

EVALUATION OF
STUDENT PERFORMANCE IN THE
HELPING RELATIONSHIP PROJECT

Western New England University
Social Work Program

Please complete EACH SECTION of this evaluation.

Student Faculty Field Liaison

Agency Field Instruction Supervisor

Date of Fall Semester Evaluation Date of Spring Semester Evaluation

The student's performance in the Helping Relationship Project is evaluated based on demonstrated behavior, related to core competencies identified by CSWE as essential to generalist social work practice. Indicators of student achievement of the competencies through are provided below. The evaluation process involves:

First week in December: Fall Semester Evaluation. Agency Field Instructor and student complete this evaluation form. Share and discuss ratings during supervision, then discuss evaluation and learning plan for remainder of placement during on-site conference with the student, Field Instructor, and Faculty Field Liaison.

Last week in April: Spring Semester (Final) Evaluation. Repeat Fall Semester procedure using the original form. This allows us to see progress made since midyear.

We recognize that students will, depending on the nature of the agency in which they are placed, have more or less opportunity to demonstrate competence in specific areas. However, please evaluate and comment on all objectives. Space has been provided to describe, as specifically as possible, the student's strengths as well as those areas in which additional professional development is desirable or required. Please evaluate the student's level of performance in the Helping Relationship based on your observation of the student's performance. If your direct observation of the student's work with clients is limited, please indicate this in the comments section.

Thank you for your thoughtful consideration of the student's learning needs and progress.

I. Overview of Student's Field Activities

Please describe the student's Helping Relationship Project duties, including a description of the client population, direct services to client systems, and any activities that support the organization or community. At the final evaluation, please indicate any significant changes.

Fall Semester

Kevin works as part of a team to plan & lead developmentally appropriate activities for grieving young people. He works on-site RP on Tuesday evenings & in a public elementary school in Springfield. On-site he works w/ participants who are 11-14 years. At the school group participants are 5-9 yrs. Participants who are from mostly Hampden County attend the program w/ an adult caregiver. Those that participate in the school group live in Springfield, MA

Spring Semester

and do not attend the group w/ their adult parents or guardians. Kevin also facilitates opening & closing circle sharing announcements, next steps all the while reinforcing that RP is a safe place.

\$0.76

\$6.65

Lustre Coating

Foam Core

II. Evaluation of Student Achievement of Program Competencies

The Western New England University Social Work Program Competencies are listed and operationalized below. These represent the desired outcomes of our entire baccalaureate program. Student achievement of each objective is demonstrated behaviorally through completion of tasks listed below. Using the scale provided, please evaluate the student's performance for each practice behavior. You are also encouraged to provide narrative comments for each objective. **Students are expected to show continued progress over the course of the academic year. Therefore, it is likely that students will receive lower ratings for the fall semester, and then demonstrate improvement before the final evaluation.**

Please check learning activities that are completed or ongoing.

4	3	2	1	N/A
EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	SOMETIMES MEETS EXPECTATIONS	RARELY MEETS EXPECTATIONS	NOT APPLICABLE
The student <u>frequently</u> performs at a level <u>above</u> what would be expected for a social work student in the junior year.	The student reliably performs at a level that would be expected for a social work student in the junior year.	At times the student meets expectations for a senior social work student, but the student sometimes performs at a level <u>below</u> what would be expected for a social work student in the junior year.	The student <u>consistently</u> performs <u>below</u> a level that would be expected for a social work student in the junior year. Student shows little to no evidence of understanding the concept and/or ability to effectively apply the skill.	There has not yet been the opportunity to develop and practice this task. <i>Please discuss with the Faculty Field Liaison during the fall semester visit.</i>

Competency 1— Identify as a professional social worker and conduct oneself accordingly.										
1.2 Practice personal reflection and self-correction to assure continual professional development;	Fall					Spring				
	1	2	3	4	N/A	1	2	3	4	N/A
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:										
The student:										
Demonstrates an awareness of personal strengths and weaknesses			<input type="checkbox"/>						<input checked="" type="checkbox"/>	
Monitors his/her own stress level, identifies stressors, and use Supervision as a resource in stress management			<input type="checkbox"/>						<input checked="" type="checkbox"/>	
Has identified aspects of his/her own personality that can be used to promote the client-worker relationship			<input type="checkbox"/>						<input checked="" type="checkbox"/>	
Provides the Field Instructor with copies of Progress Notes and Monthly Learning Summaries			<input type="checkbox"/>						<input checked="" type="checkbox"/>	
Uses weekly Progress Notes & Monthly Learning Summaries as tools for personal reflection and professional growth			<input type="checkbox"/>						<input checked="" type="checkbox"/>	

