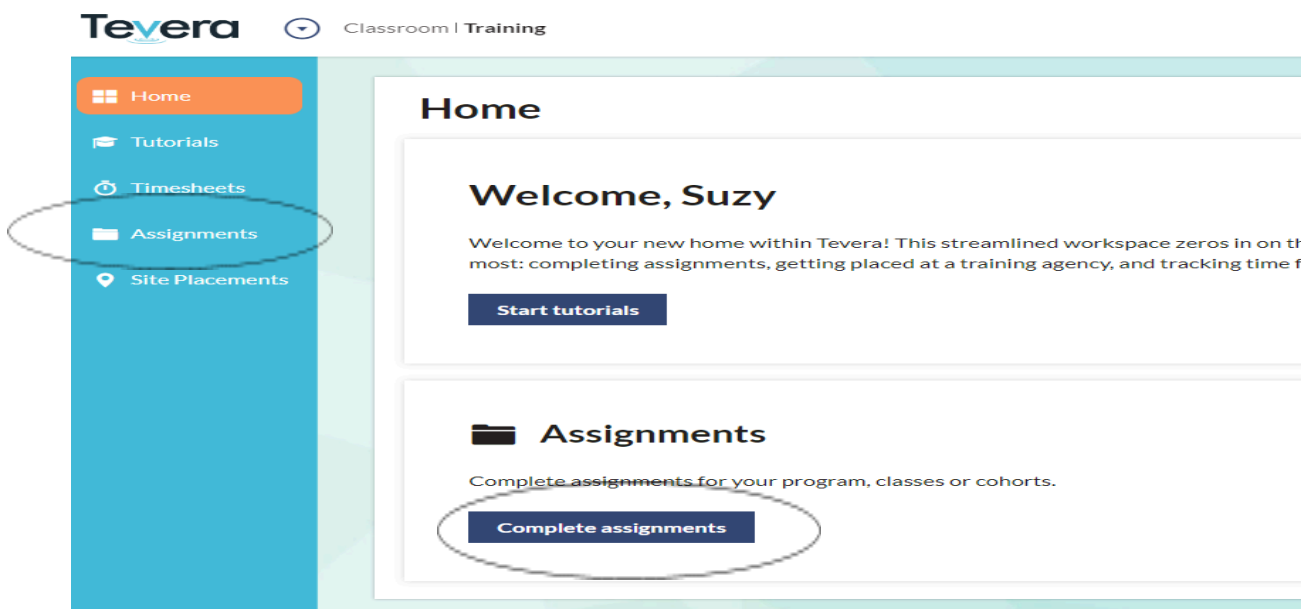


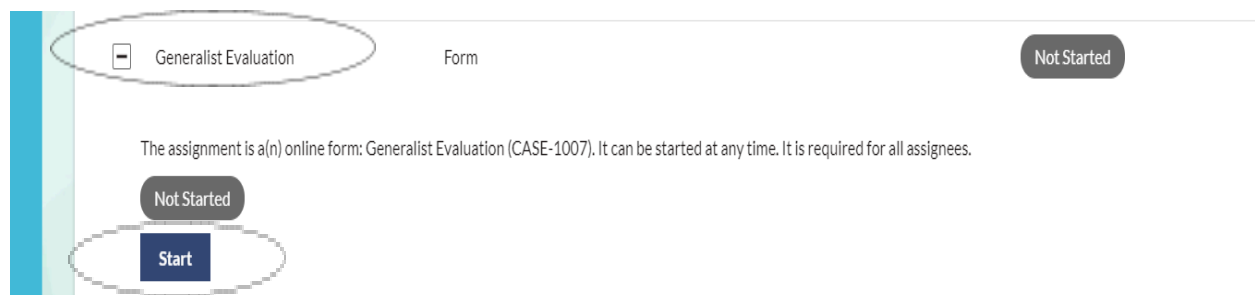
ELC/Tevera Learning Evaluation - Students

An important part of the learning process is evaluation. Students and their Field Instructor complete a Learning Evaluation at the end of each field period to evaluate their development and performance across the Ten Competencies of social work. This Evaluation will factor into the student's academic grade, while also helping direct efforts and prioritize learning experiences for subsequent field periods. The Evaluation pulls from the Learning Agreement, so make sure you [create your Learning Agreement](#) first! Once the student completes their portion of the Evaluation, it will be submitted to the Field Instructor and Field Faculty Advisor to complete their respective portions of the evaluation process.

