



# **Interdisciplinary Ed.D. Program in Leadership Practicum Manual**

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## **Interdisciplinary Ed.D. Program in Leadership Purpose**

The mission of the doctoral program is centered on developing professionals with the faith to serve, who will use their leadership skills to promote social justice and societal and organizational change. Drawing on Creighton's Catholic and Jesuit traditions, the program's educational framework promotes the formation of leaders through a process of continual self-reflection. Motivated by the principles of advocacy, ethics, and moral reasoning, graduates of the program will be equipped to effectively serve and lead educational institutions, health care facilities, and diverse business enterprises and other organizations. This mission is carried out and fulfilled by attention to the following programmatic themes. These themes describe the leaders the program strives to develop:

- **Leaders who experience, appreciate, and are prepared to pursue integrative learning in a collaborative community of practice.**
- **Leaders who possess moral courage and skills to innovate, adapt, and act in a changing world striving for a more just society.**
- **Leaders who develop professionally through a process of formation using continual self-reflection.**
- **Leaders who understand the organizational and system challenges and opportunities in interdisciplinary work and practice.**

## **PRACTICUM COURSE DESCRIPTION**

**ILD 811 Practicum** is a 3 credit-hour course. Students will arrange a practical field experience to further develop their skills and abilities in a professional or organizational setting where they will be engaged in interdisciplinary leadership in action. This could include working with another person on a major project or exploring an area outside the student's own field (business, education, or health). The student will gain an understanding of researching internal or external elements related to personnel, policy, politics, economics, finance, governing, relationships, elements of change, or rather influences that challenge leadership, and then apply or recommend an innovative solution. The practicum experience will be arranged working with the practicum advisor.

## **PREREQUISITES FOR PRACTICUM**

To be eligible to register for Practicum, students must have successfully completed a minimum of 12 credits in core courses. The Practicum experience provides students with opportunities to apply theory to practice. The expectation is that the student's goals/objectives are integrated into the practicum experience providing the student with "hands on" approach under the supervision of a knowledgeable professional. Core Courses include:

- ILD 801 Leadership Styles and Reflective Practice
- ILD 802 Leadership and Applied Ethics
- ILD 803 Strategic Planning and Management
- ILD 804 Organizational theory and Behavior
- ILD 805 Administrative and Policy Leadership Issues

- ILD 806 Change Theory and Practice
- ILD 807 Financial and Legal Leadership Issues
- ILD 808 Leadership Seminar 1 (on campus)
- ILD 809 Leadership Seminar 2 (on campus)
- ILD 810 Leadership Seminar 3 (on campus)

## **PRACTICUM PURPOSE AND LEARNING OBJECTIVES**

The overarching goal of the practicum is to have students cultivate their skills in an organization under the supervision of the organization and the practicum supervisor through the integration of coursework and practice experience. The students will gain an understanding of researching internal or external elements related to the many challenges that leaders experience. Using a “hands on” approach, students will have an opportunity to link theory to practice calling upon knowledge gain through core courses.

On completing the course, students will be able to:

1. Show evidence of being a scholar-practitioner by demonstrating the connection between theoretical constructs and the practicum experience. (program goals 1,2,3,4)
2. Exhibit reflective practice by continually responding to the questions: a) what was achieved? b) What wasn’t achieved? and c) What would I do differently? (program goals 2,4,6,)
3. Maintain a journal to record, analyze, and evaluate on a regular basis to help them engage in self reflection. (program goals 2,4)
4. Demonstrate the ability to work with individuals from multiple disciplines to meet the goals/objectives of an organization. (program goals 4,6)

## **PRACTICUM PLACEMENT PROCESS**

The Practicum experience is offered all three terms: Fall, spring, and summer. To be eligible to register for Practicum, students must have successfully completed a minimum of 12 credits in the core courses. Practicum placements are made by means of a series of consultations involving the student, the academic advisor, the program director, and the supervisor/mentor at the practicum site. The academic advisor helps the student ascertain if the prerequisites for the practicum are completed. The program director, in conjunction with the academic advisor, helps the student determine what organization would best suit the student’s interest, needs, and career goals. Final responsibility for approval of the placement is an educational decision that rests with the program director. The placement process consists of the following steps:

1. Students must complete the Application for the Site Proposal form. Students will be encouraged to look for a placement that is particularly conducive to their learning goals as set forth in their IPDP. Students should discuss options with their academic advisor before completing the application. After completing the application form, the student will contact the program director to discuss the application and possible placement site. The program director will contact the suggested site to ensure the organization is willing to accept a practicum student, and has an experienced individual who is willing to supervise/mentor the student. If the site is considered appropriate and available, the student is notified and charged with contacting the organization for

an interview and for notifying the program director of the outcome of the interview. Before a placement can be formally considered, the program director must have endorsed the site.

2. The second phase of the process is the development of the Practicum Learning Contract. This will be completed before the student will be allowed to log hours, and is completed in conjunction with the program director and site supervisor.
3. The Practicum Learning Contract is to be signed by the site practicum supervisor, the student, and the program director.

Students are not allowed to receive payment for the practicum work. The practicum should not be directly related to the current position or responsibility of the student. However, a student in an organization may be able to take on a special task or responsibility elsewhere in the organization.

## Site Selection

Organizations that participate in the practicum sequence are selected because of the potential opportunities for student learning, unique program focus, and willingness to provide the necessary supervision. Every organization must have staff members who are professionally able to provide and assist the student in the development of leadership skills and knowledge. Finally, the organizations must agree to meet the requirements as delineated below:

- Identify a Field Practicum Supervisor and grant them the necessary time to fulfill her/his field responsibilities and mentoring responsibilities.
- Provide the student with a variety of experiences which will enhance the leadership knowledge and skills of the student.

## STUDENT RESPONSIBILITIES: PRE-PRACTICUM

The **student** will be responsible for the following:

### About Four Months before the Practicum Start

1. The **student** thinks about and researches possible practicum sites.
2. The **student** completes the *Possible Practicum Sites Form* and submits it to the Program Coordinator.
3. The Program Coordinator will prompt the **student** and Student Advisor to schedule a phone call to discuss learning goals, objectives, and possible practicum sites.

### About Three Months before the Practicum Start

4. The **student** and Student Advisor have a phone call to discuss learning goals, objectives, and possible practicum sites.
5. The **student** selects a site for the practicum from the possible sites discussed.
6. The **student** develops and submits the *Practicum Learning Contract* to the Student Advisor.
7. The Student Advisor will provide the **student** with written feedback on the *Practicum Learning Contract*.
8. The **student** will update the *Practicum Learning Contract* based on the Student Advisor's feedback and then provides the site sponsor with a copy for discussion.
9. The **student** schedules an interview at the potential site to discuss learning goals, objectives and possible ethical issues with the site sponsor.

