



Social Work Handbook & 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)

Rev 6-2019

CREIGHTON UNIVERSITY SOCIAL WORK PROGRAM

Hello and welcome! This Student Handbook & Field Practicum Manual provides an introduction to the unique major of Social Work here at Creighton University. We find social work to be the intersection of service, justice, and a professional career that utilizes advanced skills to support and work with others in many dimensions. The Student Handbook & Field Practicum Manual provides information to support 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 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 the faculty/staff listed in this document.

CREIGHTON UNIVERSITY SOCIAL WORK MISSION STATEMENT

The purpose of the Creighton Social Work program is to facilitate learning experiences integrating both the art and science of social work practice. Social work students are educated to join with, assess and utilize best practices to address the needs of vulnerable and marginalized populations. Integrating knowledge with care of the whole person is not only the cornerstone of a Jesuit education but required for accreditation, certification and licensure for the social work profession. This department provides "hands on" learning experiences whenever feasible and provides quality supervision and support during the learning process to enhance the capacity and resiliency of our students.

SOCIAL WORK PROGRAM GOALS

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.

TABLE OF CONTENTS

Social Work Program Welcome & Mission	<u>1</u>
Non-discrimination Statement	<u>3</u>
Creighton University Information and Mission	<u>4</u>
Social Work Program, Goals & Accreditation	<u>5-6</u>
Faculty Contact Information and Bios	<u>7</u>
Admission and Advising Policies	<u>8-12</u>
Advancement & Termination Policies	<u>13-23</u>
Resources and University Policies	<u>23-24</u>
Social Work Organizations and Activities	<u>25-27</u>
Council on Social Work Education, Education Policy & Accreditation Standards	<u>27-29</u>
Field Manual begins	<u>30</u>
Curriculum and Field Education	<u>31-33</u>
Field Policies	<u>34</u>
Field Planning, Orientation, & Support	<u>35-37</u>
Student Evaluation	<u>37-40</u>
Field Placement Responsibilities	<u>40-42</u>
Field Education Information and Policies	<u>42-48</u>
Appendix of related forms and documents	<u>49</u>

NON-DISCRIMINATION POLICY

Creighton University is committed to providing a safe and non-discriminatory educational and employment environment. The University admits qualified students, hires qualified employees and accepts patients for treatment without regard to race, color, religion, sex, marital status, national origin, age, disability, citizenship, sexual orientation, gender identity, gender expression, veteran status, or other status protected by law. Its education and employment policies, scholarship and loan programs, and other programs and activities, are administered without unlawful discrimination.

Sexual harassment, including sexual violence, is a form of sex discrimination prohibited by Title IX of the Education Amendments of 1972. The University does not discriminate on the basis of sex in its educational, extracurricular, athletic, or other programs or in the context of employment.

It is the policy of the University to make all programs and services available to individuals with disabilities. Inquiries concerning rights and responsibilities under Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990 should be directed to the Executive Director for the Office of Equity and Inclusion (see below). To obtain information on accessibility of buildings and programs or to report problems of accessibility, please contact Human Resources (for employees), Schneider Hall or by telephone 402.280.2709 or Office of Disability Accommodations (for students), Old Gym 437 or by telephone 402.280.2166.

The following person has been designated to monitor compliance and to answer any questions regarding the University's non-discrimination policies:

Ms. Allison Taylor
Executive Director
Title IX Coordinator/Section 504 Coordinator
Creighton University
Office of Equity and Inclusion
Creighton Hall Suite 340
Omaha, NE 68178
Phone: 402.280.3189 | Email: allisontaylor@creighton.edu
Web: www.creighton.edu/oei

The United States Department of Education's Office for Civil Rights (OCR) enforces Title IX. Information regarding OCR may be found at www.ed.gov/about/offices/list/ocr/index.html.

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.

PROFESSION OF SOCIAL WORK

[The National Association of Social Workers](#), defines social work as "the professional activity of helping individuals, families, groups or communities enhance or restore their capacity for social functioning and

creating societal conditions favorable to that goal." Also the Council on Social Work Education through its Educational Policy and Accreditation Standards describe the purpose of social work as "promote(ing) human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally." (Council on Social Work Education, Educational Policy and Accreditation Standards, 2015)

The social work profession must be responsive to our increasingly complex society. Often people are finding it difficult to meet their needs through interactions with the society around them. Social institutions including family, friends, church, school and government are often unable to respond to vulnerable populations. Social Workers engage with individuals, families, communities, and/or organizations. This engagement may include such professional social work roles as case worker, medical social worker, school social service worker, group home supervisor, residential counselor, youth worker, drug and alcohol counselor, client advocate, residential home administrator, community organizer, community economic development coordinator, and program evaluator.

In 1986, the Nebraska Legislature passed LB 286, "Statute Regulating Practice of Social Work", entitling social workers full title protection and certification to practice social work. Certification and or licensure for social work practice exists in most of the 50 United States. In Nebraska, two levels of certification are available depending on education and experience. The Certified Social Worker is required to: hold a degree from a program certified by the Council on Social Work Education, be of the age of majority, and be of good character. A Certified Master's Social Worker is required to pass the certification exam and have 3000 hours of practice experience supervised by a Certified Master's Social Worker.

SOCIAL WORK PROGRAM

The Social Work Program is in the College of Arts and Sciences and housed in the Department of Cultural and Social Studies with offices in Creighton Hall, 4th floor. It is administered by the Program Director with faculty members contributing to overall educational policy direction. In addition, the program is sustained by the Faculty/Community/Student Council which meets once per year (more as needed) to review curriculum and program issues. The faculty-as-a-whole deals with program policy issues. A Personnel Committee is selected by the faculty and department chair and is convened when a faculty search is conducted. Students who apply to the social work program are processed through the program Admissions Committee composed of full-time faculty.

A BRIEF HISTORY AND ACCREDITATION INFORMATION

Creighton University was founded in Omaha, Nebraska, in 1878. It is a private, coeducational institution operated by the Society of Jesus, an order of Roman Catholic priests. The campus occupies 108 acres northwest of the downtown area. There is a student body of about 7,500 students and a full-time faculty

of 667 and 804 part-time faculty. Both the faculty and student body are drawn from many geographic, religious, and ethnic backgrounds.

Prior to 1973, the social work curriculum at Creighton University consisted of two courses taught in the Sociology Department by part-time faculty. In the fall of 1973, a full time Master of Social Work faculty was added. A social work program based on Council of Social Work Education Accreditation Standards was initiated for the academic year 1974-75. By 1980, the social work curriculum was sufficiently well developed for the department to offer a Bachelor's degree in social work. At that time, with the approval of the University administration, a B.S.W. degree was offered.

The decision to seek accreditation from the Council on Social Work Education was made in the fall of 1986, when it became apparent that most states, including Nebraska, would require certification of social workers and that graduation from an accredited program would be a prerequisite to obtaining a license or certification. An expanded social work curriculum was put into place effective in the fall, 1988. That same year, the Social Work Program was admitted to candidacy status; consequently, the program was granted full accreditation from the Council on Social Work Education, July 1992. Upon full accreditation, the Social Work Program requested the Council on Social Work Education to antedate the initial accreditation back to 1989. The Council approved the request prompting reaffirmation of accreditation again. In 2012, the Social Work Program received reaffirmation of accreditation until 2020 and adheres to the Educational Policy and Accreditation Standards (2015). A copy of the full accreditation guidelines and requirements can be found and read at <https://www.cswe.org/Accreditation/Accreditation-Process>

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.

FACULTY AND STAFF

PROGRAM DIRECTOR

Monica White, MSW, LCSW serves as the Program Director. Ms. White came to Creighton in fall 2015 as the Field Education Coordinator with 11 years of higher education experience, including emphasis on service-learning and online education. Ms. White transitioned to the Program Director role in fall 2018. She has interest in the areas of medical social work, death/dying/bereavement, as well as the experience of the student-athlete. Ms. White teaches Introduction to Social Welfare/Vulnerable Populations, Human Behavior in the Social Environment, Practice 1 – Working with Individuals and Families, and coordinates the pre-practicum experience in the community.

MonicaWhite@Creighton.edu 402-280-5594

FIELD EDUCATION COORDINATOR

Cathy Fox, MSW, serves as the program's Field Education Coordinator. Ms. Fox came to Creighton University in Fall 2018, following nine years of practice in the field. The majority of her scholarship and practice is in the field of grief and loss, grounded in trauma, child development, and family systems, with a strong background in mental health, suicide, and nonprofit administration. Ms. Fox teaches Introduction to Social Welfare/Vulnerable Populations, Social Work with Groups, Practicum Seminar I and II, and oversees community partnerships for senior practicum. CathyFox@Creighton.edu 402-280-5940

ADJUNCT FACULTY

Adjunct faculty are selected by criteria set by the Council of Social Work Education. The following adjunct faculty have met CSWE criteria and have taught for the Social Work Program:

Ms. Carla Rizzo, MSW, Director of School-based Programs; Completely KIDS

Ms. Sarah Christoffersen, LICSW, School Social Worker; Omaha Public Schools

DEPARTMENT AND DEPARTMENT CHAIR

The Social Work Program is part of the Department of Cultural and Social Studies, with Dr. Alex Roedlach serving as Chair. (AlexanderRoedlach@creighton.edu), 402-280-2567.

