have passionate convictions, to be inspiring, and to possess strong leadership potential	☐

Considering the above items and other relevant factors, how would you rate the student's overall level of competence related to *professional development*?

1	2	3	4	5	Unable to assess
Not Proficient		Competent		Exceptional Mastery	

Rating
You may assign a number to the nearest .50 increment:

or ☐ Unable to assess

Student strengths or accomplishments:

Specific ways student could enhance or improve competency in this area:

FIELD INSTRUCTOR COMMENTS

Please record any summary comments or recommendations here:

STUDENT COMMENTS

Please record any summary comments or concerns here:

FIELD CONSULTANT COMMENTS

Please record any summary comments, concerns or recommendations here:

FIELD INSTRUCTOR'S GRADE RECOMMENDATION

Please check the appropriate box below. Note: If you are uncertain about which grade to recommend, please check the "Request for Consultation" box and your assigned field consultant will contact you.

☐ **SATISFACTORY:**
Student's overall learning and performance is of passing quality and proceeded at an appropriate rate without apparent problems

☐ **UNSATISFACTORY:**
Student's overall learning and performance is not acceptable or of passing quality

☐ **REQUEST FOR CONSULTATION:**
I have concerns about the student's overall learning or performance and would like to speak to the assigned field faculty member to assess these concerns before making a grade recommendation.

SIGNATURES
By signing or affixing your electronic signature you are indicating that you understand this document and its contents are confidential and protected under the Family Educational Right to Privacy Act (FERPA); and that you have read this document and have not altered any sections authored by another party.

_____   _____
Field Instructor Signature   **Date**

_____   _____
Student Signature   **Date**

_____   _____
Field Consultant Signature   **Date**