10. The **student** should also discuss with the sponsor at this time the site requirements for engaging in a practicum at that site. (See details in #14 below. While the *Proof of Fulfillment of Site Requirements* form is due by one month before the Practicum, **students** will need to start working on fulfilling site requirements well before then.)

### **About Two Months before the Practicum Start**

11. The **student** adjusts learning goals and objectives based on input from site and resubmits the completed *Practicum Learning Contract* to the Student Advisor for approval.
12. The **student** also submits the *Proposed Practicum Site and Sponsor Contact Information* form to the Program Coordinator at this time.
13. The Program Coordinator will contact the site sponsor at proposed practicum site and confirm that the site is willing to accept the practicum student, has an appropriate individual to serve as a site sponsor for the student, and that the site is available for the term the student seeks for the practicum. If the preceding conditions are met, the site will be endorsed by the Program Coordinator.

### **By One Month before the Practicum Start**

14. The **student** is responsible for identifying and **fulfilling all site requirements at least one month prior** to beginning practicum hours. The **student** should discuss the site requirements with the site sponsor as soon as the site is confirmed. The sponsor may refer the **student** to the Volunteer Office or similar department at the site to ascertain the site requirements which may include immunizations, background checks, tuberculosis screening, references, etc. The specific requirements will vary from institution to institution. Once the **student** fulfills the site requirements, the site sponsor must sign it, and the **student** must submit the completed *Proof of Fulfillment of Site Requirements* form to the Program Coordinator. Even if there are no requirements for the practicum site, the **student** must still submit this form.
15. The **student** must also fill out and submit to the Program Coordinator the *Student Participation and Confidentiality Agreement* and the *Liability Insurance Statement* at least one month prior to beginning the practicum.
16. The **student** completes the IRB CITI web-based course on Human Subject Research. (see heading “IRB Social Behavioral Certification Requirements” below)
17. The **student** must turn in proof of completion of the IRB CITI course.

## **IRB BASIC SOCIAL BEHAVIORAL**

The current requirements for IRB Certification are the completion of 3 CITI online courses, Social/Behavioral course for human subject research, HIPS (CITI’s HIPAA course for research), and Social/Behavioral Responsible Conduct of Research ([www.citiprogram.org](http://www.citiprogram.org)), completing a Financial Conflict of Interest Disclosure (FCOI) and the Acknowledgements of access to and agreement to abide by the IRB’s Policies and Procedures on the website ([IRB Policies and Procedures](#)), and Creighton University’s Research Compliance Plan which may also be found on our website ([Research Compliance Plan](#)). If you will be participating in any project which receives funds from NIH, you must also complete a short NIH FCOI tutorial. The instructions for accessing the CITI website and getting started with the 3 CITI courses are attached. Also, the instruction for the NIH FCOI tutorial, the Acknowledgements and the Financial Conflict of Interest Disclosure are located on pages 15-18. Please note: The CITI HIPS course is only necessary if you will be collecting or working with data that is protected under HIPAA.

The Acknowledgements may be completed online and emailed to ([MaryRitterbush@creighton.edu](mailto:MaryRitterbush@creighton.edu) and the Practicum Coordinator). The Financial Conflict of Interest Disclosure should be emailed to (Sara Coolman at [SaraCoolman@creighton.edu](mailto:SaraCoolman@creighton.edu) and the Practicum Coordinator) once it has been completed.

If there are any questions or problems, please contact Mary Ritterbush. Mary is usually in the office between 7:30 am and 4:30 pm, Monday through Friday. After normal business hours she can be reached on her cell phone at 402-740-0341, or by email.

**CITI HUMAN SUBJECT RESEARCH EDUCATIONAL MODULES**

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Completing the Collaborative Institutional Training Initiative (CITI) IRB courses is one of three criteria needed for Initial Certification by the **Creighton University Institutional Review Board for the Human Subjects Research Education Program**.

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## Course Description

### **Social/Behavioral Course and Social/Behavioral Responsible Conduct of Research Course,**

- CITI is a web-based tutorial maintained by the University of Miami.
  - The courses have been developed by experts in the human subject's safety community. Each course consists of modules most modules have an associated quiz.
  - The first course, the "Basic Social/Behavioral Course", consists of 14 modules that are required of *all* investigators, staff, and students performing social or behavioral research.
  - The second course is the Responsible Conduct of Research, which consists of 17 modules. You will select the Social/Behavioral Responsible Conduct of Research Course.
  - For Recertification, investigators, staff, and students need to complete *all* of the modules listed in the "Refresher Course" that correlates with initial certification (BioMed or SBR). Investigators, staff, and students will be notified by Creighton University's Research Compliance Education Office when recertification is required (recertification is required every 3 years).
  - These course will requires about 4-6 hours to complete — investigators, staff, and students DO NOT have to complete the entire course in one session. The site may be visited as many times as necessary.
- 
- **IF THIS IS THE FIRST TIME TAKING THE CITI WEB-BASED COURSE, AN INVESTIGATOR, STAFF MEMBER OR STUDENT MUST TAKE THE BASIC COURSE. DO NOT TAKE THE REFRESHER COURSE!!!**

## How to Access the Course — Getting Registered

- Go to the CITI Registration website at <http://www.citiprogram.org/>, and select **New User Register Here** if the first time. Follow the directions.
- You will first, select the *Participating Institution*. **It is very important that you select Creighton University.** (CITI will use this selection to notify us once you have completed a course.) Second, you will select your User ID and password. **Please retain your username and password for your records. Investigators, staff and students will use the same username and password each time you log onto the CITI website.** Next you will be asked to provide CITI with some general information (name, e-mail address, department, etc).
- **Please retain your username and password for your records. Investigators, staff, and students will use the same one each time you log on to the CITI web-site.**

- **NEXT**, you will need to make four selections. **The first selection**, for question 1 on the page titled "Select Curriculum" you will need to select a Group – Group 2 **Social Behavioral**
- **The second selection** is for question 2. It asks if you have **PREVIOUSLY TAKEN** the Basic Course to check the area (either **Biomed** or **Social Behavior**) in which you have taken the Basic Course. **IF THIS IS THE FIRST TIME YOU ARE TAKING THE CITI ON-LINE COURSE, DO NOT CHOOSE ONE OF THE TWO COURSE OPTIONS HERE!!!! YOU WILL ONLY CHOOSE THE LAST OPTION – "I have not previously completed an approved Basic Course."**
- **For the third selection**, scroll down to question 4, **Responsible Conduct of Research**. Please select **Social/Behavioral Responsible Conduct of Research**. **ONLY SELECT THIS ONE (1) COURSE!!**
- If you are renewing your IRB certification, you will need to take the **Continuing Education Course**, rather than the Basic. Question 2 is where you will indicate which course you will be taking.
- After you make your selection, scroll down to the bottom of the page and hit the "select" button.