ADMINISTRATIVE ASSISTANT

Ms. Angela Batson (arbatson@Creighton.edu) 402-280-2079 is the Senior Administrative Assistant for the Social Work Program and Department of Cultural and Social Studies. She is a key point of contact for information and inquiries, as well as directs program stakeholders to the correct faculty for further information.

ADMISSIONS INQUIRIES & PROCESS

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.

INQUIRIES AND ADVISING

Students interested in learning more about Social Work as a major can contact Angela Batson (arbatson@creighton.edu) for general information or to set up an appointment with one of the faculty. Ongoing advising for all social work majors is done directly with Social Work faculty. Social Work faculty can be contacted directly via email, phone, or office visits.

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. See page 3 of this document for the formal non-discrimination statement.

CRITERIA FOR ADMISSION INTO THE SOCIAL WORK MAJOR ARE AS FOLLOWS

1. Cumulative grade point average of 2.5
2. Complete the Application for Major form for the College of Arts & Sciences, found on their website, <https://ccas.creighton.edu/current-students>

3. Complete 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 courses, earning a C or better for social work majors:
 - a. Social Work 261: Vulnerable Populations: Social Work and Social Welfare
or
Social Work 275: Human Behavior and the Social Environment
5. The student is required to complete:
 - a. The Admission Assessment document and related essay questions
 - b. Review of the Student Handbook and agreement with its contents.
Verification of this review and agreement is noted on the Admission Assessment on the Admissions BlueLine site.
6. **This following statement applies to exceptions only; students are expected to take SWK 261 and/or SWK 275 prior to admission and advancement in Social Work practice courses:** Students who have declared Social Work as their major, but who have not taken SWK 261 or SWK 275 prior to fall of their junior year must meet with the Program Director to request approval to take one of the courses concurrently with SWK 345/346. Approval of such request is not guaranteed and may require student to complete an extra year for major completion. The Program Director will outline requirements and expectations if approved, which allow the student to conditionally proceed and be assessed before University course withdrawal date for either full admission into the Program or counseling to another major.

To provide for the well-being of social work students and their potential clients, students are invited to self-disclose information to the Social Work faculty 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 IS AS FOLLOWS

1. Faculty from the Social Work program review the prospective students' Admission Assessment, scoring the student based on previous classroom interaction. Applications can be submitted by students on a rolling basis, so Program Director review of submitted applications occurs on the first and 15th business days of each month. The Program Director reviews the application and assigns it to the Social

Work faculty who taught the student in SWK 261 or SWK 275. The assigned faculty completes the faculty review and assessment within 1 calendar week; returning it to the Program Director for review and final decision regarding application for admission.

2. Students are notified of the admissions decision by email from the Director of the Social Work Program within one month of application. 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 following these steps:
 - a) Student emails the Chair of the Department of Cultural and Social Studies, presenting their appeal to the decision of non-admission to the Social Work major. This must be completed within one calendar week of receiving the major non-admit decision. The Department Chair has one calendar week from receipt of the appeal to investigate decision at the program level, consider the student's information and make their decision to either support the program decision or reverse it, supporting the student's appeal. If the student is not satisfied at this level, they may continue to the next step.
 - b) Student emails the Department's Divisional Representative in the Dean's Office for the College of Arts and Sciences within one calendar week of receipt of the Department Chair's decision, presenting their appeal from the Program and Departmental level decision. The Dean's Office representative has one calendar week from receipt of the appeal to gather information and make a decision to either support the previous Program and Departmental decisions or to mediate a reconsideration of admission to the major between the student and the Social Work Program Director. The decision made by the Dean's Office Divisional Representative is final.
 - c) Students may re-apply to the Social Work program after one full semester has passed since the previous application.
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.

Social work education is founded on 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/or SWK 275: Human Behavior and Social Environment 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.

COURSE TRANSFER INFORMATION

Students wishing to transfer and receive credit for courses from other social work programs must produce course syllabi. Transfer students are required to have a current or former instructor fill out the admission form before consideration for acceptance. The Program Director decides if the content is consistent with curriculum of the Creighton University Social Work Program. Under no circumstances will Practicum and Practicum courses be accepted as transfer credits (SWK 460: Field Practicum Seminar I, SWK 461: Field Practicum I, SWK 480: Field Practicum Seminar II, and SWK 481: Field Practicum II). Transfer credits are decided on a case-by-case basis and only courses from CSWE-accredited social work programs are considered.

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

STUDENT ADVISING

RATIO STUDIORUM PROGRAM

In the freshman year, all student advisement is provided by faculty in the Ratio Studiorum Program (RSP), sponsored by the College of Arts & Sciences. Procedurally, each new student is assigned an advisor who, with the aid of one upper-class student (Decurion), are provided advisement until a major is formally declared. Once a major is declared, the student receives primary advisement from a faculty in that Program.

MAJOR ADVISING—SOCIAL WORK

When a student declares Social Work as a major, they have the option to select from listed faculty for preferred academic advisor. This request goes to the Social Work Program Director for review, determination of acceptance as an initial declaration into the Social Work major (step one of the admission process), and approval of student request for faculty advisor. The Program Director reserves the right to re-assign students to other faculty advisors as needed for advising load, balance with other responsibilities, and absences from the workplace; any changes to faculty assignment from student request will be conveyed via email to the student during the major declaration process. All Social Work majors must have a social work faculty as the primary advisor.

Social work advisors meet with the new advisee and familiarize the student with program requirements and expectations; course sequencing for the program is discussed at this session. Each semester, the student must make an appointment with her/his major advisor to discuss academic progress and to plan their academic program for the next semester; students receive registration pin numbers after this meeting. Students who are experiencing academic difficulties are reported to the Universities' Office of Retention for follow-up and possible remediation if needed. Regular advising hours are posted by all academic advisors and students are encouraged, and sometimes requested, to meet with their advisor on a more regular basis. If something arises that may challenge their completion of course or the program students will contact their advisor immediately.

Individual conferences between social work students and advisors are designed to both assess the student's academic progress as well as their aptitude for social work careers. These conferences are important in planning support courses and sequencing the courses in the program. Academic success is most often predicted on the student's motivation and aptitude for social work; this attention to these traits is an important component of the advising process.

Further, the social work students are advised regarding after graduation planning and job searches. Faculty are readily available to provide references for students applying to graduate school and/or finding employment.

*Students are advised to not take more than 15 credit hours of course work while completing practicum in their senior year.

Students may find the most up-to-date advising sheet on the Social Work Program website.

ADVANCEMENT & DISMISSAL POLICIES

COLLEGE OF ARTS AND SCIENCES MAGIS CORE CURRICULUM

The Social Work program is housed within the Department of Cultural and Social Studies, part of the larger College of Arts and Sciences (CCAS). Students within the CCAS will complete 35 hours of Core curriculum that we believe provides a solid foundation as an educated citizen, able to problem solve and lead in a diverse world. Social Work as a discipline is founded on a base of information from the liberal arts, which is what students will experience at Creighton University.

Many of the Social Work courses are approved as part of the Magis Core Curriculum, allowing students to easily add minor areas of study of specific interest, double major, or explore classes to broaden the educational perspective.

REQUIREMENTS FOR BACHELOR OF SOCIAL WORK DEGREE

Students must meet minimum grades in Social Work required and supporting courses, as detailed in the following “Advancement” section, as well as maintain a 2.0 overall grade point average. Students who do not meet such minimum grades on the listed courses will not be able to advance in the Social Work curriculum, as the course will not fulfill the prerequisite for a subsequent required social work course.

Core Curriculum: 35 credit hours

Social Work Requirements: 33 credit hours

Required Support Courses: 13 credit hours

Total hours required to graduate from Creighton University: 128 credit hours

*Students who receive a grade below a "C" in any pre-requisite or co-requisite course must re-take the course. This includes: PSY 201, SOC 101, SOC 314, PLS 310 or PSY 370 or any research course required by a co-major and accepted by the Social Work program.

Students should refer to the Creighton University NEST system for the most current course descriptions and availability. The Social Work Program website has an up-to-date list of required, supporting, and elective courses.

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:

GRADING POLICY

Grading is an important function of assigning final course evaluation to students. The process consists of designing exams and assignments to the course goals and objectives. It also entails creating evaluation criteria/standards that students have ready access. Consequently, the Social Work Program uses the following student performance policy comprising both academic and professional evaluation.

Each faculty member (full-time & adjunct) must:

1. Publish a written syllabus based on the mission, goals and objectives of the Social Work Program
2. Publish all student performance measures (tests, assignments, reports, papers etc.) in all course syllabi
3. Present clear instructions for all performance related measures employed in the classroom
4. Instructors are free to establish an array of student performance measures fitting the course

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	93-100	C+	78-79
A-	90-92	C	75-77
B+	88-89	C-	72-74
B	83-87	D	63-71
B-	80-82	F	62 and below

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 the required course grades as designated below in Social Work courses will require the student to complete a remediation plan if the student wants to continue in the program. Remediation plans must be approved by the Program Director. Unsuccessful completion of the remediation plan will result in dismissal from the program. Students may reapply at a future date if the cause(s) for being dismissed are resolved.

