

Bachelor of Social Work Practicum Manual

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1 INTRODUCTION

1.1 MISSION STATEMENT OF THE SCHOOL OF SOCIAL WORK

The social work programs at Carleton University are based on the structural approach to social work. This approach provides a framework for critically engaging with, and analyzing, social work knowledge and practice. It is based on an understanding of how economic, social, political and legislative contexts shape individual, community and societal problems. At the School of Social Work, we promote the development of innovative social work practice directed toward advancing equity and social justice as well as individual and societal change. Through this approach, students are being prepared to address injustices and inequities in a range of roles. This may be working directly with individuals, families and communities. It may also be working indirectly on addressing social justice in, and through, government and civil society organizations.

1.2 STATEMENT ON EDUCATION EQUITY

The School of Social Work has an expressed commitment to the principles of education equity for persons from groups who historically have been disadvantaged by systems, structures, and ideologies that have privileged some groups over others resulting in differential access to education. Some groups recognized by the School's Mission Statement on Education Equity as having faced historical exclusion and marginalization include: Indigenous people; people of colour; persons with disabilities; people who identify as lesbian, gay, bisexual, queer or questioning; people who are transgender or transsexual; and people marginalized by class location and poverty.

In response to these structural impediments the School affirms the principle that individuals from all groups should have the opportunity to learn and to contribute in an environment that supports, encourages and incorporates their knowledge, insights, and perspectives into our curriculum.

From the School's perspective, education equity is a structural issue requiring an ongoing rigorous review of established norms and practices and the assumptions and values that underlay them. Education equity is consistent with, and necessary for, achieving principles of academic excellence and practice competence. The School recognizes that this is an ongoing process of development to which we are committed.

1.3 CASWE-ACFTS ACCREDITATION STANDARDS

The BSW program at Carleton University is an accredited program of the Canadian Association for Social Work Education-Association canadienne pour la formation en travail social (CASWE-ACFTS), and operates according to the standards and requirements of the Association.

As stated in the CASWE-ACFTS Accreditation Standards (June 2013):

Field Education is considered a central component of social work education because the integration of knowledge, values and skills in the context of field education is a critical and distinctive aspect of social work education. The purpose of field education is to connect the theoretical/conceptual contributions of the academic setting with the practice setting, enabling the student to acquire practice skills that reflect the learning objectives for students identified in the Standards (p.14).

The BSW field education curriculum, the learning objectives for students, the types of placement opportunities offered to students, and the teaching expectations of Field Supervisors and Faculty Liaisons, outlined in this manual, are founded on the CASWE-ACFTS Standards of Accreditation.

More information on the CASWE-ACFTS Accreditation Standards is available at: <https://caswe-acfts.ca/our-activities/accreditation/>

1.4 PURPOSE OF THIS MANUAL

This manual has been developed to provide students with an overview of the BSW Practicum courses and related policies and protocols. It outlines the process for applying for Practicum Courses (SOWK 3600, SOWK 3601, SOWK 4600, and SOWK 4601 & 4602), setting up a field placement, the expectations of the partners in the field placement process, and the requirements of the undergraduate Practicum courses.

This manual is designed to provide students with supplemental information to the Carleton University Undergraduate Calendar.

The Undergraduate Calendar is the final authority that governs the regulations of the University, the Faculty, and the various Departments, Schools, Institutes and Interdisciplinary programs at Carleton. The Undergraduate Calendar and other University information can be obtained online: <https://calendar.carleton.ca/undergrad/>

1.5 CONTACT PERSONS FOR THE BSW PRACTICUM COURSES

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1.6 POSTED INFORMATION FOR PRACTICUM COURSES

School of Social Work website, **Practicum Hub** section: <https://carleton.ca/socialwork/practicum-hub-2/>

1.7 COMMUNICATION WITH STUDENTS REGARDING PRACTICUM COURSES

All policies and procedures related to the Practicum courses outlined in this manual and those communicated by other means (e.g., Carleton email, School of Social Work website, Field Education bulletin board) are in place to manage the efforts of the field team to place all students expeditiously.

Carleton University requires that all students activate and maintain a Carleton central email account. This email account is the official means by which students receive communications from the University. Students are expected to check this account on a consistent and regular basis and to manage space limitations to ensure they receive all messages and information issued to them by the University. The University requires that any official or formal electronic communications from students be sent from their official Carleton email. Thus, students are expected to use their Carleton email address in all communication with the field team and with field placement agencies.

The School sends important information about the Practicum courses to students via their Carleton email (e.g., information about Practicum course deadlines, workshop and activity dates, and issues related to arranging and finalizing field placements). Certain communications may be time-critical and students have the responsibility to respond to emails within particular time periods (i.e., within one week of receiving correspondence regarding the placement process from the Field Coordinator and/or potential placement agencies). As such, it is important that students check their Carleton email regularly, even after securing a placement.

Students can access the Carleton email once they have activated their “My Carleton One” account.

Students are responsible for contacting Carleton’s Information Technology Services (ITS) if they experience problems with their Carleton email account. ITS website: <https://carleton.ca/its/>

2 GENERAL PRACTICUM INFORMATION

2.1 GLOSSARY OF TERMS

The Practicum

The Practicum refers to the entire course (minimum of 364 hours), which consists of the following components:

1. Field Placement (minimum of 352 hours per Practicum)
2. Practicum Seminars
3. Faculty Liaison Consultation(s)
4. The Written Requirements:
 - i. Learning Contract
 - ii. Theory to Practice Assignment
 - iii. Mid-Point Evaluation
 - iv. End-Point Evaluation

Field Placement

The field placement refers to the placement component of the Practicum course in which students work under the supervision of a qualified Field Supervisor and gain hands-on experience in a social work setting in the community.

Field Placement Setting

The field placement setting is an agency/organization/program that has partnered and contracted with the School of Social Work to provide a field placement opportunity to a student and provide a Field Supervisor who will supervise the student for the duration of the placement.

Field Supervisors

Field Supervisors are agency-based instructors who are responsible for providing students with formal supervision, training and guidance in the field placement setting.

Practicum Seminars

The Practicum Seminars are the mandatory classroom component of the Practicum course where students focus on integrating social work theory and values with practice in their field placement setting. Students also learn about a range of community agencies and services, and the work of social workers in a variety of settings, through sharing agency summaries, case presentations, and emerging practice issues amongst a group of peers completing field placements in different settings.

Faculty Liaison

The Faculty Liaison is an individual assigned by the School of Social Work to teach the practicum seminars and act as the primary link between the student, the Field Supervisor, and the Field Coordinator for the purposes of monitoring and supporting the field placement.