## Completing the Course

- Click on **Basic CITI Course** if you are completing Initial Certification.
- Click on **Refresher Course** if you are completing Continuing Education.
- You will see the list of modules to complete - click on the Introduction module to begin.
- You do not need to complete all of the modules at once.
- Follow the directions as you proceed through the course.
- You must complete the exam with a minimum score of 80% for certification.

## When You Are Finished

- **ALL REQUIRED COURSES MUST BE COMPLETED** in order to receive credit for Initial Certification or Recertification. **Please print a copy of the Completion Reports for your records.** A copy of your completion report will be sent by CITI to the Research Compliance Education Coordinator (Institutional Administrator). You should retain a copy of your completion report in the event that the Research Compliance Office does not receive a copy from CITI.
- You will receive IRB Certification after all requirements (including CITI) of the Creighton University Human Subjects Research Education Program have been fulfilled. If you believe you have completed all the requirements for IRB Certification, but have not received your Certificate, please contact Mary Ritterbush at 280-2680 or [maryritterbush@creighton.edu](mailto:maryritterbush@creighton.edu)
- For those requiring Continuing Education you will receive IRB Recertification after the Refresher Course for CITI has been completed.
- Please contact the Research Compliance Education Coordinator, Mary Ritterbush at 280-2680 (office), 740-0341 (cell) or [maryritterbush@creighton.edu](mailto:maryritterbush@creighton.edu), with questions.

## LIABILITY INSURANCE

Interdisciplinary Ed.D. Program in Leadership students in practicum placements will be covered by the University's professional liability insurance as long as they are acting within the scopes of their duties under the practicum (see *Practicum Learning Contract* for a description of the scope of duties for a student's particular project). Note that if a student is driving his or her personally owned automobile to and from the practicum site his or her personal automobile insurance would be primary in the event of an accident. To ensure the site is included in Creighton's liability insurance policy, the **student** will need to submit to the Practicum Coordinator the completed *Liability Insurance Statement* at least one month before the practicum begins.

## STUDENT RESPONSIBILITIES: DURING PRACTICUM

The **student** will be responsible for the following:

1. Completing the Learning Contract collaboratively with the practicum site supervisor.
2. Students will be familiar with and follow all organization policies, structure, procedures, and requirements.
3. The student is responsible to the field practicum supervisor for the agreed upon hours of organization-related activities and obligation, in addition to drafting the final paper.
4. The student will keep a weekly journal related to the goals/outcomes-activities; and answer the following questions: 1) What was achieved? 2) What wasn't achieved? and 3) What would I do differently? The journal will be reviewed by the site supervisor in collaboration with the student.
5. The student agrees to keep the confidentiality of the practicum site.
6. If a student experiences any difficulty while at the practicum site, it should be reported immediately to the program director by the site supervisor or the student.
7. The student should maintain copies of materials submitted to the Field Practicum Supervisor, the program director, and the student's academic advisor. These materials should become part of the Personal Professional Portfolio.

## FINAL REFLECTIVE PAPER REPORT

The purpose of the paper is to summarize and reflect on the practicum experience and integrate the theoretical constructs with the practicum experience. The report should be included in the Personal Professional Portfolio identifying a relationship to the student's goal and objectives. The paper should have the following distinct content sections, and each part should be listed as such.

1. Introduction
2. Learning Contract Objectives and the degree to which they were achieved
3. Activities conducted
4. Connection between the theoretical constructs and the practicum experience
5. Reflective Piece & Conclusion: What was achieved? What wasn't achieved? What would I do differently?
6. Complete learning outcomes/evaluation of the Learning Contract
7. References as appropriate
8. Appendix

## **PRACTICUM TIME REQUIREMENTS**

The student is required to complete a minimum of 50 hours at their practicum site. How the time is scheduled is to be determined by the organization, the Field Practicum supervisor and the student. Students are responsible for maintaining a time log of practicum hours. This log is to be signed by the site supervisor and submitted at the end of term to the practicum program director. It should also be a part of the student's Personal Professional Portfolio.

## **THE ROLE OF THE FIELD PRACTICUM SUPERVISOR**

The Field Practicum Supervisor is the person at the organization responsible for supervising and mentoring the student. Responsibilities include but are not limited to the following:

- Orient the student to the organization, the organization expectations, and the community/population served by the organization.
- Participate with the student in completing the Practicum Learning Contract.
- Provide the student with weekly feedback about his/her progress toward achieving the goals of the practicum experience and the student's personal/professional goals.
- Provide advice, direction, and feedback on the student's work.
- Participate in the assessment and review of the student's learning outcomes/evaluation with the student and forward them to the program director. The Practicum Student Evaluation Form will be used for this purpose.
- Assist the student in integrating theoretical constructs with the practical experience.

## **THE ROLE OF THE STUDENT'S ADVISOR**

Student Advisor responsibilities include, but are not limited to:

1. Advise the student regarding site selection and placement. This conversation should take place 2-3 months before practicum is to start.
2. Review student's *Possible Practicum Sites Form* and participate in a phone call with the student to discuss learning goals, objectives, and possible practicum sites.
3. Review the student's *Practicum Learning Contract*.
4. Review adjusted learning goals and objectives based on input from site and grant approval of the completed *Practicum Learning Contract*.
5. Review the *Proposed Practicum Site and Sponsor Contact Information* form.
6. Endorse the practicum site upon hearing from the Practicum Coordinator that the proposed practicum site is willing to accept the practicum student, has an appropriate individual to serve as a sponsor for the student, and that the site is available for the term the student seeks for the practicum.
7. Retain a copy of the *Practicum Learning Contract*, as this is the foundation for the evaluation of the student's work.
8. Discuss and review with the student the *Practicum Learning Contract* in the event of major revisions made by the site or the student. The student should discuss any major revisions with the student advisor and return the amended forms to the student advisor for approval. The student is expected to assume full responsibility for returning the approved, amended forms to all participants.