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

SWK 261

SWK 275

SWK 298

PSY 201

SOC 101

Research Courses

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

SWK 345/346

SWK 359

SWK 435

SWK 460/461

SWK 480/481

will need to re-take the course a maximum of one time to meet the grade expectation of the course

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 have a final evaluation completed by the field supervisor and/or course 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 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 the student learning contract. 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 I (SWK 460-461) and Field Practicum II (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 and Advancement & Termination policies
- Completion of SWK 345 and 346 with a grade of C+ or better*

*Remediation plan at the SWK 345 and or SWK 346 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 Student Handbook and 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.

***** Per Legal Counsel at Creighton University, Social Work supervising faculty are able to share information and discuss student performance with the Practicum Supervising Staff at the community agency in order to enhance the learning experiences and protect the wellbeing of the student and potential clients. Such communication intends to promote professional development within the student role and social work standards.***

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

Students are responsible for knowing the academic misconduct and code of conduct policies. Excerpts are provided below, but the current policies are located in the annual student handbook.

“Academic or academic-related misconduct” as defined by **Creighton University College of Arts and Sciences Policy on Academic Honesty** includes, but is not limited to,

1. Unauthorized collaboration or use of external information during examinations.
2. Plagiarizing or representing another’s ideas as one’s own.
3. Submitting without specific permission of the instructor, work that has been offered for credit in another course
4. Falsely obtaining, distributing, using, or receiving test materials.
5. Misusing academic resources.
6. Obtaining or gaining unauthorized access to examinations or academic research materials.
7. Soliciting or offering unauthorized academic information or materials.
8. Furnishing false academic information to the University
9. Improperly altering or inducing another to improperly alter any academic record.
10. 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.
11. Falsifying experimental data or appropriating the experimental data of another without explicit permission of the instructor

*To view the full and most current policy, click this link

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

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 or the College of Arts and Sciences web page <http://www.creighton.edu/students/studenthandbook/> . 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.”

To view the most up-to-date version of the policy for grade appeals, click this link:

<https://ccas.creighton.edu/sites/ccas.creighton.edu/files/media/Grade%20Appeals%20Policy.pdf>

POLICY FOR DISMISSAL FOR NON-ACADEMIC REASONS

SOCIAL WORK PROGRAM TERMINATION POLICIES AND PROCEDURES

The previous section summarizes the policies and procedures related to academic and non-academic 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.

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 or dismissal for non-academic reasons.

The program uses the NASW Code of Ethics as a policy to determine whether students should be dismissed 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. A summary of the major principles is listed below; a full copy of the Code of Ethics can be found at <https://www.socialworkers.org/About/Ethics>.

THE NASW CODE OF ETHICS: SUMMARY OF MAJOR PRINCIPLES

SOCIAL WORKERS’ VALUES, COMMITMENT, AND CONDUCT

Service – Social workers’ primary goal, above self-interest, is to help people and to address social problems

Social Justice – Social workers should challenge social injustice and pursue social change, particularly for vulnerable and oppressed people, and promote participation in decision making.

Dignity and worth of the person – Social workers should respect the inherent dignity and worth of all persons.

Importance of human relationships – Social workers should value relationships as a vehicle of change.

Integrity – Social workers should act in a trustworthy manner consistent with the profession's mission and values.

Competence – Social workers should practice within and strive to increase their areas of knowledge and competence.

SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS

Commitment to clients – Social workers' primary responsibility is to clients, although this may be superseded by legal obligations or obligations to the larger society under some circumstances.

Self-determination – Social workers respect and promote the rights of clients to self-determination and assist them in attaining their goals, unless these could lead to serious harm to the clients or others.

Informed consent – Social workers should offer services to clients only with the informed consent of those clients. Social workers should make accessible information on client rights and on the potential outcomes of services.

Competence – Social workers should provide services only in those areas in which they are competent.

Cultural competence – social workers should understand culture, have knowledge of their clients' cultures, recognize the strengths within cultures, and be aware of diversity and oppression.

Conflicts of interest – Social workers should avoid conflicts of interest, take action to inform clients of potential conflicts, maintain appropriate boundaries, and protect clients from negative consequences of dual relationships.

Privacy and confidentiality – Social workers should respect their clients' right to privacy, protecting client confidentiality and informing clients of the parameters of confidentiality.

Access to records – Social workers should provide clients with reasonable access to their own records.

Sexual relationships – Social workers should not engage in sexual contact with current clients. Social workers should usually not engage in sexual contact with people in the clients' personal lives. In most cases, social workers should not have sexual contact with former clients or take on clients with whom they have had a sexual relationship.

Physical contact – Social workers should engage in physical contact with clients only when such contact is not potentially harmful and when it is within clear, culturally appropriate boundaries.

Sexual harassment – Social workers should not sexually harass clients.

Derogatory language – Social workers should not use derogatory verbal or written language with or about clients.

Payment for services – Social workers should set fees that are fair and reasonable, and that give consideration to clients' ability to pay. They should not make bartering arrangements with clients.

Clients who lack decision-making capacity – Social workers should strive to protect the interests and rights of clients who are unable to make informed consent decisions.

Interruption of services – Social workers should try to maintain continuity of services.

Termination of services – Social workers should terminate services to clients when such services are no longer necessary or beneficial. They should attempt to avoid abandoning clients who are still in need of services. They may terminate services to clients for failure to pay only after attempts to address the issue with the clients and when such termination does not pose a danger.

SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES

Respect – Social workers should respect colleagues and their qualifications and views, avoiding unwarranted professional or personal criticism of colleagues. They should cooperate with colleagues when beneficial to clients.

Confidentiality – Social workers should respect the confidentiality of shared client information.

Interdisciplinary collaboration – Social workers on interdisciplinary teams should draw in the perspectives, values, and experience of the social work profession. Ethical concerns of social workers on teams should be resolved

* Source: Summarized from National Association of Social Workers (2008), page 364-365 in "Introduction to Social Work: An Advocacy-Based Profession," 2nd edition by Cox, Tice, and Long (2019).

PROCEDURES FOR DISMISSAL 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. If the faculty serving as Program Director has the concern, they will submit the same written documentation copying the Field Education Coordinator on communication. The Department Chair will be updated on the situation, providing faculty and student an additional person for review if needed, to preserve objectivity of the situation.
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 to decide and act on the concern. The decision reached may be appealed through the process in the

University Student Handbook.

<http://www.creighton.edu/students/studenthandbook/>

Professional behavior concerns based on the NASW Code of Ethics. Ethics as evidenced by the following specific behaviors include but are not limited to:

- Repeated presentation in class or practicum setting in unprofessional attire, unkempt, and/or poor hygiene as expected in professional setting and not following through with recommended changes by faculty and/or practicum supervisor; lacks self-reflection, does not seek help and/or unresponsive to feedback from faculty or field supervisors
- Sexual and/or inappropriate 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 late submission of assignments and under-preparation for class
- Repeated tardiness and absenteeism in the practicum or classroom setting
- 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
- Arriving or being under the influence of alcohol and/or drugs in the practicum setting
- Refusing to submit to a drug test while in the practicum setting as per the agency guidelines
- Convicted of a felony while in the social work program

DISMISSAL 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 dismissal 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 Program Director. 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 dismissed from the Social Work Program. Other situations will be reviewed in consultation with the faculty member and on an individual basis and approved by the Program Director.

Dismissal from major status in the Social Work Program may be appealed to the Program Director. If the student does not agree with the Program Director's decision, they may appeal within two weeks timeframe to the Chair of the Department of Cultural and Social Studies. The student will receive a reply within two business weeks. A student not satisfied with this decision has the right to appeal through the College of Arts and Sciences, per their policy.

RESOURCES & POLICIES

REGISTRATION QUESTIONS

Students should utilize the NEST and Degree-Works for monitoring of course completion and graduation requirements. The Registrar is the source for formal course listings, yearly catalog of courses and policies, and information about grade-related policies such as Drop/Add, Withdrawal, and Incomplete grade submissions. See this location for updated information. <http://www.creighton.edu/registrar/>

WITHDRAWAL FROM THE UNIVERSITY

A student wishing to formally withdraw in good standing from the university must do so in writing or in person. Permission to withdraw from the University is granted by the Dean of the College of Arts and Sciences for social work students. The student must complete a withdrawal card and obtain the necessary university clearances.

Students should view the formal policy at <http://catalog.creighton.edu/undergraduate/academic-policies-procedures/withdrawal/>

STUDENT RECORDS

Student records policy is prescribed by the University and the Social Work Program adheres to the policies and procedures described at this source <http://catalog.creighton.edu/undergraduate/academic-policies-procedures/confidentiality/>. Policy about student directory information, student record confidentiality, release of personally identifiable records, students' rights to access and copies of educational records, students' rights and access of discipline records, and the students' right to challenge information contained in education records can be found in the Creighton University Student Handbook. It is the policy of the Social Work Program to maintain confidentiality of all student records.

