



Field Practicum Manual

Social Work Program

Department of Cultural and Social Studies

The Creighton University Social Work Program is fully accredited by the Council on
Social Work Education (CSWE)

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CREIGHTON UNIVERSITY SOCIAL WORK PROGRAM

Hello and welcome! The Field Practicum Manual provides the blueprint for students in the social work field to do as St. Ignatius asked “go and set the world on fire.” A Jesuit education is marked by the student’s capacity for contemplation in action, care of the whole person, and being with and for others. As these values are consistent with social work education, this manual outlines the required and desired steps to mastering the competencies while integrating the Jesuit charisms. We are thrilled to work with each of you and partner in the education of senior social work students as they prepare to be our next generation of social workers. We seek to fully embody the professional social work identity, recognizing the role social workers have played in the past, present, and will in the future with changes we cannot even fully imagine. Thank you for your own role in this dynamic process. The Council on Social Work Education (CSWE) has named the field education component as the signature pedagogy of social work education and we are grateful to everyone’s willingness to fully engage in the process. We look forward to working with you in the coming months. If you have questions, please contact either of us listed below.

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SOCIAL WORK PROGRAM MISSION

Informed by Ignatian ideals, a global perspective, social work knowledge, values, skills, ethics, history and purpose, the Social Work Program is dedicated to the formation of competent, effective entry level generalist social work practitioners, as social change agents committed to the well-being of self and others, engaging in the pursuit of social and economic justice, empowerment of vulnerable populations, human rights, and the advancement of social work knowledge including the mutual influence of research and social work practice.

SOCIAL WORK PROGRAM PHILOSOPHY

Our overarching philosophy is that the field practicum experience is for the benefit of student learning. Through the Jesuit tradition we prepare students for social work practice by guiding their development from student to professional through the collective efforts of the Social Work Program, the Field Practicum Agency, the Student and the University. The Social Work Program extends our gratitude to all who help prepare students to not only carry out the directives of the Council on Social Work Education and the Social Work Code of Ethics, but the Jesuit charisms as well.

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APPENDIX AT END OF DOCUMENT

** Forms may be updated each academic year and will be provided to students and practicum supervisors at the beginning of each semester. The Appendix lists the most currently used documents at the time of finalization of this document.

Forms contained within this Appendix:

Social Work Program Practicum Admission Assessment

Field Practicum Placement Agreement

Field Practicum Learning Contract: SWK 461 Learning Contract I

Field Practicum Learning Contract: SWK 481 Learning Contract II

Social Work Program Learning Contract Instructions

Pre-Practicum Evaluation: SWK 346

Social Work Program SWK 461: Field Practicum Evaluation I

Social Work Program SWK 481: Field Practicum Evaluation II

Student Evaluation of Field Practicum

Field Education Coordinator Evaluation Instrument

CREIGHTON UNIVERSITY SOCIAL WORK PROGRAM SUPPORTING PRINCIPLES

CREIGHTON UNIVERSITY: WHO WE ARE

Creighton is a Jesuit university, rooted in the Catholic tradition. As Creighton we live this mission and are guided by our identity. Because we are Catholic, we approach education with a passion for learning and a zeal for making a difference in our world. In the Catholic intellectual tradition, we celebrate our diversity, we learn through dialogue, and we pursue the truth in all its forms. As a Jesuit university we are continually bringing the richness of a 450 year old educational tradition to bear on the most contemporary issues of our world. Our Jesuit vision commits us to form women and men of competence, conscience and compassion who have learned from reflecting upon their experiences of being for and with others. We do this in service of a faith that does justice

CREIGHTON UNIVERSITY MISSION

Creighton is a Catholic and Jesuit comprehensive university committed to excellence in its selected undergraduate, graduate and professional programs.

As **Catholic**, Creighton is dedicated to the pursuit of truth in all its forms and is guided by the living tradition of the Catholic Church.

As **Jesuit**, Creighton participates in the tradition of the Society of Jesus which provides an integrating vision of the world that arises out of a knowledge and love of Jesus Christ.

As **comprehensive**, Creighton's education embraces several colleges and professional schools and is directed to the intellectual, social, spiritual, physical and recreational aspects of students' lives and to the promotion of justice.

Creighton exists for students and learning. Members of the Creighton community are challenged to reflect on transcendent values, including their relationship with God, in an atmosphere of freedom of inquiry, belief and religious worship.

Service to others, the importance of family life, the inalienable worth of each individual, and appreciation of ethnic and cultural diversity are core values of Creighton.

Creighton faculty members conduct research to enhance teaching, to contribute to the betterment of society, and to discover new knowledge. Faculty and staff stimulate critical and creative thinking and provide ethical perspectives for dealing with an increasingly complex world.

GENERALIST PRACTICE DEFINITION

Social work education is intended to educate and prepare students as social work generalist **practitioners**. The Creighton University Social Work Program utilizes the following definition of Generalist Practice and has structured the program's curriculum accordingly:

"Generalist practice is the application of an electric knowledge base, professional values, and a wide range of skills to target any size system for change within the context of four primary processes. First generalist practice emphasizes client empowerment, the process of increasing personal, interpersonal, or political power so that individuals can take action to improve their life situations" (Gutierrez, 2001, p 210). Second, it involves working effectively within an organizational structure and doing so under supervision. Third it requires the assumption of a wide range of professional roles. Fourth, generalist practice involves the application of critical thinking skills to the planned change process (Kirst-Ashman & Hull, 2006, p.7)

SOCIAL WORK PROGRAM GOALS

Within the liberal arts tradition and following the Missions of Creighton University, The College of Arts and Science and the Social Work Program, the Program aims to:

1. Prepare undergraduate generalist social work practitioners grounded in evidence-informed practice, to work with individuals, families, groups, organizations and communities including an understanding and applicability of the global perspective for practice.
2. Prepare entry level generalist practitioners who apply ethical decision-making based on the National Association of Social Work Code of Ethics, and the Ignatian charisms integrating personal and professional ideals through mature self-evaluation and self-reflection.
3. Prepare social work leaders committed to advancing social and economic justice and human rights along with reducing social and economic inequities in society.

CREIGHTON SOCIAL WORK PROGRAM COMPETENCIES AND PRACTICE BEHAVIORS AND LINKAGE WITH COUNCIL ON SOCIAL WORK EDUCATION STANDARDS

The Creighton University Social Work Program endorses and follows the expectations of the (2008) Council on Social Work Education's (CSWE) Educational Policy and Accreditation Standards.

1. **Identify as a professional social worker and conduct oneself accordingly**

- Advocate for client access to the services of social work
- Practice personal reflection and self-correction to assure continual professional development
- Attend to professional roles and boundaries

- Demonstrate professional demeanor in behavior, appearance, and communication
- Engage in career-long learning
- Use supervision and consultation

2. Ethical Principles

- Recognize and manage personal values in a way that allows professional values to guide practice
- 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
- Tolerate ambiguity in resolving ethical conflicts
- Apply strategies of ethical reasoning to arrive at principled decisions

3. Critical Thinking

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom
- Analyze models of assessment, prevention, intervention, and evaluation
- Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues

4. Engage Diversity and Difference

- Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create, or enhance privilege and power
- Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
- Recognize and communicate their understanding of the importance of difference in shaping life experiences
- View themselves as learners and engage those with whom they work as informants

5. Advance Human Rights & Social and Economic Justice

- Understand the forms and mechanisms of oppression and discrimination
- Advocate for human rights and social and economic justice
- Engage in practices that advance social and economic justice

6. Research-Informed Practice/Practice-Informed Research

- Use practice experience to inform scientific inquiry
- Research evidence to inform practice

7. Knowledge of Human Behavior and Social Environment

- Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation
- Critique and apply knowledge to understand person and environment

8. Policy Practice – Advance Social/Economic Justice

- Analyze, formulate, and advocate for policies that advance social well-being

9. Contexts that Shape Practice

- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
- Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

10. Engage, Assess, Intervene & Evaluate

Engagement

- Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
- Use empathy and other interpersonal skills
- Develop a mutually agreed-on focus of work and desired outcomes

Assessment

- Collect, organize, and interpret client data
- Assess client strengths and limitations
- Develop mutually agreed-on intervention goals and objectives
- Select appropriate intervention strategies

Intervention

- Initiate actions to achieve organizational goals
- Implement prevention interventions that enhance clients capacities
- Help clients resolve problems
- Negotiate, mediate, and advocate for clients
- Facilitate transitions and endings

Evaluation

- Social workers critically analyze, monitor, and evaluate interventions

11. Ignatian Values

- Identify issues of faith and/or spirituality impacting the client, organizations and/or communities
- Identify and apply one or more of the Jesuit values to the social work profession/practice:

Cura Personalis: care for the whole person

Faith that does justice

Men and women with and for others – giving service

Magis – a spirit of giving and providing service to those in need physically, emotionally and spiritually

Discernment- critically questioning the work we are doing

PRACTICUM SUMMARY SHEETS

PRACTICUM PROTOCOL SUMMARY – STUDENTS

- Accepted major successfully completes all social work courses with a grade of C+ or better including SWK 346 Pre-Practicum taken concurrently with SWK 345 Practice I– Social Work with Individuals and Families
- Attend the Creighton University Volunteer Fair in the fall semester concurrent with SWK 345 Practice I – Social Work with Individuals and Families to identify three agencies of interest for field placement
- For admission into senior practicum I & II the student and Faculty complete the practicum admission assessment after the student concludes SWK 345 Practice I - Social Work with Individuals and Families and SWK 346 Pre-Practicum
- Formal practicum orientation by Field Education Coordinator in the spring of the student's junior year
 - Students presented all practicum material and informed of the protocol
 - In preparation for the orientation students:
 - Shadow a senior in practicum for minimum of one half day or discuss with seniors about practicum experience and suggestions for experience
 - Explore list of available practicum agencies on the Creighton BlueLine practicum site
 - Students may suggest an agency not on the website
 - Students select three social work agencies to investigate, narrow to 2, then interview at one (more if needed)
- Agency selection
 - Students interview with identified agencies as arranged by the Field Education Coordinator
 - During the field interview students find out about necessary checks and medical clearances they need prior to starting field. It's the student's responsibility to complete the requirements, including payment for them. These should be completed by August 1st of the senior year.
 - Students send a letter to the agency accepting the placement and provide their contact information to the agency; sending a copy to the Field Education Coordinator.
 - Field Education Coordinator sends an acknowledgment of placement and provides link to all practicum documents including the Field Practicum Manual and completes Field Practicum Placement Agreement
- Before beginning practicum the Field Practicum Supervisor, Student, and Field Education Coordinator sign the Field Agency Agreement, with the agency providing a copy of the student practicum job description
- Field Practicum Supervisors and students attend practicum orientation prior to the second week of the fall semester
- Fall semester mid-term evaluation of the student

- Fall semester site visit when students have completed approximately half of their required practicum hours
- Fall semester final evaluation of the student
- Spring semester site visit when students have completed approximately half of their required practicum hours
- Spring semester midterm evaluation of the student
- Spring semester final evaluation
- Student evaluation of practicum experience
- Field Practicum Supervisor evaluation of the Field Education Coordinator at the end of the spring semester
- The student is required to maintain a copy of all records regarding practicum

PRACTICUM PROTOCOL SUMMARY – FIELD AGENCY SUPERVISORS

- Agency selection
 - Students interview with identified agencies as arranged by the Field Education Coordinator
 - Students send a letter to the agency accepting the placement and provide their contact information to the agency; cc'ing the Field Education Coordinator
 - Field Coordinator sends an acknowledgment of placement and provides link to all practicum documents including the Field Practicum Manual and completes Field Practicum Agency Agreement
- Before beginning practicum the Field Agency Instructor, Student and Field Education Coordinator sign the Field Practicum Agency Agreement including student practicum job description
- Practicum supervisors and students attend practicum orientation prior to the second week of the fall semester
- Fall semester mid-term evaluation of the student
- Fall semester site visit when students have completed approximately half of their required practicum hours
- Fall semester final evaluation of the student
- Spring semester site visit when students have completed approximately half of their required practicum hours
- Spring semester midterm evaluation of the student
- Spring semester final evaluation
- Student evaluation of practicum experience
- Attendance of Annual Social Work Poster Showcase, held in April (or an agency designee)
- Field practicum supervisor evaluation of the Field Education Coordinator at the end of the spring semester

CURRICULUM AND FIELD EDUCATION

SOCIAL WORK PROGRAM CURRICULUM: COMBINING CLASSROOM AND FIELD LEARNING

As prescribed by the Council on Social Work Education, field practicum is the signature pedagogy of the social work curriculum. Education is paramount to the field practicum experience. To that end the field practicum is designed to integrate theory with practice framed by ethical decision-making. All field experiences are tied to social work courses that foster praxis and socialize social work students to generalist social work practice and professional behavior. SWK 345 – Practice 1 – Social Work with Individuals and Families, 460- Field Practicum Seminar 1 and 480- Field Practicum Seminar 2 are attached to the field work courses SWK 346- Pre-Practicum, 461- Field Practicum 1, and 481- Field Practicum 2 and require assignments designed to insure that students connect course content and CSWE competencies to field experiences. Students also integrate research, human behavior, policy and diversity into the field experience. The field practicum seminar is designed to question, explore, and identify issues related to the acquisition of knowledge, values and skills in the field practicum experience.

FIELD PLACEMENT PROGRAM

PURPOSE:

As the signature pedagogy of the social work curriculum, field practicum is designed for students to demonstrate competent social work knowledge, values and skills under the supervision of the host agency and the social work program. With supervision from the host agency students perform essential multi-level social work interventions and learn skills that are transferrable to a variety of settings.

GENERAL PLAN OF FIELD INSTRUCTION:

The field practicum experience is framed by a developmental model of learning and reflective practice to move students from a novice practitioner to a competent practitioner. This process begins in the Introduction to Social Work and Social Welfare course. This course connects students to social work in a community setting and explores a variety of roles that social workers perform while developing an understanding of the needs and issues related to social work practice. As juniors and after the initiation into the social work community, the student begins the more formal field experience in SWK 345 Practice I – Social Work with Individuals and Families taken concurrently with SWK 346 Pre-Practicum. In SWK 346 Pre-Practicum students are exposed to social work practice under the supervision of a Field Practicum Social Work and/or Task Supervisor with a focus on understanding the context, role and style of practice. In the senior year the first semester of practicum initiates the student to professional demeanor, agency culture, agency specific knowledge, values and skills. The second semester of senior practicum allows students to engage in practice that is designed, implemented and measured by the Field Education Coordinator and Field Practicum Supervisor.