## **THE ROLE OF THE PRACTICUM (PROGRAM) COORDINATOR**

The program coordinator serves as a liaison between the Interdisciplinary Ed.D. Program in Leadership and practicum organizations. The coordinator is mainly responsible for maintaining relationships with each organization and intervening in instances where help is needed. The program coordinator primarily:

1. Develops relationships with practicum agencies and potential sites
2. Manages all necessary paperwork in order to solidify eligibility of organizations to place practicum students. Once the required contracts have been completed and distributed to appropriate parties, the practicum experience can begin.
3. Consults with students, agencies, and involved faculty if concerns and challenges arise.
4. Stays in contact with the field practicum instructor.
5. Works with the practicum student advisor when it becomes necessary to discontinue placement at a site.
6. Determines the appropriateness of new sites and assists students in the development of independent and distance sites.
7. Provides information to the Interdisciplinary Ed.D. Program in Leadership faculty of how students are progressing in their practicum and alerts a student's advisor if problems are developing that jeopardize the successful completion of the practicum.

## **STUDENT EVALUATION BY SITE SPONSOR**

The Field Practicum Supervisor will evaluate each student's performance. The evaluation process will include a review and assessment of the Reflective Practice Report, observations of the performance of the student during the practicum, and the student journal. The written evaluation must be received by the program director no later than the last day of the term. The final grade will be determined by the program director using a grade of satisfactory or unsatisfactory.

## **SITE EVALUATION**

Students are expected to complete an evaluation of the practicum experience. This evaluation must be completed and returned to the Practicum Coordinator upon completion of the practicum during the last week of the practicum course.

## **PRACTICUM FORMS AND DOCUMENTS**

The following is a list of forms required for the practicum:

### **Pre-Practicum**

- *Possible Practicum Sites Form*
- *Practicum Site Proposal*
- *Practicum Learning Contract*
- *Proposed Practicum Site and Sponsor Contact Information*
- *Proof of Fulfillment of Site Requirements*
- *Student Participation and Confidentiality Agreement*
- *Liability Insurance Statement*
- *Proof of completion of IRB CITI web-based course on Human Subject Research*
- *Research and Compliance Disclosure of Financial Relationship*
- *Acknowledgement of Research and Sponsored Programs Compliance Plan*
- *IRB Investigator(s) and/or Research Personnel Acknowledgement of Access to the IRB's Policies and Procedures*

### **During Practicum**

- *Log of Practicum Hours*
- *Practicum Student Evaluation*
- *Practicum Site Evaluation Form*

## Appendix A

### PROGRAM OBJECTIVES

#### (Learning Goals / Student Outcomes)

1. Leadership skills that is rooted in faith, justice, and ethics with a global perspective.
2. A continued interest and utilization of reflective practice as a means for professional and personal growth, for themselves and those they serve and lead.
3. Understanding, integration, and utility of organizational theory in practice.
4. Understanding, integration, and utility of leadership theories and practices in practice.
5. Integration and utility of change theory in practice.
6. Effective interpersonal and organizational communication.
7. Knowledge for the application of funding and budgeting processes in organizations.
8. Knowledge of an application of legal principles application to organizations.
9. Utilization of technology as transformative agent in organizations.
10. Creativity in designing, developing, applying and assessing research ideas to improve practice.

## Appendix B

### REQUIRED FORMS

- |                                                                                                            |    |
|------------------------------------------------------------------------------------------------------------|----|
| 1. Proof of Completion of CITI web based course (student can print completion form online)                 |    |
| 2. Research and Compliance Disclosure of Financial Relationship                                            | 15 |
| 3. Acknowledgement of Research and Sponsored Programs Compliance Plan                                      | 17 |
| 4. IRB Investigator(s) and/or Research Personnel Acknowledgment of Access to IRB's Policies and Procedures | 18 |
| 5. Possible Practicum Site Form                                                                            | 19 |
| 6. Proposed Practicum Site and Sponsor Contact Information Form                                            | 22 |
| 7. Practicum Learning Contract                                                                             | 24 |
| 8. Liability Insurance Statement                                                                           | 31 |
| 9. Proof of Fulfillment of Site Requirements                                                               | 32 |
| 10. Student Participation and Confidentiality Agreement                                                    | 33 |
| 11. Log of Practicum Hours and Journal                                                                     | 34 |
| 12. Practicum Site Evaluation                                                                              | 41 |
| 13. Practicum Student Evaluation                                                                           | 42 |

**DISCLOSURE OF FINANCIAL RELATIONSHIP  
FOR SPONSORED PROJECTS  
(01/01/2011—12/31/2011 or 2011 Update)**

Name (Print): \_\_\_\_\_ Date: \_\_\_\_\_  
Department: \_\_\_\_\_ Phone: \_\_\_\_\_  
E-mail Address: \_\_\_\_\_

Please check appropriate boxes:

- Initial Disclosure       Annual Disclosure       Update  
 Investigator       Co-Investigator       Support Personnel

This Form shall be completed by all Investigator/Support Personnel pursuant to University Policy 3.1.10, Externally Sponsored Project Financial Conflict of Interest Policy.

**Section A. Financial Interests/Relationships**

Report all financial interests/relationships currently held, or held within the past 12 months (or during the previous calendar year for annual disclosures), unless otherwise stated, indicating the amount of the financial interest/relationship and the entity or organization. This form must be updated with 30 days of acquiring any new or additional financial interests/relationships.

**1. Payment for Services.** Have you and/or your spouse or dependents received or will you and/or your spouse or dependents receive any salaries and/or other payments (e.g., consulting fees; honoraria, study design; management position, independent contractor, service on advisory committees or review panels of for-profit entities, board membership of for-profit entities; seminars, lectures or teaching engagements for for-profit entities; any interest that could be affected by the outcome of the research) from any one entity or group of related entities that when totaled together for that entity or group of related entities exceeded \$10,000 during the previous 12 months or are expected to exceed \$10,000 over the next 12 months?

Yes       No

If Yes, note amount with explanation of source:

\_\_\_\_\_  
\_\_\_\_\_

**2. Contingent Compensation.** Have you and/or your spouse or dependents received or will you and/or your spouse or dependents receive any compensation that will be contingent on the outcome of the research?

Yes       No

If Yes, note amount with explanation of source:

\_\_\_\_\_  
\_\_\_\_\_

**3. Equity (Ownership) Interests.** Do you and/or your spouse or dependents hold any equity interests or ownership interests (e.g., stock, stock options, partner) in entities related to the research activity that when totaled together for any entity or group of related entities exceed \$10,000 in value or represent more than 5% equity/ownership interest. EXCLUDES INTERESTS IN DIVERSIFIED MUTUAL FUNDS?