Practicum Coordinator

The Practicum Coordinator is a faculty member who is responsible for field education development, coordination, administration and monitoring. The Practicum Coordinator is primarily responsible for all aspects of the placement process as it relates to the matching and placing of BSW students.

Practicum Administrator

The Practicum Administrator is part of the School of Social Work's staff team and is responsible for a number of administrative activities related to field education, including processing students' Practicum application forms and all forms and documents related to finalizing field placements.

2.2 THE FIELD TEAM APPROACH

The Practicum is based on the cooperative participation of the BSW student, Field Supervisor(s), Faculty Liaison, and Practicum Coordinator in the teaching and evaluation of the student's Practicum experience.

Each student has a field team comprised of the following persons:

- Student
- Field Supervisor(s)
- Faculty Liaison
- Practicum Coordinator

2.3 ROLES AND RESPONSIBILITIES OF EACH MEMBER OF THE FIELD TEAM

Student

The student is primarily responsible for their own learning during the Practicum. The student is responsible for the following tasks related to the practicum:

Pre-placement responsibilities:

- Attend all required pre-placement activities.
- Complete and submit the Practicum Application Form by the established deadline in this manual.
- Follow all steps for setting up a field placement, and adhere to all placement policies and protocols, outlined in this manual.
- If accommodations are required, follow the steps outlined in the Carleton University Student Guide to Academic Accommodation, and notify the Practicum Coordinator as soon as possible if any special accommodations are required in the field placement. The CU Student Guide to Academic Accommodation is available at: <https://carleton.ca/equity/policies-procedures/>
- Maintain regular communication with the Practicum Coordinator on progress and feedback from the field setting(s) during the placement process.
- Respond to all emails from the Practicum Coordinator, Practicum Administrator, and/or field settings within one week (7 days).
- Once contacted by a potential field setting, schedule and prepare for an initial interview.
- Once a placement is offered, negotiate a start date and work schedule with the field setting.
- Assume financial responsibility and provide the required documentation and health requisites set out by the field setting in advance of the field placement (e.g., references, police records check, tuberculosis skin test, required immunizations and health records).
- Submit all required forms to finalize your field placement with the School by the established deadline in this manual.

Practicum responsibilities:

- Meet all Practicum time requirements, which include a minimum of 352 field hours and attendance in all required Practicum Seminars.
- Complete all assignments and evaluations required for the Practicum course by the appropriate deadlines established in this manual.
- Prepare for and actively participate in supervision with the Field Supervisor(s). Be open to feedback and critique.
- Assist in coordinating the on-site consultation(s) with your Faculty Liaison.
- Coordinate and participate in the mid-point and end-point evaluation conferences with your Field Supervisor.
- Raise any questions and/or concerns that may arise about the Practicum with the Field Supervisor and/or Faculty Liaison in a timely manner.
- Report any workplace accident or injury sustained on placement to the Practicum Coordinator as soon as possible following its occurrence.
- Uphold standards of professionalism while in the field setting including: professional dress code, punctuality, meeting deadlines, and keeping commitments made to the agency.
- Comply with the policies, procedures, and operational standards of the field setting.

- Comply with the confidentiality policy outlined in this manual, as well as the field setting's privacy rules and policies related thereto and sign any necessary confidentiality agreements.
- Keep a record of placement hours completed and submit to your Faculty Liaison at the end of placement.
- Abide by the CASW Code of Ethics (2005) and the Guidelines for Ethical Practice (2005).

Field Supervisors

The Field Supervisor has responsibility for assisting the student in placement to meet the intended learning objectives of the Practicum course and the specific learning objectives outlined in the student's learning contract. The Field Supervisor is responsible for the following tasks related to the practicum:

- Provide the student with an appropriate working space and work-related materials.
- Ensure the student receives a well-organized orientation to the agency, the client group or community served, the staff team, and agency policies and procedures, including safety policies and procedures. (See Appendix D for an Orientation Checklist)
- Learning contract:
 - i. Meet with the student once they have prepared their initial learning contract and offer suggestions regarding how the learning objectives might be met in the setting, the tasks and activities available, and the possible limitations.
 - ii. Attempt to work out a mutually agreed upon learning contract with the student.
 - iii. Use the learning contract in the following ways: to guide the work of the student, to review the student's progress in supervision sessions, and to evaluate the student's achievement of learning outcomes at the mid-point and end-point of the placement.
- Select and provide the student with appropriate work assignments to ensure that the student is given the opportunity to work on tasks that are related to the learning objectives.
- Provide a minimum of one hour per week of regularly scheduled supervision with the student to work towards achieving the student's learning goals and competencies.
- Expose the student to other learning opportunities such as training workshops, staff meetings, team conferences, agency visits, etc.
- Meet and consult with the Faculty Liaison as required during the placement to discuss the student's progress and performance in the field placement.
- If concerns develop about the student's progress in placement: discuss the concerns with the student as early as possible and document the specific behaviours or indicators of lack of progress in writing, discuss remedial action with the student, and contact the Faculty Liaison and/or Practicum Coordinator for consultation.
- Complete the written Mid-Point and End-Point Evaluation Forms, facilitate mid-point and end-point evaluation conferences with the student, and provide copies of the completed forms to the student and Faculty Liaison.
- Provide a learning environment that is safe and free from harassment and discrimination.
- Ensure that the CASW Code of Ethics (2005) and the Guidelines for Ethical Practice (2005) are upheld by the student at all times.

Field Settings

The field setting is responsible for providing adequate facilities, equipment, and learning materials appropriate to the student's responsibilities and in keeping with available resources. The field setting is responsible for the following tasks related to the Practicum:

- Ensure that the Field Supervisor has sufficient time and resources within the work schedule to develop planned learning opportunities and tasks for the student, prepare for supervision, attend school-sponsored workshops and training, and to prepare mid-point and final evaluations of the student.
- Provide orientation materials and opportunities, including health and safety materials or training.
- Provide the student with an appropriate workspace, including needed supplies and work-related resources for the performance of their duties.
- Inform the student of the pre-placement requirements of the field setting (e.g., references, police records check, tuberculosis skin test, required immunizations and health records).
- Provide the student with reimbursement for certain pre-determined and agreed to expenses incurred by the student during the field placement for any duties that are a required part of the field placement (e.g., travel). Students are responsible for commute to and from placement.
- Notify the Practicum Coordinator as early as possible if unable to complete the responsibility of the field setting for any reason (e.g., staffing and/or resource changes that impact the availability of student learning opportunities and appropriate supervision).
- Notify the Faculty Liaison of any change in the Field Supervisor for any reason.
- Provide an environment free from harassment or discrimination.
- Ensure that the CASW Code of Ethics (2005) and the Guidelines for Ethical Practice (2005) are upheld by the student at all times.