The Social Work Program, in keeping with the Family Educational Rights and Privacy Act of 1974, retains confidential records for each social work major. Students have the right to file a complaint with the Department of Education if violations of the Act are found.

In the event that a social work student requests a personal reference or employment recommendation, the Social Work Program student records will be used to complete the reference.

Students have the right to review and challenge the information contained in their educational records (See the Creighton University Student Handbook for complete details).

Full policy related to student record retention can be found at

<http://www.creighton.edu/search/results/?cx=015839161432768919274%3Az2n1gijj14s&cof=FORID%3A9&ie=UTF-8&q=Student+record+retention>

The Social Work Program retains student records digitally when possible and deletes after five years.

SOCIAL WORK ORGANIZATIONS & ACTIVITIES

ADVISORY BOARD

The Advisory Board shall be composed of the Social Work Program Director and Field Education Coordinator, current SOSW (Student Organization of Social Workers) representatives (2), Administrative Assistant, Departmental Chair, and members of the Social Work community. Community practitioners should represent fields of practice in which baccalaureate students may be employed, and should reflect cultural, ethnic, and racial diversity. Members should understand and embrace a generalist model of education for baccalaureate social work. The regular meetings of the Advisory Board will be held three times per year and more if needed. Meeting dates will be determined by the Social Work Program Director. Other meetings may be called as needed.

SOSW – STUDENT ORGANIZATION OF SOCIAL WORKERS

SOSW is the student-led organization within the Social Work program. SOSW provides a mechanism for social work students to gather, share ideas and resources, and lead activities. SOSW also provides a forum and structured method for students to provide feedback/input regarding Program policies. The bylaws for SOSW can be found on the Social Work web page.

<https://www.creighton.edu/ccas/socialwork/>

The Executive Team of SOSW will meet a minimum of once per academic year with Social Work faculty, or more as requested by the Executive Team. This committee provides communication between faculty and students regarding ideas, strengths, and concerns regarding the Social Work Program. The Executive Team is composed of: President, Vice-President, Secretary, Treasurer, Community Outreach Advocate, and Phi Alpha representative.

PHI ALPHA ACADEMIC HONOR SOCIETY

Students who are in their Junior or Senior year and meet the application requirements are invited to apply for the Social Work national honor society. A representative of this organization serves on the SOSW Executive Team to aid in sharing of information, communication, and coordination of activities. Application is held every February, with induction occurring during the annual Faith Celebration in April.

STUDENTS' RIGHTS AND OPPORTUNITIES TO PARTICIPATE IN POLICIES

The Social Work program has instituted the following policies and procedures to clearly specify students' rights and opportunities to participate in formulating and modifying policies affecting academic and student affairs.

- 1) Two student representatives from SOSW (Student Organization of Social Workers) executive team will be invited to attend the Social Work advisory board meetings at which they have a standing agenda item to bring new ideas, concerns, or suggestions. SOSW executive team represents both SOSW and Phi Alpha honor society student organizations.
- 2) Each student organization has a faculty advisor designated to retain open channels of communication and feedback. The faculty is invited to attend the first 10 minutes of the SOSW executive team meeting to share information, seek feedback, and receive information from the executive team. Any Social Work student may take ideas and concerns to the SOSW executive team who can provide these to the faculty advisor or other faculty if needed due to conflict of interest, with no requirement to share contact name. The SOSW executive team will be the liaison of replying with feedback or information to any concerned student.
- 3) The SOSW executive team is encouraged to meet a minimum of one time monthly. During these meetings, students are encouraged to propose and develop new policies that students feel would help promote their rights, learning, and opportunities in the Social Work program. Students are also encouraged to suggest modifications to current policies as they feel their impact should be reconsidered.

SOCIAL WORK STUDENT AWARDS

The Social Work Program offers three annual awards for social work students: the Dr. Herb Grandbois Social Work Student of the Year, Phi Alpha award, and the Dr. Barb Harris Poster of the Year.

The process for selecting the Dr. Herb Grandbois Social Work Student of the Year is by majority vote of the social work student body and full and adjunct faculty. Only accepted social work majors are allowed to vote, and only one vote per student is counted. Faculty vote only in the case of a tie. Criteria for this award includes: senior standing social work student, well-rounded as a social worker, demonstrated service on campus and community (beyond practicum requirements), membership and regular attendance at SOSW meetings, active participation in social work classes, demonstrated behaviors and values consistent with NASW Code of Ethics.

The Phi Alpha award is given to a current Phi Alpha member in the senior class. The award is given to the social work student achieving the highest grade point average for the graduating class.

The Dr. Barb Harris Poster of the Year award is given to the senior with the highest score received on their capstone poster and presentation, as determined by designated outside evaluators.

NASW STUDENT MEMBERSHIP

Students are encouraged to consider student membership with our national organization, National Association of Social Workers (NASW). Students can find opportunities for networking, training,

scholarships, financial aid information, career opportunities, professional growth, and more. More details can be found at <http://www.socialworkers.org/students/default.asp>

LIBRARY SERVICES AND RESOURCES

The Social Work program is supported by the Reinert Alumni Library (RAL) and have a designated Social Work liaison, Rose Melonis. Students have access to Social Work journals, reference books (such as the Social Work encyclopedia, dictionary, and NASW policy statements), texts and supplementary texts, as well as other library services.

Students who identify a resource that is not currently available at RAL or other CU libraries can request access via inter-library loan or through reciprocal borrowing and library-use agreements with other Colleges & Universities in the Omaha/Lincoln area. Students can also request the RAL to add resources to their collection through any of the following means: notify the library through the suggestion binder, notify the library Social Work liaison, notify any of the Social Work faculty, or notify a member of the SOSW executive team.

COUNCIL ON SOCIAL WORK EDUCATION (CSWE), EDUCATION, POLICY, AND ACCREDITATION STANDARDS (EPAS)

The Creighton University Social Work Program endorses and follows the expectations of the (2015) Council on Social Work Education's (CSWE) Educational Policy and Accreditation Standards (EPAS). These standards are integrated throughout the curriculum and assessment process to ensure preparation as generalist Bachelor's degree prepared social workers.

COMPETENCY 1: DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR

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
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
4. Use technology ethically and appropriately to facilitate practice outcomes
5. Use supervision and consultation to guide professional judgment and behavior

COMPETENCY 2: ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE

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
2. present themselves as learners and engage clients and constituencies as experts of their own experiences
3. apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

COMPETENCY 3: ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE

1. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
2. engage in practices that advance social, economic, and environmental justice

COMPETENCY 4: ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE

1. use practice experience and theory to inform scientific inquiry and research
2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
3. Use and translate research evidence to inform and improve practice, policy, and service delivery

COMPETENCY 5: ENGAGE IN POLICY PRACTICE

1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
2. Assess how social welfare and economic policies impact the delivery of and access to social services
3. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

COMPETENCY 6: ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

COMPETENCY 7: ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

1. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies
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
3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

COMPETENCY 8: INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
4. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
5. Facilitate effective transitions and endings that advance mutually agreed-on goals

COMPETENCY 9: EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

1. Select and use appropriate methods for evaluation of outcomes
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
3. Critically analyze, monitor, and evaluate intervention and program processes and outcomes
4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

COMPETENCY 10: IGNATIAN IDEAL/CHARISMS (ADDED TO THE CSWE COMPETENCIES TO INCORPORATE THE CONTEXT AND MISSION OF CREIGHTON UNIVERSITY)

1. Identify issues of faith and/or spirituality impacting the client, organization, or community
2. Identify and apply one of the Jesuit values to the social work professions/practice:
 - 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

Field Practicum Manual

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 I, and 480: Field Practicum Seminar II are attached to the field work courses SWK 346: Pre-Practicum, 461: Field Practicum I, and 481: Field Practicum II, respectively, and require assignments designed to ensure 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 SWK 261: Introduction to Social Work and Social Welfare/Vulnerable Populations. 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 Worker 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. Pre-practicum field experience and supervision is provided with a community social worker as well as the Social Work faculty. SWK 346 Pre-practicum is evaluated by the Field Practicum Social Worker and/or Task Supervisor providing outside evaluation of the student's introduction to the practice competencies. The Field Education Coordinator and/or designated 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. The field evaluation tool from SWK 346 is provided to the Field Education Coordinator to be reviewed for student readiness for senior field practicum and serves as a gate-keeping step.

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, respectively. 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.

Students can begin their practicum hours no earlier than the first day of classes on each designated semester to ensure coverage by University liability insurance. Students are expected to finish their practicum hours during the same semester in which they are enrolled in the practicum course to maintain eligibility for University liability coverage. Students experiencing extenuating circumstances that cause a need to complete practicum hours beyond the formal dates of the University class calendar must work with the Field Education Coordinator to request an exception and a temporary "Incomplete" grade in the course. The Field Education Coordinator will consult with Creighton University Legal Department and Risk Management to ensure student liability coverage will be extended. Students wishing to

complete practicum hours during the summer must have extenuating circumstances and have these incorporated into an Independent Study experience. If students wish to deepen their experience with additional hours above the required 440, they should visit with the Field Education Coordinator about possible Independent Study credits and associated goals/assignments.