Yes       No

If Yes, note amount with explanation of source:

\_\_\_\_\_  
\_\_\_\_\_

**4. Other Financial Interests or Relationships.** Have you and/or your spouse or dependents received any loans, payments, gifts, in-kind contributions or similar financial interests or relationships with research related entities?

Yes       No

If Yes, note amount with explanation of source:

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**5. Incentives.** If involved in any research activity, will you receive any money, gift or anything of monetary value above and beyond the actual costs of enrollment, conduct of the research, and reporting on the results, including, but not limited to, finders fees, referral fees, recruitment bonuses, an enrollment bonus for reaching an accrual goal or similar types of payments?

Yes       No

If Yes, note amount with explanation of source:

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**6. Proprietary Interests.** Do you and/or your spouse or dependents have any proprietary interest related to the research, including, but not limited to, a patent, trademark, copyright, or licensing agreement?

Yes       No

If Yes, note amount with explanation of source:

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**7. Other.** Do you and/or your spouse or dependents have any other interests or relationships (including volunteer services) that might constitute a conflict of interest or an appearance of conflict of interest in connection with the research project?

Yes       No

If Yes, note amount with explanation of source:

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## Section B. Declaration

**8. I, my spouse and/or my dependents have** a significant financial interest with an entity (or its affiliate) that is providing funds or other support for any research and/or education project or that may be affected by the research and/or education project as noted in Section A above.

Yes       No

## Section C. Attestation

I affirm that I:

Have read the University Policy 3.1.10, Externally Sponsored Project Financial Conflict of Interest Policy and agree to abide by its terms.

Will update this Disclosure Form on an annual basis or as any new reportable significant financial interest arises.

Will comply with any resolution plan proposed by the CIRC (and/or IRB, if the project involves human subjects) to manage, reduce or eliminate any actual or potential financial conflict of interest before conducting any research or educational activity where a conflict of interest has been identified by the CIRC.

Understand and agree that if I submit this electronically with a typed signature, this will be considered my legally binding signature.

Signed: \_\_\_\_\_

Dated: \_\_\_\_\_

➤ **Submit the completed form and send a signed PDF copy OR a copy with a typed signature via email to [saracoolman@creighton.edu](mailto:saracoolman@creighton.edu)**

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**ACKNOWLEDGEMENT OF THE RESEARCH AND SPONSORED PROGRAMS COMPLIANCE PLAN**

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I acknowledge that I:

1. Have access to the **Creighton University *Research and Sponsored Programs Compliance Plan*** available on the website: [www.creighton.edu/researchcompliance/rcc/complianceplan](http://www.creighton.edu/researchcompliance/rcc/complianceplan), and I agree to read the Plan.
2. Will comply fully with the standards contained in the Plan and any other compliance policies/procedures applicable with my responsibilities to Creighton University.
3. Will report any conduct that I believe to be illegal or to violate the Plan or any research compliance policy/procedures to my supervisor or the Research Compliance Officer (402-280-2360) or the University Research Compliance Hotline (402-280-3200).
4. Will seek advice from my supervisor or the Research Compliance Officer regarding any actions required to comply with the Plan or any research compliance policy/procedure.
5. Understand that this Plan does not, in any way, constitute an employment contract or an assurance of continued employment.

The Creighton University Research Compliance Committee reserves the right to occasionally amend, modify, or update this Manual.

Understand and agree that if I submit this electronically with a typed signature, this will be considered my legally binding signature.

\_\_\_\_\_  
Name Printed

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Department

\_\_\_\_\_  
Position

\_\_\_\_\_  
Office Phone

\_\_\_\_\_  
Email

\_\_\_\_\_  
Date

Faculty  Staff  Student  Other

➤ **Submit the completed form and send a signed PDF copy OR a copy with a typed signature via email to [MaryRitterbush@creighton.edu](mailto:MaryRitterbush@creighton.edu)**

**INVESTIGATOR(S) AND/OR RESEARCH PERSONNEL  
ACKNOWLEDGEMENT OF ACCESS TO THE IRB'S POLICIES AND  
PROCEDURES**

I acknowledge that I:

Have access to the **Creighton University IRB's Policies and Procedures for the Use of Human Subjects in Research** available on the website: [IRB Policies and Procedures](#), and I agree to read the policies and procedures, containing the following information:

- Creighton University Institutional Review Board Policies and Procedures
  - Creighton University Federalwide Assurance
  - Nuremberg Code
  - Declaration of Helsinki
  - Belmont Report
  - Food and Drug Administration, Title 21 CFR Part 50
  - Food and Drug Administration, Title 21 CFR Part 56
  - Department of Health and Human Services, Title 45 CFR Part 46
  - Federal Regulations Comparison Table
  - Web Site Resources
6. Will comply fully with the standards contained in the *IRB's Policies and Procedures for the Use of Human Subjects in Research* and any compliance policies and procedures applicable to my responsibilities to Creighton University.
  7. Will report any conduct that I believe to be illegal or to violate the IRB Policies and Procedures or any research compliance policies and procedures to the Associate Vice President for Research and Compliance (280-2360) or the Research Compliance Hotline (280-3200).
  8. Will seek advice from the Associate Vice President for Research and Compliance regarding any actions required to comply with the IRB Policies and Procedures or any research compliance policies and procedures.
  9. Understand that this Manual does not, in any way, constitute an employment contract or an assurance of continued employment.

Creighton University's Institutional Review Board reserves the right to occasionally amend, modify, or update these Policies and Procedures.