Faculty Liaisons

These are individuals assigned by the School of Social Work to monitor and support practicum students and their Field Supervisors and to teach the Practicum Seminars. Faculty Liaisons serve as sounding boards to problem solve situations and identify additional resources as may be necessary. Faculty Liaisons recommend the final grade for practicum students, based on consultation with all members of the field team. The Faculty Liaison is responsible for the following tasks related to the Practicum:

- Conduct Practicum Seminars that provide opportunities for students to integrate social work theory and values with practice in their field placement setting, to expand their knowledge of the social services sector, and to develop their practice knowledge and skills.
- Be available as the first point of contact for the students assigned to their Practicum Seminars and for their Field Supervisors.
- Provide the necessary support to the student and Field Supervisor as needed (e.g., information, consultation, problem-solving, identifying resources, initiating policies and procedures) to facilitate the learning experience in accordance with the field education curriculum and related policies and procedures outlined in this manual, as well as by the School, the University, and the field setting.
- Arrange and conduct a minimum of one on-site consultation with the Field Supervisor and student during the field placement, generally within the initial weeks of the placement, to review the student's field placement arrangements, progress and performance.
- Arrange and conduct a minimum of one telephone consultation with the Field Supervisor, generally at the mid-point of the field placement, to review the student's placement arrangements, progress and performance. (An additional telephone consultation at the end-point of the placement is required for students in SOWK 3600).
- Promptly prepare and provide dated, written reports summarizing the consultation sessions and their outcomes to the Field Supervisor and student.

- If concerns develop about a student's progress in placement: ensure that both the student and Field Supervisor are aware of the policies related to students at risk of failing the placement; consult with the student and/or Field Supervisor as needed to develop remedial plans; promptly prepare and distribute written summaries of the consultation(s)/plans to the student and Field Supervisor; and inform the Practicum Coordinator of the situation.
- Disseminate and collect all paperwork and evaluations necessary for the practicum course.
- Ensure that students are fully informed of their responsibility to uphold the CASW Code of Ethics (2005) and the Guidelines for Ethical Practice (2005) at all times and to respond at the earliest indication that this is not happening.
- Take reasonable steps to ensure that the student placements are safe and free from harassment and discrimination.
- Submit each student's grade recommendation and all required documentation to the Practicum Coordinator immediately following the last day of classes for the term.

Field Practicum Coordinator

The Practicum Coordinator is responsible for the overall functioning of the field education component of the BSW program. The Practicum Coordinator is primarily responsible for facilitating appropriate matches between students and field placement settings in accordance with the curriculum, the student's learning needs, and the needs of the field setting. The Practicum Coordinator is responsible for the following tasks related to the Practicum:

- Ensure strong pedagogical linkages between the practicum courses and BSW curriculum objectives.
- Create and update the BSW field education policies and procedures, forms and manuals.
- Engage and actively cultivate relationships with area agencies/organizations/programs in order to facilitate appropriate field placements for Carleton BSW students.
- Work with the Practicum Administrator to facilitate the process of creating and renewing affiliation agreements with field settings, and to provide consultation on issues related to safety and liability in field placement.
- Develop and facilitate pre-placement and early placement workshops and activities for students entering the field.
- Work with each student to collaboratively plan the student's field education experience for the appropriate term(s), and coordinate the matching and placing of students in field settings.
- Review and approve alternative placement options, which include distance placements and placements in students' places of employment.
- Review and approve Waiver of Practicum I applications.
- Assign a Faculty Liaison to each student, and assign each student to Practicum Seminars.
- Provide orientation and other training to Faculty Liaisons, and be available for Faculty Liaisons to provide consultation and guidance in decisions related to field placements, including the decision to terminate a field placement.
- Provide orientation, training, and professional development workshops to Field Supervisors.
- Enter each student's grade upon receipt of the grade recommendation and all required documentation from the assigned Faculty Liaison.
- Serve as a member of the Field Education Committee.

3 PRACTICUM COURSES IN THE BSW PROGRAM

3.1 OVERVIEW

Students in the BSW Program are required to complete a minimum of 700 practice hours as part of their degree requirements. This is generally done through two Practicum courses, **Practicum I** (SOWK 3600 or SOWK 3601 at the third-year level) and **Practicum II** (SOWK 4600 or SOWK 4601 & 4602 at the fourth-year level). Both Practicum I and Practicum II are part of the core curriculum for the BSW degree.

Practicum I and Practicum II each consist of a minimum of 364 hours in total, which includes a field placement in a community setting (minimum of 352 hours per Practicum course), mandatory participation in concurrent Practicum Seminars, Faculty Liaison consultations, and completion of all written requirements. Each Practicum course is worth two-credits and is graded on a satisfactory/unsatisfactory basis. The satisfactory/unsatisfactory grade given for Practicum courses is not calculated into the student's GPA.

Practicum students normally complete each field placement in one agency/organization only. This is based on the principle that students need the time to observe and practice in order to gain competence and a sense of confidence.

In cases where academic credit has been granted for previous work and/or relevant experience, students may be exempted from Practicum I but would still be required to complete Practicum II. (Manual sections: [7.3 Application for Waiver of Practicum I](#) and/or [7.4 Transfer Credit](#))

To apply for Practicum I or Practicum II, students must have completed all of the prerequisite course work, be in good academic standing, and seek permission from the School of Social Work by submitting a Practicum Application Form by the established deadlines. (Manual sections: [4.5 Applying for a Practicum Course](#) and [4.3 Important Dates](#))

Practicum course information, including prerequisites, is provided in this manual. This information is supplemental to the Undergraduate Calendar. Students are responsible for reviewing all resources related to their degree program and ensuring they meet the requirements and due dates of the program.

3.2 GOALS AND OBJECTIVES OF FIELD EDUCATION

The purpose of field education is to enable students to connect the theory and skills taught in the classroom with practice in the field placement setting and to acquire practice skills that reflect substantive understanding of and commitment to the core values and standards of professional social work practice and conduct.

Practicum I and Practicum II are designed to provide field placement opportunities for students to develop the necessary awareness and skills that are required of graduating social work students. These include: self-awareness, an awareness and understanding of ethical issues in social work, knowledge of the community and social services sectors, understanding of the contexts that shape practice and human behaviour, and critical thinking skills.

Through field placements in the Practicum courses, students will have the opportunity to demonstrate the outcomes identified below. Each one of these outcomes is to be viewed on a continuum. The depth to which students are individually able to achieve these learning objectives is based on whether they are

in a third- or a fourth-year field placement, as well as the level of experience, initiative, and openness to learning that each student brings to the placement experience. In third year, students are expected to demonstrate an introductory level of capability, whereas by the end of the fourth year, students are expected to demonstrate a more advanced level of skill development and knowledge acquisition.