PRE-PRACTICUM -JUNIOR YEAR FIELD PLACEMENT:

Students enter Pre-Practicum as novices. The field experience begins in the fall of the junior year when students take SWK 346- Pre-Practicum as a companion to SWK 345 Practice I- Social Work with Individuals and Families. Students complete 40 hours of pre-practicum for one hour of credit. Field supervision is provided at the same level as prescribed in this manual for SWK 461 Field Practicum I and SWK 481 Field Practicum II. SWK 346 Pre-practicum is evaluated by the Field Practicum Social Work and/or Task Supervisor providing outside evaluation of the students introduction to the practice competencies. The Field Education Coordinator and/or Social Work Faculty orients the students to the pre-practicum experience, reviews the mid-term and final evaluation and meets with the students as a group twice a semester. The information from the student's self-evaluation of the experience combined with the data from the evaluation sets the stage for placing students in their senior field practicum experience.

SENIOR YEAR FIELD PLACEMENT:

The senior year is an intensive field experience supervised by a qualified agency social worker where a student demonstrates from a developmental perspective the competencies prescribed by CSWE and the goals of the Program. The senior field experience requires students to complete 220 hours of practicum per semester at approximately 16 hours per week with University holidays and breaks off. To meet these requirements students make arrangements with the Field Practicum Supervisor to schedule hours. The schedules may vary among students due to individual schedules and agency hours. Due to the rigors of the College of Arts and Sciences Core Curriculum the Social Work Program does not offer block field placements. SWK 461 Field Practicum I and SWK 481 Field Practicum II are taken concurrently with SWK 460 Field Practicum Seminar I and SWK 480 Field Practicum Seminar II. Students may petition the Field Education Coordinator for permission to extend field hours if a special circumstance presents itself. Students will receive one grade for SWK 460/461 and one for SWK 480/481; this will be influenced by classroom assignments, professionalism grade in field practicum, and developmental assessment grade in field practicum.

FIELD PRACTICUM SEMINAR:

To foster reflective practice the field practicum seminar is the engine for integrating theory, practice and professional behavior. Participation in the field practicum seminar is an integral feature of the field practicum learning sequence. Seminar provides a forum for discernment and accountability in practice decision-making. Additionally, seminar students share knowledge and experiences about social service agencies and discuss issues and topics related to social work. Finally, field seminar provides a vehicle for peer-to-peer accountability and learning. In seminar students are encouraged to respond to fellow student questions and consider diverse approaches to practice situations. As Shulman states "Accountable talk is one feature of signature pedagogies. The student must build on what somebody before has said; he or she

must respond, must offer counterargument, new data, and cogent commentary" (Schulman, 205a, p. 22).

Students in the Field Practicum Seminar are encouraged to:

- Respect the confidentiality of fellow students and their clients in class discussion.
- Demonstrate knowledge of the social service agency in which they have their field practicum.
- Communicate this knowledge to other seminar members
- Acquire general knowledge of agencies in which other seminar members are placed
- Understand the roles and responsibilities of field practicum seminar group members
- Critically reflect on their experiences from a social work perspective
- Apply social work understanding and conceptualization to their experiences
- Enhance skill in using the discussion and consultation method
- Share feelings on personal adjustment to a professional role
- Share self-awareness in relation to human diversity
- Share self-awareness in relation to the social work profession
- Integrate concepts of research and evaluation into the practicum experience
- Develop an understanding of self-evaluation of professional performance

Field Practicum Seminar meets weekly for three hours or the equivalent and attendance is mandatory. Time spent in seminar is in addition to the total number of hours spent in the field practicum agency. Students are required to complete assignments regarding work with clients in the field. Students may not miss field practicum seminar to meet practicum requirements without special permission for the Field Education Coordinator.

**Course syllabi are available on the social work program website.*

OVERALL POLICIES, CRITERIA, AND PROCEDURES FOR FIELD PLACEMENTS

****Please refer to the Admission, Advancement and Termination Policy on the program website and later in this document.**

STUDENT ENTRY AND CONTINUANCE IN FIELD PLACEMENT

Students are admitted to SWK 460 Field Practicum Seminar I, SWK 480 Field Practicum Seminar II, SWK 461 Field Practicum I and SWK 481 Field Practicum II based on the following criteria:

1. Accepted major
2. Senior standing
3. In compliance with the Program's Admission, Advancement and Termination policy
4. Completion of SWK 345 Practice I-Social Work with Individuals and Families and SWK 346 Pre-Practicum with a grade of C+ or better
5. Completion of the Admission to Practicum Assessment. The faculty and student complete a Practicum Admission Assessment (Appendix). This assessment highlights the

student's strengths and challenges as they prepare for practicum and to identify significant concerns regarding student participation in practicum prior to beginning field practicum. This assessment tool evaluates the student's professional behavior in the classroom and the field. Any item with a score below a three requires a student generated action plan that must be approved by the Field Education Coordinator to address identified issue/s. The approved action plan must appear on the field practicum learning contracts. The assessment represents basic expectations for social work practicum. One of the full-time faculty completes the evaluation and provides comments for areas that need strengthening in the field experience

6. Written documentation from social work professors detailing any concerns about the student is considered in the admission process. Faculty consultations regarding matters that influence practicum admission are not considered confidential among the faculty, as colleague communication is essential for overall planning for student success and education.

There are two options if a student is not admitted into practicum:

1. The student may be counseled out of the social work program
2. The student may be required to complete additional hours of SWK 346 Pre-Practicum under the supervision of the Field Education Coordinator and/or Social Work Faculty based on a plan for remediation of practice gaps, knowledge or skills

ADVANCEMENT IN SENIOR PRACTICUM:

Students in the first semester of their senior practicum are required to achieve a grade of C+ to advance onto the final semester of the senior practicum. To graduate with a BSW students must receive a grade of B in their final practicum. When students do not meet these benchmarks the following remediation will take place:

- 1.The student may be counseled out of the social work program
- 2.The student may be required to complete additional hours or take a third practicum under the supervision of the Field Education Coordinator based on a plan for remediation of practice gaps, knowledge, or skills

FIELD PLACEMENT PLANNING, ORIENTATION, AND ONGOING SUPPORT FOR STUDENTS AND FIELD INSTRUCTORS

CRITERIA FOR PLACING STUDENTS IN PRACTICUM:

PLACEMENT: After completing SWK 345 Practice I-Social Work with Individuals and Families and SWK 346 Pre-Practicum students are required to complete the Practicum Admission Assessment. In-coming students are highly encouraged to report to the Field Education Coordinator any personal or academic issues that may impede successful completion of the

field practicum sequence, or that might impact the well-being of the student or those they serve.

The Field Education Coordinator orients the student to field practicum in the spring of their junior year. The program maintains a list of viable agencies for field practicum placement on a Creighton BlueLine site. These agencies meet the criteria as set out in the field practicum agreement. When the agency does not meet the criteria as established by the Program the student may petition the Field Education Coordinator to consider a placement and make supervisory arrangements as outlined in this manual. Students are encouraged to investigate practicum opportunities based on their interests and as a means to “round out” their resume. The orientation process is as follows:

1. The Field Education Coordinator posts a date for orientation
2. The student prepares a resume
3. To prepare for the orientation students review the program website to select three possible sites.
4. The student is required to read the practicum manual and sign off that they are responsible for knowing the contents of the manual
5. The student makes a date to shadow a current senior in practicum
6. The Field Practicum Coordinator contacts the agencies to determine if a practicum is available for the student
7. The student interviews with no less than two agencies
8. The student meets with the Field Education Coordinator to discuss options and/or confirm their selection.
9. The student notifies the agency in writing accepting the practicum providing them with contact information and selecting a starting date

** Students interested in study abroad must consider the sequence of required social work courses in the developing their four-year plan of study. Study abroad is most consistent with the sequencing when it occurs in the spring semester of their junior year.*

SUPPORT FOR STUDENTS IN PRACTICUM:

The Field Education Coordinator instructs and supervises the instruction of students in field practicum seminar. The Field Education Coordinator makes a minimum of two site visits per year. Based on the nature of the issue communication may be via e-mail. If the instructor becomes aware of a student issue that is beyond the bounds of discussion via e-mail or in field practicum seminar, they are asked to meet with the Field Education Coordinator individually to assess the needs of the student in the agency either academically or personally. If it's a specific practicum matter and if the situation warrants it, students are required to meet with the practicum supervisor. If a remedy does not ensue then the Field Education Coordinator and the student will meet with the Field Practicum Supervisor. If the matter is personal and the situation warrants it the Field Education Coordinator will develop a contract to remediate the situation and/or encourage the student to seek counseling.

As an applied discipline, social work courses require students to become reflective about their work inside and outside the classroom and practicum experience. Social work courses/practicum explore challenging, troubling, frustrating, embarrassing and inspirational material and experiences. Students have the responsibility to be aware of their own triggers as they move through the course so that they might learn from them and strategize how they can respond. Strategies may include notifying the professor, seeking counsel from student services and asking permission to leave class when appropriate.

FIELD PRACTICUM ORIENTATION:

Essential to all field orientations is the reminder that students are in placement to learn by integrating social work theory, coursework and practice and that supervision of students is done in this context. Social workers who agree to supervise social work students in the field are taking on the responsibility of praxis and not to fill an agency position. Students are reminded that they are not moving into field practicum as professionals but as students being socialized into the culture of professional social work.

Students and their practicum supervisors attend a joint practicum orientation during the first week of classes in the fall. The meeting is mandatory for both groups as per the Social Work Field Practicum Agency Agreement (Appendix).

This provides a vehicle for reviewing the documents, dates and evaluation measures necessary for completion of the field experience so that all parties start off on the same page. Supervisors are informed of the aggregate results of the student evaluation of practicum from the previous years as a means of discussing strengths and challenges in field practicum supervision. The class of students prepares a list of questions for agency supervisors to address at the meeting. Prior to the orientation supervisors are polled to assess if there is specific or additional information they want incorporated into the orientation.

The Field Education Coordinator meets with the Field Practicum Supervisor and the student at the agency for a minimum of two on-site visits per academic year. The first meeting is held when the student has completed approximately half of the required practicum hours for the semester. The second meeting is held in the spring semester when the student has completed approximately half of the required spring practicum hours. Regular contact with the student is maintained by the Field Education Coordinator during the Field Practicum Seminars. The Field Education Coordinator maintains regular contact with the placement agencies by telephone and e-mail. Additional onsite visits are scheduled if required or requested. Individual consultation with the Field Education Coordinator is strongly encouraged throughout the academic year taking the form of phone conversations, e-mails and/or site visits. They may be initiated by either the student, the Field Education Coordinator, or encouraged by a Field Practicum Supervisor. These conferences cover a wide range of issues, usually centered on the adjustment to fieldwork and changes at the field practicum agency.

PRE-PRACTICUM (SWK 346)

The Social Work Faculty schedules an orientation for the pre-practicum during the second week of the semester. The Faculty meets with the students and the Agency supervisor for a tour, a discussion of expectations, evaluations and protocol allowing students to address questions.

SENIOR PRACTICUM (SWK 460 & 480)

Orientation for the senior practicum sequence begins in the spring semester with the students. This orientation focuses on selecting a practicum site and instruction on the expectations and evaluation protocol for this learning experience. Student's signatures are required to acknowledge their responsibility for the contents of the Field Practicum Manual (signature verification form for each student is located on the Practicum BlueLine site).

Each year the Field Practicum Coordinator hosts an orientation with the students and the Agency Field Practicum Instructor. All Agency Field Practicum Instructors must attend per the Social Work Field Practicum Agency Agreement (Appendix). This provides a vehicle for reviewing the documents, dates and evaluation measures necessary for completion of the field experience. Supervisors are informed of the aggregate results of the student evaluation of practicum from the previous years as a means of discussing strengths and challenges in field practicum supervision.

STUDENT EVALUATION

STUDENT LEARNING CONTRACT

The learning contracts I and II (Appendix) anchor the field practicum learning experience, detailing the assignments and experiences necessary for the student and the agency to meet the competency requirements and learning objectives. Instructions on developing the Field Practicum Learning Contract are found in the Forms and Instructions section of this manual (appendix 5). The learning contract demonstrates the developmental shift from a novice to beginning level generalist social work practitioner. To that end, a new learning contract is submitted for each semester of SWK 461 Field Practicum I and SWK 481 Field Practicum II. The learning contract is developed collaboratively with the student and the Field Practicum Supervisor to identify learning opportunities for the student to demonstrate their mastery of the competencies as assigned by the Social Work Program and CSWE. One copy of the typed, completed contract is submitted to the Field Education Coordinator within the first three weeks of the semester. The learning contract must be approved by the Field Education Coordinator and is utilized throughout the semester by the student, Field Practicum Supervisor, and Field Education Coordinator to guide the practicum experience and for assessment purposes.

FIELD PRACTICUM EVALUATIONS

The Pre-Practicum, Field Practicum I and Field Practicum II evaluations instruments are based on the CSWE EPAS (Council on Social Work Education, Educational Policy and Accreditation

Standards) competencies and practice behaviors. For each evaluation the program determines the related competencies and utilizes a developmental model based on student growth. Grading utilizes this developmental model, assigning grades earned rather than a pass/fail model. The evaluation of the field practicum experience is a necessary, ongoing process, engaged in by both the student and the Field Practicum Instructor. The informal verbal evaluation takes place in both the weekly supervisory conference and the day-to-day contacts between the supervisor and the student. There are two formal, written evaluations that take place in each practicum course: The Midterm Evaluation and the Final Evaluation are combined in one form (Appendix). Both evaluations incorporate the Field Practicum Learning Contract which the student and Agency Field Practicum Instructor completed during the first weeks of the placement and which have been reviewed and accepted by the Field Education Coordinator. As a means of reflecting on their experience and skills, students are required to fill out the evaluation and forward it to their field practicum supervisor.

The senior evaluation process is based on the performance level of the competencies outlined for SWK 461 Field Practicum I and SWK 481 Field Practicum II (respectively). The final evaluation at the completion of the 220 hours of the field practicum placement incorporates the Learning Contract identified goals and action steps. Throughout each evaluation, the student is encouraged to view the evaluation as an important part of learning through constructive feedback and an integral part of his/her professional growth.

Specific instructions on the evaluation process are found on the Evaluation Form (Appendix). It is very important that the student takes the time to complete a self-assessment of the practicum experience in order to be able to discuss the evaluation with the Agency Field Practicum Instructor. It is the policy of the Social Work Program that the written evaluation report is read and discussed with the student each semester as a part of the supervisory experience. The student's signature on the evaluation form is required as evidence that the student has read it. In the event that the student disagrees with the Field Practicum Supervisor's assessment, the student should submit an addendum to the evaluation form to the Field Education Coordinator.

The evaluation reports serve as a recommendation for the grade the student receives in the field practicum. The final responsibility for grading lies with the Field Education Coordinator. Framed by the developmental model, students must receive a C or better in SWK 346 Pre-Practicum, a C in SWK 461 Field Practicum I and a B in SWK 481 Field Practicum II to graduate from the program.

STUDENT MIDTERM EVALUATION

The midterm evaluation process takes place when students have completed approximately half of the required practicum hours for the semester. The evaluation process has two major goals:

1. Assess the progress of the student in the practicum placement
2. Enable the student to engage in the self-assessment process that is vital to professional growth to make any adjustments to learning activities or outcomes

The student is encouraged to view the evaluation process as an important part of a developmental learning process. Supervisors are encouraged to challenge students to define needs for growth in the second half of the semester. Specific directions on the evaluation process are found on the Midterm Evaluation form, found in the Forms and Instructions section of this manual.