	Fall					Spring				
1.3 Attend to professional roles and boundaries;	1	2	3	4	N/A	1	2	3	4	N/A
Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student:										
Identifies boundary issues in his/her role as a student intern in a helping relationship			<input type="checkbox"/>					<input checked="" type="checkbox"/>		
Discusses and clarifies his/her professional role and boundaries in supervision, and in his/her ongoing written work (Progress Notes and Monthly Learning Summaries)			<input type="checkbox"/>					<input checked="" type="checkbox"/>		
1.4 Demonstrate professional demeanor in behavior, appearance, and communication;	1	2	3	4	N/A	1	2	3	4	N/A
Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student:										
Has read and demonstrated understanding of relevant agency policies and regulations			<input type="checkbox"/>					<input checked="" type="checkbox"/>		
Has followed all applicable agency policies			<input type="checkbox"/>					<input checked="" type="checkbox"/>		
Has followed through on all assigned responsibilities and tasks			<input type="checkbox"/>					<input checked="" type="checkbox"/>		
Has maintained a predictable schedule for client contact, keeping scheduled appointments, arriving on time, and meeting for the entire scheduled time			<input type="checkbox"/>					<input checked="" type="checkbox"/>		
Communicates appropriately with the Field Instructor and/or others in the agency			<input type="checkbox"/>					<input checked="" type="checkbox"/>		
Dresses appropriately to agency requirements			<input type="checkbox"/>					<input checked="" type="checkbox"/>		
1.6 Use supervision and consultation appropriately	1	2	3	4	N/A	1	2	3	4	N/A
Comments:	<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 checked="" type="checkbox"/>	<input type="checkbox"/>
The student:										
Has strived to be open and honest with his/her Field Instructor			<input type="checkbox"/>					<input checked="" type="checkbox"/>		
Has kept all scheduled supervision appointments, is prepared for meetings, and presents his/her questions and concerns in a timely manner			<input type="checkbox"/>					<input checked="" type="checkbox"/>		
Submits copies of weekly Progress Notes and Monthly Learning Summaries in a timely manner			<input type="checkbox"/>					<input checked="" type="checkbox"/>		
Has followed through on suggestions of his/her Field Instructor			<input type="checkbox"/>					<input checked="" type="checkbox"/>		
Competency 2— Apply social work ethical principles to guide professional practice.										
2.1 Recognize and manage personal values in a way that allows professional values to guide practice;	1	2	3	4	N/A	1	2	3	4	N/A
Comments:	<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 checked="" type="checkbox"/>	<input type="checkbox"/>

	Fall					Spring				
The student:										
Monitors how his/her personal values and ethics affect work with clients, and discusses this in supervision	<input type="checkbox"/>					<input checked="" type="checkbox"/>				
2.2 Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers / International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;	1	2	3	4	N/A	1	2	3	4	N/A
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:										
The student:										
Maintains confidentiality appropriate to the agency setting	<input type="checkbox"/>					<input checked="" type="checkbox"/>				
Treats clients and colleagues as individuals with worth and dignity	<input type="checkbox"/>					<input checked="" type="checkbox"/>				
Upholds client rights to self-determination appropriate to the agency setting	<input type="checkbox"/>					<input checked="" type="checkbox"/>				
Maintains professional/personal integrity – is honest	<input type="checkbox"/>					<input checked="" type="checkbox"/>				
2.4 Apply strategies of ethical reasoning to arrive at principled decisions.	1	2	3	4	N/A	1	2	3	4	N/A
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:										
The student:										
Recognizes ethical dilemmas in the Helping Relationship setting	<input type="checkbox"/>					<input checked="" type="checkbox"/>				
Takes initiative to discuss ethical dilemmas and concerns in supervision	<input type="checkbox"/>					<input checked="" type="checkbox"/>				
Uses the NASW Code of Ethics and strategies of moral reasoning to guide him/her in the resolution of such dilemmas	<input type="checkbox"/>					<input checked="" type="checkbox"/>				
Competency 3-- Apply critical thinking to inform and communicate professional judgments.										
3.1 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;	1	2	3	4	N/A	1	2	3	4	N/A
	<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"/>
Comments:										
The student:										
Has located and read at least two research articles from professional journals that relate to practice with the client population served by her/his agency, and discussed how this information relates to her/his work with clients	<input type="checkbox"/>					<input type="checkbox"/>				
Has demonstrated the ability to generalize knowledge, applying what was learned in one situation to other situations	<input type="checkbox"/>					<input checked="" type="checkbox"/>				