Anticipated Learning Outcomes

Through participation in field education as part of the BSW program, it is expected that students will be able to:

- Construct a professional identity, and model social work core values and appropriate use of self in micro, mezzo and macro level practice.
- Describe and apply core values of the profession as outlined in the CASW Code of Ethics (2005) and the Guidelines for Ethical Practice (2005).
- Manage personal values in a way that allows professional values to guide practice.
- Model attitudes and skills required to be a lifelong learner and evaluator of one's own practice, including use of critical self-reflection, effective use of supervision, openness to learning, and engagement in ongoing professional development.
- Describe the field placement setting's mandate, mission and history, philosophy, funding and administrative structure, policies, programs and services.
- Understand the social services sector in a community and the interconnectedness of various social services.
- Identify how social structures benefit and disadvantage various segments of society and the negative impact of systemic imbalances of power on people who experience oppression, with specific attention to issues of race, class, gender, age, ability, sexual orientation, religion, and culture.
- Identify linkages between individual concerns and underlying social conditions.
- Identify and respond to the contexts that shape practice, including municipal, provincial, and federal policy, organizational policies, and the social, political and economic organization of communities.
- Recognize the relations of power and authority that shape their practice with individuals, groups, communities and societies.
- Demonstrate entry-level practice competence in direct intervention with individuals, families, groups and communities and/or research, social administration and policy.
- Consider the diverse needs and experiences of individuals, families, groups and communities to promote accessible and responsive programs and services.
- Describe the basic principles of social work research and importance for social work practice and critically evaluate and apply research findings.
- Apply critical thinking skills to examine and evaluate different theoretical perspectives and approaches, assess practice implications, make informed decisions, and articulate professional judgments.
- Assess strengths and gaps in existing services.
- Advocate for appropriate access to resources to assist individuals, families, groups and the community.
- Engage in initiatives, strategies, and social change efforts within agencies and/or communities that respond to and challenge processes of marginalization and oppression of people.
- Engage in self-directed learning.

- Develop and use transferable skills, including interpersonal and organizational skills, written and oral communication skills, leadership, problem solving, time management, etc.

3.3 COURSE DESCRIPTIONS

3.3.1 PRACTICUM I (SOWK 3600 OR SOWK 3601)

Practicum I is designed to introduce students to a wide array of social services provided in a community. This Practicum is intended to familiarize students with the issues, complexities and impacts of providing and facilitating services at individual, family, group, organization, and community levels, and to deepen students' abilities to apply critical thinking skills in practice. Practicum I provides students with opportunities to develop entry-level practice skills and knowledge, such as engagement and rapport building, assessment, planning, intervention, evaluation, and termination. Practicum I is also an opportunity for students to begin to develop a professional identity, applying core social work values in practice and using critical self-reflection.

The specific knowledge and skill objectives of Practicum I are:

- To understand the social services sector in a community, and the role of the field placement setting in the community (i.e., mandate, philosophy, funding and organizational structure, services and programs).
- To identify the ethical principles and core values that guide social work practice and apply the ethical principles and values in practice situations.
- To evaluate one's own values and life experience and to recognize how these influence practice.
- To recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power, with specific attention to issues of race, class, gender, age, ability, sexual orientation, religion and culture.
- To understand the relationship between personal issues and social, political and economic processes and structures.
- To identify and demonstrate sensitivity to issues of power at all levels (at the level of the social work relationship, organizational level, community level, and societal level).
- To identify different models of social work practice.
- To demonstrate entry-level social work skills, such as engagement, assessment, planning, implementation, termination and evaluation.
- To identify the research and policy issues that affect practice.
- To demonstrate initiative and responsibility for own learning.
- To use supervision and consultation.
- To demonstrate professional demeanour in behaviour, appearance, and communication.

Students normally take Practicum I during the third year of the BSW program. Students' point of entry into the BSW program determines which Practicum I course is applicable. Students entering the BSW program with third-year standing upon admission should refer to SOWK 3601. All other BSW students should refer to SOWK 3600.

3.3.2 SOWK 3600

SOWK 3600 is a two-credit Practicum I course that is generally taken during the third year of the BSW program. It is taken over two terms: Fall and Winter.

Students must meet the following prerequisites to be eligible for SOWK 3600:

- Good academic standing in the BSW program.
- A 6.00 CGPA in the Social Work major.
- Completion of SOWK 2001, SOWK 2005, SOWK 2100, SOWK 2202, and SOWK 2203.
- Permission from the School of Social Work (Manual sections: [4.5 Applying for a Practicum Course](#) and [4.3 Important Dates](#)).

SOWK 3600 consists of a minimum total of 364 hours, which includes the field placement in a community setting (minimum of 352 hours), mandatory attendance and participation in concurrent Practicum Seminars, Faculty Liaison consultations, and completion of all written requirements (Manual section: [5.0 Practicum Course Components](#)).

Students in SOWK 3600 complete their field placement part-time throughout the full academic year (beginning of September to early April). Students in SOWK 3600 are in field placements on a two day per week basis, or the equivalent of 14 hours per week, excluding meal breaks. Students must also attend and participate in six Practicum Seminars, which are held three times in the Fall term and three times in the Winter term. Attendance and participation in additional Supplemental Practicum Seminars may be required.

SOWK 3600 is graded on a satisfactory/unsatisfactory basis.

3.3.3 SOWK 3601

SOWK 3601 is for students who enter the program with third-year standing upon admission only. SOWK 3601 is a two-credit Practicum I course that is generally taken during the third year of the BSW program. It is taken over one term in the Winter term.

Full-time students admitted to third year normally take required courses in the Fall term, and Practicum I (SOWK 3601) in the Winter term, along with SOWK 3100.

Students must meet the following prerequisites to be eligible for SOWK 3601:

- Third-year standing upon admission.
- Good academic standing in the BSW program.
- A 6.00 CGPA in the Social Work major.
- Completion of SOWK 2001, SOWK 2005, SOWK 2100, SOWK 2202, and SOWK 2203.
- Permission from the School of Social Work (Manual sections: [4.5 Applying for a Practicum Course](#) and [4.3 Important Dates](#)).

SOWK 3601 consists of a minimum total of 364 hours, which includes the field placement in a community setting (minimum of 352 hours), mandatory attendance and participation in concurrent Practicum Seminars, Faculty Liaison consultations, and completion of all written requirements. (Manual section: [5.0 Practicum Course Components](#)).

Students in SOWK 3601 complete their field placement over the Winter term (beginning of January to early April) on a four day per week basis, or the equivalent of 28 hours per week, excluding meal breaks. Students must also attend and participate in six Practicum Seminars, held bi-weekly during the Winter term. Attendance and participation in additional Supplemental Practicum Seminars may be required.

SOWK 3601 is graded on a satisfactory/unsatisfactory basis.