Based on the mutual assessment of the student's performance, the Field Practicum Supervisor completes the midterm evaluation form. The completed and signed form is then submitted to the Field Education Coordinator prior to the mid-semester grade report deadline. In the event that the student disagrees with the Field Practicum Supervisor's assessment, the student should submit an addendum to the evaluation form to the Field Education Coordinator.

If there are serious weaknesses or challenges in the student's performance, the Field Practicum Supervisor must specify, in writing, the steps required to bring the student's performance up to standards. At this time, a conference between the student, the Agency Field Practicum Instructor, and the Field Practicum Coordinator will be arranged.

Similarly, if the student believes that the agency is not meeting their responsibilities as outlined in the Agency Agreement the student makes an appointment to discuss this with the Field Education Coordinator who will contact the agency on the student's behalf to remediate the situation.

STUDENT CAPSTONE PROJECT

Seniors complete a capstone project to demonstrate praxis at the micro, mezzo and macro levels of social work practice. Students are required to work with clients or the agency to define a problem, select an intervention, measure the intervention, and analyze the process and outcome while examining the context in which the issue or problem occurs. Each piece of this project is monitored and signed-off by the field practicum supervisor. It is evaluated by the Social Work Program faculty and an outside evaluator with social work credentials. It is the responsibility of the students to discuss these assignments with their field practicum instructors and secure permission and all signatures appropriate to completing the assignments (a description of this project is listed under field practicum assignments on the Creighton BlueLine site).

EVALUATION OF FIELD PRACTICUM AGENCY INSTRUCTOR BY STUDENT:

At the end of the academic year practicum students are asked to complete an evaluation of the Field Practicum Supervisor (appendix 9). To promote honesty in the evaluation students are notified that the data is sent in aggregate form to the agency supervisors for that year. The student is encouraged to notify a problem to the Field Education Coordinator who will address the problem with the agency or specific supervisor. If the problem is significant the student may be asked to outline the problem in written form.

EVALUATION OF THE FIELD PRACTICUM COORDINATOR BY FIELD AGENCY INSTRUCTOR:

At the end of the academic year Field Practicum Supervisors are asked to complete an evaluation of the Field Education Coordinator (Appendix) and the data is forwarded to the program director.

PROFESSIONAL ETHICS IN FIELD PLACEMENT

The NASW Code of Ethics is the foundation for determining ethical issues in the field practicum learning experience. Ethical behavior in the field practicum setting is also outlined in the social work program's admission, advancement and termination policy (appendix 11).

Additionally, the Field Education Coordinator should be notified of any concerns regarding non-academic issues that significantly interfere with practice including:

- Behavior indicative of unaddressed mental health or chemical abuse or addiction issues that may impact student and/or client well-being
 - Sexual relationships with clients or staff
 - Repeated violation of the boundaries of professional relationship
 - Violation of the client's confidentiality and privacy
 - Repeated disrespect for diversity of clients
 - Repeated failure to complete assignments including learning contract
 - Repeated tardiness and absenteeism in the practicum
 - Unwillingness to consider alternative viewpoints when problem-solving
 - Improper use of client's finances
 - Failure to excuse or disqualify yourself in dual relationships
 - Repeated violation of agency policy and regulations
 - Irresponsible use of agency resources
 - Convicted of a felony while in the social work program
 - Behaviors indicative of chemical dependency

ACADEMIC HONESTY POLICY IN FIELD PLACEMENT

The Social Work Program has adopted the College of Arts and Sciences Policy on academic honesty. A description of this policy is found in the department policy manual as well as on the Creighton University web page under the College of Arts and Sciences policies. A link to the policy can be found at:

<http://ccas.creighton.edu/sites/ccas.creighton.edu/files/media/Academic%20Honesty%20Policy.pdf>

The Social Work Program adheres to the grade appeal protocol as set out by the College of Arts and Sciences that in part reads as follows:

The instructor has jurisdiction in determining grades; however, the student has the right to appeal a grade that the student believes to be in error.

The appeal process may involve the following steps (the issue may be resolved at any level):

1. The student confers with the instructor involved.
2. The student and instructor (preferably together) confer with the chairperson of the department.
3. The student and instructor (preferably together) confer with the Dean of the College or school to which the department is attached.
4. In rare cases, when the foregoing steps do not resolve the issue, the student may initiate a formal written appeal to the Dean. Normally, the Dean will forward such appeal to the appropriate committee for its review and recommendation. A formal appeal should not be entered upon lightly by a student, nor lightly dismissed by an instructor. A formal written grade appeal may be made no later than the sixth week of the following semester.

Complete policy may be found on the College of Arts and Sciences web page under grade appeal policies:

http://www.creighton.edu/fileadmin/user/CCAS/docs/2010_Site/grade_appeals_policy.pdf

FIELD PLACEMENT RESPONSIBILITIES OF THE FIELD EDUCATION COORDINATOR, THE AGENCY, AND THE STUDENT

FIELD EDUCATION COORDINATOR:

- Certifies the student for practicum via review of the Practicum Admission Assessment
- Ensure that all practicum students receive generalist practicum experiences
- Develop and review the method of evaluating student performance
- Assist the placement of students into appropriate practicum settings that fit their learning interests and style
- Orient agencies to the Creighton University Department of Social Work and the Field Practicum Program including information on the CSWE competencies
- Plan and participate in a minimum of two on-site conferences per year with the student and the Field Practicum Instructor for the purpose of facilitating an effective learning opportunity for the student
- Assign the final semester Field Practicum grade to the student following the receipt of Field Practicum Final Evaluation
- Mediate any problem situations that arise between student and field practicum instructor/agency
- Communicate field practicum changes, issues, and policies to the Faculty, Community, & Student (FCS) Committee as needed
- Assure that conduct is consistent with the NASW Code of Ethics

FIELD PRACTICUM SUPERVISORS:

- Provide the student with a job description for the practicum
- Orient students to the agency, history, mission, constituency, policies and procedures and the strengths and challenges facing the agency
- Provide information regarding professional safety and legal practice issues
- Role model effective and ethical practice
- Provide the student with a designated MSW/BSW field supervision
- Provide students with the opportunities to meet the CSWE competencies
- Attend the field practicum orientation in the fall semester or send a designee
- Provide the student with opportunities to gain practice experience with individuals, families, groups, community organizations, and policymaking bodies to ensure generalist practice skills
- Provide physical facilities and materials including case materials necessary for the student to function as a professional
- Provide agency sanction for the student to carry caseload responsibilities
- Formally instruct the student about the safety and risks associated with providing social work services to this agency
- Train students regarding HIPPA regulations required for the agency
- Notify the student if a drug screen, background check or specific immunizations are required (students are responsible for follow-up with scheduling, submitting paperwork, and payment)
- Provide the student with mandatory supervision for a minimum of one hour per week of instruction and supervision designed to address the student's learning goals and to integrate theory with practice
- Participate with the student in completing the Field Practicum Learning contract
- Provide the student with regular evaluative feedback about his/her progress toward achieving competency as a beginning level generalist practitioner
- Notify the Field Education Coordinator immediately if any concerns arise in the practicum setting either regarding academic performance or professional demeanor or violation of the NASW Code of Ethics
- Read and sign off on the senior capstone assignments completed by the student in field practicum seminar
- Attend the Annual Social Work Poster Showcase in the spring or send a representative

CREIGHTON SOCIAL WORK STUDENT:

- Read the Field Practicum Manual and take responsibility for the contents therein
- Provide a resume to the Field Practicum Agency
- Send a letter to the selected agency confirming acceptance of the placement and plans for beginning practicum in the fall; including student contact information
- Utilize the field practicum experience to enhance skills as a generalist social worker and adhere to the NASW Code of Ethics
- Protect the identity of clients and respects all confidential information of clients

- Develop the field practicum learning contract in conjunction with the Field Practicum Instructor and forward this contract to the Field Education Coordinator within the first three weeks of the semester
- Schedule the required site visits with the Field Education Coordinator and the Field Practicum Instructor by the due dates noted in the syllabus
- Fulfill the requirement of 220 hours both fall and spring semesters at the Field Practicum Agency respectively
- Maintain a record of field practicum hours and make them available to the Agency Instructor for midterm and final evaluations each semester.
- Actively prepare for and participate in the Midterm and Final Evaluations with the Field Practicum Instructor
- Request consultation and assistance from the Field Education Coordinator in the event the student encounters problems in the field placement, or is advised to seek additional supervision
- Request additional supervision when the student thinks it is warranted or it is recommended
- Request help with assigned tasks they are unable to complete, either because of lack of skills or resources
- Maintain a personal copy of all forms, assignments and agreements
- Secure all necessary signatures on all assignments for field practicum seminar
- Report any NASW ethics violations to the Field Education Coordinator
- Secure any drug screens, background checks or additional vaccinations as required by the agency. Students are responsible for costs incurred in this process.
- Report to the Field Education Coordinator any significant legal and/or mental health issues that require attention prior to placement or may prohibit carrying out the duties as a practicum student. Students should refer to formal Accommodations information earlier in this manual.

FIELD EDUCATION INFORMATION

EDUCATIONAL MODELS USED IN FIELD INSTRUCTION

The foundation for praxis in the field practicum experience is through reflective practice. This is demonstrated through class discussion and assignments in the field practicum seminars and in the practicum evaluations in SWK 346 Pre-Practicum, SWK 461 Field Practicum I and SWK 481 Filed Practicum II

The educational models used in the classroom and/or agencies are:

- Case Presentations
- Networking with agencies
- Supervisory meetings
- Role plays
- Group discussion

- Group presentations
- Consulting with non-practicum social work majors
- Mentoring
- Agency Collaborations
- Research: qualitative, quantitative, internet and social media
- Senior Capstone Project

STUDENTS LEARN TO DEMONSTRATE PRACTICE BEHAVIORS AND MASTER CORE COMPETENCIES THROUGH:

Below is a suggested, but not exhaustive, list of learning activities that the Social Work Program suggests to meet the competencies as generalist practice social worker.

Student field placement and seminar activities include;

- Identify client strengths and challenges
- Follow a referral to assess client access to service
- Identify ethical dilemmas arising from work in the profession, agency or specific client
- Identify and report on ambiguity in ethical conflicts
- Identify and report on issues of privilege as it pertains to practice
- Prepare oral and written reports, documentation, meeting notes
- Examine the agency for adherence to diversity and difference in practice
- Identify personal issues of diversity as it pertains to practice
- Participate in a local group that enhances or identifies diversity and difference in practice
- Identify legislation that impacts the agency and/or client base and may initiate action
- Compile research for the agency and or client
- Measure a client or agency intervention
- Meet with the CEO or agency personnel to discuss how programs evaluate success
- Identify outcome measures used with clients
- Read and report on the agency mission, policies and standards
- Attend meetings including court hearings with client or write a letter to another professional advocating for client's progress toward goals
- Participate in agency or community task groups or attend advocacy group
- Identify ways in which agency change of regulations, policies and procedures could enhance service delivery
- Identify a local, state or national policy that impacts the agency and/or client population
- Create resource list for agency
- Participate in agency, community and/or neighborhood groups
- Identify the funding issues that impact service to clients
- Develop a case plan describing engagement, assessment, intervention and evaluation
- Prepare and review case documentation
- Take the lead role in a home visit

- Plan for referring client to another agency
- Complete social history assessment, genogram, eco-map
- Collect information from other sources such as client records
- Develop plans with goals, objectives, and strategies
- Evaluate and document client strengths and limitations
- Provide closure activities as necessary
- Observe, design and/or facilitate a groups
- Link clients with services and resources
- Observe, design and/or facilitate a group
- Identify the application of one or more of the Jesuit values:
 - *Cura Personalis: care for the whole person*
 - *Faith that does justice*
 - *Men and women with and for others – giving service*
 - *Magis – a spirit of giving and provide service to those in need physically, emotionally and spiritually*
 - *Discernment- critically questioning the work you are doing*

TYPICAL FIELD INSTRUCTION SETTINGS

Students are encouraged to complete practicum at agencies and organizations allowing for a wide range of social work experiences with assignments encompassing micro, mezzo, and macro level social work practice. The social work program has a long history in the community and the Field Education Coordinator keeps abreast of agency changes. The Field Education Coordinator uses the data from the Student Evaluation of Practicum when updating the field agency list. An Agency with scores lower than average from the student evaluation of practicum is investigated by the Field Education Coordinator to determine if the agency is a viable option for placements. Students may petition the Field Coordinator to investigate a placement not on the list to determine if the agency meets the criteria for placement. A list of current placement opportunities is found on the social work program BlueLine site. The majority of practicum sites serve a diverse and/or vulnerable population. The program will not place students in agencies where discrimination based on race, ethnicity, religion, gender, sexual orientation, disability or age. Students who become aware of such discrimination are asked to notify the Field Education Coordinator.

CRITERIA FOR SELECTION AND MAINTENANCE OF FIELD INSTRUCTION SETTINGS

Field placement sites are selected because they have:

1. Knowledge that students are never to replace full-time employees.
2. Expressed an interest in providing bachelor-level social work students with field experiences that will enhance their academic learning and professional development as social work generalists.
3. Qualified bachelor's or master's-level social workers on staff who can support the student's learning process, who understand social work functions and values in the organization, and who can assume appropriate role model posture for students.
4. Adequate time, space and supplies for the students.

5. A commitment to student learning that is compatible with Creighton University and the social work profession, including an emphasis on cultural competence, respect for diversity, a focus on vulnerable populations, social justice, etc.
6. The organizational stability to address student learning needs, including the capability to commit field instruction staff to the student for at least one hour per week of supervision during the academic year without anticipation of change, relative organizational financial stability, lack of excessive staff turnover, etc.

QUALIFICATIONS AND EXPECTATIONS OF FIELD INSTRUCTORS

The Creighton University Social Work Program selects field instructors who:

1. Demonstrate the capacity to facilitate the student's integration of course knowledge, practice knowledge in an experiential setting
2. Hold a CSWE-accredited baccalaureate or masters social work degree and have at least 2 years of direct practice experience in the field*
3. Are well-respected as a professional social worker in the cited organization and the community
4. Accept the values, roles, and functions of the professional social worker and are interested in helping the student learn these values, roles, and functions in the workplace
5. Are invested in assisting students in learning and demonstrating mastery of the Program's intentionally designed Core Competencies in the context of the field placement through meaningful and enriching assignments and experiences
6. Agree to support the student in seeking additional learning experiences that may be of interest to the student, including staff conferences, agency committee work, community event planning, and training opportunities
7. Agree to monitor student performance and provide useful feedback, support, and guidance on a regular basis
8. Are professionally committed to the student, will meet with the student at least one hour per week for supervision in the senior year, regular monitoring in the junior year, and are present in the agency when the student is there
9. See agency partnership with Creighton University's Social Work Program positively and view student development as a shared responsibility. Specifically, field instructors perceive themselves to be part of the Program/agency team and are devoted to using the supervisory experience as an expression of the team involvement, are devoted not only to the student and to social work education, but also to enhancing the role of social work in the community, and are able to attend Program/agency meetings and events throughout the year as a demonstration of that role.