1. To begin working on the Evaluation, first login to ELC (Experiential Learning Cloud, formerly known as Tevera). Then on the "Home" screen, click on "Assignments located on the left hand side of the screen or "Complete Assignments."



2. This will bring the student to the "Assignments" list. Locate the Evaluation and click on the "+" to the left to expand. Click on the "Start" button"



- The student will then see the Evaluation. Scroll through the entire document and complete every required field, denoted by a red icon. Complete the applicable optional fields, denoted by a blue edit icon. [NOTE: the Evaluation pulls information from the subsequent Learning Agreement, so most fields will already be complete].



Required fields



Optional field [if applicable]

- Review the “Rating Scale” table to view the definition and description for each rating. This is important as each student will be rating their own performance across each of the Ten Competencies.

GENERALIST RATING SCALE AND DEFINITIONS



This scale is used by the student, Field Instructor and Field Faculty Advisor to evaluate the student's performance at the conclusion of each field period.

Rating	Rating Definition	Rating Description
0	Does not demonstrate competence at the Generalist level	Student exhibits substandard levels of knowledge, skills, values, and processes. Activities are not managed in a competent manner consistent with expectations at the generalist level. Additional training, instruction and support are needed and corrective action is required .
1	Demonstrates limited competence at the Generalist level	The student has not demonstrated performance of relevant knowledge, skills, values, and processes at the generalist level. Activities are managed with some difficulty. Additional training, instruction and support are required to develop competence. Corrective action may be initiated .
2	Demonstrates developing competence at the Generalist level	Student has not yet demonstrated consistent performance of knowledge, skills, values, and processes. Beginning to perform competently at the generalist level. Some activities are managed in a competent manner consistent with expectations at the generalist level.
3	Demonstrates competence at the Generalist level	Student's performance exhibits appropriate levels of knowledge, skills, values, and processes. All activities are consistently managed in a competent manner at the generalist level.
4	Demonstrates advanced competence at the Generalist level	Student exhibits advanced levels of knowledge, skills, values, and processes and can perform independently. All activities are consistently managed at an advanced level well beyond what would be expected of a generalist level student.

- Under each of the Ten Competencies, the student must enter a response in the “Demonstration of Knowledge, Skills, Values and Cognitive and Affective Processes” field. This should detail how the student demonstrated each of the noted practice behaviors for this competency by completing the noted Learning Activities, as well as any additional, relevant learning experiences. If the student did not demonstrate a practice behavior, the student should provide context and a plan as to how they will do so in a future field period.

COMPETENCY 1: DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR	
Practice Behaviors	- Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context; - Demonstrate professional behavior; appearance; and oral, written, and electronic communication; - Use technology ethically and appropriately to facilitate practice outcomes; - Use supervision and consultation to guide professional judgment and behavior.
Learning Activities: Review NASW Code of Ethics with FI during supervision; Identify real ethical dilemmas likely faced by agency social workers and discuss in supervision	
Demonstration of Knowledge, Skills, Values and Cognitive and Affective Processes: I reviewed the code of ethics with my Field Instructor. We processed a situation in which a new client of mine is seeking communication outside of my field hours and makes inappropriate comments about my looks. My Field Instructor and I discussed and even practiced how to respond in this situation.	

6. Next, the student will choose a performance rating for the competency. To the right of “Ratings,” click on the field to the right of “Student:”

I reviewed the code of ethics with my Field Instructor. We processed a situation in which a new client of mine is seeking communication outside of my field instructor and I discussed and even practiced how to respond in this situation.

Ratings:	Student:
Field Instructor Comments:	

7. In that dropdown, select the appropriate numerical rating of 0 - 4 [reference the table above the Ten Competencies] and click on OK.

s situation.

Student:	
Competency 2: ADVANCE HUMAN RIGHTS	SOCIAL, RACIAL, ECONOMIC
1. Advocate for individual, and systems to	
2. Engage in practices that advance human rights to promote	

4
3
2
1
0

OK X

8. Complete steps 5 - 7 for each of the Ten Competencies
9. Complete fields for each item under “Student Summary Questions.”

