

Student name:

Practicum Agency:

Task Supervisor (if applicable):

Field Instructor/Social Work Education Supervisor:

Creighton University utilizes a developmental model of student skill development through coursework and practicum experience. Students complete practicum their senior year of the social work program, advancing from initial skills to competent at completion of experience. Each student develops goals in the Learning Contract portion of this tool to guide practice through the fall and spring semesters; developing, advancing, and solidifying social work practice knowledge, values, skills, and cognitive/affective processes.

This document serves as the one tool of planning, tracking, and evaluation as the student proceeds through practicum; emphasis is on providing student feedback for continued development leading to competence. The student will review and ensure understanding of the competencies and discuss with their Practicum Supervisor(s) ideas for observation, interaction, study, assignments, and other modes of learning that will allow the student to advance their knowledge, values, skills, and cognitive/affective processes related to social work skill development. Please note that one activity may meet multiple behavioral indicators within different competencies.

The student and practicum supervisor(s) will jointly review and complete this form, with responsibility for completion and submission belonging to the student. The Creighton University Field Education Coordinator will review and sign off on the submitted form, after which the student will bring to supervision and seminar throughout their practicum experience for integration.

At midterm of each semester, the Field Education Coordinator will do an on-site or phone visit and jointly complete a midterm assessment focused on student professionalism and engagement. At the end of each semester, the Practicum Supervisor(s) will evaluate the student using this tool and the developmental assessment scale noted on page 2 of this document. A separate grade will be recommended by the practicum supervisor related to student professionalism, readiness to learn, and integration of feedback. The Field Education Coordinator will take both evaluation ratings into consideration and integrate with Seminar grading for submission of midterm and final semester grades.

This process will help guide preparation for graduation with a BSW or a recommendation for the student to repeat the practicum course/seminar for development to the standards demanded by the CSWE and Creighton University Social Work program.

A supplemental document "Resource Sheet for Practicum Documents" is available to guide the completion of this tool and deepen understanding of the CSWE guidelines.

Grading Scales

The following scale should be used to assess students for each behavior at the end of each semester. Scores of N/A are acceptable in the fall semester; however, in the spring semester, there must be a numerical score for each behavior.

Score	
NA	Not able to evaluate this skill, behavior, or competency at this time. Additional note must be added for any rating at this level for planning regarding student learning integration in experience.
1-2	Significant concerns regarding student performance with this skill, behavior, or competency. Additional note must be added for any rating at this level for collaborative planning regarding student progression.
3-4	Student demonstrating beginning skill, knowledge or value; relies heavily on direction and/or supervision
5-6	Student demonstrating growth in skill, knowledge or value; relies moderately on direction and/or supervision; student should be performing at this level on most items by end of fall semester
7-8	Student routinely demonstrates skill, knowledge, or value with less need for supervisor or direction. Students have reached basic level of competent social work practice. This level must be reached as on overall average by end of senior year to pass.
9-10	Student effectively and consistently demonstrates skill, knowledge, or value with mostly autonomous practice; knowing when to seek further supervision. Students' goal is to reach this level by end of practicum

At the end of each semester, supervisors will also be asked to provide a separate assessment of the student's overall professionalism and performance. The professionalism and performance grade should be informed by the student's attention to the following:

- Professional appearance, poise, attitude, and confidence
- Professional communication
- Ability to accept feedback, learn, and apply to advancing skills and behaviors
- Initiative and willingness to contribute, apply self, and take direction on activities through completion of role
- Integration of social work knowledge, values, skills, and cognitive & affective processes at developmental level expected

Student development is expected to follow the below scale:

Fall Semester		Spring Semester	
3-4	5-6	7-8	9-10
Student tends to begin with more observation Student requires more direction Student relies heavily on supervisor		Student initiates activity and is more autonomous Student requires less direction Student collaborates with supervisor	