**In Programs where a field instructor does not hold a CSWE-accredited baccalaureate or masters social work degree, the Social Work Program assumes the responsibility for reinforcing a social work perspective in the student. This is often achieved within the agency by the assignment of a professional social work mentor who holds a CSWE-accredited degree and agrees to provide additional supervision to the student. In other circumstances, the Field Education Coordinator, who must hold an MSW, can fill that role. Persons with the*

authority for making this decision are the Field Education Coordinator and/or the Program Director

POLICY FOR FIELD PLACEMENT IN AN AGENCY WHERE THE STUDENT IS EMPLOYED

Student learning is paramount. Students are discouraged from completing field practicum where they are employed. Primary emphasis of the field practicum placement must be learning rather than paid employment. If a situation arises that necessitates practicum at an agency where the student is employed, this must be discussed with the Field Education Coordinator prior to a commitment to the placement and must meet the following criteria:

1. An on-site meeting with the field coordinator, the student, and field instructor that explicitly differentiates the duties of field education and employment.
2. The assignments must be new learning from their previous employee role and must be driven by the competencies set out in the learning contract.
3. The Field Education Coordinator and the agency must agree that the assignments given to a paid practicum student are consistent with the education objectives of the social work program, and that the assignments (client caseload, groups) show evidence of sound educational design and planned development of the student's skills. This may mean lighter caseloads, planned and varied assignments for educational purposes, and/or additional hours above the normal workweek to achieve the practicum requirements.
4. The field instructor must be different than the regular work-related supervisor.

* An addendum is attached to the learning contract addressing the above points.

POLICY FOR FIELD PLACEMENT IN AN AGENCY WHERE THE AGENCY OFFERS A STIPEND

A student should never apply for a particular placement based on the offer of a stipend nor will placement approval by the Field Education Coordinator be based solely on the stipend available. If the student is offered a stipend for practicum, the student needs to realize that the agency has a vested interest in the placement beyond educating the student. Therefore, guidelines have been developed to protect the student's interest and the integrity of the practicum education.

1. An on-site meeting with the field coordinator, the student, and field instructor that explicitly differentiates the duties of field education and how the stipend may impact perception of role
2. The assignments must be driven by the competencies set out in the learning contract in the student role and consideration of impact of stipend considered
3. The Field Education Coordinator and the agency must agree that the assignments given to a paid practicum student are consistent with the education objectives of the social work program, and that the assignments (client caseload, groups) show evidence of sound educational design and planned development of the student's skills. This may mean lighter caseloads, planned and varied assignments for educational purposes, and/or additional hours above the normal workweek to achieve the practicum requirements.
4. This does not require a separate supervisor; however, the relationship between the student learning needs and evaluation in relationship to the stipend must be addressed.

* An addendum is attached to the learning contract addressing the above points.

BACKGROUND CHECKS AND MEDICAL CLEARANCES:

Students are instructed during the field interview to find out about necessary checks and medical clearances they need prior to starting field. It is the student's responsibility to complete the requirements. Costs of background checks are incurred by the agency or student. In special circumstances the Field Education Coordinator will work with students to assist with this if it creates a barrier to successful completion.

IMMUNIZATIONS:

Depending on the practicum site, particularly in health settings, students may be required to update their immunizations and TB tests. The cost of this is incurred by the student and it is the student's responsibility to arrange such medical treatments. Records related to student health verification are maintained by Creighton University Student Health office.

TRAINING

Agencies are responsible for orienting students to agency policies regarding crisis intervention and universal precautions. If training is available, students are strongly encouraged to complete the training. If no training is obtainable, then field supervisors and students need to develop a plan regarding the handling of crisis situations and universal precautions. Training and orientation hours may count toward practicum hour total, up to 20 hours. Anything beyond this amount must receive approval from the Field Education Coordinator.

VEHICLE USE

At times students may need to use their own car for agency-related activities; however, students are not to transport clients in their own vehicle or in any agency vehicle. Students may accompany agency staff members with a client in a vehicle, but students may not drive nor be alone with a client in a vehicle. Students are advised that when operating their own vehicle their personal automobile insurance is primary in the event of any accident. Students may count up to five hours per semester of drive time for out-of-town required trainings related to practicum.

HOME VISITS:

Students may accompany agency staff members in home visits, but students are not to complete home visits alone.

LIABILITY INSURANCE

Creighton University provides professional liability insurance for their students while participating in field experience required as part of their academic work.

DISABILITY ACCOMMODATION

Creighton provides services and resources to meet the needs of qualified students with disabilities. Please refer to the Office of Disability Accommodations for updated details on policy, resources, and applying for formal educational accommodations.

<http://www.creighton.edu/disabilitysupportservices/>

If you have any special learning needs or are in circumstances which necessitate special consideration, please contact the faculty as soon as possible for collaboration. If you have a documented disability and wish to discuss academic accommodations, please contact your faculty as soon as possible and also contact [Denise Le Clair](#), Assistant Director of the Office of Disability Accommodations (402-280-2166). Students who believe that they have a disability that may influence their academic performance, but who have not yet had the disability documented, should immediately contact the [Center for Health and Counseling](#) at 402-280-2735. The Center for Health and Counseling is located in the Harper Center Room 1034.

SEXUAL HARASSMENT

Field supervisors should review agency sexual harassment policies with students during their agency orientation. Students who report a concern about sexual harassment to the Field supervisor and/or Field Education Coordinator while in the field practicum will be taken seriously. Students who must terminate a field placement due to sexual harassment will not be penalized.

PHYSICAL ASSAULT

Many agencies work with clients who have the potential for aggressive behavior. Field supervisors will need to educate students about agency policy and specific techniques for protecting themselves from incidents of violence. The agency and designated staff must:

- Monitor students to ensure they are not unnecessarily placed in a dangerous situation
- Ensure students are never alone with high risk clients
- Teach students to safely withdraw from violent situations

Many agencies teach legal restraint techniques for assaultive clients. Students should go through such training if they may be placed in potentially dangerous situations.

ADMISSION, ADVANCEMENT & TERMINATION POLICIES

The mission of social work education is to prepare students for professional generalist social work practice. Students accepted into the program meet the established academic criteria and demonstrate aptitude and behaviors necessary to meet the standards established by the Council on Social Work Education and the National Association of Social Workers Code of Ethics. The Social Work Program is invested in and responsible for this educational process by its admission, advancement, and termination policies and procedures. Students are accepted as social work majors by the College of Arts and Science but students **MUST apply and be formally admitted into the Social Work Program by meeting the program's specific criteria listed below.** Students must meet the criteria described below to advance into the field practicum sequence and to remain in the program.

ADMISSION INTO THE SOCIAL WORK PROGRAM

ADMISSION POLICIES AND PROCEDURES

The annual University Bulletin-Undergraduate describes the general criteria for admission. Creighton admits qualified students without regard to race, color, religion, sex, national origin, age, disability, marital status, sexual orientation, or veteran status. Its education policies, scholarship and loan programs, and other programs and activities, are administered without unlawful discrimination. It is also the policy of the University to make all programs and services available to individuals with disabilities.

CRITERIA FOR ADMISSION INTO THE SOCIAL WORK MAJOR ARE AS FOLLOWS

1. Cumulative grade point average of 2.5
2. Completion of Application for Major form for the College of Arts & Sciences, found on their website
3. Completion of the formal application process to the Social Work Program. See Social Work program website for details. Upon inquiry of social work as a major, student will be added to the Blue Line site for admission forms and process
4. Satisfactory completion of the following non-practice social work course Social Work requirements, earning a C or better for social work majors:
 - a. Psychology 201 Introductory Psychology
 - b. Sociology 101 Introduction to Sociology: Self and Society

- c. Social Work 261: Vulnerable Populations: Social Work and Social Welfare or SWK 275: Human Behavior and the Social Environment
5. The student is required to complete:
- a. The Admission essay
 - b. Three letters of recommendation (full-time social work faculty are excluded from writing letters of recommendation)

6. Students who are taking SWK 261 or SWK 275 concurrently with SWK 345 and 346 are required to complete the Social Work Student Practice and Professional Skills Assessment document at mid-term, completing a self-assessment and the faculty completing the corresponding evaluation.

You must be an accepted major or have a provisional acceptance in order to take Social Work 345/346

To provide for the well-being of social work students and their potential clients, students are invited to self-disclose information that will enhance or may impact their learning situation, especially in field work. This includes mental or physical health issues; chemical dependency issues; and legal issues.

PROCESS FOR ACCEPTANCE INTO THE SOCIAL WORK MAJOR ARE AS FOLLOWS

1. Faculty from the Social Work program review the prospective students' Admission Essay and the letters of recommendation
2. Students will receive a letter of acceptance from the Program Director
3. If academic challenges exist or if concerns emerge from the admissions process, the Social Work faculty will meet individually with the student and other support resources as needed. Students may be granted admission with conditional requirements for student support based on identified needs or concerns.
4. There are two options if a student is not admitted into program:
 - a) The student may be referred for advisement to another major.
 - b) The student will be required to collaborate on a remedial plan approved by the Program Director.

Note: Course credit is not given for life experience or previous work experience.

The Social Work program requires a cumulative GPA of 2.5 or better for admission. Social work education is founded on the idea of the ability to integrate theory with practice. While this GPA

requirement is stricter than the requirement for majoring (GPA of 2.0) in most departments at Creighton University, the professional role assumed by the graduate requires greater academic proficiency. This academic proficiency is necessary to integrate classroom materials, field placement experiences and social work professional values and ethics necessary for beginning generalist social work practice.

A student who does not meet the academic requirements may petition the Program Director requesting an exception to the requirement after discussion with his/her advisor. Student performance in SWK 261: Vulnerable Populations: Social Work and Social Welfare, and Human Behavior and Social Environment (SWK 275) in their course study to this point, along with the recommendation of the advisor, will be taken into consideration in these instances. The Program Director convenes the entire faculty to discuss and decide on the student's petition.

Students wishing to transfer and receive credit for courses from other social work programs must produce course syllabi. The Program Director decides if the content is consistent with curriculum of the Social Work Program. Under no circumstances will Practicum and Practicum courses be accepted as transfer credits. Also, transfer credits are decided on a case-by-case basis and only courses from accredited social work programs are considered.

Students are notified of the admissions decision by an official letter from the Director of the Social Work Program. Students who are not accepted, or are accepted conditionally, are requested to schedule an appointment with the Program Director to discuss their situation. Students who are not accepted may appeal the decision by initiating the appeal process as outlined in the **Creighton University Student Handbook**.

Advancement – Academic and Field Practicum Performance

The advancement of students is founded on a developmental model demonstrating that students have increased their skills in the practice courses. Having been admitted into the Social Work program, the Social Work student must maintain the prescribed level of performance in order to advance through and complete the program. As per the CSWE EPAS statement of 2015 advancement is implemented to assure that students proceed through the program with the knowledge, values, skills and cognitive and affective processes necessary for an undergraduate generalist practice. Students must maintain a satisfactory level of performance meeting or exceeding the following criteria:

ACADEMIC PERFORMANCE - POLICIES AND PROCEDURES

1. The Creighton grading system is a 4.0 system with final grades assigned at seven levels: A=4.0, B+=3.5, B=3.0, C+=2.5, C=2.0, D=1.0, and F=0.0. Criteria for evaluating a student's academic performance and assigning a grade is spelled out in the course syllabus.

2. The department policy on evaluating a student's academic performance based on the standard measure as described in the course syllabus is as follows;
 - A Outstanding achievement and an unusual degree of intellectual initiative
 - B+ High Level of intellectual performance
 - B Noteworthy level of performance
 - C+ Performance beyond basic expectations of the course
 - C Satisfactory work
 - D Work of inferior quality, but passing
 - F Failure - no credit
3. It is University policy that a student must maintain at least a 2.0 G.P.A. to remain in good standing. Within the social work program, students must maintain a 2.5 G.P.A. in the major courses (including pre and co-requisite coursework). Failure to maintain a 2.5 G.P.A. in the major and/or receiving less than a "C" in a required non-practice Social Work course places the student on probation. If the cause for probationary status is not resolved in one academic year, the student will be dropped from the major. Students may reapply at a future date if the cause(s) for being dropped are resolved.

Students receiving less than a C in social work non-practice courses:

SWK 261
SWK 275
SWK 298
PSY 202
SOC 101
Research Courses

or less than a C+ in the following social work practice courses:

SWK345/346
SWK 359
SWK 435
SWK 460/461

or less than a B in the following social work practice courses:

SWK 480/481

will need to re-take the course until the minimum required grade has been earned.

*Remediation plan at the Practice 1 level will be considered on a case-by-case basis; all exceptions to the above policy must be approved by the program director.

ADVANCEMENT INTO THE PRE-PRACTICUM AND FIELD SEQUENCE

Students will progress into pre-practicum and senior field practicum only after completing all pre-requisite courses with the minimum required grades. At the completion of pre-practicum (SWK 345/346) students will complete a self-assessment using the Social Work Student Practice and Professional Skills form, which will then be reviewed by social work field supervisors and/or social work faculty. This document will be reviewed with the student to promote professional development and growth, as well as to serve a gate-keeping function for the social work program and their community agency partners. This completed document will be forwarded to the Field Education Coordinator who will review the documents and follow-up with students with any indicated areas of concern rated at a one or two level regarding either academic or non-academic issues. If such concerns do exist, the student must meet with the faculty and develop an agreed upon plan for remediation, delay or progression with conditions. This plan must be approved by the social work program Director. If the student does progress into senior practicum, the identified concerns must be incorporated into student learning contracts.

Students are not guaranteed advancement into field practice which is a requirement of the social work major. Students who are unable to advance into field after two semesters of remediation or delay will be counseled out of the major. Any exceptions to this must be approved by the program director, fully addressing the practice and professional concerns inhibiting advancement.

Students are admitted to Field Practicum 1 (SWK 460-461) and Field Practicum 2 (SWK 480-481) based on the following criteria:

- Accepted major
- Senior standing
- Completion of all non-practice social work courses and requisite courses (PSY 201, SOC 101 and, research methods/stats)
- In compliance with the Program's Admission, Advancement, and Termination policy
- Completion of SWK 345 and 346 with a grade of C+ or better*

*Remediation plan at the Practice 1 level will be considered on a case-by-case basis; with all exceptions to the above policy being prior approved by the program director.

- Students must read and acknowledge via signature that they have read the Field Practicum Manual where expectations and criteria for evaluation and advancement of

students in practicum are fully explained. The signature holds the student accountable for all practices and procedures within the manual

- Students taking SWK 261, SWK 275, SWK 345, and SWK 346 concurrently must complete an interview with identified social work faculty for field assessment prior to registration.