3.3.4 PRACTICUM II (SOWK 4600 OR SOWK 4601 & 4602)

Practicum II is designed to build upon the knowledge and skills that students developed in their third-year placement. Practicum II provides an opportunity for students to apply, test, develop and integrate knowledge, theory and skills for social work practice in one or more of the following areas: practice with individuals, families, groups and communities; research; social administration and policy. In field placements in Practicum II, students take on greater responsibility in providing services.

The specific knowledge and skill objectives of Practicum II are:

- To describe the agency's mandate, philosophy, funding and organizational structure, services and programs.
- To facilitate effective referrals and collaborations within the social services sector and community.
- To use the CASW Code of Ethics (2005), appropriate consultation, and relevant laws, regulations and literature to guide ethical decision making.
- To engage in self-reflection and use critical thinking skills necessary for accountable and effective practice.
- To recognize the forms and mechanisms of oppression and discrimination, with particular understanding of systems of oppression involving race, class, gender, age, ability, sexual orientation, religion and culture.
- To recognize the importance of difference in shaping life experience.
- To identify social work interventions and how they are shaped by the personal, social, cultural, and institutional context.
- To form mutual and purposeful relationships with others from diverse populations.
- To use multiple perspectives to analyze client's strengths and problems.
- To review professional literature and use research methods to inform practice.
- To identify research questions and policy issues that emerge from practice.
- To evaluate agency programs and/or practices in relation to client needs.
- To apply advocacy and social change strategies and practices to advance social and economic justice.
- To demonstrate commitment to professional development and growth.
- To engage in self-directed learning.

3.3.5 SOWK 4600

SOWK 4600 is a two-credit Practicum II course that is generally taken in the fourth year of the BSW program. It is taken over one term, and is available in either the Fall term or the Spring-Summer term.

SOWK 4600 is not offered in the Winter term.

Students must meet the following prerequisites to be eligible for SOWK 4600:

- Third-year standing or higher.
- Good academic standing in the BSW program.
- A 6.00 CGPA in the Social Work major.
- Completion of SOWK 2001, SOWK 2005, SOWK 2100, SOWK 2202, SOWK 2203, SOWK 3100, and SOWK 3600 or 3601 or 3602.
- Permission from the School of Social Work (Manual sections: [4.5 Applying for a Practicum Course](#) and [4.3 Important Dates](#))

SOWK 4600 consists of a minimum total of 364 hours, which includes the field placement in a community setting (minimum of 352 hours), mandatory attendance and participation in concurrent Practicum Seminars, Faculty Liaison consultations, and completion of all written requirements. (Manual section: [5.0 Practicum Course Components](#)).

Students in SOWK 4600 complete their field placement over one term, either in the Fall term (beginning of September to early December) or in the Spring-Summer term (beginning of May to mid-August), on a four day per week basis, or the equivalent of 28 hours per week, excluding meal breaks. Students must also attend and participate in six Practicum Seminars, held bi-weekly during the term that they are in placement. Attendance and participation in additional Supplemental Practicum Seminars may be required.

SOWK 4600 is graded on a satisfactory/unsatisfactory basis.

3.3.6 SOWK 4601 & 4602 (Part-Time Option)

SOWK 4601 & SOWK 4602 are each one credit Practicum II courses which are available to students who are approved to complete their field placement on a part-time basis over two terms. SOWK 4601 & SOWK 4602 are generally taken at the fourth-year level.

SOWK 4601 & SOWK 4602 must be taken consecutively. Students in SOWK 4601 & 4602 complete their field placement in one agency over two terms, and register for SOWK 4601 and SOWK 4602 in consecutive terms. SOWK 4601 can commence in any one of the three university terms: Fall, Winter or Spring-Summer.

Students must meet the following prerequisites to be eligible for SOWK 4601 & 4602:

- Third-year standing or higher.
- Good academic standing in the BSW program.
- A 6.00 CGPA in the Social Work major.
- Completion of SOWK 2001, SOWK 2005, SOWK 2100, SOWK 2202, SOWK 2203, SOWK 3100, and SOWK 3600 or 3601 or 3602.
- Permission from the School of Social Work (Manual sections: [4.5 Applying for a Practicum Course](#) and [4.3 Important Dates](#))

Together, SOWK 4601 & 4602 consist of a minimum total of 364 hours, which includes the field placement in a community setting (minimum of 352 hours), mandatory attendance and participation in concurrent Practicum Seminars, Faculty Liaison consultations, and completion of all written requirements. (Manual section: [5.0 Practicum Course Components](#))

Students in SOWK 4601 & 4602 complete their field placement over two terms, either Fall/Winter (beginning of September to early April), Winter/Spring-Summer (beginning of January to mid-August), or Spring-Summer/Fall (beginning of May to early December). Students complete their field placement on a two day per week basis, or the equivalent of 14 hours per week, excluding meal breaks. Students must also attend and participate in six Practicum Seminars, generally held bi-weekly during the term they are registered for SOWK 4601 (the first term they are in field placement). Attendance and participation in additional Supplemental Practicum Seminars may be required.

SOWK 4601 & 4602 are graded on a satisfactory/unsatisfactory basis.

4 FIELD PLACEMENT PROCESS AND PROTOCOLS

4.1 OVERVIEW

The deadlines and steps outlined in the following sections are for all students pursuing regular placement options, which involve field placements in approved settings in the City of Ottawa and immediate surrounding regions (i.e., Lanark County, Town of Arnprior, United Counties of Leeds & Grenville).

On a case-by-case basis, alternative placement options may be considered, which include distance placements and placements in a student's place of employment. Students must meet the established criteria and submit an application for an alternative placement option by the earlier deadlines listed in the relevant sections of this manual. For detailed information on alternative placement options and deadlines refer to manual section 7.0 Alternative Placement Options.

BSW students who have a minimum of three years (4500 hours) of human service experience within the past five years may apply for a waiver of the requirement of Practicum I (SOWK 3600 or SOWK 3601). The criteria for a Practicum I waiver, and information on the required application portfolio, are outlined in the relevant section of this manual. If approved, students will be granted 1.0 elective credit in Social Work and will be required to take 1.0 additional elective credit in Social Work in lieu of Practicum I. There is no waiver option for Practicum II (SOWK 4600 or SOWK 4601/4602). For further information on this option, refer to manual section 7.3 Application for Waiver of Practicum I.

4.2 MATCHING POLICIES

For all students pursuing regular placement options, the matching process and policies are as follows:

Students are asked to indicate any learning needs (i.e., academic accommodations) and their learning interests (areas and agencies of interest) on the BSW Practicum Application Form, which must be submitted by the established term deadlines, along with a current social work resume. The student's resume should outline their education, training, work and volunteer experience, and emphasize their skills and experience applicable to social work. Resumes must include only the student's Carleton email address, which must be used for all purposes related to practicum courses.