	Fall					Spring				
3.2 Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.	1	2	3	4	N/A	1	2	3	4	N/A
	<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 checked="" type="checkbox"/>	<input type="checkbox"/>
Comments:										
The student:										
Writes assessments, progress notes, and other paperwork clearly and accurately			<input type="checkbox"/>						<input checked="" type="checkbox"/>	
Uses verbal communication skills appropriate to the client population and setting			<input type="checkbox"/>						<input checked="" type="checkbox"/>	
Communicates effectively with the Field Instructor and other agency staff			<input type="checkbox"/>						<input checked="" type="checkbox"/>	
Competency 4— Engage diversity and difference in practice.										
4.2 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;	1	2	3	4	N/A	1	2	3	4	N/A
	<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 checked="" type="checkbox"/>	<input type="checkbox"/>
Comments:										
The student:										
Has identified personal biases and values that relate to his/her client population, and had discussed them in supervision			<input type="checkbox"/>						<input checked="" type="checkbox"/>	
Has consulted with his/her Field Instructor to develop a plan to eliminate the influence of personal biases and values on his/her ability to form an effective helping relationship with clients			<input type="checkbox"/>						<input checked="" type="checkbox"/>	
4.3 Recognize and communicate their understanding of the importance of difference in shaping life experiences; and	1	2	3	4	N/A	1	2	3	4	N/A
	<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 checked="" type="checkbox"/>	<input type="checkbox"/>
Comments:										
The student:										
Has discussed with the Field Instructor the impact of diversity on the client's situation and/or on the helping relationship			<input type="checkbox"/>						<input checked="" type="checkbox"/>	
Competency 6— Engage in research-informed practice and practice-informed research.										
6.2 Use research evidence to inform practice	1	2	3	4	N/A	1	2	3	4	N/A
	<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"/>
Comments:										
The student:										
Has located and read at least two research articles from professional journals that relate to practice with the client population served by her/his agency and			<input type="checkbox"/>						<input type="checkbox"/>	

discussed how this information relates to her/his work with clients											
	Fall					Spring					
Competency 7— Apply knowledge of human behavior and the social environment.											
7.2 Critique and apply knowledge to understand person and environment.	1	2	3	4	N/A	1	2	3	4	N/A	
	<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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:											
The student:											
Can clearly articulate the ways that the client's internal systems (biological, psychological, spiritual) affect functioning			<input type="checkbox"/>						<input type="checkbox"/>		
Can clearly articulate the ways that the social environment (family, organizations, community, society) affects client systems			<input type="checkbox"/>						<input checked="" type="checkbox"/>		
Can clearly articulate the reciprocal relationships between clients and their environments			<input type="checkbox"/>						<input checked="" type="checkbox"/>		
Has demonstrated the capacity to identify unique socio-cultural, economic and political influences within the client's community			<input type="checkbox"/>						<input checked="" type="checkbox"/>		
Competency 10— Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.											
Competency 10(a) Engagement											
10.1 Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;	1	2	3	4	N/A	1	2	3	4	N/A	
	<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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:											
The student:											
Demonstrates an understanding of how a helping relationship develops between a client and a social worker, including the phases of engagement, assessment, planning, implementation, evaluation, and termination			<input type="checkbox"/>						<input checked="" type="checkbox"/>		
Begins "where the client is"			<input type="checkbox"/>						<input checked="" type="checkbox"/>		
Demonstrates basic skills associated with engagement of clients from diverse backgrounds			<input type="checkbox"/>						<input checked="" type="checkbox"/>		
10.2 Use empathy and other interpersonal skills; and	1	2	3	4	N/A	1	2	3	4	N/A	
	<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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:											
The student:											
Shows empathy for clients' feelings, thoughts, and situations			<input type="checkbox"/>						<input checked="" type="checkbox"/>		
Uses interviewing techniques that elicit information about client and environmental strengths and resources			<input type="checkbox"/>						<input checked="" type="checkbox"/>		

	Fall					Spring				
Competency 10(b) Assessment	\$9.95									
10.4 Collect, organize and interpret client data;	1	2	3	4	N/A	1	2	3	4	N/A
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Comments:										
The student:										
Can articulate impressions and assessments of clients based on objective observable behaviors, using a person-in-environment perspective										
10.5 Assess client strengths and limitations;	1	2	3	4	N/A	1	2	3	4	N/A
	<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 checked="" type="checkbox"/>	<input type="checkbox"/>
Comments:										
The student:										
Can effectively conduct interviews with the client to gather information about the client system's strengths and resources as well as issues for change										
10.6 Develop mutually agreed-on intervention goals and objectives; and	1	2	3	4	N/A	1	2	3	4	N/A
	<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 checked="" type="checkbox"/>
Comments:										
The student:										
Develop a mutually-agreed-upon service plan with clearly articulated goals and objectives, client and worker tasks, and a plan for evaluation of progress										
Has been able to incorporate client and environmental strengths and resources into goals and objectives										
Reviews goals and objectives in supervision, modifying them when necessary										
10.7 Select appropriate intervention strategies	1	2	3	4	N/A	1	2	3	4	N/A
	<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 checked="" type="checkbox"/>	<input type="checkbox"/>
Comments:										
The student:										
Used input from the client and the Field Instructor, as well as her/his own ideas gained from classroom and field-based learning to select ethically-grounded intervention strategies that address client needs within the agency context										
Competency 10(c) Intervention										
10.10 Help clients resolve problems;	1	2	3	4	N/A	1	2	3	4	N/A
	<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 checked="" type="checkbox"/>
Comments:										
The student:										

Comments: we were limited. But observations were limited. I used.