***Students are asked to sign a release of information for the field education coordinator to discuss pertinent information with the field supervisor at the community agency in order to enhance the learning experiences and protect the wellbeing of the student and potential clients. This is to also promote professional development with the student role and social work standards.*

ADVANCEMENT IN THE PRACTICE COURSES

Students must maintain a C+ in the practice courses: SWK 345/346; SWK 359; SWK 435; SWK 460/461; and a B in 480/481.

If a student drops below a C+ in a practice course the matter will be dealt with on a case-by-case basis and may include:

A plan of remediation to address practice gaps in knowledge and/or skills; and may include additional hours of practicum under the supervision of the Field Education Coordinator or Social Work Faculty

TERMINATION FROM THE PROGRAM: POLICIES AND PROCEDURES

COLLEGE OF ARTS AND SCIENCES POLICIES AND PROCEDURES

In keeping with its mission, the University seeks to prepare its students to be knowledgeable, forthright, and honest. It expects and requires academic honesty from all members of the University community. Academic honesty includes adherence to guidelines established by the University, its Colleges and Schools and their faculties, its libraries, and the computer center. Students are expected to engage in and demonstrate honesty and integrity in all aspects of the program including academic performance and professional behavior.

ACADEMIC MISCONDUCT

“Academic or academic-related misconduct” as defined by **Creighton University Student Handbook** includes, but is not limited to,

- (a) Unauthorized collaboration or use of external information during examinations.

- (b) Plagiarizing or representing another's ideas as one's own.
- (c) Furnishing false academic information to the University.
- (d) Falsely obtaining, distributing, using, or receiving test materials.
- (e) Falsifying academic records.
- (f) Falsifying clinical reports or otherwise endangering the well-being of patients involved in the teaching process.
- (g) Misusing academic resources.
- (h) Defacing or tampering with library materials.
- (i) Obtaining or gaining unauthorized access to examinations or academic research materials.
- (j) Soliciting or offering unauthorized academic information or materials. (k) Improperly altering or inducing another to improperly alter any academic record.
- (l) Engaging in any conduct that is intended or reasonably likely to confer upon one's self or another unfair advantage or benefit respecting an academic matter.

Further information regarding academic or academic-related misconduct, and disciplinary procedures and sanctions regarding such misconduct, may be obtained by consulting the current edition of the Creighton University Handbook for Students. However, students are advised that expulsion from the University is one of the sanctions which may be imposed for academic or academic-related misconduct.

ACADEMIC MISCONDUCT- POLICIES AND PROCEDURES FOR GRIEVANCE

The school or college, in which the student is enrolled, in accordance with the procedures of the school or college of enrollment, handles matters of academic misconduct. However, school or college of enrollment procedures relating to academic and academic-related misconduct disciplinary matters shall conform to the provisions of this Handbook pertaining to such matters. Academic disciplinary procedures differ from school to school. If the school or college of enrollment imposes a serious penalty (i.e., expulsion from the University, suspension or a request for withdrawal), the student shall have the right to appeal to the University President, subject to the provisions outlined below.

With the consent of the Dean and the student, matters of academic and academic-related misconduct **may be resolved informally and without right of appeal**. Such informal resolution shall be reached by the accused student and a University administrator or faculty member designated by the Dean. Pending resolution of the matter and any permitted appeal regarding the matter, the student's status as a student remains unaltered except in cases where there are reasons relating to the physical or emotional welfare of the student or of others, or reasons involving the safety of persons or property.

Sanctions or penalties established by the school or college of enrollment may include but are not limited to reprimand, repetition of an examination or assignment under a different format, reduction of grade for an assignment, examination or course (including assignment of a failing grade, and/or suspension or expulsion from a course), and probation. Serious penalties are expulsion from the University, suspension, and a request for withdrawal.

In academic or academic-related misconduct disciplinary cases, the following provisions shall govern appeals:

- An appeal shall be allowed from a decision of the Dean of the school or college of enrollment only if the Dean imposes a serious penalty (**i.e., expulsion from the University, suspension, or a request for withdrawal**).
- In such cases, the affected student has the right to appeal to the University President; however, if the standards applicable to the accreditation of the school or college of enrollment require that the school or college have final authority for academic or academic related disciplinary matters, then an appeal to the University President regarding any such matter shall be heard only at the discretion of the University President.
- Both the “Intent to Appeal” form, available from the Dean and written appeal shall be delivered by the student to the office of the University President. The student shall also deliver copies thereof to the office of the Dean of the school or college of enrollment.
- In all other respects, such appeals shall be governed by the provisions, time limitations, grounds for appeal, and other conditions, limitations and procedures stated in the “Appeal Process”, “Grounds for Appeal”, and “Sanctions” sections under “Non-Academic Disciplinary Procedures.”

Procedures for Termination for Non-academic reasons

SOCIAL WORK PROGRAM TERMINATION POLICIES AND PROCEDURES

The previous section summarizes the policies and procedures related to academic and performance within the university that applies to the Social Work Program as well as the policies and procedures related to grievance. What follows are the policies and procedures describing the termination of student’s enrollment in social work program for reasons of academic, non-academic and professional performance. These policies are in the Student Handbook and Practicum Manual.

A significant part of the social work profession is conducting oneself as a professional. Therefore the Social Work Program adheres to and expects that students entering and

advancing through the program abide by the following policies of professional behavior and conduct. Students who violate these policies are subject to review for a plan for remediation, delay, progress with conditions or termination for non-academic reasons.

The program uses the NASW Code of Ethics as a policy to determine whether students should be terminated from the program for non-academic reasons. Each code is clearly described as to the nature and scope of behavior that is acceptable and encouraged for social workers in these instances including the student capacity.

THE NASW CODE OF ETHICS

SOCIAL WORKER'S CONDUCT AND COMPARTMENT AS A SOCIAL WORKER

Propriety--The social worker should maintain high standards of personal conduct in the capacity or identity as a social worker.

Competence and Professional Development--The social worker should strive to become and remain proficient in professional practice and the performance of professional functions.

Service--The social worker should regard as primary the service obligation of the social work profession.

Integrity--The social worker should act in accordance with the highest standards of professional integrity and impartiality.

Scholarship and Research--The social worker engaged in study and research should be guided by the conventions of scholarly inquiry.

THE SOCIAL WORKER'S ETHICAL RESPONSIBILITY TO CLIENTS

Primacy of Clients' Interests--The social worker's primary responsibility is to client.

Rights and Prerogatives of Clients--The social worker should make every effort to foster maximum self-determination on the part of clients.

Confidentiality and Privacy--The social worker should respect the privacy of clients and hold in confidence all information obtained in the course of professional service.

Fees--When setting fees, the social worker should ensure that they are fair, reasonable, considerate, and commensurate with the service performed and with due regard for the clients' ability to pay.

THE SOCIAL WORKER'S ETHICAL RESPONSIBILITY TO COLLEAGUES

Respect, Fairness, and Courtesy--The social worker should treat colleagues with respect, courtesy, fairness, and good faith.

Dealing with Colleagues' Clients--The social worker has the responsibility to relate to the clients of colleagues with full professional consideration.

THE SOCIAL WORKER'S ETHICAL RESPONSIBILITY TO EMPLOYERS AND EMPLOYING ORGANIZATIONS

Commitments to Employing Organization--The social worker should adhere to commitments made to the employing organization.

THE SOCIAL WORKER'S ETHICAL RESPONSIBILITY TO THE SOCIAL WORK PROFESSION

Maintaining the Integrity of the Profession--The social worker should uphold and advance the values, ethics, knowledge and mission of the profession.

Community Service--The social worker should assist the profession in making social services available to the general public.

Development of Knowledge--The social worker should take responsibility for identifying, developing, and fully utilizing knowledge for professional practice.

THE SOCIAL WORKER'S ETHICAL RESPONSIBILITY TO SOCIETY

Promoting the General Welfare--The social worker should promote the general welfare of society.

Procedures for Termination for Non-academic reasons

1. If a faculty member (full and/or part-time) or any social work program constituency has a concern about a student's professional or ethical conduct or action (using the non-academic reasons for termination policies), they must write to the Program Director describing the concern.
2. The Director contacts the student and the student's advisor in writing listing the concerns of the faculty member.
3. The Director will convene the faculty of the program along with two community practitioners to decide and act on the concern. The decision reached may be appealed through the process in the University Student Handbook.

Specific behaviors relating to the NASW Code of Ethics. Ethics as evidenced by the following specific behaviors but not limited to:

- Behavior indicative of unaddressed mental health or chemical abuse or addiction issues that may impact student and/or client well-being
- Sexual relationships with clients or staff
- Repeated violation of the boundaries of professional relationship
- Violation of the client's confidentiality and privacy
- Repeated disrespect for diversity of clients
- Repeated failure to complete assignments including learning contract
- Repeated tardiness and absenteeism in the practicum
- Unwillingness to consider alternative viewpoints when problem-solving
- Improper use of client's finances
- Failure to excuse or disqualify yourself in dual relationships
- Repeated violation of agency policy and regulations
- Irresponsible use of agency resources
- Convicted of a felony while in the social work program
- Behaviors indicative of chemical dependency

TERMINATION POLICY AND PROCEDURES—APPEAL PROCEDURES

If a student falls below a satisfactory level of performance in their overall GPA and in the Social Work major including field practicum and/or has violated the criteria for termination for non-academic reasons, the student situation must be reviewed by the Social Work Faculty (see above for minimum academic performance levels and termination for non-academic reasons criteria). The Faculty notifies the student's advisor and Director of the social work program for discussion and consultation with the student. If remediation is planned, a document regarding all activities signed by all parties is required in order to alleviate the problem and raise academic performance to a satisfactory level or rectification of the non-academic problem. This document must be signed by the student, advisor and other involved party(ies). If the student does not achieve satisfactory academic performance levels of remediation of the non-academic issue by the initiation of pre-practicum or senior field sequence (SWK 346, SWK 461, SWK 481), they are terminated from the Social Work Program.

Termination from major status in the Social Work Program may be appealed to the Program Director. The Director then appoints and convenes a committee of two faculty, one community practitioner and two students, who are acceptable to the petitioner, to review and act upon the appeal. The decision of this committee is binding.

Policy reviewed and updated August 2016 by Dr. Barb Harris and Ms. Monica White

APPENDIX WITH FIELD RELATED FORMS

** Forms may be updated each academic year and will be provided to students and practicum supervisors at the beginning of each semester. This Appendix lists the most currently used documents at the time of finalization of this document.

Forms contained within this Appendix:

Social Work Student Practice & Professional Skills Assessment

Field Practicum Placement Agreement

Field Practicum Learning Contract: SWK 461 Learning Contract I

Field Practicum Learning Contract: SWK 481 Learning Contract II

Social Work Program Learning Contract Instructions

Pre-Practicum Evaluation: SWK 346

Social Work Program SWK 461: Field Practicum Evaluation I

Social Work Program SWK 481: Field Practicum Evaluation II

Student Evaluation of Field Practicum

Field Education Coordinator Evaluation Instrument



Social Work Student Practice & Professional Skills Assessment

To foster professional and academic development, as well as self-reflection and preparedness to work with vulnerable populations, this assessment highlights the strengths and areas of growth of a student as well as serves a gate-keeping function as they complete SWK 345/346 and prepare to advance into SWK 460 Field Practicum Seminar I and SWK 461 Field Practicum I. The focus of all feedback is to promote development and growth in the model of *cura personalis* as students seek their social work degree and prepare to light the world on fire in their own way.

For candidacy into senior practicum the student must be an accepted major, have completed SWK 345 Practice I-Social Work with Individuals and Families with a grade of C+ or better and SWK 346 Pre-Practicum with a grade C or better.

Students should self-assess using the criteria outlined below by selecting the **one** number that best describes the perceived current skill level. The scales listed are used to evaluate the student's professional behavior in the classroom and field. Students should include any related goals or desired areas of skill strengthening in the space below each item. Faculty and/or field supervisor from SWK 345/346 will then also evaluate the student.

Any item with a score of 3 or 4 requires a student generated action plan that must be approved by the Field Education Coordinator and Social Work program director to address identified issue/s and incorporate the developmental goals into the practicum learning contracts. If significant concerns are identified through this process, the student must meet with the faculty and develop an agreed upon plan for remediation, delay or progression with conditions. This plan must be approved by the social work program Director. If the student does progress into senior practicum, the identified concerns must be incorporated into student learning contracts.

Student (S): The following categories represent basic expectations for social work practicum candidates. You are asked to **HONESTLY** evaluate yourself on the criteria below by placing the corresponding number in the S column. Add any additional information in the space below each item.

Faculty Evaluator (F): Social Work faculty will review the student's self-assessment and note any areas of suggested focus and/or growth for practicum. The evaluator may consult with other faculty in the social work program. Add any additional information in the space below each item.