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.

OVERALL POLICIES, CRITERIA, AND PROCEDURES FOR FIELD PLACEMENTS

****Please refer to the Admission and Advancement & Termination Policies listed previously 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. The Field Education Coordinator receives a copy of the SWK 346: Pre-Practicum end-of-semester assessment by January 1 of each year. This evaluation provides feedback about student strengths or challenges that should be considered prior to placement in senior field practicum. This also provides communication between Social Work faculty and serves as a gate-keeping mechanism for the program.
6. Written documentation from social work professors detailing any concerns about the student is considered in the admission to field process. Faculty consultations regarding matters that influence practicum or field 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 C+ 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:

After completing SWK 345: Practice I – Social Work with Individuals and Families and SWK 346: Pre-Practicum, the Social Work faculty for SWK 346 provides a copy of the student field evaluation to the Field Education Coordinator, as detailed above. 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 is required to read the Student Handbook & Field Practicum Manual and sign off that they are responsible for knowing the contents
3. The student attends spring practicum placement orientation
4. The student prepares a resume and reviews the program website for potential sites
5. The student meets with the Field Education Coordinator to discuss site options based on interests, areas of growth, community needs, and student logistics (e.g. schedule, transportation). Based on this meeting, the Field Practicum Coordinator will contact one to two agencies to determine if a practicum is available for the student
6. The student contacts and interviews with identified agency(ies)
7. The Field Education Coordinator follows up with both agency and student to discuss options and/or confirm the placement
8. The student notifies the agency in writing accepting the practicum, providing them with contact information, inquiring about onboarding, 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/field instructor, seeking counsel from student services and asking permission to leave class/field setting 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). If a Field Supervisor cannot attend orientation, the Field Education Coordinator will meet one-on-one to ensure communication of orientation information.

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 with consistent information. 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 fall 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. Student's quiz completion covering the Student Handbook and Field Practicum Manual in SWK 346 provides verification of the required acknowledgement of their responsibility for the contents.

SENIOR PRACTICUM (SWK 460 & 480)

Orientation for the senior practicum sequence begins in the Junior 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 quiz completion covering the Student Handbook and Field Practicum Manual in SWK 460 provide verification of the required acknowledgement of their responsibility for the contents.

STUDENT EVALUATION

STUDENT LEARNING CONTRACT

The Field Learning Contract and Evaluation tool (Appendix) anchors 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 Learning Contract are found in the (Appendix); Resource Sheet for practicum documents. The learning contract demonstrates the developmental shift from a

novice to beginning level generalist social work practitioner; consequently, is updated in the spring semester to continue to advance level of practice. 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 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 and Senior Field Practicum evaluation instruments are based on the CSWE EPAS (Council on Social Work Education, Educational Policy and Accreditation Standards) competencies and practice indicators. 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 Supervisor.

The informal verbal evaluation takes place in both the 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 semester of practicum, using the Learning Contract and Evaluation tool. This document includes the CSWE competencies, the assignments for the student to demonstrate growth in the skill, and the supervisor evaluation of such professional skill. The same document is used through both semesters to enable the Practicum Supervisor easy access to see the growth, goals, and progress made by the student developmentally. This Learning Contract and Evaluation tool can be found in the Appendix. The Midterm Evaluation is done through verbal assessment by the Field Education Coordinator during a joint meeting with the student and the 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.

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, SWK 461: Field Practicum I, 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. The Field Education Coordinator will provide a copy of the evaluation form to both the student and Field Supervisor a minimum of two weeks in advance of the in-person meeting. The Field Education Coordinator will lead the meeting and have both student and supervisor input in the evaluation process.

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 and agency experience (Appendix). To promote honesty in the evaluation students are notified that the data is aggregated and used to inform the following year's practicum orientation and ongoing training emails sent to field supervisors. Specific concerns that warrant change will be communicated to the agency and/or field supervisor by the Field Education Coordinator. The student is encouraged to notify the Field Education Coordinator directly throughout the year if a problem occurs; the Field Education Coordinator will then 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.

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

FIELD EDUCATION COORDINATOR:

- Certify 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 an e-mail 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 respect 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: Field 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 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 group

- Link clients with services and resources
- Observe, design and/or facilitate a group
- Identify the application of one 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 of supervision per 30-40 hours of practicum experience 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 and 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 for at least one hour per 30-40 hours of practicum experience 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

Students are encouraged to seek practicum experiences that broaden their range of experience, but the faculty recognize that situations sometimes require consideration of practicum placement at a student's place of employment. If such a situation is identified, the student must discuss this with the Field Education Coordinator prior to a commitment to the

placement. In such employment-based practicum placements, the focus is on student learning of new social work knowledge, values, skills, and cognitive/affective processing. It is essential that a practicum experience at a student's place of employment not compromise the student-learner role. The following steps must be addressed:

1. An on-site meeting with the Field Education 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 practicum student who is also an employee 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

Students may consider a practicum experience at agencies that offer a stipend, but the student must discuss this with the Field Education Coordinator prior to a commitment to the placement, recognizing that the stipend may generate assumptions about an employee role versus a student-learning role. In practicum placements that offer a stipend, the focus must be on student learning of new social work knowledge, values, skills, and cognitive/affective processing. It is essential that a practicum experience that includes a stipend not compromise the student-learner role. The following steps must be addressed:

1. An on-site meeting with the Field Education Coordinator, the student, and agency representative discussing the role of practicum experience and possible influence/expectations with the offered stipend.
2. The Learning Contract must include an addendum identifying that the practicum offers a stipend to the student and how this does not change the student role in the practicum experience.
3. The Learning Contract should integrate aspects of the stipend within competency #1 related to "Demonstrating Ethical and Professional Behavior," to ensure discussion in Seminar and Supervision.

POLICY FOR FIELD PLACEMENT IN AN AGENCY WHERE THE STUDENT IS OFFERED A JOB DURING PRACTICUM

There are times that a student receives an offer of employment with their practicum agency before their practicum experience is completed. If this is offered and the student is interested in this role, the student must first consult with the Practicum Education Coordinator and then a shared meeting should occur with the Practicum Supervisor. Discussion must be explored in

how this role change will impact the learning process, following the same criteria as above with students in agencies where they are employed.

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. Liability coverage is only in effect when students are enrolled in the noted course and the semester is officially in session, according to the Creighton University academic calendar. As noted in the Appendix, copy of the agency template from Legal:

“Creighton shall obtain or require Students to maintain professional liability insurance coverage in the amount of \$1,000,000 per medical incident/\$3,000,000 aggregate to cover the liability of the Student. Creighton shall require students to have and maintain health insurance while in the Clinical Program.”

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 a documented disability and wish to discuss academic accommodations, please contact your faculty as soon as possible as well as [Denise Le Clair](#), 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.

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.

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 Program Admission Assessment

Pre-Practicum Evaluation: SWK 346

Field Practicum Contract template for community agencies

Field Practicum Placement Agreement

Field Learning Contract and Evaluation tool (used with SWK 461 and SWK 481)

Resource Sheet for practicum documents

Student Evaluation of Field Practicum

Field Education Coordinator Evaluation



Social Work Program

Admission Assessment

Admission into the Social Work Program requires a student to complete SWK261 or SWK275, with a final grade of C or better; have a GPA of 2.5; and completion of this assessment by at least one social work faculty (F1); feedback from an additional social work faculty or other Creighton faculty member (F2) may be requested depending on the assessment evaluations. Based on the combination of these criteria, a student may be accepted into the program, provided a conditional admission (with a possible plan of remediation), or may be counseled into another major.

STUDENT CONTACT INFORMATION

Name	
Mailing Address	
City ST ZIP Code	
Best contact #	
Net ID	
Anticipated graduation semester/year	
E-Mail Address	

Using the following evaluation tool, students are asked to rate themselves on the scales provided. For any self-evaluation with a rating of 1 or 2, students will briefly comment at the end of this evaluation about their ability specific to that skill with information that would be helpful to clarify for the faculty review. The scales on the right of each list are used to evaluate the student's professional behavior in the classroom.

Submit this form to BlueLine where the faculty members add their evaluation and comments. The self-evaluation is not reflected in the total points so that students can honestly evaluate themselves. Honest self-reflection, insight, and identification of challenges is desired to help promote growth with the developmental model used in this Program. Any responses by the student and faculty will be kept confidential between the reviewing parties and are open to shared review and discussion as needed for student development or advising.

Student (S): The following categories represent basic expectations for social work students. You are asked to **HONESTLY** evaluate yourself on the criteria below by placing an “X” in the S column next to the statement that most commonly describes your performance.

Faculty Evaluator (F1, F2): Please select the one statement in each category that **MOST** characterizes the student based on your observations. The evaluator may consult with other faculty in the social work program.

