

Field Educator Final Assessment

Formative assessment is undertaken during the CBP learning experience with the primary purpose of promoting feedback to the student. This assessment provides the student and Field Educator an opportunity to review the student's overall progress. It is based on the learning opportunities and agreement that allow students to meet the objectives of the Community Based Practice program. It is expected that Field Educator and student will meet to discuss this assessment and comment on the CBP learning experience.

Name of Field Educator:

Signature:

Name of Student:

Signature:

Name of placement:

Date:

Number of placement hours completed:

Did the student satisfactorily complete the requirements of the placement? YES / NO

Please use the following scale to rate the student on the competencies listed below:

| Terms | Definitions |
|-----------------------|---|
| 5 = Excellent | Performance is at an exceptional level |
| 4 = Good | Performance is above acceptable level |
| 3 = Satisfactory | Performance at acceptable level. |
| 2 = Developing | Performance indicating beginning knowledge of issues and is working towards satisfactory. |
| 1 = Needs improvement | Performance is below the minimum with a need to improve in specific area. |

| | Needs Improvement | Developing | Satisfactory | Good | Excellent |
|--|------------------------------|-------------------|---------------------|-------------|------------------|
| 1. Student understands the agency, its functions, and services as it relates to the needs of agency clients. | 1 | 2 | 3 | 4 | 5 |
| 2. Student demonstrates an awareness of how relevant social policy and public policy impacts on the agency's clients and the provision of services. | 1 | 2 | 3 | 4 | 5 |
| 3. Student demonstrates an awareness of the social context of the agency's clients and the potential impact on the needs of clients and in particular health care needs, provision and outcomes. | 1 | 2 | 3 | 4 | 5 |
| 4. Student has demonstrated an awareness of how the welfare system, as it relates to the agency's clients, may play a role in health outcomes and the practice of medicine. | 1 | 2 | 3 | 4 | 5 |
| 5. Student seeks feedback from agency supervisor and others regarding their role and behaviour at the agency. | 1 | 2 | 3 | 4 | 5 |
| 6. Student has communicated effectively with staff and others. | 1 | 2 | 3 | 4 | 5 |
| 7. Student works effectively as part of our team. | 1 | 2 | 3 | 4 | 5 |
| 8. Student practises in an ethical manner and within the policies of the placement. | 1 | 2 | 3 | 4 | 5 |
| 9. Student interacts with clients in a non-judgemental manner. | 1 | 2 | 3 | 4 | 5 |
| 10. Student respects the confidentiality of clients, colleagues, and the agency. | 1 | 2 | 3 | 4 | 5 |
| 11a. Student is progressing towards the achievement of: their personal learning goals as outlined in the Learning Agreement. | 1 | 2 | 3 | 4 | 5 |
| 11b. Student is progressing towards the achievement of: the Field Educator's goal as outlined in the Learning Agreement | 1 | 2 | 3 | 4 | 5 |
| 11c. Student is progressing towards the achievement of: their contribution to the agency goal as outlined in the Learning Agreement | 1 | 2 | 3 | 4 | 5 |

Field educator - Please outline any issues or challenges for the student in achieving the goals of the Learning Agreement:

Student response to identified issues or challenges and any further comments on progress towards achieving the goals of the Learning Agreement:

Field educator: any further comments

Student: any further comments