\_\_\_\_\_  
Name Printed

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Department

\_\_\_\_\_  
Position

\_\_\_\_\_  
Office Phone

\_\_\_\_\_  
Email

Date

Faculty     Staff     Student     Other

➤ **Submit the completed form and send a signed PDF copy OR a copy with a typed signature via email to [MaryRitterbush@creighton.edu](mailto:MaryRitterbush@creighton.edu)**

**Possible Practicum Sites**

*Student must complete this form about four months before the anticipated start of the Practicum. Please complete and submit via email to the Senior Program Coordinator: [chriskarasek@creighton.edu](mailto:chriskarasek@creighton.edu) . If you have already spoken with a potential Site Sponsor and are fairly certain of where you will do your Practicum, you may only have to list one site but do keep in mind that plans can change and it is best to have a back-up site listed.*

**Possible Site #1**

Practicum Student:

Anticipated start date of Practicum:

Practicum Site Name:

Potential Sponsor Name (if known):

Site Address:

Site Phone Number:

Site Fax Number:

Site email:

Site website:

Ideas you have about the kinds of activities / type of project you might do at the site:

**Possible Site #2**

Practicum Student:

Anticipated start date of Practicum:

Practicum Site Name:

Potential Sponsor Name (if known):

Site Address:

Site Phone Number:

Site Fax Number:

Site email:

Site website:

Ideas you have about the kinds of activities / type of project you might do at the site:

**Possible Site #3**

Practicum Student:

Anticipated start date of Practicum:

Practicum Site Name:

Potential Sponsor Name (if known):

Site Address:

Site Phone Number:

Site Fax Number:

Site email:

Site website:

Ideas you have about the kinds of activities / type of project you might do at the site:

**Proposed Practicum Site and Sponsor Contact Information**

*Student must complete this form about two months before the anticipated start of the Practicum. Please complete and submit via email to the Senior Program Coordinator for the Ed.D. Program: [chriskarasek@creighton.edu](mailto:chriskarasek@creighton.edu) .*

Practicum Student:

Preferred Address:

Preferred Phone:

Creighton University Email:

Anticipated start date of Practicum:

Practicum Site Name:

Site Address:

Site Phone Number:

Site email:

Site website:

Sponsor Name:

Title of Sponsor:

Sponsor Phone:

Sponsor Email:

Sponsor Fax:

Has the Site indicated they will accept you as a Practicum student?  Yes  No

If yes, what are the dates the Site indicated that they were willing to be a Practicum site?

From

to

Please provide the following background information **in a paragraph or two**:

- Mission of the Site
- Populations/persons served at Site

Brief summary of learning activities student will perform at the site (100 words or less):

**Practicum Learning Contract**

*Please complete and submit via email to your Practicum Student Advisor after you have had the required phone call to discuss learning goals, objectives, and possible practicum sites. (Note that this is the **only** Pre-Practicum document that is submitted to the Student Advisor. All other Practicum documentation is emailed to the Senior Program Coordinator.)*

Practicum Student:

Preferred Address:

Preferred Phone:

Creighton University Email:

Practicum Site Name:

Site Address:

Site Phone Number:

Site email:

Site website:

Sponsor Name:

Title of Sponsor:

Sponsor Phone:

Sponsor Email:

## INTRODUCTION AND PURPOSE OF LEARNING CONTRACT:

A learning contract is a document developed by the student with input from the Site Sponsor and Student Advisor to assist in the planning of a learning project. The learning contract should be based on: 1) the learning needs of the student, 2) the expertise and experience of the Sponsor, 3) the focus of the Site including its mission, and 4) the expectations of the Practicum course and the Interdisciplinary Ed.D. Program in Leadership as a whole. Ideally, learning goals should be based on the student's individual needs and interests. However, the requirements of the program, the Site, and the Site Sponsor must all be considered as well. Thus, the learning contract reflects these different components and is open to the types of changes that could and probably will be necessary. A learning contract should be a dynamic and flexible document. Think of the learning contract as a basic platform for structuring individual learning that is open to revision and rethinking as the practicum unfolds.

Eight steps have been identified in the learning contract process (Knowles, M.S. (1986). *Using learning contracts*. San Francisco, CA: Jossey-Bass):

- 1) examine dominant learning style,
- 2) diagnose learning needs,
- 3) specify learning goals,
- 4) specify strategies and resources needed to achieve learning goals,
- 5) specify evidence of accomplishment of learning goals,
- 6) review of the contract by Student Advisor and Site Sponsor,
- 7) carry out the contract, and
- 8) evaluate achievement of learning goals in contract.

Steps 1-6 will be completed before the start of the practicum. Steps 7 and 8 will be completed during and after the practicum. The Learning Contract table at the end of the document should be used to organize the various components of the learning contract.

## STEP ONE: EXAMINATION OF DOMINANT LEARNING STYLE

Before diagnosing learning needs, it is helpful to explore the more general concepts about learning styles. There are numerous tools available to determine dominant learning style and the student is encouraged to take advantage of free tools that can be found on the Internet. One model, the Learning Combination Inventory developed by Johnson et al., includes four dominant patterns of learning which are listed below. Review these patterns and determine your dominant pattern. Reflect on how this dominant learning style will affect your learning goals and methods to achieve those goals.

- Methodical Organizer – like to follow step-by-step directions and become frustrated if instructions aren't explained well. They prefer to have sufficient time to complete a task systematically, thoroughly and neatly. If time allows, they recheck their answers on a test or recopy an essay for neatness.
- Data Collectors – amass as much data as they can and research thoroughly, tracking down every stray detail. They ask questions relentlessly and enjoy tucking bits of trivia away for later use. They like to share what they have learned through multiple choice tests or other written exams.
- Independent Reasoners – retain the information they need and discard the rest. These learners like to take things apart and see how they work and enjoy hands-on activities that allow them to apply what they have learned. They enjoy becoming physically involved in a project and prefer to work alone.
- Intuitive Risk Takers – forge into a project without following directions, plotting their own unique course by relying on their imagination. They creatively apply information from many facets of their lives. These learners rebel against rules and prefer to take an idea and run with it. (Angelucci, D.D. (1996). *Unlocking the will to learn tool to identify learning processes. Rowan Magazine*, 1(2):16-19).

Students need to recognize their own abilities and styles in order to structure learning goals that fit with the way he or she prefers to learn. Understanding learning style also helps students adjust their personal style to the practical realities that they will encounter at the Site.

## **STEP TWO: DIAGNOSE LEARNING NEEDS**

A learning need is a gap between where the student is now and where he or she wants to be in the future. A gap can be measured against some sort of competency or capacity. There are two sets of competencies available to the student in the form of the ILD 811 course objectives and the overall program objectives for the Interdisciplinary Ed.D. Program in Leadership (both available in the Practicum Manual). Students can also create their own “competencies” in the domains of knowledge, understanding, skills, attitudes, and values. The student should reflect on questions such as: *Do I want to gain knowledge on this topic? Do I want to learn a new skill such as facilitating a group or being a better listener? Do I want to explore the affective domain – my own biases, feelings, reactions or those of others? Where am I now compared to where I want or need to be?* For example, let us say that at the Site where the practicum will occur, the student knows that a large percentage of the clients served speak Spanish. The student in question does not speak Spanish. A learning need might be the ability to speak basic conversational Spanish. List three or four learning needs below and explain why you have determined that these are competencies you would like to master.