1. Oral communication skills which reflect preparation for class. Student: expresses self clearly; articulates ideas; willing to initiate and engage in conversation; shares own perspective; maintains eye contact; able to verbalize ideas in coherent manner; speaks confidently	S	F1	F2
4. Consistently demonstrates the above behaviors			
3. Frequently demonstrates the above behaviors			
2. Sometimes demonstrates the above behaviors			
1. Seldom demonstrates the above behaviors			

2. Written communication skills which reflect depth and critical thinking. Student: expresses self through writing in clear and concise manner; synthesizes information; integrates different perspectives; attends to writing errors for continual improvement.	S	F1	F2
4. Consistently demonstrates the above behaviors			
3. Frequently demonstrates the above behaviors			
2. Sometimes demonstrates the above behaviors			
1. Seldom demonstrates the above behaviors			

3. Attendance and punctuality which reflect professionalism. Student: meets the standards and expectations as listed in the course syllabus related to attendance, absences, and punctuality.	S	F1	F2
4. Consistently demonstrates the above behaviors			
3. Frequently demonstrates the above behaviors			

2. Sometimes demonstrates the above behaviors			
1. Seldom demonstrates the above behaviors			

4. Work habits and commitment to excellence which reflect student investment in own development: Student: demonstrates commitment to standards for high quality work; submits items by set deadlines; seeks faculty input and help in timely manner for own development.	S	F1	F2
4. Consistently demonstrates the above behaviors			
3. Frequently demonstrates the above behaviors			
2. Sometimes demonstrates the above behaviors			
1. Seldom demonstrates the above behaviors			

5. Quality of interactions and class participation. Students: contribute to class discussion; discuss, reflect, and ask questions about assigned reading; advance dialogue regarding social work roles in examples and case studies; provide support and empathy for peers; prepared for class; appropriately engages with peers and faculty; helps keep focus on topic or self and peers.	S	F1	F2
4. Consistently demonstrates the above behaviors			
3. Frequently demonstrates the above behaviors			
2. Sometimes demonstrates the above behaviors			
1. Seldom demonstrates the above behaviors			

6. Critical thinking skills. Students: use self-reflection and self-assessment; are willing to challenge own beliefs and consider other perspectives; are willing to share ideas and willing to be wrong or be questioned; apply self-reflection for own professional contemplation and growth; supports positions with academic resources; utilize academic sources to analyze and develop positions.	S	F1	F2
---	----------	-----------	-----------

4. Consistently demonstrates the above behaviors			
3. Frequently demonstrates the above behaviors			
2. Sometimes demonstrates the above behaviors			
1. Seldom demonstrates the above behaviors			

7. Ability to work collaboratively. Students: are able to work collaboratively in group or team efforts; know when to lead and when to follow; engage other group members; demonstrates leadership; know when to talk and when to listen; able to focus on collaborative process without distracting peers; able to help group remain focused on collaborative participation.	S	F1	F2
4. Consistently demonstrates the above behaviors			
3. Frequently demonstrates the above behaviors			
2. Sometimes demonstrates the above behaviors			
1. Seldom demonstrates the above behaviors			

8. Respect for others, including peers, faculty, and staff. Students: use positive approach when questioning or criticizing; acts on concerns for the feelings and needs of others; abides by rules and common etiquette; is courteous; acts in the best interests of others; able to self-regulate emotions in variable situations; conveys value for the ideas of others.	S	F1	F2
4. Consistently demonstrates the above behaviors			
3. Frequently demonstrates the above behaviors			
2. Sometimes demonstrates the above behaviors			
1. Seldom demonstrates the above behaviors			

9. Initiative. Students: are creative, resourceful, and self-directed; initiate own plans; timely on follow-through; independent.	S	F1	F2
4. Consistently demonstrates the above behaviors			
3. Frequently demonstrates the above behaviors			
2. Sometimes demonstrates the above behaviors			
1. Seldom demonstrates the above behaviors			

10. Seeks and responds to constructive feedback for own growth. Students: are receptive to feedback; show productive change on subsequent performance after receiving feedback; are not defensive or non-responsive with feedback.	S	F1	F2
4. Consistently demonstrates the above behaviors			
3. Frequently demonstrates the above behaviors			
2. Sometimes demonstrates the above behaviors			
1. Seldom demonstrates the above behaviors			

11. Seeks information to understand vulnerable populations, including commitment to diversity and equity. Students: understand how diversity and worldview impact their perspective and that of others; commit to learning more about others' perspectives; aware of own verbal and nonverbal communication and how it reflects position and thoughts; aware of own nuances of interactions that are impacted by diversity.	S	F1	F2
4. Consistently demonstrates the above behaviors			
3. Frequently demonstrates the above behaviors			
2. Sometimes demonstrates the above behaviors			
1. Seldom demonstrates the above behaviors			

12. Ability to handle stress and manage workload. Students: handle stress in a productive manner by seeking information; identify academic and wellness needs; follows through with needed changes and recommendations; notifies instructor of extenuating circumstances promptly.	S	F1	F2
4. Consistently demonstrates the above behaviors			
3. Frequently demonstrates the above behaviors			
2. Sometimes demonstrates the above behaviors			
1. Seldom demonstrates the above behaviors			

For any of the above areas that you rated 1 or 2, please add comments here to further explain your reasoning and plans for growth.

Student Reflection on Applying as a Social Work major. Respond to the below questions, 1 page maximum for each; a concise and specific summary of your thoughts.

1) Describe one thing that brings you to the Social Work major.

2) To provide for the well-being of social work students and their potential clients, students are invited to self-disclose information to the Social Work faculty that will enhance or may impact their learning situation, especially in field work. This includes mental or physical health issues, chemical dependency issues, legal issues, or anything you feel may help the faculty support your continued development or needs.

Statements for signature:

Students must read the Social Work Program's Student Handbook and Field Manual. You can find this linked on BlueLine. Initial here once you have read this. _____

As noted in the Social Work Student Handbook and Field Manual, students who do not meet advancement guidelines must complete developed remediation agreements and then re-apply to the Social Work program. This is to ensure goodness of fit with the Social Work profession and serving vulnerable populations.

Any exceptions or unique circumstances to this form and/or admissions process must receive approval in writing by the Social Work Program Director.

Your signature indicates you have reviewed the Social Work Student Handbook and Field Manual and will take responsibility for the contents it includes, and that all information on this application is true and accurate to the best of your knowledge.

Student:

Date:

Student's Typed Signature and Net ID

Students may request a copy of this completed form. If students do not agree with specific elements from the faculty review, students may append a statement explaining the disagreements. This document will be reviewed with the applicant for faculty feedback on the evaluation ratings.

Students, do not write below this line. Faculty summary and notes recorded here:

If one faculty evaluates student, total possible points = 48

If two faculty evaluate student, total possible points = 96

A Grade of "B" is the benchmark for acceptance without a success plan.

Requires no additional plan, accepted into the Social Work program

- * 40 points and above (1 evaluator)

- * 80 points and above (2 evaluators)

Requires a remediation plan, conditional acceptance

- * 35-39 points (1 evaluator)

- * 70-79 points (2 evaluators)

Unacceptable, student not admitted to Social Work program at this time

- * 34 points and below (1 evaluator)

- * 68 points and below (2 evaluators)

Other:



Pre-Practicum Evaluation tool

Student name:

Pre-Practicum Agency: Heart Ministry Center

Agency staff members:

This document will serve as the one tool of tracking, feedback, and evaluation as the student proceeds through pre-practicum. The student will utilize this form throughout the pre-practicum experience; bringing to each agency learning experience. Students will update this form prior to leaving their learning experience each week and request brief feedback and evaluation from their assigned staff person, social worker, or faculty member. Each evaluation and note must be dated and initialed. Each person noting on this document should sign the final page and include their initials there for documentation.