The field team will review each student's form and listed learning needs and areas/agencies of interest in relation to those of all practicum applicants and the available placement positions for the specific term.

The number and range of placements options that are identified as potential matches for each student is influenced by a multitude of factors. These include: the availability of placement opportunities offered through the School's community partners during the selected term; the learning needs and interests of all students going into the field during the selected term; and each student's level of study, background experience and other criteria in relation to the criteria for field placement positions established by each field setting (these criteria often include level of study requirements, foundational skill or experience requirements, language requirements, lived experience requirements and/or other criteria related to essential duties or functions of the position, such as access to a vehicle, day or evening requirements, and physical activity requirements).

Students are matched with an available setting for which they meet the listed criteria. Every effort is made to match each student with a placement opportunity that meets at least one of their stated preferences on the Practicum Application Form (for example, this could include a population group preference, level of practice preference, area of concentration preference, geographical location preference, or something else). However, this may not be possible for every student. Students who are flexible and open to a wide variety of practicum opportunities, and who provide a range of different areas of interest on their application forms, are best positioned to be successful in being matched for their preferred practicum term.

Students will be advised of a potential match via email. Students may receive 1-3 initial options. Receiving more than one initial match occurs only when placement capacity enables it and the student meets the criteria for more than one available setting. This is not generally possible during terms when high numbers of students have applied for practicum courses or during times of significant placements constraints.

If you elect to be matched, please ensure that you are checking your Carleton email regularly for news of a placement match. Once a placement opportunity is emailed to you, **you will be given three days to confirm your interest in being prioritized for the opportunity before it will then be made available to another student.** You will also be given a deadline to prepare a cover letter that is tailored to the specific position to which you are applying. Placement applications are time-sensitive, and many agencies invite applications from multiple programs. This process ensures that students have the best chance at being matched successfully with an open placement position.

Declining a match: If you elect to decline an opportunity, please note that, given the significant constraints on placement availability during some terms, there is no guarantee that an alternative option that meets your listed areas/agencies of interest and for which you meet the criteria set by the agency for placement positions may become available to you. **All applicants will be given the opportunity to receive an initial match before secondary matches are explored.** A practicum deferral may be required if an alternative match cannot be identified. Please be advised that the COVID-19 pandemic continues to significantly affect placement capacity in the community.

Accepting a match: Once you elect to apply to a setting, you will not be offered alternative options. Students are permitted to apply to one setting at a time only, to ensure an equitable and fair process for all students and to ensure we retain our valued partnerships. If you are offered and accept a position, you would not be permitted by the School to withdraw from that position for another opportunity at a later date, as, at that point, you are making a professional commitment to the setting in accepting the student placement position.

Arranging your own placement: The policy of the School is that **students do not make direct contact with any agency or agency representative to inquire about field placement**

opportunities unless they first receive permission from the Practicum Coordinator. The reasoning behind this policy is that: 1) area agencies have specifically requested that students **do not** contact them directly unless they have been specifically matched and referred by a Practicum Coordinator; and 2) to ensure an equitable process for all students.

The following constitutes a student arranging their own placement, and can result in the student being removed from the placement process:

- Contacting an agency/organization about field placements without first consulting with the Practicum Coordinator.
- Sending a resume to an agency/organization without first consulting with the Practicum Coordinator.
- Arranging an interview with an agency/organization without first consulting with the Practicum Coordinator.

Students may learn of a potential placement opportunity through professional networking (i.e., through networks, work, volunteering, or being approached by an agency/organization), and can thus play a role in developing new field placement opportunities. If a student becomes aware of a potential placement opportunity, the student must first discuss the opportunity with the Practicum Coordinator. The Practicum Coordinator will then explore the specific learning opportunities and supervision available for a student in the setting and evaluate the suitability of the setting for a social work field placement. Students are not permitted to call, send their resume, or arrange an interview without first consulting with the Practicum Coordinator.

Next steps: Once your tailored cover letter and resume are received, they will be submitted by the Practicum Coordinator to the agency. All decisions to extend an interview and/or placement offer then rest with the placement agency. Please note that turn-backs can and do occur (e.g., positions may become filled, agency capacity may change, and/or an applicant may not be selected for a position). The Practicum Coordinator will work with you on your next option(s) should a turn-back occur. More than one application may be required to be successfully matched with a placement.

To be successful at a placement interview: Students must fully prepare to engage in a professional interview process (e.g., complete research on the setting and the specific position to which you are applying; be prepared to fully speak about your interest and relevant work, volunteer, and educational experience; and, be prepared to provide professional references upon request).

In any given term there will be several groups of students going into field. Students are asked to keep in mind the significant amount of coordination that comes into play, and to be respectful of the workload of the Practicum Coordinator in the process of matching. Telephone or teleconference meetings to discuss your placement application and options may be requested **as needed** by the student or Practicum Coordinator.

Students are responsible for meeting all Practicum deadlines and abiding by the protocols and policies outlined in this manual.

4.3 IMPORTANT DATES

Term	Submit Practicum Application Form**	Attend Field Orientation Workshop	Attend Agency Fair On hold during COVID-19	Check Carleton e-mail regularly for information from Practicum Coordinator about practicum application (matches/next steps)	Interviews held with agencies	Submit all required forms to finalize placement
Fall	By Mar 10 th *	Held in Mar	Held in Jan ⁺	Mar – Jun	Apr – Jun	By Aug 01 st *
Winter	By Sep 10 th *	Held in Sep	Held in Sep	Sep – Nov	Oct – Nov	By Dec 01 st *
Spring-Summer	By Jan 10 th *	Held in Jan	Held in Jan	Jan – Mar	Feb – Mar	By Apr 01 st *

⁺Note: The Agency Fair is held prior to the Field Orientation for Fall Practicum students only.

*Should these dates fall on a weekend in a calendar year, the due date is the Monday immediately following.

**The Practicum Application deadlines listed in the Important Dates section are not applicable for Alternative Placement options; for application deadlines for Alternative Placement options, refer to manual section 7.0 Alternative Placement Options.

4.4 PRE-PLACEMENT INFORMATION EVENTS

Two pre-placement information events are held to prepare each student for the Practicum: a Field Orientation Workshop and an Agency Fair. These events are geared towards providing students with detailed information about the Practicum course components, process and protocols, and to introduce students to a range of agencies/organizations that offer field placements.

Specific dates for both events are communicated to students via their Carleton email and the Practicum Hub.