### STEP THREE: SPECIFY LEARNING GOALS

Translate the learning needs you identified in Step Two into learning objectives. You can refer to Bloom's Taxonomy of Learning for help in crafting objectives that **describe what you will learn**, not what you **will do in the practicum**. Do consider your IPDP objectives and EdD program objectives in designing individual learning goals. State the objectives in terms that are meaningful for you but that are also measurable and possible within the eight weeks of the Practicum course.

- Goal 1:

- Goal 2:

- Goal 3:

- Goal 4:

### STEP FOUR: SPECIFY RESOURCES AND STRATEGIES TO ACHIEVE LEARNING GOALS

Students should draw on all of the learning that has occurred through the completion of Interdisciplinary Ed.D. Program in Leadership courses prior to taking ILD 811. In addition, describe the various resources, which include human resources and materials such as literature and other sources of information or assistance. For example, a learning objective could be: *Improve my ability to facilitate a small group discussion with culturally diverse members.* Learning resources and strategies could be: a) *Find articles that describe various models of small group facilitation with culturally diverse group members;* b) *Observe small group facilitation with culturally diverse members;* c) *Select a best practice model for small group facilitation with culturally diverse groups and have my Sponsor observe me and give me feedback.* Include several resources and strategies as well as target dates for completion.

### STEP FIVE: SPECIFY EVIDENCE OF ACCOMPLISHMENT OF LEARNING GOALS

How will you demonstrate that you have accomplished your learning goals? Describe what evidence you will collect to indicate the degree which you have achieved your objectives. Evidence can take many forms such as written or verbal feedback from peers, the Site Sponsor, clients or patients; reports or essays of knowledge acquired; presentation materials. Additionally, the written requirements for the course such as the practical plan developed in concert with the Sponsor and others are sources of evidence.

STEP SIX: REVIEW OF CONTRACT

The learning contract should be submitted to the Student Advisor for review and feedback. The learning contract should then be discussed with the Site Sponsor and the student should seek input. Although the Site Sponsor doesn't formally approve the contract, the student should indicate by electronically "signing" the learning contract that the Sponsor has seen the learning contract and provided feedback. Finally, the student submits the electronically-signed learning contract to the Student Advisor. The Learning Contract and e-signature page must be completed at least two weeks before the start of the practicum.

Date of Initial Submission to Course Instructor (about three months before Practicum course starts):

Date Discussed with Site Sponsor:

Practicum Site Sponsor's Name:

My signature below indicates that I have presented this Practicum Learning Contract to my Site Sponsor for review and that I agree to engage in all of the learning activities described in this Learning Contract.

By checking this box I acknowledge that **typing my name below** will serve as my electronic signature (double click and choose "checked").

Student's Signature:

Date Completed Contract Submitted to Student Advisor:

### LEARNING CONTRACT

What are you going to learn? LEARNING GOAL	How are you going to learn it? RESOURCES/STRATEGIES	How are you going to know that you learned it? EVIDENCE
1.		
2.		
3.		

**Update to Learning Contract**

*In the event that you need to change your Learning Contract, please complete and submit via email to the Senior Program Coordinator for the Ed.D. in Leadership:*

[chriskarasek@creighton.edu](mailto:chriskarasek@creighton.edu).

Summary of Update

Date Discussed with Site Sponsor:

Practicum Site Sponsor's Name:

Practicum Site Sponsor's Signature:

Date Submitted to Course Instructor:

Student's Signature:

Date Update Approved:

Creighton University  
Interdisciplinary Ed.D. Program in Leadership Practicum

**Liability Insurance Statement**

*Student must complete this form no later than one month before the anticipated start of the Practicum. Please complete and submit via email to the Ed.D. Senior Program Coordinator: [chriskarasek@creighton.edu](mailto:chriskarasek@creighton.edu).*

Edd students in practicum placements will be covered by the University's professional liability insurance as long as they are acting within the scopes of their duties under the practicum (see *Practicum Learning Contract* for a full description of the scope of duties for a student's particular project). **Edd students will not provide direct patient care as part of their practicum duties.** Note that if students are driving their personally owned automobile to and from their practicum site, their personal automobile insurance would be primary in the event of an accident. To ensure your site is included in our liability insurance policy you will need to submit the following information:

	Practicum Site Insurance Information
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(Your Name)

Organization name

Physical address

Mailing address

Dates of project: Start  End

Name of sponsor

Student name

**Proof of Fulfillment of Site Requirements**

*Students must complete this form no later than one month before the anticipated start of the Practicum. We must have your Site Sponsor's actual signature on this form. Please ask your Sponsor to sign, so that you may scan it for submission via email to the Senior Program Coordinator: [chriskarasek@creighton.edu](mailto:chriskarasek@creighton.edu).*

**Edd Practicum** students are responsible for identifying and fulfilling all site requirements at least one month prior to beginning practicum hours. Students should discuss the site requirements with the Site Sponsor. The Site Sponsor may refer the Student to the Volunteer Office or similar department at the site to ascertain the site requirements which may include immunizations, background checks, tuberculosis screening, etc. The requirements will vary from institution to institution, organization to organization, business to business.

When the student has successfully fulfilled the site requirements, the Site Sponsor must sign and date this form as proof that the student has fulfilled the site requirements. This form should be complete no less than one month before the first day of the Practicum course.

I verify that

(Student name, please print)

is in compliance with the site requirements to complete all aspects of his/her Practicum at this site, and s/he has provided to me the documentation necessary to prove his/her compliance with all site requirements. My signature acknowledges that the information I have provided is complete and accurate to the best of my knowledge.

Site Sponsor Name (print)

Sponsor Signature

Date

## STUDENT PARTICIPATION AND CONFIDENTIALITY AGREEMENT

*Students must complete this form no later than one month before the anticipated start of the Practicum. We must have an actual signature on this form. Please sign and scan for submission via email to the Senior Program Coordinator: [chriskarasek@creighton.edu](mailto:chriskarasek@creighton.edu) . =*

As a student of Creighton University, a Nebraska nonprofit corporation located at 2500 California Plaza, Omaha, NE 68178 (“Creighton”), engaged in a practicum experience at

(“Site”), the undersigned is required to agree to the terms of this Agreement. Please review and ask questions if you have any.

I will abide by all SITE policies and procedures regarding Confidential Information. “Confidential Information” is any patient, physician, employee, and SITE business information obtained during the course of work or association with SITE.

I am expected to be covered by my own health insurance at all times, including hospitalization insurance. Should I seek routine or emergency medical care, I understand that I will be responsible for the cost of such care.