A. Oral communication Skills	S	F
4. Expresses self very well; communicates idea well; is adept in using voice effectively: poses questions for discussion		
3. Expresses self regularly; responds to student comments; uses voice effectively		
2. Expresses self but not regularly; engages in conversations while others are speaking		
1. Makes frequent speaking errors; inarticulate, hesitates to express self		
Notes:		
B. Written Communication Skills	S	F
4. Writing is error-free and is very clear; content rich; cited appropriately		
3. Writing includes very few minor errors; clear, strong content		
2. Writing includes some grammatical/mechanical errors; or is somewhat unclear, not cited		
1. Writing frequently includes grammatical/mechanical errors; or is often unclear		
Notes:		
C. Attendance and Punctuality	S	F
4. Rarely absent or tardy		
3. Meets the attendance requirements for the course		
2. Frequently absent, tardy, or leaves early		
1. Unacceptable absenteeism or tardiness		
Notes:		
D. Work Habits/ Commitment to Excellence	S	F
4. Work and performance consistently demonstrates commitment to candidate's own high standards for professional work		
3. Work and performance indicates significant effort and care		

2. Work or performance meets minimal requirements or expectations		
1. Work or performance does not meet minimal requirements or expectations		
Notes:		
E. Quality of Work	S	F
4. Reaches beyond the minimum, and turns in excellent work		
3. Submits work that meets minimum requirements on time		
2. Often submits work that is of poor quality, incomplete or late; does consistently use resources, help, or suggestions to develop or improve work		
1. Consistently hands in work that is of poor quality, incomplete or late; does not make use of available resources, help, or suggestions to develop or improve work		
Notes:		
F. Quality of Interactions and Participation (Classroom and Field Experiences)	S	F
4. Contributes to classroom and school activity, often as a leader; highly engaged with students and colleagues; comes well-prepared; does not dominate the class discussion; listens when others speak		
3. Contributes to classroom activity and is appropriately engaged with students and colleagues; comes prepared for discussion		
2. Sometimes uninvolved or disruptive or off-task; minimally contributes to classroom activities or is sometimes not engaged with students and colleagues; not well-prepared; talks while other students are speaking		
1. Consistently apathetic or indifferent; disruptive or off-task; does not contribute to classroom activities or is not appropriately engaged with students and colleagues; unprepared		
Notes:		
G. Critical Thinking Skills	S	F
4. Accurately interprets; identifies salient information or reasons; draws warranted judicious conclusions; justifies and explains assumptions and reasons; fair-minded follows where evidence and reason lead		
3. Thoughtfully questions, analyzes, interprets, explains, or evaluates and is able to justify the results of his/ her thinking; open-minded		
2. Struggles with questioning, analyzing, interpreting, explaining, or evaluating, and with providing rationale for reasons, points of view; or does this in superficial manner		

1. Makes no attempt to question, analyze, interpret, explain, or evaluate; unable to justify the results of his/her thinking; or maintains or defends views based on self-interest or preconceptions; close minded		
Notes:		
H. Collegiality	S	F
4. Strong contributor to group/teach efforts		
3. Responsibly engages in group/team efforts		
2. Sometimes demonstrates collaborative skills		
1. Often does not demonstrate collaborative skills (e.g., active learning; able to switch from leading to being a member; encouraging ideas; facilitating group in reaching goals)		
Notes:		
I. Respect for Others	S	F
4. Uses positive approaches when questioning or challenging; acts on concerns for the feelings and needs of others; abides by rules and common etiquette; is very courteous; acts in the best interests of others in many situations; demonstrates empathy		
3. Applies critical perspective appropriately; is sensitive to the feelings and needs of others; courteous; demonstrates that he or she values the ideas of others; abides by rules and common etiquette; acts in the interests of others; demonstrates self-control in interactions; demonstrates empathy		
2. On a few occasions is overly negative or critical, insensitive, or discourteous; sometimes does not value others' ideas or ignores rules/common etiquette or acts out of self-interest; may lack self-control in interactions		
1. Overly negative or critical; insensitive to the feelings and needs of others; discourteous; does not show that he or she values ideas of others; may ignore rules or common etiquette; acts out of self-interest in most situations; may lack self-control in interactions; does not demonstrate empathy		
Notes:		
J. Initiative	S	F
4. Creative, resourceful and self-directed		
3. Demonstrates self-initiative and independence		

2. Needs supervision to implement ideas		
1. Passive, depends on others		
Notes:		
K. Response to Constructive Feedback	S	F
4. Receptive; subsequent performances consistently show productive changes		
3. Receptive; subsequent performances show some productive changes		
2. Defensive and/or non-responsive; subsequent performances or behaviors show some changes Receptive; subsequent performances show some productive changes		
1. Defensive/non-responsive and does not make changes to subsequent performance or behaviors		
Notes:		
L. Commitment to Diversity and Equity	S	F
4. Consistently demonstrates a commitment to understanding diversity; teaches or plans to teach from multiple perspectives; demonstrates empathy		
3. Demonstrates emerging commitment to learning more about diversity and teaching from multiple perspectives; seeks to demonstrate empathy		
2. Demonstrates awareness of diversity issues and of multiple perspectives		
1. Ethnocentric; considers only personal perspective; does not demonstrate empathy		
Notes:		
M. Professional Dress	S	F
4. Consistently dresses professionally, wears clothing appropriate for field settings		
3. Usually dresses professionally		
2. Sometimes dresses appropriately		
1. Consistently dresses inappropriately		

Notes:		
N. Attitude Toward Clients	S	F
4. Effectively demonstrates professional/personal attitudes with clients which contribute to client development; acts on a strong belief that all clients can change; uses many strategies that effectively motivate clients		
3. Demonstrates an attitude that all clients can change; demonstrates knowledge and skills in motivating clients		
2. Does not always demonstrate an attitude that all clients can change; makes minimal effort to motivate clients		
1. Lacks interest in or is negative toward clients; does not demonstrate an attitude that all clients can change; does not view own responsibility in motivating clients; lacks knowledge and skills in establishing rapport motivating clients		
Notes:		
O. Ability to Handle Stress and Manage Workload	S	F
4. Handles stress in a productive manner and maintains an optimistic and positive approach in stressful situations; manages the demands/workload associated with teaching very well		
3. Handles stress in productive manner; manages the demands/workload associated with teaching		
2. Sometimes handles stress in non-productive manner; sometimes unable to manage the demands/workload of teaching		
1. Often handles stress in non-productive manner (e.g., by complaining, becoming angry, withdrawing); unable to manage the demands or workload associated with teaching; often sick, tired, or lacks stamina		
Notes:		
Student summary of other obligations, schedule considerations, health/mental health needs, and class load for senior year that might impact practicum performance and completion:		

PRACTICUM EXPERIENCE AGENCY PREFERENCES

Students, list three agencies you will explore more fully in-depth to consider for practicum placement. List those here, including 1-3 sentences explaining why you selected it. Together we will narrow these to two agencies, and then prioritize them to the identified one agency to complete an interview. Students will interview at additional sites if needed, after completing initial interview and discussing with Field Education Coordinator.

1st preference:

2nd preference:

3rd preference:

_____ Students, initial here to indicate you have reviewed the Field Practicum Manual, updated for the 2016-2017 academic year and that you understand you are responsible for the contents contained therein.

Student: _____ Date: _____

Student's Typed Signature and Net ID

Faculty: _____ Date: _____

Faculty Member Completing Form Typed Signature

*Email completed form to MonicaWhite@Creighton.edu By signing this form, you acknowledge that you have been provided with a copy of this form if requested. Your signature is not an acknowledgement of complete agreement with this evaluation. If you do not agree with specific elements, you may append a statement explaining your disagreements. If you wish to discuss this evaluation with the person who completed it, please make an appointment with that individual.

Item # and action plan if specific growth and development is indicated from previous pages of assessment and feedback:

Student: _____ Date: _____

Student's Typed Signature and Net ID

Faculty:

Date:

Faculty Member Completing Form Typed Signature



**Social Work Program
Field Practicum Placement
Agreement**

The following is an agreement between the Field Practicum Agency, Creighton University Social Work Student and the Social Work Program. We the undersigned agree to the following:

AS THE CREIGHTON UNIVERSITY SOCIAL WORK PROGRAM FIELD PRACTICUM STUDENT, I
AGREE TO:

- Read the Field Practicum Manual and take responsibility for the contents therein
- Provide a resume to the Field Practicum Agency
- Send a letter confirming that I accept the placement and when I plan to begin practicum in the fall, with my contact information to the selected agency
- Utilize the field practicum experience to enhance skills as a generalist social worker and adhere to the NASW Code of Ethics
- Protect the identity of clients and respect all confidential information of clients
- Develop the field practicum learning contract in conjunction with the Field Practicum Supervisor and forward this contract to the Field Education Coordinator three days prior to the scheduled contract conference
- Schedule the required site visits with the Field Practicum Coordinator and the Field Practicum Supervisor
- Fulfill the requirement of 220 hours both fall and spring semester at the Field Practicum Agency
- Maintain a record of field practicum hours and make them available to the Agency Field Practicum Instructor for midterm and final evaluations each semester
- Actively prepare for and participate in the Midterm and Final Evaluations with the Field Practicum Supervisor
- Request consultation and assistance from the Field Education Coordinator in the event I encounter problems in the field placement
- Request additional supervision when I feel it is warranted or it is recommended to me
- Request help when assigned tasks I am unable to complete, either because of lack of skills or resources

- Maintain a personal copy of all forms, assignments and agreements
- Secure all necessary signatures on all assignments for field practicum seminar
- Report any NASW ethics violations to the Social Work Program's Field Education Coordinator
- Secure any drug screens, background checks or additional vaccinations as required by the agency
- Report to the Field Education Coordinator any significant legal and/or mental health issues that require attention prior to placement or may prohibit carrying out the duties as a practicum student

AS THE FIELD PRACTICUM INSTRUCTOR/SUPERVISOR, I AGREE TO:

- Provide the student with a job description for the practicum, attached to the learning contract
- Orient students to the agency, history, mission, constituency, policies and procedures, and the strengths and challenges facing the agency
- Provide information regarding professional safety and legal practice issues
- Role model effective and ethical practice
- Provide the student with a designated MSW or BSW field supervisor
- Provide students with opportunities to meet the CSWE competencies
- Attend the field practicum orientation in the fall semester or send a designee
- Provide the student with opportunities to gain practice experience with individuals, families, groups, community organizations, and policymaking bodies
- Provide physical facilities and materials including case materials necessary for the student to function as a professional
- Provide agency sanction for the student to carry caseload responsibilities
- Formally instruct the student about the safety and risks associated with providing social work services to this agency
- Train students regarding HIPPA regulations required for the agency
- Notify the student if a drug screen, background check, or specific immunizations are required
- Provide the student with mandatory supervision for a minimum of one hour instruction per week and supervision designed to address the student's learning goals and integrate theory with practice
- Participate with the student in completing the Field Practicum Learning contract
- Provide the student with regular evaluative feedback about his/her progress toward achieving competency as a beginning level generalist practitioner
- Notify the Field Education Coordinator immediately if any concerns arise in the practicum setting either regarding academic performance, professional demeanor, or violation of the NASW Code of Ethics
- Read and sign off on student assignments as required for field practicum seminar
- Attend the senior capstone in the spring or send a representative

AS THE FIELD EDUCATION COORDINATOR FOR THE CREIGHTON UNIVERSITY SOCIAL WORK PROGRAM, I AGREE TO:

- Certify the student for practicum via review of the Practicum Admission Assessment
- Ensure that all practicum students receive generalist practicum experiences
- Provide ongoing assessment ensuring the quality of field practicum instruction provided to each student
- Develop and review the method of evaluating student performance
- Assist the placement of students into appropriate practicum settings that fit their learning interests and style
- Orient agencies to the Creighton University Social Work Program and the Agency Field Practicum Instruction Program including information on the CSWE competencies
- Plan and participate in a minimum of two on-site conferences per year with the student and the Field Practicum Supervisor for the purpose of facilitating an effective learning opportunity for the student
- Assign the final semester Field Practicum grade to the student following the receipt of Field Practicum Final Evaluation
- Mediate any problem situations that arise between student and field practicum instructor/agency
- Communicate field practicum changes, issues, and policies to the Social Work Advisory Committee as needed
- Assure that conduct is consistent with the NASW Code of Ethics

Student _____ Date _____

Field Instructor _____ Date _____

Social Work Supervisor (if different than Field Instructor) _____ Date _____

Field Education Coordinator _____ Date _____

Dean, College of Arts and Sciences _____ Date _____

Please return completed form from agency field practicum in hard copy to:

Monica White, Field Education Coordinator

Social Work Program

Creighton Hall Room 437B

Creighton University

2500 California Plaza

Omaha, NE 68178

Typed signatures considered the same as written, if sent directly from the agency practicum supervisor.



**Social Work Program
Field Practicum Learning Contract
SWK 461 Field Practicum I**

The student learning contract provides a framework for developing an individualized learning plan that responds to the needs of the student, takes into account the resources of the field agency and meets the CSWE accrediting standards. Each learning objective below must have at least one student task related directly to the practice behavior. Write each task in Specific Measureable Attainable Realistic and Timely (SMART) language. See suggestions for learning tasks in the learning contract instructions.

Competencies	Practice Behavior	Learning Objective/Task:	Comments for feedback/growth
2.1.1 Identify as a professional social worker	Personal reflection and self-correction for professional development		
	Attend to professional roles and boundaries		
	Demonstrate professional demeanor		
	Use supervision and consultation		
2.1.2 Apply social work ethical principles to guide professional practice	Tolerate ambiguity in resolving ethical conflicts		
2.1.3 Apply critical thinking to inform and communicate professional judgments	Distinguish, appraise, and integrate multiple sources of knowledge, including research based-wisdom and practice		
2.1.4 Engage diversity and difference in practice	Gain self-awareness to eliminate the influence of personal biases and values in working with diverse groups		

2.1.6 Engage in research – informed practice	Use evidence to inform practice		
2.1.7 Apply knowledge of human behavior and the social environment	Critique and apply knowledge to understand person and environment		
2.1.8 Policy Practice – Advance Social and Economic Justice	Analyze, formulate, and advocate for policies that advance social well-being		
	Collaborate with colleagues and clients for effective policy action		
2.1.10			
a. Engagement	Use empathy and other interpersonal skills		
b. Assessment	Collect organize, and interpret client data Assess client strengths and limitations		
c. Intervention	Initiate actions to achieve organizational goals Help clients resolve problems		
*Personal-Professional Goal # 1			
*Personal-Professional Goal # 2			

*Identify two knowledge, values, or skills you choose to develop as you transition from student to professional this semester.

Please return completed form and a copy of the student practicum job description from field practicum supervisor's email account or in a sealed envelope with practicum supervisor's signature across seal, to Social Work Program at MonicaWhite@Creighton.edu

Typed signature is considered the same as a written signature if sent directly from field practicum supervisor.

This student completed the activities as outlined in the fall learning contract: yes no

Student:

Date:

Student's Typed Signature and Net ID

Supervisor:

Field Practicum Supervisor's Typed Signature

Field Practicum Coordinator:

Date:

Field Practicum Coordinator's Typed Signature

Revised 8/2015



Social Work Program
Field Practicum Learning Contract
SWK 481: Field Practicum II

The student learning contract provides a framework for developing an individualized learning plan that responds to the needs of the student, takes into account the resources of the field agency and meets the CSWE accrediting standards. Each learning objective below must have at least one student task related directly to the practice behavior. Write each task in Specific Measureable Attainable Realistic and Timely (SMART) language. See suggestions for learning tasks in the learning contract instructions.

Competencies	Practice Behavior	Actions/Tasks:	Dates completed, observed, or discussed
2.1.1 Identify as a professional social worker	✓ Advocate for client access to the services of social work ✓ Attend to professional roles and boundaries ✓ Use supervision and consultation ✓ Engage in career long learning	1. 2. 3.	
2.1.2 Apply social work ethical principles to guide professional	✓ Make ethical decisions by applying standards of the National Association of Social Workers-Code of Ethics	1.	
2.1.3 Apply critical thinking to inform and communicate professional judgments	✓ Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues	1.	

2.1.4 Engage diversity and difference in practice	✓ Recognize and communicate student understanding of the importance of the difference in shaping life experience	1.	
2.1.5 Advance Human Rights & Social & Economic Justice	✓ Advocate for human rights and social and economic justice	1.	
2.1.8 Policy Practice	✓ Collaborate with colleagues and clients for effective policy action	1.	
2.10 Competency	✓ Substantively and affectively prepare for actions with individuals, families, groups, communities and organizations	1.	
d. Engagement	✓ Use empathy and other interpersonal skills	1.	
e. Assessment	✓ Develop a mutually agreed-on focus of work and desired outcomes ✓ Assess client strengths and limitations ✓ Develop a mutually agreed-on intervention goals and objectives	1. 2. 3.	
f. Intervention	✓ Select appropriate interventions that enhance client capacities ✓ Negotiate, mediate, and advocate for clients ✓ Help clients resolve problems ✓ Facilitate transitions and endings	1. 2. 3. 4.	
*Personal-Professional Goal #1	✓		
*Personal- Professional Goal #2	✓		

**Identify two knowledge, values, or skills you chose to develop as you transition from student to professional this semester*

Students should develop this learning contract and review with practicum supervisor. Both should sign below that they have reviewed and discussed the learning contract and determined these actions will help move the student toward achieving the noted social work competences and practice behaviors. Students should bring this learning contract to supervision to ensure it continues to guide practice experiences toward the goals of the semester.