Wide of interviews for facilitator's was limited on F level was accepted at client meeting strengths

We do not do goal setting

This area is also limiting @ RP because of mto pset's

Maintains focus and purpose during client interviews	<input type="checkbox"/>					<input type="checkbox"/>				
Can discuss difficult topics with clients	<input type="checkbox"/>					<input type="checkbox"/>				
	Fall					Spring				
Uses supervision to discuss strategies to carry out the service plan, as well as how to address blocks to progress	<input type="checkbox"/>					<input type="checkbox"/>				
Makes appropriate referral and follow-up plans as necessary	<input type="checkbox"/>					<input type="checkbox"/>				
10.12 Facilitate transitions and endings	1	2	3	4	N/A	1	2	3	4	N/A
	<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 checked="" type="checkbox"/>	<input type="checkbox"/>
Comments:										
The student:										
Planned for transitions and terminations, discussing these issues periodically in supervision and with the client	<input type="checkbox"/>					<input checked="" type="checkbox"/>				
Has discuss with the Field Instructor his/her own feelings about specific client terminations, and develop strategies to prevent the student's feelings from negatively interfering with the termination process	<input type="checkbox"/>					<input checked="" type="checkbox"/>				
Terminated the helping relationship with the client effectively and ethically	<input type="checkbox"/>					<input checked="" type="checkbox"/>				
Competency 10(d) Evaluation										
10.13 Social workers critically analyze, monitor, and evaluate interventions;	1	2	3	4	N/A	1	2	3	4	N/A
	<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"/>
Comments:										
The student:										
Developed and utilized a mutually-agreed-upon service plan with goals and specific measurable objectives	<input type="checkbox"/>					<input checked="" type="checkbox"/>				
Periodically discusses client progress in supervision and with client	<input type="checkbox"/>					<input checked="" type="checkbox"/>				
Documents client progress objectively in agency paperwork and/or in course assignments	<input type="checkbox"/>					<input type="checkbox"/> N/A				
Adapts work with clients based on client progress toward goals	<input type="checkbox"/>					<input type="checkbox"/>				

Amel what N/A

III. Student's Potential as a Professional Generalist Social Worker

Student's Strengths	
Fall Semester	Spring Semester
Field Instructor's Comments:	<p>Field Instructor's Comments:</p> <p>It was a pleasure to work w/ Kevin! He is engaging, reliable & takes initiative. He has tremendous follow through & insight insight into his strengths and weaknesses. Kevin has great potential as a social worker. He was able to see in program from not only a micro level but also macro. We look forward to working with him again.</p>
Student's Comments:	<p>Student's Comments:</p> <p>Rick's Place has taught me a huge amount of information. I have learned important skills around engagement and communication. Also, I have learned how to change and evaluate different interventions and make them work in the future.</p>
Field Liaison's Comments:	<p>Field Liaison's Comments:</p> <p>Kevin grew tremendously during this year, and demonstrated great curiosity and initiative. He is able to plan and follow through on group facilitation tasks, and has developed beginning-level skills related to intervening via a group work modality. Kevin's interest in the different developmental needs of young people of different ages was particularly noteworthy, and he grew in his capacity to articulate his assessments of group members.</p>

Student's Areas for Growth & Professional Development

Fall Semester	Spring Semester
Field Instructor's Comments:	Field Instructor's Comments: Kevin could benefit from more time finding activities that encourage participants to go deeper. Need to take risks in asking the harder questions.
Student's Comments:	Student's Comments: I have to learn learn to push my limits and talk about tough topics. For example, when I never want to talk talk to the children to talk more about the Dentin because I don't want
Field Liaison's Comments:	Field Liaison's Comments: Kevin's openness to learning is evident in all ways - and I would encourage him to develop the capacity to write articulate with greater analytic depth his observations of clients and of group dynamics. He would also benefit from developing a broader repertoire of skills related to collaboration and expression helping clients express feelings. turn to think about that horrible time.

V. Signatures

Fall Semester	Spring Semester
Student	Kevin Hill <i>for use</i>
Date	4/30/2015
Field Instruction Supervisor	<i>[Signature]</i>
Date	4/30/2015
Faculty Field Liaison	<i>[Signature]</i>
Date	4/30/15