I am not and will not be an employee of SITE by virtue of my participation in this practicum at Site and shall not be entitled to compensation or employee benefits of any kind, including but not limited to health insurance, workers’ compensation insurance or unemployment benefits.

I understand that violations of SITE policy may subject me to immediate termination of my practicum at SITE, as well as civil sanctions and/or criminal penalties.

My signature acknowledges that I have read and understand this Agreement.

Student Name (print)

Date

By checking this box I acknowledge that **typing my name below** will serve as my electronic signature (double click and choose “checked”).

Student Signature

SITE

# LOG OF PRACTICUM HOURS & JOURNAL

## Creighton University

Interdisciplinary Ed.D. Program In Leadership

Graduate School

2500 California Plaza Omaha, NE 68178

Phone: 402-280-2306

Student Name Printed: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Date Submitted to Practicum Coordinator: \_\_\_\_\_

**Total Practicum Hours:** \_\_\_\_\_

Students are responsible for maintaining a *Log of Practicum Hours and Journal*. At the **end of each term**, practicum hours should be totaled and indicated above. A supervisor at the site should sign the log(s) where indicated. After securing the signature, the student should then submit the ***original log(s) with signatures to the practicum coordinator by the last day of the term.***

# LOG OF PRACTICUM HOURS AND JOURNAL

Site: \_\_\_\_\_

Total Hours at This Site: \_\_\_\_\_

Printed Name of Field Practicum Instructor:  
\_\_\_\_\_

Field Practicum Instructor Signature:  
\_\_\_\_\_

Week Beginning: \_\_\_\_\_ Week # \_\_\_\_\_

Responsibilities and Project(s) Performed:	Time: (15 min =.25 hrs)
<b>Total hours for week:</b>	

Journal:



Week Beginning: \_\_\_\_\_ Week # \_\_\_\_\_

Responsibilities and Project(s) Performed:	Time: (15 min = .25 hrs)
<b>Total hours for week:</b>	

Journal:

Week Beginning: \_\_\_\_\_ Week # \_\_\_\_\_

Responsibilities and Project(s) Performed:	Time: (15 min = .25 hrs)
<b>Total hours for week:</b>	

Journal:





Week Beginning: \_\_\_\_\_ Week # \_\_\_\_\_

Responsibilities and Project(s) Performed:	Time: (15 min =.25 hrs)
<b>Total hours for week:</b>	

Journal:

Week Beginning: \_\_\_\_\_ Week # \_\_\_\_\_

Responsibilities and Project(s) Performed:	Time: (15 min =.25 hrs)
<b>Total hours for week:</b>	

Journal:

## **Practicum Site Evaluation**

### **Creighton University**

Interdisciplinary Ed.D. Program in Leadership

Graduate School

2500 California Plaza Omaha, NE 68178

Phone: 402-280-2306

*Student Name:* \_\_\_\_\_

*Organization Name:* \_\_\_\_\_

*Organization Address:* \_\_\_\_\_

*Date:* \_\_\_\_\_

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Part I. In order to continually improve the practicum experience, please take a moment to answer the following questions:

1. Briefly describe what you were actually responsible for accomplishing.
  
  
  
  
  
  
  
  
  
  
2. Describe the benefits you gained from this practicum.
  
  
  
  
  
  
  
  
  
  
3. Describe anything about the site or your activities that you think can be improved.
  
  
  
  
  
  
  
  
  
  
4. Describe if and how you did or did not achieve your learning contract goals.

## Practicum Site Evaluation

5. Describe to what extent and how your supervisor was available and helpful to you.

6. Briefly explain whether or not you would recommend this supervisor for future practicum placements.

1. Why would you or wouldn't you recommend this site to incoming students?

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Part II. Indicate the number that best corresponds to your thinking and feeling relating to the following statements.

A. This practicum experience helped me learn to apply what I have learned in the program.

Completely Disagree		Neither Agree nor Disagree		Completely Agree
1	2	3	4	5

B. The practicum courses were effective in linking what I learned in the program to real situations.

Completely Disagree		Neither Agree nor Disagree		Completely Agree
1	2	3	4	5

C. The practicum site supervisor helped me achieve my learning contract goals.

Completely Disagree		Neither Agree nor Disagree		Completely Agree
1	2	3	4	5

D. My practicum site was a good place for me to achieve my learning contract goals.

Completely Disagree		Neither Agree nor Disagree		Completely Agree
1	2	3	4	5

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# Practicum Site Evaluation

**Additional Comments:**

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Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# Practicum Student Evaluation

## Creighton University

Interdisciplinary Ed.D. Program In Leadership

Graduate School

2500 California Plaza Omaha, NE 68178

Phone: 402-280-2306

Student Name: \_\_\_\_\_

Organization Name: \_\_\_\_\_

Field Practicum Instructor Name: \_\_\_\_\_

Date: \_\_\_\_\_

Thank you for taking the time to evaluate the practicum student who has worked with you for the last semester. The Interdisciplinary Ed.D. Program in Leadership faculty greatly appreciates your response to the following questions and assures you that everything you express in this evaluation is confidential and will remain with the Practicum Coordinator and the faculty. This evaluation contains four categories of inquiry which include:

- Reflective Practice
- Application of Theoretical Constructs
- Professional Character and Demeanor
- Collaborative Teamwork Performance

Use the following scale to score and the practicum student in regard to these four categories. In order to make the most of the evaluation please feel free to make comments and suggestions so we can help further guide the student in his or her professional and academic development.

**Unacceptable**  
**1**

**Acceptable**  
**2**

**Exceptional**  
**3**

### I. Application of Leadership Style

For example, did the student show evidence of reflective practice by asking themselves: a) what was achieved? b) what wasn't achieved? and c) what I would do differently?

Score	Comments

# Practicum Student Evaluation

## II. Application of Theoretical Constructs

For example, with the student's "hands on" experience was the student able to link theory to practice? The student's have gained an understanding of researching internal or external elements related to personnel, policy, politics, economics, finance, governing, relationships, elements of change, or other influences that challenge leadership. Was the student able to recommend an innovative solution for your organization?

Score	Comments

## III. Professional Character and Demeanor

How does the student conduct him or herself?

Score	Comments

## IV. Collaborative Teamwork Performance

In particular, how does the student work with individuals from multiple disciplines, colleagues and yourself in meeting personal *needs* or achieving goals/objectives of your organization?

Score	Comments

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Additional Comments:

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Field Practicum Instructor: \_\_\_\_\_ Date: \_\_\_\_\_