Return the completed form to MonicaWhite@Creighton.edu

Student:

Date:

Supervisor:

Date:

Field Education Coordinator:

Date:

List dates learning contract was reviewed through the semester (with a goal of reviewing four times minimum)



Social Work Program Learning Contract Instructions

The heart of the learning contract is a conversation between the social work student and their agency field practicum supervisor. This instrument serves to design learning activities unique to the agency setting, the student needs and to demonstrate the competency standards established by the Council on Social Work Education. Learning contracts are a road map for student mastery of the practice behaviors necessary for competent generalist social work practice. Based on the developmental philosophy the first semester is best characterized by *breadth* and second semester by *depth*. Each semester the student develops a new learning contract with their agency field practicum supervisor that is approved by the Field Practicum Coordinator. A copy of the student practicum job description must be attached to the learning contract. The learning goal is the practice behavior and the objectives are the tasks. Not only does the learning contract provide a guide to navigate the semester's learning it also serves as an agreement between the student, the agency and the Social Work Program. The final semester grade combines achievement of the learning contract with the field practicum evaluation. The program defines generalist social work practice as follows:

Generalist practice is the application of an electric knowledge base, professional values, and a wide range of skills to target any size system for change within the context of four primary processes. First generalist practice emphasizes client empowerment, the process of increasing personal, interpersonal, or political power so that individuals can take action to improve their life situations" (Gutierrez, 2001, p 210). Second, it involves working effectively within an organizational structure and doing so under supervision. Third it requires the assumption of a wide range of professional roles. Fourth, generalist practice involves the application of critical thinking skills to the planned change process (Kirst-Ashman & Hull, 2006, p.7)

Learning objectives are written in SMART language - Specific, Measureable, Attainable, Realistic and Timely. Objectives are the specific actions towards competency in a practice behavior.

Action language includes but *not limited* to:

To analyze	to answer	to arrange	to circulate	to collect
To define	to discuss	to develop	to discern	to demonstrate
To review	to schedule	to research	to explore	to participate in

Learning contracts are reviewed during the site visit each semester. If the student is unable to meet the objectives of the learning contract either the agency field practicum supervisor or the student should notify the field practicum coordinator to discuss alternatives.

Below is a suggested but not exhaustive list of learning activities that the Social Work Program suggests that meet the competencies as generalist practice social worker. Edit to fit the field site specific to the student.

Professional Identity
<ul style="list-style-type: none">• Prepare for supervision, be responsible for bringing learning contracts and course assignments to supervision• Prepare ethical or critical thinking questions for supervision• Prepare a weekly agenda for supervision• Develop and maintain a professional calendar• Identify when personal life interferes with practice life• Identify strengths and challenges• Follow a referral to assess client access to the service
Ethical Principles
<ul style="list-style-type: none">• Identify ethical dilemmas arising from work in the profession, agency or specific client• Apply the NASW code of ethics to working in the agency or with a client or client population• Identify and report on ambiguity in ethical conflicts• Identify and report on issues of privilege as it pertains to practice
Critical Thinking
<ul style="list-style-type: none">• Identify models that frame decision making• Examine records to identify multiple sources of knowledge pertaining to a client
Engage Diversity and Difference
<ul style="list-style-type: none">• Examine the agency for adherence to diversity and difference in practice• Describe practice issues that result from diversity in practice

<ul style="list-style-type: none"> • Identify personal issues of diversity as it pertains to practice • Participate in a local group that enhances or identifies diversity in practice
Advance Human Rights & Social and Economic Justice
<ul style="list-style-type: none"> • Identify legislation that impacts the agency and/or client base and take action • Participate in local discussions on related issues • Identify the source of injustice experienced by the client/or client population
Research-Informed Practice/Practice Informed Research
<ul style="list-style-type: none"> • Conduct a literature search on professional practices and present to the agency • Compile research for the agency and or client • Measure a client or agency intervention • Meet with the CEO or agency personnel to discuss how programs evaluate success • Identify outcome measures used with clients • Demonstrate knowledge of Human Behavior and the Social Environment • Identify developmental issues with a client, family, community and/or organization • Complete an eco-map and/or a social assessment
Policy Practice-Advance Social/Economic Justice
<ul style="list-style-type: none"> • Read and report on the agency mission, policies and standards • Attend court hearing/meetings with client or write a letter to another professional advocating for client's progress toward goals • Participate in agency or community task groups or attend advocacy group • Identify ways in which agency change of regulations, policies and procedures could enhance service delivery • Identify a local, state or national policy that impacts the agency and/or client population • Articulate the role of policy practitioner in an agency setting • Create resource list for agency
Contexts That Shape Practice
<ul style="list-style-type: none"> • Create resource list for agency • Participate in agency, community and/or neighborhood groups • Identify the network of agencies that serve the same client base • Identify the funding issues that impact service to clients • Identify current trends that shape practice
Engage, Assess, Intervene & Evaluate Practice
<ul style="list-style-type: none"> • Develop a case plan describing engagement, assessment, intervention and evaluation • Attend, take notes on and discuss a case planning conference • Prepare and review case documentation
Engagement
<ul style="list-style-type: none"> • Prepare notes prior to interviews • Complete interviews by either phone or in person • Prepare documentation of client contacts • Take the lead role in a home visit

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- Bring agencies together to discuss provision of services and resource development or coordination of social services

Assessment

- Complete social history assessment, genogram, eco-map
- Collect information from other sources such as client records
- Develop plans with goals, objectives, and strategies
- Empower client to carry out solutions
- Evaluate interventions at agency designated interval, such as 30-assessment
- Follow up with referrals and scheduled appointments
- Provide closure activities as necessary

Intervention

- Link clients with services and resources
- Observe, design and/or facilitate individual, family, or group interventions
- Observe, design and/or facilitate a group

Evaluation

- Write student learning goals and objectives SMART language
 - Write client goals and objectives using SMART language
 - Collect and interpret data for the agency or client
 - Evaluate interventions and report on success and challenges
-



**Social Work Program
Pre-Practicum Evaluation
SWK 346**

Student: _____

Student Phone #: _____

Field Instructor: _____ **Semester/year:** _____

Agency: _____ **Agency Phone #:** _____

Process: Mid-term and Final Evaluation:

1. The student completes this evaluation as a self-assessment. In the student comments sections identify:
 - a. growth and areas of improvement
 - b. experiences/methods that provide opportunities for growth and improvement
2. The Agency Field Practicum Instructor fills in the appropriate column for mid-term/final evaluation by reviewing and discussing the student's self assessment to determine the grade.
3. Midterm and final grades are assigned by the Field Practicum Coordinator based on the recommended grade of the Agency Field Practicum Instructor and student self-assessment.
4. If the student disagrees with the Agency Field Instructor's assessment, the student submits an addendum to the evaluation directly to the Field Practicum Coordinator.
5. Student's typed signature and Net ID constitutes having read and discussed evaluation with Agency Field Practicum Instructor
6. Please return completed evaluations from agency field practicum instructor's email account to Social Work Field Education Coordinator MonicaWhite@Creighton.edu

This constitutes a signed agreement

Apply a numeric rating to each item to indicate as closely as possible the assessment made for beginning-level generalist social work practice using the scale below.

A Below	B+	B	C+	C	D and
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10.0-9.3 7.3	9.2-8.7 7.2 and Below	8.6-8.3	8.2-7.7	7.6-
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Outstanding Level Satisfactory	High Level Inferior Performance	Noteworthy Level	Performance Beyond
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Of Performance	of Performance	of Performance	Basic Expectations
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A	B+	B	C+	C	D and Below
10.0-9.3	9.2-8.7	8.6-8.3	8.2-7.7	7.6-7.3	7.2 and Below

	Mid-term	Final
EPAS 2.1.1 Identify as a professional social worker and conduct oneself accordingly		
<ul style="list-style-type: none"> • Develop an awareness of advocacy for client access to the social work services <i>i.e. obtains information about other social services available for consumers served by the host agency</i> 		
<ul style="list-style-type: none"> • Practice personal reflection and self-correction to assure continual professional development <i>i.e. requests feedback, responds to professional feedback</i> 		
<ul style="list-style-type: none"> • Attend to professional roles and boundaries; <i>i.e. acquires knowledge of the history and function of the host agency/institution within the community; demonstrates an understanding of the role, scope and context of generalist practice at the host agency</i> 		
<ul style="list-style-type: none"> • Demonstrate professional demeanor in behavior, appearance, and communication <i>i.e. presents in a professional manner in interactions with colleagues, staff and clients; meets time and scheduling commitments; respects client confidentiality</i> 		

<ul style="list-style-type: none"> • Use supervision and consultation <i>i.e. initiates questions about practice, initiates discussions about best practices at the host agency</i> 		
EPAS 2.1.2 Apply social work ethical principles to guide professional practice		
<ul style="list-style-type: none"> ▪ Recognize and manage personal values in a way that allows professional values to guide practice <i>i.e. identifies values that influence clients' perceptions and choices, identifies how personal values help or interfere with social work practice</i> 		
EPAS 2.1.4 Engage diversity and difference in practice		
<ul style="list-style-type: none"> ▪ Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups <i>i.e. addresses clients and colleagues with dignity and respect, seeks information to enhance understanding of the diversity encountered at the host agency</i> 		
EPAS 2.1.7 Knowledge of Human Behavior and Social Environment		
<ul style="list-style-type: none"> ▪ Utilize conceptual frameworks to guide the processes of assessment, intervention and evaluation; <i>i.e. demonstrates an awareness of ecological systems model to guide assessment, goal setting, intervention and practice in the host agency</i> • Critique and apply knowledge to understand person and environment <i>i.e. uses developmental models to understand client issues and responses</i> 		

	Midterm	Final
EPAS 2.1.2 Apply social work ethical principles to guide professional practice		
<ul style="list-style-type: none"> • Recognize and manage personal values in a way that allows professional values to guide practice <i>i.e. identifies values that influence clients' perceptions and choices, identifies how personal values help or interfere with social work practice</i> 		
EPAS 2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities		
<ul style="list-style-type: none"> ▪ Use empathy and other interpersonal skills <i>i.e. uses appropriate verbal and non-verbal communication with clients and colleagues</i> 		
<ul style="list-style-type: none"> • Develop a mutually agreed-on focus of work and desired outcomes ▪ <i>i.e. interviews clients and colleagues to establish a case plan</i> 		
<ul style="list-style-type: none"> ▪ Assess client strengths and limitations <i>i.e. utilizes active listening with clients and colleagues, establishes a warm, helping and non-judgmental relationship with the clients</i> 		
<ul style="list-style-type: none"> ▪ Develop mutually agreed-on intervention goals and objectives <i>i.e. completes a client intake assessment and suggests appropriate</i> 		

<i>interventions</i>		
<ul style="list-style-type: none"> ▪ Help clients resolve problems <i>i.e. develops awareness of services and resources available to client/s; professionally represents clients in interactions within the community of network providers</i> 		

Student Comments:

Significant Learning Opportunities:

List or describe the most significant learning opportunities the student had during the practicum:

Quality of Student's Performance:

Write a brief summary of the quality of the student's performance as shown in the evaluation, and his/her potential for social work practice.

Any observations or concerns regarding non-academic issues that significantly interfere with practice must be reported to the Field Practicum Coordinator immediately and include but are not limited to the following:

- Repeated violations of boundaries in professional relationships
- Unaddressed issues of chemical dependency
- Unaddressed issues of mental illness
- Sexual relationships with clients
- Improper use of client's finances
- Irresponsible use of agency resources
- Violation of client confidentiality or agency confidentiality

_____ Total Midterm Hours

_____ Total Final Hours

I have read this evaluation:

Student's Typed Signature and Net ID

Evaluation prepared by:

Agency Field Practicum Instructor's Typed Signature

Date:



Social Work Program

SWK 461 Field Practicum I Evaluation

Student:

Semester/Year:

Field Supervisor:

Agency Phone #

Agency:

Student Phone #

Process: Mid-term and Final Evaluation:

1. The student first completes this evaluation as a self-assessment. In the sections for student comment identify:
 - growth and areas of improvement
 - experiences/methods that provide opportunities for growth and improvement
2. The Agency Field Practicum Instructor fills in the appropriate column for mid-term/final evaluation by reviewing and discussing the student's self-assessment to determine the grade.
3. Midterm and final grades are assigned by the Field Education Coordinator based on the recommended grade of the Agency Field Practicum Instructor and student self-assessment.
4. If the student disagrees with the Field Practicum Supervisor's assessment, the student submits an addendum to the evaluation directly to the Field Education Coordinator.
5. Student's typed signature and Net ID constitutes having read and discussed evaluation with Field Practicum Supervisor
6. Please return completed evaluations from agency field practicum instructor's email account or in a sealed envelope with practicum instructor's name signed on the seal, to Social Work Program at MonicaWhite@Creighton.edu

Typed signatures considered same as written

Apply a numeric rating to each item to indicate as closely as possible the assessment made for beginning-level generalist social work practice using the scale below.