Students will utilize this tool and feedback for the weekly pre-practicum journal assignments. Faculty will review this document every two weeks for ongoing development of student learning and to monitor progress. This document will be utilized in the student's final evaluation and grade for the semester. The final tool and evaluation will be provided to Ms. Cathy Fox, Field Education Coordinator for evaluation in readiness for field experience in the senior year. Students will also integrate the feedback from this tool into their senior practicum learning contract. Students who have faculty-identified areas of challenge may be required or recommended to do additional pre-practicum hours as an Independent Study before being allowed to advance to senior practicum

Creighton University utilizes a developmental model of student skill development through coursework and practicum experiences. This process will help guide preparation as a generalist Social to the standards demanded by the CSWE and Creighton University Social Work program. Student development and evaluation is expected to follow the below scale:

SWK 346 and Fall Semester SWK 461		Spring Semester SWK 481	
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	

Score	
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

Competency 1: Demonstrate Ethical and Professional Behavior

Student demonstration of competency element at the <i>Knowledge</i> level, through written, verbal, or action methods. Social Workers:	Student notes about activity	Agency staff rating, feedback, initials & date
1.3 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication		
1.5 Use supervision and consultation to guide professional judgment and behavior		

Competency 2: Engage Diversity and Difference in Practice

Student demonstration of competency element at the <i>Knowledge</i> level, through written, verbal, or action methods. Social Workers:	Student notes about activity	Agency staff rating, feedback, initials & date
2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences		
2.3 Apply self-awareness and self-regulation to manage the influence of personal biases and		

values in working with diverse clients and constituencies		
---	--	--

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

Student demonstration of competency element at the <i>Knowledge</i> level, through written, verbal, or action methods. Social Workers:	Student notes about activity	Agency staff rating, feedback, initials & date
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	

Competency 4: Engage in Practice-Informed Research and Research-informed Practice (not assessed in SWK 346)

Competency 5: Engage in Policy Practice

Student demonstration of competency element at the <i>Knowledge</i> level, through written, verbal, or action methods. Social Workers:	Student notes about activity	Agency staff rating, feedback, initials & date
5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services		

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

Student demonstration of competency element at the <i>Knowledge</i> level, through written, verbal, or action methods. Social Workers:	Student notes about activity	Agency staff rating, feedback, initials & date
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		

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

Student demonstration of competency element at the <i>Knowledge</i> level, through written, verbal, or action methods. Social Workers:	Student notes about activity	Agency staff rating, feedback, initials & date
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		

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

Student demonstration of competency element at the <i>Knowledge</i> level, through written, verbal, or action methods. Social Workers:	Student notes about activity	Agency staff rating, feedback, initials & date

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		
--	--	--

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

Student demonstration of competency element at the <i>Knowledge</i> level, through written, verbal, or action methods. Social Workers:	Student notes about activity	Agency staff rating, feedback, initials & date
9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes		

Competency 10: Ignatian Ideal/Charisms in Student Social Work Practice:

Student demonstration of competency element at the <i>Knowledge</i> level, through written, verbal, or action methods. Social Workers:	Student notes about activity	Agency staff rating, feedback, initials & date
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 		

<ul style="list-style-type: none"> • 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 		
---	--	--

Pre-Practicum Verifications

Date	Hours completed	Agency Staff printed name	Agency Staff initials	Agency Staff signature	Student signature

Reviewed by faculty: _____ Date: _____

Additional notes if space is needed:

**AGREEMENT BETWEEN
CREIGHTON UNIVERSITY
AND
_____AGENCY_____**

This agreement ("Agreement") is entered into by _____Agency_____ ("Site") and Creighton University, a Nebraska nonprofit corporation located at 2500 California Plaza, Omaha, NE 68178 ("Creighton").

Creighton desires to provide a professional experiential educational experience program for its Social Work program students, and has asked Site to participate in that program to provide Creighton's students an opportunity for experiential education.

In consideration of the mutual benefits, the parties agree to the following:

I. GENERAL INFORMATION:

- A. The course of instruction (the "Experiential Program") will cover a time period mutually agreed upon between Site and Creighton. The Experiential Program objectives will be communicated in writing to the Site's preceptor by the appropriate Creighton Clinical/Experiential Education Office when scheduling students.
- B. Except under compelling circumstances agreed to by both parties, the beginning dates and length of experience will be agreed upon no less than one month before the beginning of the Experiential Program.
- C. The number of students eligible to participate in the Experiential Program ("Students") will be mutually determined by agreement of the parties and may be altered by mutual agreement.
- D. Students are not employees of Site or Creighton and are not eligible for compensation or benefits from either institution.
- E. Neither Site nor Creighton will discriminate against any employee or student on the basis of race, national origin, religion, creed, sex, sexual orientation, age, or marital, veteran or disability status.
- F. Both parties agree to comply with the Family Educational Rights and Privacy Act of 1974, as amended, and regulations promulgated thereunder, governing the privacy of student records. It is understood and expected that Site and Creighton will discuss student's performance at Site.
- G. **For Sites covered by HIPAA:** In order to perform any services under this Agreement, the parties agree that Students are members of Site's workforce as defined under the Health Insurance Portability and Accountability Act and its regulations (45 CFR Parts 160 and 164). This Section applies solely to the privacy and security regulations applicable to Site and does not establish an employment relationship between Site and Students for any other purpose.

II. RESPONSIBILITIES OF CREIGHTON:

- A. Creighton shall provide and maintain the records and reports required by Site for conducting learning experiences of Students. Creighton assumes responsibility for assigning grades for the Experiential Program.
- B. Creighton shall obtain or require Students to maintain professional liability insurance coverage in the amount of \$1,000,000 per medical incident/\$3,000,000 aggregate to cover the liability of the Student. Creighton shall require students to have and maintain health insurance while in the Clinical Program.

- C. Creighton shall require Students to comply with Site policies and procedures while participating in the Experiential Program at Site, including Site's policies and procedures governing patient confidentiality. As a part of this agreement, Creighton shall require Students to submit to the appropriate Clinical/Experiential Education Office a signed Student Experiential Participation and Confidentiality Agreement. An example of this agreement is attached as Exhibit A.
- D. Creighton will provide proof of student immunization statute as required by Site.
- E. Creighton will conduct a background check on each Student if requested by Site. Creighton will only send Students to Site whose background checks have no positive findings or whose results have been pre-approved by Site. Creighton's background check will include the following items:
 - 1. Social Security number verification
 - 2. Criminal search (5 years)
 - 3. Violent Sexual Offender & Predator registry
 - 4. HHS/OIG/GSA
 - 5. Any other items requested in writing by Site upon signing of this Agreement.
- F. Creighton shall defend, indemnify and hold Site harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of School, its officers, agents, Students, or employees.
- G. Creighton will assign to Site only those Students who have satisfactorily completed the prerequisite didactic portion of the curriculum unless remediation-related education services have been specifically negotiated with Site.
- H. Creighton will enforce rules and regulations governing Students that are mutually agreed upon between Site and Creighton.

III. RESPONSIBILITIES OF SITE:

- A. Site will participate in directing and implementing the Experiential Program.
- B. Site reserves the right to limit the number of Students it receives. Site, in conjunction with Creighton, will determine the dates for Student participation in the Experiential Program.
- C. If Site accepts a Student, Site shall provide instruction and professional experience in accordance with Experiential Program objectives (Section I. A) and any specific Experiential Program goals developed and agreed upon by the parties.
- D. Site shall provide and maintain records and reports required by Creighton for conducting the Experiential Program and provide an evaluation to Creighton on forms provided by Creighton.
- E. Site shall be under no obligation to maintain any facilities for the Experiential Program other than those which Site ordinarily maintains in the course of its business.
- F. Site shall provide available time, when possible, to instructors for attending supervisory meetings and conferences called by Creighton as part of the Experiential Program.
- G. Site will inform participating Students on pertinent policies and procedures at Site.
- H. Site will encourage Students in Experiential Program to attend the Site's professional meetings, and shall allow such students access to journals, books, and periodicals contained in Site's library, if any, provided, that no student shall be permitted to take outside of the premises any such journals, books, or periodicals from the library unless approved by Site.
- I. No Student shall be entitled to any stipend from Site by reason of this Agreement or by reason of such student's participation in the Experiential Program.
- J. Site shall defend, indemnify and hold Creighton harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the

negligent or intentional acts or omissions of Site, its officers, agents, or employees. This indemnification provision is not intended to and shall not change the obligations of any insurance company under any insurance policy maintained by a party.

- K. Site retains the right to terminate any Student's participation in the Experiential Program where it reasonably believes doing so is necessary to protect the health, safety and welfare of Site, its patients, employees or visitors. Site shall immediately notify the Director of the Clinical/Experiential Education Office (identified in the mailing address provided at on the signature page of this Agreement) of any such termination of a Student. The Director of the Clinical/Experiential Education Office will notify any Creighton faculty serving as Instructor of Record for the terminated Student's experiential education rotation.
- L. Students who become ill while at Site will be provided initial medical or emergency treatment at Student's cost.

- IV. Either party may terminate this Agreement upon sixty (60) days advance written notice to the other party.
- V. Any revision or modification of the Agreement shall be in writing, and shall be signed by both parties.
- VI. This agreement shall be effective as of the 1st day of _____, 20__.

Agency

CREIGHTON UNIVERSITY

By _____

By _____

Print Name:

Will Solomon
Assistant Dean, College of Arts and Sciences

Date signed:

Date signed:

Agency mailing address:

Creighton Mailing Address:

Creighton University
2500 Californiza Plaza
Creighton Hall, 4th floor, Social Work Program
Attn: Field Education Coordinator
Omaha, NE 68178

EXHIBIT A
STUDENT EXPERIENTIAL PARTICIPATION AND CONFIDENTIALITY AGREEMENT

SITE is committed to quality care and confidentiality for its clients. As a student of another institution assigned to an educational experience at SITE, the undersigned is required to agree to the terms of this Agreement. Please review and ask questions if you have any.

“Confidential Information” is any client, employee, and SITE business information obtained during the course of work or association with SITE.

I agree to treat all Confidential Information as strictly confidential and will not reveal or discuss Confidential Information with anyone who does not have a legitimate reason to know the information. I understand that I am permitted to access Confidential Information only to the extent necessary for client care and to perform my duties while assigned to SITE. I will not disclose identifiable Confidential Information (e.g., name, date of birth) if the identity of the individual can be removed.