4.4.1 FIELD ORIENTATION WORKSHOPS

Attending a Field Orientation Workshop is mandatory for the following students:

- All third-year students who plan to do Practicum I (SOWK 3600 or SOWK 3601)
- Fourth-year students who were granted credit for Practicum I and plan to do Practicum II (SOWK 4600 or SOWK 4601 & 4602)

Fourth-year students who completed a Field Orientation Workshop in third year are welcome to attend, but attendance is not mandatory.

Workshops are held three times per year. Students should attend the workshop that corresponds with the term they plan to commence their Practicum.

FALL TERM PRACTICUM MARCH

WINTER TERM PRACTICUM SEPTEMBER

SPRING/SUMMER TERM PRACTICUM JANUARY

4.4.2 AGENCY FAIR (On Hold During COVID-19)

Attending the Agency Fair is mandatory for all students preparing to take a Practicum Course.

The Agency Fair is an opportunity to connect students with representatives from social services agencies and organizations across Ottawa and the immediate surrounding regions. Agency representatives will provide students with information about their programs/services and potential field placement opportunities.

This event provides students with the opportunity to enhance their knowledge about community resources, the role of social workers in the community, and the range and type of social work field placements that may be available. The Agency Fair is not an opportunity for students to arrange field placements. Students are not permitted to provide their resumes to agency representatives or to arrange interviews.

Students are expected to conduct themselves professionally. Initial impressions about field placement candidates are often made at the Agency Fair, which can impact which students are ultimately selected for interviews upon application through the Practicum Coordinator.

Students should note that agencies represented at the fair may not offer field placements every term or offer placements to students from all levels. Some agencies provide field placements sporadically, which might be related to their work cycles, staffing resources, projects, funding, etc. Some agencies offer opportunities to entry-level students (Practicum I), while others accept applications from the advanced year of the BSW program (Practicum II) and/or MSW level only.

Agency Fairs are held two times per academic year. Students should attend the Agency Fair held in the term prior to their Practicum Course.

FALL TERM PRACTICUM ATTEND JANUARY AGENCY FAIR

WINTER TERM PRACTICUM ATTEND SEPTEMBER AGENCY FAIR

SPRING/SUMMER TERM PRACTICUM ATTEND JANUARY AGENCY FAIR

4.5 APPLYING FOR A PRACTICUM COURSE

Students must apply to take a Practicum Course by submitting a Practicum Application Form (Appendix A) along with a current resume, to Megan Stansel, Practicum Administrator, at SSW.Practicum.Admin@carleton.ca by the established deadlines below. The Practicum Application Form is available on the School of Social Work website and in this manual (Appendix A).

Placement application deadlines are firm. Late applications will not be accepted due to the time-sensitive nature of the placement process. Field application deadlines are as follows:

FALL TERM PRACTICUM MARCH 10th

WINTER TERM PRACTICUM SEPTEMBER 10th

SPRING/SUMMER TERM PRACTICUM..... JANUARY 10th

Students may turn in their Practicum Application Form prior to the deadlines posted and are encouraged to do so.

Students are asked to list their areas of interest for a field placement on the Practicum Application Form. Students should consider the following when listing their preferences:

- **Population group:** i.e., children, youth, adults, women, families, older adults, Indigenous, LGBTQ+, etc.
- **Level of practice:** i.e., direct intervention, social administration and policy, research.
- **Areas of concentration:** i.e., mental health, addictions, anti-violence, disabilities, poverty and homelessness, housing, criminal justice, immigration, child welfare, long-term care, employment, recreation, community development, etc.
- **Specific agencies of interest** with the understanding that placements in these agencies may or may not be possible to accommodate.

Submitting a Practicum Application Form does not mean the student has secured a placement, nor does it mean that the student is officially registered for a Practicum Course. The Practicum Application Form is there to signal that the student intends to register for the Practicum in the upcoming semester and has reviewed and met all prerequisites.

4.6 STEPS TO SETTING UP A PLACEMENT

1. **Attend a Field Orientation workshop.** (Required for all Practicum I students and any Practicum II students who were granted credit for Practicum I).
2. **(ON HOLD during Covid-19) Attend the Agency Fair** in the term prior to your Practicum Course. (Note: For students intending to commence a Practicum Course in the Fall term, the Agency Fair is held prior to the Field Orientation). On hold during Covid-19.
3. **Complete and submit the Practicum Application Form** as per the established guidelines and deadlines listed in this manual.
4. **Check your Carleton email regularly for follow up from a Practicum Coordinator.** If you have elected to be matched by the School, you will be provided with your initial placement option(s) via email, and **will be given three days to confirm your interest in being prioritized for the opportunity before it will then be made available to another student.** You will also be given a deadline to prepare a cover letter that is tailored to the specific position to which you are applying. If you have elected to proceed with an alternative placement option (distance or workplace), the Practicum Coordinator will provide you with information on the process and associated deadlines for your selected option. **Please respond to the Practicum Coordinator by the provided deadline.**
5. **If electing to be matched by the School, submit a tailored cover letter and resume via email to the Practicum Coordinator by the provided deadline.** Students must provide a targeted cover letter and resume for their first choice via email to the Practicum Coordinator by the provided deadline. Deadlines are strict to ensure the highest degree of success in securing each student an appropriate field placement opportunity for the term

selected.

6. **Practicum Coordinator will contact the agency that has been selected.** Once the student's cover letter and resume are received, the Practicum Coordinator will forward them to the potential Field Supervisor. Students are included on this correspondence. Field Supervisors are asked to contact students directly within 10 business days should they be able to consider the applicant for a potential placement position.
7. **Provide regular email updates to the Practicum Coordinator on progress.** Students should inform the Practicum Coordinator of the following at the earliest opportunity: lack of contact from the Field Supervisor within 10 business days; inability of placement setting to consider them for a placement position; booking of an interview; offer of a placement. The Practicum Coordinator will continue to work with each student to secure a field placement as needed. If additional applications are required, the student will be asked to provide an updated cover letter. Students are responsible for providing regular updates to the Practicum Coordinator in a timely manner, and for responding to any correspondence from the Practicum Coordinator, Practicum Administrator, or field settings promptly.
8. **Interview with potential field setting.** The job interview is a crucial part of the field placement process. It is an opportunity for the potential Field Supervisor to determine if the student applicant is well suited for the placement opportunity, as well as an opportunity for the student to ask questions about the field placement and field setting to ensure goodness of fit. Students are responsible for preparing for placement interviews and presenting a professional demeanour. **Students should be prepared to provide professional references.**
9. **Confirm placement by completing all required documents.** If both the field setting and the student wish to move forward with a field placement following the interview, the placement will be confirmed with the signing of the Practicum Agreement Form (See Appendix B). The student will be provided with this form, along with the required insurance documents (based on their specific placement arrangements) by the Practicum Administrator. **These forms must be completed in full and returned to the Practicum Administrator by the provided deadline (two weeks) to proceed with a field placement.** The student is also to arrange their start date and placement schedule directly with their Field Supervisor, as per the days/hours in placement established for each Practicum Course in this manual. (Manual section: [3.3 Course Descriptions](#)). **Once a student has accepted a field placement with an agency, the placement searching process ends.**
10. **Ensure all agency pre-placement requirements are met in advance of the field placement.** All students are responsible for obtaining a police records check for service with the vulnerable sector in advance of the field placement. In some field settings, students may be required to obtain a tuberculosis skin test, provide proof of immunizations and health records, and/or meet other agency requirements for placement in advance of the field placement. Students are responsible covering all costs associated with pre-placement requirements, and submitting any required agency documents directly to their agency.
11. **Ensure you have officially registered for the Practicum Course.** For information on the registration process and timeframes, refer to the University's Registrar's Office. For difficulties registering for a Practicum Course for which you have applied, contact the Practicum

Administrator.

