



SW 5040 – FOUNDATION PRACTICUM LEARNING PLAN & EVALUATION FORM

Intern's Name _____ Academic Year _____

Agency _____ Unit _____

Faculty Liaison _____ Phone & Email _____

Field Instructor _____ Phone & Email _____

Task Supervisor _____ Phone & Email _____

Practicum Schedule _____ Day & Time of Supervision _____

The learning plan/evaluation form provides the practicum learning objectives/competencies, identifies required practice behaviors, identifies suggested learning activities to address each practice skill/competency, and provides a place for rating the intern's mid and final practicum performance. This form serves as the guiding document for the entire length of the field placement. The intern is expected to carry out the learning assignments in order to gain practice experience, meet the educational objectives, and develop the competencies contained in the plan. Any significant modifications of the initial plan must be reviewed and approved by the Faculty Liaison before implementation.

_____	_____	_____	_____
Intern Signature	Date	Field Liaison Signature	Date
_____	_____	_____	_____
Field Instructor Signature	Date	Task Supervisor Signature	Date

Stateside Students:

Title IV-E Child Welfare Stipend Recipients, additional competencies are part of the learning plan.
Foundation
https://www.csustan.edu/sites/default/files/Social_Work/documents/foundationcompetencieschildwelfare.pdf

CalSWEC Mental Health Stipend Recipients, additional competencies are part of the learning plan.
http://calswec.berkeley.edu/files/uploads/docx/Mental%2520Health/02_mh_comps_formatted_final.pdf

Evaluations must be completed using the Practice Behavior Competency Scoring rubric on page 8.

- Pages 9 and 10 are signature pages for the mid-year & final practicum evaluations.
- At the mid-year evaluation, the Faculty Liaison is responsible for submitting page 9 of the Learning Plan to the MSW Field Education Office.
- At the final evaluation – completion of the practicum – the Faculty Liaison is responsible for submitting page 10 to the MSW Field Education Office.
- The completed learning plan document/PDF with student ratings along with the record of practicum hours log will be submitted through Canvas (scanned documents can be accepted).

Constructing the learning plan: A Collaborative Approach

Developing the learning plan is a collaborative effort, an effort that requires a mutual inquiry regarding the intern’s current level of knowledge, skills and experience. The Field Instructor and intern should initially review what the intern brings to the placement and what the agency can provide in the way of relevant and appropriate learning assignments. All activities and assignments should have a direct relationship to the learning objectives. The practicum is educationally focused and activities should reflect this focus. Once developed, the Faculty Liaison reviews the completed learning plan to ensure that learning objectives will be addressed and that the supervision structure will support this effort.

Developing as a social work professional:

The following skills are required of all professional social workers, and are “used to maintain a positive work environment that is efficient, effective, enhances interpersonal relations in teamwork, as well as the ability to work independently.” These skills form the foundation of professional social work practice. Successful completion of the following items is required of all students in Field Practicum.

Successful completion of the following items is required for all students in the Field Practicum.

	MID-YEAR RATING					FINAL RATING				
	RATING OPTIONS					RATING OPTIONS				
	1	2	3	4	5	1	2	3	4	5
Select one numeric value (rating) for the Mid-year and Final Evaluation										
INTERPERSONAL SKILLS: Establishes professional working relationships with agency staff, peers and consumers/clients; develops communication style conducive to clear and congruent worker-client relationship.	1	2	3	4	5	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INITIATIVE: Demonstrates an appropriate level of assertiveness in seeking and carrying out assignments.	1	2	3	4	5	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INTEGRITY: Actions are consistent with the NASW Code of Ethics; refrains from behaviors that reflect negatively on self and profession.	1	2	3	4	5	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DEPENDABILITY AND RELIABILITY: Carries out responsibilities in a dependable and professional manner; effectively plans and organizes work responsibilities by completing assignments on time.	1	2	3	4	5	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PROFESSIONALISM: Personal appearance & dress standards are consistent with agency standards; follows agency work schedule.	1	2	3	4	5	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WILLINGNESS TO LEARN: Attends and participates in supervision and seminar; engages in critical analysis of one’s performance.	1	2	3	4	5	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency 1: Demonstrate Ethical and Professional Behavior