Competency 1: Demonstrate Ethical and Professional Behavior

Observable behaviors that integrate the components of knowledge, values, skills, and cognitive and affective processes of this competency. Social Workers:	Practicum experiences & assignments to help you learn and demonstrate this	Target Date	Status, Notes, and Evaluation	Fall Score	Spring Score
1.1 Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context			Measure Skill Level		
1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations			Measure Cognitive and Affective Processing Level		
1.3 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication			Measure Cognitive and Affective Processing Level		
1.4 Use technology ethically and appropriately to facilitate practice outcomes			Measure Skill Level		
1.5 Use supervision and consultation to guide professional judgment and behavior			Measure Skill Level		

Additional notes:

Competency 2: Engage Diversity and Difference in Practice

Observable behaviors that integrate the components of knowledge, values, skills, and cognitive and affective processes of this competency. Social Workers:	Practicum experiences & assignments to help you learn and demonstrate this	Target Date	Status, Notes, and Evaluation	Fall Score	Spring Score
2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	Micro: Mezzo: Macro:		Measure Skill Level		
2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences			Measure Skill Level		
2.3 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies			Measure Skill Level		

Additional notes:

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Observable behaviors that integrate the components of knowledge, values, skills, and cognitive and affective processes of this competency. Social Workers:	Practicum experiences & assignments to help you learn and demonstrate this	Target Date	Status, Notes, and Evaluation	Fall Score	Spring Score
3.1 Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	Individual level System level		Measure Cognitive and Affective Processing Level		
3.2 Engage in practices that advance social, economic, and environmental justice			Measure Value Level		

Additional notes:

Competency 4: Engage in Practice-Informed Research and Research-informed Practice

Observable behaviors that integrate the components of knowledge, values, skills, and cognitive and affective processes of this competency. Social Workers:	Practicum experiences & assignments to help you learn and demonstrate this	Target Date	Status, Notes, and Evaluation	Fall Score	Spring Score
4.1 Use practice experience and theory to inform scientific inquiry and research			Measure Skill Level		
4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings			Measure Skill Level		
4.3 Use and translate research evidence to inform and improve practice, policy, and service delivery			Measure Skill Level		

Additional notes:

Competency 5: Engage in Policy Practice

Observable behaviors that integrate the components of knowledge, values, skills, and cognitive and affective processes of this competency. Social Workers:	Practicum experiences & assignments to help you learn and demonstrate this	Target Date	Status, Notes, and Evaluation	Fall Score	Spring Score
5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services			Measure Skill Level		
5.2 Assess how social welfare and economic policies impact the delivery of and access to social services			Measure Value Level		
5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice			Measure Knowledge level		

Additional notes:

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Observable behaviors that integrate the components of knowledge, values, skills, and cognitive and affective processes of this competency. Social Workers:	Practicum experiences & assignments to help you learn and demonstrate this	Target Date	Status, Notes, and Evaluation	Fall Score	Spring Score
6.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies			Measure Skill Level		
6.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies			Measure Skill Level		

Additional notes:

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Observable behaviors that integrate the components of knowledge, values, skills, and cognitive and affective processes of this competency. Social Workers:	Practicum experiences & assignments to help you learn and demonstrate this	Target Date	Status, Notes, and Evaluation	Fall Score	Spring Score
7.1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies			Measure Skill Level		
7.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies			Measure Cognitive and Affective Processing Level		
7.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies			Measure Skill Level		
7.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies			Measure Skill Level		

Additional notes:

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Observable behaviors that integrate the components of knowledge, values, skills, and cognitive and affective processes of this competency. Social Workers:	Practicum experiences & assignments to help you learn and demonstrate this	Target Date	Status, Notes, and Evaluation	Fall Score	Spring Score
8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies			Measure Skill Level		
8.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies			Measure Skill Level		
8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes			Measure Skill Level		
8.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies			Measure Skill Level		
8.5 Facilitate effective transitions and endings that advance mutually agreed-on goals			Measure Skill Level		

Additional notes:

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Observable behaviors that integrate the components of knowledge, values, skills, and cognitive and affective processes of this competency. Social Workers:	Practicum experiences & assignments to help you learn and demonstrate this	Target Date	Status, Notes, and Evaluation	Fall Score	Spring Score
9.1 Select and use appropriate methods for evaluation of outcomes			Measure Skill Level		
9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes			Measure Cognitive and Affective Processing Level		
9.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes			Measure Skill Level		
9.4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels			Measure Skill Level		

Additional notes:

Competency 10: Ignatian Ideal/Charisms (added to the CSWE competencies to incorporate the context and mission of Creighton University)

Ignatian ideals/charisms in student social work practice.

Observable behaviors that integrate the components of knowledge, values, skills, and cognitive and affective processes of this competency. Social Workers:	Practicum experiences & assignments to help you learn and demonstrate this	Target Date	Status, Notes, and Evaluation	Fall Score	Spring Score
10.1 Identify issues of faith and/or spirituality impacting the client, organization, or community			Measure Skill Level		
10.2 Identify and apply one of the Jesuit values to the social work professions/practice: <ul style="list-style-type: none"> • Cura Personalis: care for the whole person • Faith that does justice • Men and Women 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 we are doing 			Measure Knowledge Level		

Additional notes:

Personal/Professional goals:

Identify two or more goals you choose to develop as you transition from student to professional this year. The goals should include aspects of knowledge, values, skills, or cognitive/affective processes related to social work professional development. The goals must incorporate any areas of needed development identified in your SWK 346 Final Evaluation tool and reviewed with the Field Education Coordinator during practicum planning.

Observable behaviors that integrate the components of knowledge, values, skills, and cognitive and affective processes of these goals.	Practicum experiences & assignments to help you learn and demonstrate this	Target Date	Status, Notes, and Evaluation	Fall Score	Spring Score
Goal #1:					
Goal #2:					

Learning Contract Review: Fall and Spring Semesters

Fall Signatures

Student signature and date:

Task Supervisor signature and date (if applicable):

Social Work Educational Supervisor signature and date:

CU Field Education Coordinator signature and date:

Spring Signatures

Student signature and date:

Task Supervisor signature and date (if applicable):

Social Work Educational Supervisor signature and date:

CU Field Education Coordinator signature and date:

Fall Semester Grading & Verifications Page

Feedback on student's strengths, progress, and areas of growth for next semester:

Assessment

Developmental assessment (average of above rating numbers/total items rated): /10

Student professionalism and performance (see page 2 for criteria; score out of 50 points total): /50

Practicum hours completed at time of evaluation:
(Student will submit Practicum Hour Log Sheet at completion of semester)

Signatures

We have read and reviewed this evaluation tool and discussed plans for continued growth in student knowledge, values, skills, and cognitive/affective processes. This also serves as our verification for the above goals, feedback, and verification of hours completed.

Student signature and date:

Task Supervisor signature and date (if applicable):

Social Work Educational Supervisor signature and date:

CU Field Education Coordinator signature and date:

*typed signature and date are acceptable if document is sent from Practicum Supervisor's email directly to Field Education Coordinator

Spring Semester Grading & Verifications Page

Feedback on student's strengths, progress, and areas of growth for next semester:

Assessment

Developmental assessment (average of above rating numbers/total items rated): /10

Student professionalism and performance (see page 2 for criteria; score out of 50 points total): /50

Practicum hours completed at time of evaluation:
(Student will submit Practicum Hour Log Sheet at completion of semester)

Signatures

We have read and reviewed this planning/evaluation tool and discussed plans for continued growth in student knowledge, values, skills, and cognitive/affective processes through continued education and life-long learning as a professional. This also serves as our verification for the above goals, feedback, and verification of hours completed.

Student signature and date:

Task Supervisor signature and date (if applicable):

Social Work Educational Supervisor signature and date:

CU Field Education Coordinator signature and date:

*typed signature and date are acceptable if document is sent from Practicum Supervisor's email directly to Field Education Coordinator