

Site Supervisor's Evaluation of Student (Form D)

University of Oregon
Family and Human Services

Term: **Fall 20**____ **Winter 20**____ **Spring 20**____ **Summer 20**____

FHS Student:
University Supervisor:
Field Site:
Field Site Supervisor:

Circle one: **Jr. Final** **Sr. Midterm** **Sr. Final**

Professional Conduct:

Please rate the level to which the student meets the following behavioral expectations:

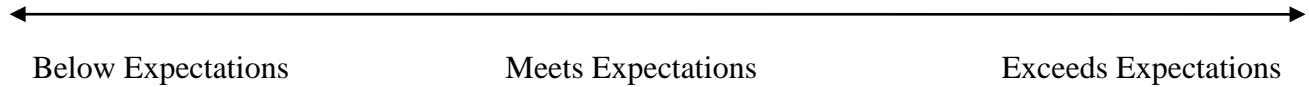
Expectations	Continuum of expectation		
	Below	Meets	Exceeds
Organizes work and time appropriately			
Punctual and dependable in attendance			
Uses time effectively			
Completes tasks in a timely manner			
Demonstrates initiative			
Dresses appropriately			
Incorporates feedback			
Initiates request for assistance as needed			
Actively completing field activities on work plan			

Comments:

Core Skills and Knowledge:

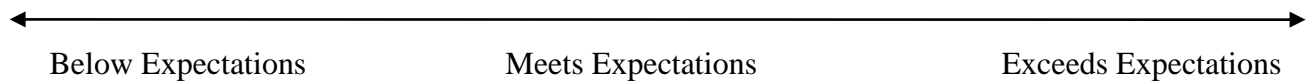
Recognizing that students are growing in their roles as human service professionals, please rate the level to which students are demonstrating competency in these areas:

1.1 Interpersonal Skills- student shows competency in direct relations carried out between persons, shows warmth, empathy, genuineness, etc.



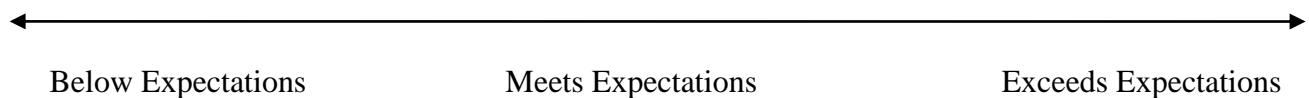
Comments:

1.2 Written/Verbal Communication - refers to the effective back and forth expression of language, includes clear speech, and appropriate body language and to the preparation of written documents.



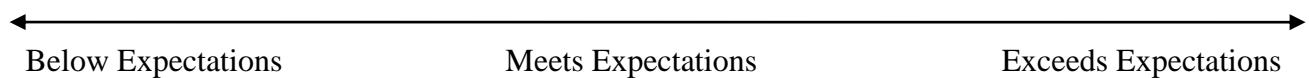
Comments:

1.3 Personal Safety - refers to conscious actions taken to protect oneself from emotional, physical, or social harm or injury.



Comments:

1.4 Personal Boundaries- refers to the ability to develop and maintain positive relationships with clients within the context of a professional role.



Comments:

1.6 Time Management/Organization- refers to the ability to manage multiple deadlines and projects in a professional and timely manner.



Below Expectations

Meets Expectations

Exceeds Expectations

Comments:

1.7 Professionalism/Work Ethic- refers to the attitudes and conduct that exemplify the best in professional, ethical and moral behavior.



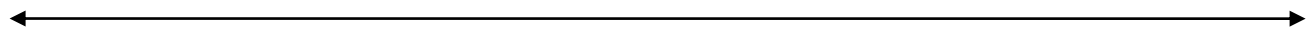
Below Expectations

Meets Expectations

Exceeds Expectations

Comments:

1.9 Diversity/ Cultural Awareness- refers to an awareness of diversity issues and sensitivity to cultural, personal, and lifestyle differences.



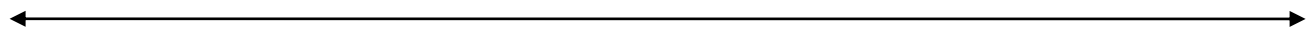
Below Expectations

Meets Expectations

Exceeds Expectations

Comments:

3.6 Problem Solving - refers to a strategy or practice of identifying problems and strengths and communicating strategies, options or opportunities for change.



Below Expectations

Meets Expectations

Exceeds Expectations

Comments:

Professional Skills

In their field sites, students have an opportunity to develop and grow in the following professional skills. Please consider the students current level of learning for each competency. Check all that apply. Indicate N/A when skill is not applicable.

3.2 Assessment- refers to the process of collecting formal information for a variety of client related issues. This can include both group and individual levels.



Level 1	Knowledgeable regarding assessments used in site and has observed administration of at least one assessment	
Level 2	Participated in administrating assessments and has observed scoring and/or use of assessment in treatment/lesson planning	
Level 3	Independently administered assessment and participated in use of assessment in treatment/lesson planning	

Comments:

3.4 Interviewing - refers to face-to-face interactions between two or more persons for the purpose of providing or receiving information, to evaluate qualifications, or consider resolutions to a problem.



Level 1	Observed <u>formal</u> interview and subsequent planning/activities developed as result of interview	
Level 2	Participated in a formal interview, demonstrating positive communication and active listening	
Level 3	Independently conducted formal interview and participated in subsequent planning/activities developed as result of interview	

Comments:

3.5 Observation- refers to recognizing or noting behaviors, facts, or occurrences in a professional context.



Level 1	Informally takes note of behaviors in environment and begins to recognize effects of contexts and the ecological model	
Level 2	Demonstrates ability to describe an event/behavior using operational descriptions and including relevant contexts	
Level 3	Independently records specific behaviors, analyses function and uses this information in the development of subsequent plans	

Comments:

Individualized Assessment

Please answer the following questions, using examples when possible:

1) In which 2-3 of the above competencies has this student excelled or shown significant improvement, and how?

2) What 2-3 of the above competencies should the student focus on for improvement, and how?

Overall Comments (attach additional paper if necessary):

Student _____

Site Supervisor _____

University Supervisor _____

Additional Competencies for Seniors

The following are additional competencies that may be selected by seniors. Please comment on student progress/growth in these areas, circling the N/A (not applicable) and the ☆ (exceptional) when appropriate.

4.1 Case Management	N/A	☆
4.2 Agency Collaboration	N/A	☆
4.4 Community Outreach and Relations	N/A	☆
4.5 Agency Management and Administration	N/A	☆
4.6 Event Planning/Organization	N/A	☆
5.1 Intervention Design and Implementation	N/A	☆
5.2 Program Evaluation	N/A	☆
5.3 Grant Writing/Fund Raising	N/A	☆