Foundation Practice Behaviors – REQUIRED	MID-YEAR RATING Select Rating	FINAL RATING Select Rating
<ul style="list-style-type: none"> make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context. 	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<ul style="list-style-type: none"> use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. 	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<ul style="list-style-type: none"> demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication. 	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<ul style="list-style-type: none"> use technology ethically and appropriately to facilitate practice outcomes. 	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<ul style="list-style-type: none"> use supervision and consultation to guide professional judgment and behavior. 	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Specific Activities:		
Comments:		

Competency 2: Engage Diversity and Difference in Practice

Foundation Practice Behaviors – REQUIRED	MID-YEAR RATING Select Rating	FINAL RATING Select Rating
<ul style="list-style-type: none"> apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice. 	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<ul style="list-style-type: none"> present themselves as learners and engage clients and constituencies as experts of their own experiences. 	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<ul style="list-style-type: none"> apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. 	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Specific Activities:		
Comments:		

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Foundation Practice Behaviors - REQUIRED	MID-YEAR RATING	FINAL RATING
<ul style="list-style-type: none"> apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels. 	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<ul style="list-style-type: none"> engage in practices that advance social, economic, and environmental justice. 	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Specific Activities:		
Comments:		

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Foundation Practice Behaviors - REQUIRED	MID-YEAR RATING	FINAL RATING
<ul style="list-style-type: none"> use practice experience and theory to inform scientific inquiry and research. 	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<ul style="list-style-type: none"> apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. 	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<ul style="list-style-type: none"> use and translate research evidence to inform and improve practice, policy, and service delivery. 	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Specific Activities:		
Comments:		

Competency 5: Engage in Policy Practice

Foundation Practice Behaviors - REQUIRED	MID-YEAR RATING					FINAL RATING				
<ul style="list-style-type: none"> Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services. 	1	2	3	4	5	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> assess how social welfare and economic policies impact the delivery of and access to social services. 	1	2	3	4	5	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. 	1	2	3	4	5	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specific Activities:										
Comments:										

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Foundation Practice Behaviors - REQUIRED	MID-YEAR RATING					FINAL RATING				
<ul style="list-style-type: none"> apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. 	1	2	3	4	5	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. 	1	2	3	4	5	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specific Activities:										
Comments:										

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Foundation Practice Behaviors - REQUIRED	MID-YEAR RATING	FINAL RATING
<ul style="list-style-type: none"> ▪ collect and organize data, and apply critical thinking to interpret information from clients and constituencies. 	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<ul style="list-style-type: none"> ▪ apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies. 	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<ul style="list-style-type: none"> ▪ develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies. 	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<ul style="list-style-type: none"> ▪ select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. 	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Specific Activities:		
Comments:		

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Foundation Practice Behaviors - REQUIRED	MID-YEAR RATING	FINAL RATING
<ul style="list-style-type: none"> critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies. 	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<ul style="list-style-type: none"> apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. 	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<ul style="list-style-type: none"> use inter-professional collaboration as appropriate to achieve beneficial practice outcomes. 	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<ul style="list-style-type: none"> negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies. 	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<ul style="list-style-type: none"> facilitate effective transitions and endings that advance mutually agreed-on goals. 	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Specific Actions:		
Comments:		

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Foundation Practice Behaviors - REQUIRED	MID-YEAR RATING	FINAL RATING
<ul style="list-style-type: none"> select and use appropriate methods for evaluation of outcomes. 	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<ul style="list-style-type: none"> apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. 	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<ul style="list-style-type: none"> critically analyze, monitor, and evaluate intervention and program processes and outcomes. 	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<ul style="list-style-type: none"> apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. 	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Specific Activities:		
Comments:		

Practice Behavior Competency Rubric

The following rubric is provided as a guide for scoring the level of achievement acquired in each area of competency. Rubrics are used to establish consistent criteria for grading. They are commonly provided at the start of courses so that students and instructors are clear about the standards for grading performance and achievement.