10.0-9.3	9.2-8.7	8.6-8.3	8.2-7.7	7.6-7.3	7.2 and Below
Excellent	Proficient	Strong	Developing	Insufficient	Unsatisfactory

		Mid-term	Mid-term	Final	Final	Comments and feedback
EPAS 2.1.1 Identify as a professional social worker and conduct oneself accordingly		student	Pract Instruct.	student	Pract Instruct.	
Advocate for client access to the services of social work <i>i.e. Follow a client referral to assess client access to services; investigate appropriate referrals</i>						
Demonstrate professional demeanor in behavior, appearance, and communication <i>i.e. differentiates between personal, professional, and social roles with clients and colleagues in the host agency; dresses appropriately, is on time and present when expected; interacts professionally with clients, colleagues, and staff</i>						
Use supervision and consultation <i>i.e. Prepares an agenda for supervision, uses supervision to increase self-awareness of professional strengths and growth areas; responds to feedback from supervisor, asks questions</i>						
EPAS 2.1.2 Apply social work ethical principles to guide professional practice						
Tolerate ambiguity in resolving ethical conflicts <i>i.e. Identify values that influence client perceptions and choices, identifies how their values help or interfere with social work practice</i>						
EPAS 2.1.3 Apply critical thinking to inform and communicate professional judgments						
Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues <i>i.e. accurately understands the context related to the problem, question, or issue, explores problems, questions, or issues that need to be addressed</i>						
		10.0-9.3 Below Excellent	9.2-8.7 Proficient	8.6-8.3 Strong	8.2-7.7 Developing	7.6-7.3 Insufficient 7.2 and Unsatisfactory
EPAS 2.1.4 Engage diversity and difference in practice						
Gain sufficient self-awareness to eliminate the influence of personal biases and values in						

working with diverse groups <i>i.e. demonstrates an awareness of and a respect for the positive value of human commonalities and differences, especially in relation to age, class, color, culture, disability, ethnicity, family structure, gender, marital structure, sexual orientation, mental ability and socio-economic status; pursues information that will enhance their understanding of the diversity encountered in the host agency</i>					
EPAS 2.1.7 Knowledge of Human Behavior and Social Environment					
Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation <i>i.e. demonstrates knowledge about the social issues and environmental factors commonly encountered by the individuals, families, groups, organizations, and communities served by the host agency; uses the ecological perspective, systems perspective and/or strengths perspective to understand client issues or problems</i>					
EPAS 2.1.8 Policy Practice-Advance Social/Economic Justice					
Analyze, formulate, and advocate for policies that advance social well-being <i>i.e. acquire knowledge about internal and external policies, programs, and practices that impact the agency</i>					
EPAS 2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities					
Use empathy and other interpersonal skills <i>i.e. uses active listening skills, initiates appropriate conversations with clients and colleagues</i>					
Develop a mutually agreed-on focus of work and desired outcomes <i>i.e. collaborates with clients to define an issue/problem or concern and develop a strategy to move towards an outcome</i>					
Collect, organize, and interpret client data; <i>i.e. prepares a social history, collecting data from a variety of sources; is clear and objective in documentation</i>					

		10.0-9.3	9.2-8.7	8.6-8.3	8.2-7.7	7.6-7.3	7.2 and
		Below Excellent	Proficient	Strong	Developing	Insufficient	
		Assess client strengths and limitations <i>i.e. assesses client capacity and challenges to achieve goals</i>					
		Initiate actions to achieve organizational goals <i>i.e. awareness of the host agency and the relationship within the community; presents in a professional manner when representing the agency</i>					
		Help clients resolve problems <i>i.e. engages clients effectively and efficiently; develops knowledge of services offered by the host agency and referral agencies</i>					
		Negotiate, mediate and advocate for clients <i>i.e. demonstrates an awareness of the practice of advocacy, empowerment and sustainability with clients and populations</i>					

Midterm: Student reflection and summary of perceived progress toward learning contract goals and objectives:

Midterm: Student reflection and summary of perceived strengths and areas of desired continued growth or challenges:

Midterm: Practicum Instructor evaluation:

Write a brief summary of the quality of the student's performance as shown in the evaluation, and his/her potential for social work practice.

Final: Student reflection and summary of perceived progress toward learning contract goals and objectives:

Final: Student reflection and summary of perceived strengths and areas of desired continued growth or challenges:

Final: Practicum Instructor evaluation:

Write a brief summary of the quality of the student's performance as shown in the evaluation, and his/her potential for social work practice.

Any observations or concerns regarding non-academic issues that significantly interfere with practice must be reported to the Field Education Coordinator immediately and include but are not limited to the following:

- Repeated violations of boundaries in professional relationships
- Unaddressed issues of chemical dependency
- Unaddressed issues of mental illness
- Sexual relationships with clients
- Improper use of client's finances
- Irresponsible use of agency resources
- Violation of client confidentiality or agency confidentiality

 Total Midterm Hours

 Total Final Hours

To calculate grade add the # of total points and divide by number of items evaluated for the semester. Only use the number of items by which a student was evaluated.

 Numerical midterm grade

 Numerical Final Grade

Did the student complete the tasks spelled out in the learning contract?

 yes no

Comments:

Evaluation was prepared by:

Field Practicum Supervisor's Typed Signature

I have read this evaluation

Student's Typed Signature and Net ID

I reviewed this evaluation

Field Education Coordinator

Date



Social Work Program

Field Practicum Evaluation II SWK 481

Student: <input type="text"/>	Semester/Year: <input type="text"/>
Field Instructor: <input type="text"/>	Agency Phone # <input type="text"/>
Agency: <input type="text"/>	Student Phone #: <input type="text"/>

Process: Mid-term and Final Evaluation:

1. The student completes this evaluation as a self-assessment. In the student comments sections identify:
 - a. growth and areas of improvement
 - b. experiences/methods that provide opportunities for growth and improvement
2. The Agency Field Practicum Instructor fills in the appropriate column for mid-term/final evaluation by reviewing and discussing the student's self assessment to determine the grade.
3. Midterm and final grades are assigned by the Field Practicum Coordinator based up the recommended grade of the Agency Field Practicum Instructor and student self-assessment.
4. If the student disagrees with the Agency Field Instructor's assessment, the student submits an addendum to the evaluation directly to the Field Practicum Coordinator.
5. Student's typed signature and Net ID constitutes having read and discussed evaluation with Agency Field Practicum Instructor
6. Please return completed evaluations from agency field practicum instructor's email account

to Social Work Program Administrative Assistant at pyenko@creighton.edu

This constitutes a signed agreement

Apply a numeric rating to each item to indicate as closely as possible the assessment made for beginning-level generalist social work practice using the scale below.

A Below	B+	B	C+	C	D and
10.0-9.3 7.3	9.2-8.7 7.2 and Below	8.6-8.3	8.2-7.7		7.6-
Outstanding Level Satisfactory	High Level Inferior Performance	Noteworthy Level		Performance Beyond	
Of Performance Performance	of Performance	of Performance		Basic Expectations	

	Mid-term	Final
EPAS 2.1.1 Identify as a professional social worker and conduct oneself accordingly		
• Advocate for client access to the services of social work <i>i.e. Follow a client referral to assess client access to services; make appropriate referrals</i>		
• Attend to professional roles and boundaries <i>i.e. demonstrates knowledge of the agency's relationship in the community. Demonstrates an understanding of the role and context of social work practice in the host agency</i>		
• Engage in career long learning <i>i.e. demonstrate professional development by attending agency, community, organizations, or national workshops or training, participates in preparing training through the agency</i>		
• Use supervision and consultation <i>i.e. Prepare an agenda for weekly supervision to include educational and ethical issues: be responsible for all documents and forms: demonstrates initiative in seeking out learning opportunities at the agency</i>		

A	B+	B	C+	C	D and Below
10002	9297	8692	8277	7672	72 and Below
					Mid-term Final
EPAS 2.1.2 Apply social work ethical principles to guide professional practice					
<ul style="list-style-type: none"> ② Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, other international Social Work Organizations; recognize and respond to value and ethical dilemmas encountered in the host agency. 					
EPAS 2.1.3 Apply critical thinking to inform and communicate professional judgments					
<ul style="list-style-type: none"> • Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues; <p><i>i.e. prepare written communication via social assessments, case documentation, meeting notes; clearly define problems, questions or issues develop plausible responses and communicate pertinent information to appropriate persons</i></p>					
EPAS 2.1.4 Engage diversity and difference in practice					
<ul style="list-style-type: none"> ② Recognize and communicate their understanding of the importance of the difference in shaping life experience <p><i>i.e. describe practice issues that result from diversity in practice; participate in a local group that enhances or identifies diversity and difference in practice, pursue information to enhance understanding of diversity</i></p>					
EPAS 2.1.5 Advance Human Rights & Social/Economic Justice					
<ul style="list-style-type: none"> • Advocate for human rights and social and economic justice <p><i>i.e. Identify legislation that impacts the agency and/or client base and may initiate action</i></p>					
EPAS 2.1.8 Policy Practice-Advance Social/Economic Justice					
<ul style="list-style-type: none"> • Collaborate with colleagues and clients for effective policy action <p><i>i.e. collaborate with community task groups or advocacy groups, to identify local legislation that impacts the agency and/or client population</i></p>					
					Mid-term Final
EPAS 2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities					
<ul style="list-style-type: none"> • Use empathy and other interpersonal skills 					

<i>i.e. demonstrate understanding of a person's situation, motives and circumstances: talk with and about clients with respect and dignity</i>		
<ul style="list-style-type: none"> • Develop a mutually agreed-on focus of work and desired outcomes <i>i.e. meet with clients to develop case plans: assess client needs and prioritize a plan of action</i>		
<ul style="list-style-type: none"> • Assess client strengths and limitations with integrity and respect <i>i.e. assess verbal and non-verbal communication with colleagues and clients</i>		
<ul style="list-style-type: none"> • Develop mutually agreed-upon intervention goals and objectives: develop a service agreement, case contract, learning and /or behavioral goals 		
<ul style="list-style-type: none"> • Select appropriate intervention strategies <i>i.e. articulate decision-making regarding the effectiveness and efficiency of an intervention; link clients to services and resources</i>		
<ul style="list-style-type: none"> • Initiate actions to achieve organizational goals <i>i.e. maintain client confidentiality, educate clients regarding the services provided by the agency</i>		
<ul style="list-style-type: none"> • Negotiate, mediate and advocate for clients <i>i.e. demonstrates an awareness of the practice of advocacy, empowerment and sustainability with clients and populations</i>		

Student Comments:

Significant Learning Opportunities:

List or describe the most significant learning opportunities the student had during the practicum:

Quality of Student's Performance:

Write a brief summary of the quality of the student's performance as shown in the evaluation, and his/her potential for social work practice.

Any observations or concerns regarding non-academic issues that significantly interfere with practice must be reported to the Field Practicum Coordinator immediately and include but are not limited to the following:

- Repeated violations of boundaries in professional relationships
- Unaddressed issues of chemical dependency
- Unaddressed issues of mental illness
- Sexual relationships with clients
- Improper use of client's finances
- Irresponsible use of agency resources
- Violation of client confidentiality or agency confidentiality

_____ Total Midterm Hours

_____ Total Final Hours

I have read this evaluation:

Student's Typed Signature and Net ID

Evaluation prepared by:

Agency Field Practicum Instructor's Typed Signature

Date:



Student Evaluation of Field Practicum

Students are expected to complete an evaluation of the field placement learning experience. Complete the form in the last week of practicum. Please be candid and professional in your comments to help the Social Work Program evaluate the sustainability of future placements. To maintain confidentiality please email your completed evaluation to the Social Work Program Administrative Assistant at pyenko@creighton.edu and put in subject line Field Practicum Evaluation

Poor	Adequate	Good	Very Good	Excellent	Not Observed
1-----	2-----	3-----	4-----	5-----	N/A

THE FIELD AGENCY		
1. Oriented student to the agency, history, mission, constituency, policies, procedures and challenges facing the agency		1---2---3---4---5--- N/A
2. Provided the resources (phone, desk, space) to function in my practicum		1---2---3---4---5--- N/A
3. Provided information regarding professional safety and legal practice issues		1---2---3---4---5--- N/A
4. Introduced me to professionals in my agency as well as in other agencies		1---2---3---4---5--- N/A
5. Timely in the forms required by the Social Work Department		1---2---3---4---5--- N/A
6. Provided me with a practicum job description		1---2---3---4---5--- N/A
AGENCY FIELD PRACTICUM INSTRUCTOR		1---2---3---4---5--- N/A
7. Role modeled professionalism		1---2---3---4---5--- N/A
8. Provided opportunities to understand the integrative approach of generalist social work practice with individuals, families, small groups, organizations and communities		1---2---3---4---5--- N/A
9. Provided opportunities to examine social work values and professional ethics, especially in relationship to my own personal value base		1---2---3---4---5--- N/A
10. Helped me to integrate knowledge of human behavior and the social environment		1---2---3---4---5--- N/A
11. Provided opportunities to integrate knowledge of social policy		1---2---3---4---5---

	N/A
12. Provided opportunities to understand the use of social research in practice	1---2---3---4---5--- N/A
13. Provided opportunities to develop an awareness of sensitivity to cultural and social diversity in relation to social work	1---2---3---4---5--- N/A
14. Discussed my work on the capstone project	1---2---3---4---5--- N/A
15. Helped me to develop a perspective on social work practice that reflects the value of human diversity and oppression	1---2---3---4---5--- N/A
16. Develop a beginning level ability to evaluate my own practice	1---2---3---4---5--- N/A
17. Provided opportunities to develop professional identity	1---2---3---4---5--- N/A
18. Provided weekly supervision to connect coursework with field practice	1---2---3---4---5--- N/A
19. Assisted in developing the learning contract and rationale for assignments	1---2---3---4---5--- N/A
20. Provided feedback on my work	1---2---3---4---5--- N/A
21. Treated me with respect	1---2---3---4---5--- N/A
PRACTICUM ASSIGNMENTS	1---2---3---4---5--- N/A
22. Provided opportunities to develop engagement skills	1---2---3---4---5--- N/A
23. Provided opportunities to develop assessment skills	1---2---3---4---5--- N/A
24. Provided opportunities to develop case planning skills	1---2---3---4---5--- N/A
25. Provided opportunities to develop advocacy skills	1---2---3---4---5--- N/A
26. Provided opportunities to develop professional documentation skills	1---2---3---4---5--- N/A
27. Provided opportunities to develop skills intervening with client(s)	1---2---3---4---5--- N/A
28. Provided opportunities to assess work with client(s)	1---2---3---4---5--- N/A

COMMENTS:

Student signature and Net ID: _____



Social Work Program

Field Education Coordinator Evaluation Instrument

Instructions: Please evaluate the Social Work Program Field Practicum Coordinator on the following dimensions of field practicum activities. Your responses are anonymous and are used to assess the quality of services provided to the agency and practicum students in your agency. Use the scale provided to make your assessment by highlighting in yellow your rating.

Outstanding Very good Acceptable Needs Improvement Unacceptable

5

4

3

2

1

Not Applicable (NA)

No Opportunity to Observe (NS)

1. Field Coordinator oriented the Agency Field Instructor and Students to the field experience.

5	4	3	2	1	NA	NS
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2. Field Coordinator clearly communicated the requirements and expectations of the field experience.

5	4	3	2	1	NA	NS
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3. Field Coordinator responded promptly to my questions and concerns.

5	4	3	2	1	NA	NS
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4. The Field Coordinator sent e-mails notifying of important due dates and deadlines.

5	4	3	2	1	NA	NS
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5. Field Coordinator was available to negotiate any grading questions or disputes.

5	4	3	2	1	NA	NS
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6. Field Coordinator adequately prepared students to seek input from field agency instructors regarding their learning contract.

5	4	3	2	1	NA	NS
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7. Field Coordinator spent an adequate amount of time in the liaison visits.

5	4	3	2	1	NA	NS
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8. Field Coordinator appropriately addressed conflicts that may have arisen in the field setting.

5	4	3	2	1	NA	NS
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9. Field Coordinator demonstrated appreciation, respect and sensitivity regarding field issues.

5	4	3	2	1	NA	NS
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10. Field Coordinator provides adequate feedback to the agency about how to improve the practicum experience for the agency and student.

5	4	3	2	1	NA	NS
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Did you attend the practicum orientation at the beginning of the semester?

Yes _____ No _____

COMMENTS:

To maintain confidentiality please email your completed evaluation to the Social Work Program Director at BHarris@Creighton.edu and put in subject line Coordinator Evaluation