For Health Care Sites: I understand that I am a member of SITE’s workforce for purposes of complying with the Health Insurance Portability and Accountability Act of 1996, and its applicable privacy and security regulations, and agree to follow SITE’s policies regarding HIPAA while participating in this Experiential Program at SITE.

I will abide by all SITE policies and procedures regarding Confidential Information.

If I am given any access security codes or passwords, I agree to use them solely to perform my duties and will not breach the security of the information systems or premises. I will not use or disclose or misuse security codes or passwords. I will not misuse or attempt to alter SITE information systems in any way. I understand that SITE reserves the right to audit, investigate, monitor, access, review and disclose information obtained through the information systems at any time, with or without advance notice to me and with or without my knowledge. I understand I will be held accountable for my work and any changes made under my password and security codes. I understand that I am responsible for the accuracy of information submitted under my passwords and security codes.

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 Experiential Program 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 assignment 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
----------------------	------

Student Signature	SITE
-------------------	------

This Exhibit is made a part of the Agreement to which it is attached.

Student:

Agency:

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 prior to the scheduled mid-term 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 semesters at the Field Practicum Agency
- Maintain a record of field practicum hours and make them available to the Agency Field Practicum Supervisor 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:

- Discuss with the student a job description for the practicum; and if possible attach a copy 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 the student with opportunities for in-person contact with clients and constituencies; simulated interactions or avatar technology will not count for practicum hours
- 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 HIPAA 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 30 hours completed 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 Pre-Practicum Admission Assessment (SWK 346)
- 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 and/or 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 Practicum Task Instructor/Supervisor_____Date_____

SW Education Supervisor (if a Task Supervisor is the Field Instructor) _____Date_____

Creighton Field Education Coordinator_____Date_____

****This document is to communicate roles and responsibilities. There are separate contracts between Creighton University and each agency that delineate legal roles and language.**

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

Cathy Fox, Field Education Coordinator
 Social Work Program
 Creighton Hall Room 428D
 Creighton University
 2500 California Plaza
 Omaha, NE 68178
 CathyFox@Creighton.edu

If you have questions, please call 402-280-5590

Rev 6/2019



Practicum Learning Contract and Evaluation Form

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 an 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
3.2 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
6.2 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

The heart of the learning contract is a conversation between the social work student and their field practicum supervisor at the practicum site and also with additional educational supervisors. During practicum, the student and supervisors will use the **Practicum Learning Contract and Evaluation Form**. This tool serves to design learning activities unique to the agency setting, the students' learning needs, and to demonstrate the competency standards established by the Council on Social Work Education (CSWE). Learning contracts are a road map for student skill development and advancement necessary for competent generalist social work practice. Evaluation tools intend to provide growth-promoting feedback.

Based on a developmental philosophy, the first semester is best characterized by *breadth* and second semester by *depth*. Each practicum year, the student develops a learning contract with their field practicum supervisor that is approved by the Field Education Coordinator. Not only does the learning contract provide a guide to navigate the practicum learning, it also serves as an agreement between the student, the agency and the Social Work Program. Each 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 eclectic 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 contract goals and assignments are written in SMART language - Specific, Measureable, Attainable, Realistic, and Timely. Identified goals include the specific actions or assignments that help a student demonstrate the knowledge, values, skills, and cognitive/affective processes needed for generalist practice within the social work profession. Action language includes but is *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

** It sometimes works best for students and their supervisor to brainstorm what they want to learn during the practicum experience and what they feel will make this successful. Make a list of these activities, practices, and behaviors and incorporate them into the Learning Contract.

COMPETENCY 1: DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social Workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Some possible activities/assignments to help a student demonstrate the knowledge, values, skills, and/or cognitive and affective practices related to this competency:

Professional Identity

- Prepare for supervision, be responsible for bringing learning contract and course assignments to supervision weekly
- Prepare ethical or critical thinking questions for supervision 1 x monthly
- Prepare a weekly agenda for supervision and provide to supervisor one day in advance
- Develop and maintain a professional calendar; set up the 1st of each month
- Identify when personal life interferes with practice life; journal and bring 1xsemester to supervision
- Identify strengths and challenges with professional role; bring to supervision 1xsemester
- Follow a referral to assess client access to the service; report to supervisor 1 x semester

** this page is demonstrating using SMART goals in the language but is not used throughout this document

Ethical Principles

- 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

- Identify models that frame decision making
- Examine records to identify multiple sources of knowledge pertaining to a client

COMPETENCY 2: ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors, including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions may oppress, marginalize, alienate, or create privilege and power.

Some possible activities/assignments to help a student demonstrate the knowledge, values, skills, and/or cognitive and affective practices related to this competency:

Engage Diversity and Difference

- Examine the agency for adherence to diversity and difference in practice
- Describe practice issues that result from diversity in practice

- Identify personal issues of diversity as it pertains to practice
- Participate in a local group that enhances or identifies diversity in practice
- Identify one's own biases and process during supervision
- Read 2 journal articles per month to deepen knowledge related to a diverse population

COMPETENCY 3: ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

Some possible activities/assignments to help a student demonstrate the knowledge, values, skills, and/or cognitive and affective practices related to this competency:

Advance Human Rights and Social and Economic Justice

- 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

COMPETENCY 4: ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Some possible activities/assignments to help a student demonstrate the knowledge, values, skills, and/or cognitive and affective practices related to this competency:

- 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

COMPETENCY 5: ENGAGE IN POLICY PRACTICE

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Some possible activities/assignments to help a student demonstrate the knowledge, values, skills, and/or cognitive and affective practices related to this competency:

- 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

COMPETENCY 6: ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individual, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Some possible activities/assignments to help a student demonstrate the knowledge, values, skills, and/or cognitive and affective practices related to this competency:

Contexts that shape practice

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

COMPETENCY 7: ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Some possible activities/assignments to help a student demonstrate the knowledge, values, skills, and/or cognitive and affective practices related to this competency:

- 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-day assessment

- Follow up with referrals and scheduled appointments
- Provide closure activities as necessary

COMPETENCY 8: INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

Some possible activities/assignments to help a student demonstrate the knowledge, values, skills, and/or cognitive and affective practices related to this competency:

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

COMPETENCY 9: EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Some possible activities/assignments to help a student demonstrate the knowledge, values, skills, and/or cognitive and affective practices related to this competency:

- Write student learning goals and objectives using 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

COMPETENCY 10: IGNATIAN IDEAL/CHARISMS

(ADDED TO THE CSWE COMPETENCIES TO INCORPORATE THE CONTEXT AND MISSION OF CREIGHTON UNIVERSITY)

Ignatian ideals/charisms in working with individuals, families, organizations, and communities.

Identify issues of faith and/or spirituality impacting the client, organization, or community

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 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

Some possible activities/assignments to help a student demonstrate the knowledge, values, skills, and/or cognitive and affective practices related to this competency:

- Complete a spiritual assessment of a client as part of holistic assessment
- Complete a community assessment noting spiritual/religious resources, gaps, and strengths
- Explore Jesuit values and their intersecting points with ethical dilemmas and social work practice



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. Field evaluations will be kept confidential with the Social Work faculty reviewing for trends and needed changes to orientation, communication, and agency partnerships.

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

Please evaluate the Social Work Program Field Education Coordinator, Monica White, 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, listing it in the third column.

To maintain confidentiality please email your completed evaluation to the Social Work Program Administrative Assistant, Ms. Angela Batson, ArBatson@Creighton.edu and put **Field Coordinator Evaluation** in the subject line. Thank you for your time and feedback. Please submit by May 31st or earlier.

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

The Field Education Coordinator		Ranking
1. Oriented the Agency Field Instructor and Students to the field experience.	1 ----2----3----4----5----N/A	
2. Clearly communicated the requirements and expectations of the field experience.	1----2----3----4----5----N/A	
3. Responded promptly to my questions and concerns.	1----2----3----4----5----N/A	
4. Sent e-mails notifying of important due dates and deadlines.	1----2----3----4----5----N/A	
5. Was available to negotiate any grading questions or disputes.	1----2----3----4----5----N/A	
6. Adequately prepared students to seek input from field agency instructors regarding their learning contract.	1----2----3----4----5----N/A	
7. Spent an adequate amount of time in the agency site visits.	1----2----3----4----5----N/A	
8. Appropriately addressed conflicts that may have arisen in the field setting.	1----2----3----4----5----N/A	
9. Demonstrated appreciation, respect and sensitivity regarding field issues.	1----2----3----4----5----N/A	
10. Provided adequate feedback to the agency about how to improve the practicum experience for the agency and student.	1----2----3----4----5----N/A	

11. Did you attend the practicum orientation at the beginning of the semester?	Yes or No	
12. If you did not attend the practicum orientation at the beginning of the year, did the Field Education Coordinator meet with you to provide a review of the field information and expectations?	Yes or No	
Additional feedback or suggestions to improve the Field Education Coordinator role, performance, or overall experience:		