In *Practice Behavior Competency Rubric* levels of performance are described for the mid-year evaluation and the final evaluation. Built into each rubric category is an increase in practice behavior competency between the mid-year and final evaluations. For instance, interns “meeting expectations” (3) at mid-year are expected *to understand the practice behavior and offer evidence of appropriate use*. By the final evaluation, interns “meeting expectations” should (3) *demonstrate proficiency and implement the practice behavior consistently*.

It is expected that most students will score a 3 (Meets Expectations) for most competencies on both the mid-year and final evaluation.

Scores below a (3) require a brief explanation.

Score	1	2	3	4	5
Description	<i>Significantly below expectations</i>	<i>Below expectations</i>	<i>Meets expectations</i>	<i>Exceeds expectations</i>	<i>Significantly exceeds expectations</i>
Mid-year Evaluation	Demonstrates little understanding of the practice behavior or its implementation. Does not increase knowledge and skill despite supervision and support.	Beginning development of competency in the practice behavior. Relies heavily on supervision and support. More practice experience is required.	Understands the practice behavior and offers evidence of appropriate use. Predominantly functions with supervision and support.	Demonstrates effective use of the practice behavior most of the time with supervision and support.	Consistent, appropriate, autonomous use of the practice behavior in moderately difficult situations usually encountered in practice. Uses supervision collaboratively.
Final Evaluation	Demonstrates little understanding of the practice behavior or its implementation. Does not increase knowledge and skill despite supervision and support.	Understands the practice behavior but shows little ability to implement in practice. Continues to use supervision for direction. More practice experience is required before progressing to advanced field.	Demonstrates proficiency and implements the practice behavior consistently. Begins to function autonomously and uses supervision for collaboration.	Consistently demonstrates the practice behavior in moderately difficult situations with supervision and support. Exceeds basic standards for competency on a consistent basis.	Consistent, appropriate, autonomous use of the practice behavior in complex situations. Uses supervision collaboratively & for consultation.

Foundation Mid-year Evaluation
SW 5040 – Field Instruction I

Student Name: _____

Faculty Liaison: _____

Faculty Liaison’s assigned grade: Credit No Credit RD (Report Delayed)

Faculty Liaison’s Signature

Date

Field Instructor’s recommendation: Credit No Credit RD (Report Delayed)
*Attach approved plan for completion

Field Instructor’s Signature

Date

Task Supervisor’s recommendation: Credit No Credit

Task Supervisor’s Signature

Date

Student:

I have had an opportunity to review my evaluation with my field instructor and

(check one) I agree I disagree

Please check if you are providing a written response.

Copies of the written response are provided to the Field Instructor, Faculty Liaison,
and Field Coordinator.

Intern’s Signature

Date

Comments: _____

Check here if additional documents are attached

Foundation Final Evaluation
SW 5040 – Field Instruction I

Student Name: _____

Faculty Liaison: _____

Faculty Liaison’s assigned grade: Credit No Credit RD (Report Delayed)

Faculty Liaison’s Signature

Date

Field Instructor’s recommendation: Credit No Credit RD (Report Delayed)
*Attach approved plan for completion

Field Instructor’s Signature

Date

Task Supervisor’s recommendation: Credit No Credit

Task Supervisor’s Signature

Date

Student:

I have had an opportunity to review my evaluation with my field instructor and

(check one) I agree I disagree

Please check if you are providing a written response.

Copies of the written response are provided to the Field Instructor, Faculty Liaison,
and Field Coordinator.

Intern’s Signature

Date

Comments: _____

Check here if additional documents are attached