STUDENT SUMMARY QUESTIONS

Reflect on this field period and address the following:

1. Describe your development in terms of the knowledge, skills, values, and processes necessary to practice social work:
☒
2. Describe a pivotal learning experience and how it has impacted your growth:
☒
3. Identify your areas of strength and the competencies they relate to:
☒
4. Identify areas for future growth and the competencies they relate to:
☒
5. Identify specific goals for the upcoming Learning Agreement and activities that you can engage in to meet them:
☒

10. Once all required fields are completed, the student will sign under “Signatures” by clicking on “Sign Here”

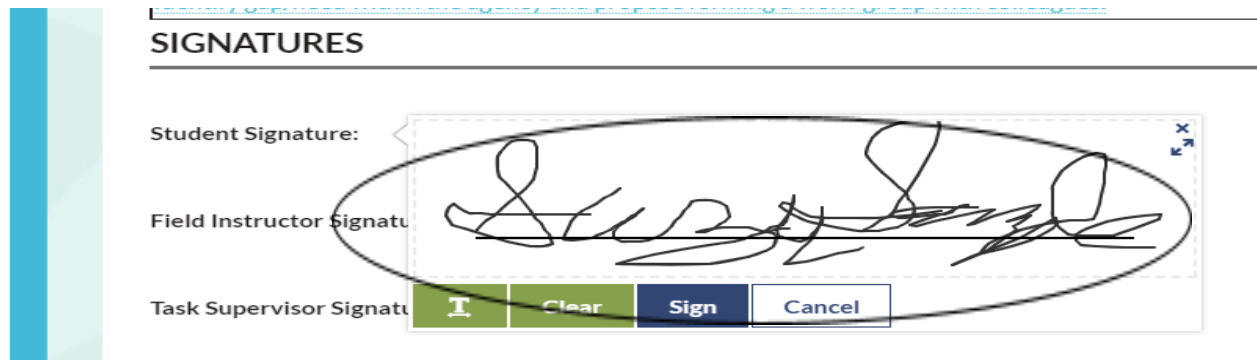
SIGNATURES

Student Signature:



Field Instructor Signature:

11. The student can then sign by either signing one of two ways: sign using the mouse cursor [make sure the signature fills the provided field, or the signature won't be accepted]. Then click "Sign."

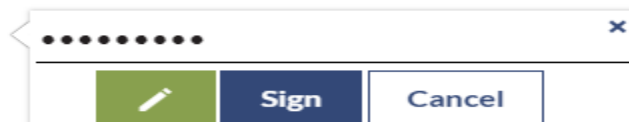


OR

Students can enter their password to sign. Click on the "T" button in the signature window, enter their ELC password, and then enter their ELC password:

SIGNATURES

Student Signature:



Field Instructor Signature:

12. Once the student signs via mouse cursor signature or by entering their ELC password, the student can see the signature is stamped with the date/time. Click on "Submit."

11

SIGNATURES

Student Signature:  08/23/2022 1:48 PM 

Field Instructor Signature:

Field Advisor Signature:

Finish later

Submit

13. A window will appear, asking the student to select the Field Instructor and Field Faculty Advisors who should review/sign the Evaluation. Select the appropriate person in each dropdown menu, then click on the "Submit" button.

Select reviewers for Generalist Evaluation 

Person that signs Field Instructor Signature:

Fieldin Structor ▼

Person that signs Field Advisor Signature:

Advize Ortest ▼

Cancel

Submit

14. On the Assignments page in ELC, the student can see what phase of the approval process the evaluation is in. It should note the student is "Waiting On" the Field Instructor.

Assignments

[Assignments](#) [Other Documents](#)

Show active ▼ find assignments 🔍 select a status ▼

Name	Task Type	Due Date	Status	Waiting On
Field Education I Online Test				
+ Time Track	Track		Completed	
+ Learning Agreement	Form		Completed	
+ Week 4 Time Report	Report		Waiting On	Fieldin Structor
+ Week 8 Time Report	Report		Waiting On	Advize Ortest
+ Interim Evaluation	Form		Not Started	
+ Week 12 Time Report	Report		Not Started	
+ Generalist Evaluation	Form		Waiting On	Fieldin Structor
+ Week 14 Time Report	Report		Not Started	

15. Once the Field Instructor signs, the student can see it's "Waiting On" the Field Faculty Advisor. Finally, once the Field Faculty Advisor signs it, the student will see the assignment noted as "Complete."