4.7 PLACEMENT PROTOCOLS

- Students are reminded to provide their Carleton email address and a valid phone number on their cover letter and resume for application to field settings, and to use their Carleton email for all email correspondence with the field team and field settings.
- Students do not always receive their first choice in a field placement and the Practicum Coordinator must sometimes try multiple agencies per student to find a field setting that is able to host that student.
- Given the demand on agency resources (e.g. human resources, time, caseloads), it can take some time for the Practicum Coordinator to reach a contact, and also for the student to reach the contact to set up an interview.
- Each student's active and responsive involvement and communication throughout the placement process is key.
- The School cannot guarantee that each student will secure a field placement in any given term. The Practicum Coordinator will ensure each eligible student who has followed the steps to setting up a placement (Manual section: 4.6 Steps to Setting up a Placement) will be provided with the opportunity to apply for one or more field placement opportunities for the term selected. A student's success in securing a field placement is influenced by the following factors: the availability of opportunities offered through the School's community partners during the term selected; the student's willingness to be accepting of the opportunities they are matched with; the student's follow through with the established deadlines and expectations for the placement process as outlined in this manual; and, the student's readiness to apply and successfully interview for the placement opportunities with which they are matched.
- If a student is demonstrating repeated difficulties in successfully applying or interviewing with potential field settings, the Practicum Coordinator may make a referral to on-campus supports (e.g., Co-op and Career Services). In such cases, the School may refrain from any further placement applications until the student has demonstrated that they have taken the necessary steps to be successful in attaining a field placement.
- Students are not permitted to decline a placement after they have accepted it. Significant work goes into facilitating the placement process for each individual student by both the School and the field setting offering the learning opportunity. The field setting has spent time screening and interviewing the student, identifying specific learning opportunities and arranging field supervision for the student. In accepting a field placement, students are making a professional learning commitment to the field setting.
- The Practicum represents a significant commitment on the part of students; students are expected to plan accordingly to ensure they have adequate time, energy, and flexibility in their schedule to participate fully in the placement process and in all components of the Practicum

course. As the demands of Practicum are heavy, each student is encouraged to carefully consider the other professional and personal commitments in their life to ensure they do not over-extend themselves mentally or physically while in Practicum. Having adequate time and energy is critical for success in Practicum. Students are reminded that they will be working with individuals, groups and communities with real issues, and their work in Practicum will have an impact on their lives.

5 PRACTICUM COURSE COMPONENTS

Each Practicum course consists of the following components, which total a minimum of 364 hours:

1. Field Placement (minimum of 352 hours)
2. Practicum Seminars
3. Faculty Liaison Consultation(s)
4. The Written Requirements:
 - i. Learning Contract
 - ii. Theory to Practice Assignment
 - iii. Mid-Point Evaluation
 - iv. End-Point Evaluation

Students must complete all Practicum components by the relevant deadlines established in this manual to obtain a satisfactory grade for their Practicum course.

5.1 FIELD PLACEMENT

Each student must participate in a field placement in a social service agency/organization/program to practice and learn the skills of social work under the guidance of a qualified Field Supervisor. The goal of the field placement is for students to translate classroom experiences into beginning-level professional practice. Each student must complete a minimum of **352 hours** of supervised work in an approved field setting per Practicum course, for a total minimum of 704 hours of supervised practice in the BSW degree program.

Fieldwork Deadlines:

Students are to complete their field hours between the first day of classes and the last day of classes for the relevant term or terms that they are registered in a Practicum course. For the class start and end dates for each term, refer to the University's Undergraduate Calendar.

The number of hours per week each student is required to be in the field setting is determined by the specific Practicum course in which the student is registered (SOWK 3600 or 3601, 4600 or 4601 & 4602). Refer to the course descriptions in this manual for the required hours per week in placement.

Field hours consist of the time spent in field-based learning activities which have been approved by the Field Supervisor. Meal breaks do not count as field hours, unless the student has been approved for a working lunch by their Field Supervisor. Travel time to and from placement does not count toward field hours. Travel while on placement (e.g., home visits, community work, travel between agency sites) does count towards field hours.

For additional policies on attendance, refer to manual section [9.7 Practicum Attendance and Absences](#).

Record of Hours:

Students must create maintain a log of field hours in which they record the number of hours spent in approved field-based learning activities each week. Students must have their record of hours signed by their Field Supervisor upon their placement end date. Students must be prepared to provide their log at any time during the field placement if requested by their Field Supervisor and/or Faculty Liaison, and/or by the Practicum Coordinator.

5.2 PRACTICUM SEMINARS

Each student must participate in Practicum Seminars, which run concurrently with the field placement. In Practicum Seminars, students focus on integrating theoretical knowledge with actual experiences in the field, and on examining practice similarities and differences amongst peers completing field placements in different settings. There are two types of seminars for practicum students:

- (Standard) **Practicum Seminars** are a mandatory component of the Practicum for all students registered in a Practicum course.
- **Supplemental Practicum Seminars** are a mandatory component of the Practicum only for students working with a Field Supervisor other than a graduate from an accredited BSW or MSW program.

Each Practicum student must attend and participate in all (standard) Practicum Seminars. The requirement to attend and participate in the Supplemental Practicum Seminars is individually determined based on the Field Supervisor assigned to each student.

5.2.1 (Standard) PRACTICUM SEMINARS

All students enrolled in a Practicum course must attend and participate in six Practicum Seminars, for a total of 12 hours of classroom time. The emphasis of Practicum Seminars is on the following as they relate to students' field placement experiences: linking theory to practice, particularly the application of the Structural Approach to practice; the values and ethics of the profession; and practice knowledge and skills. The specific content and structure of the Practicum Seminars will vary and in large measure be determined by the nature of the field placements students are involved in each term and the relevant practice themes and issues.

Dates:

For SOWK 3600, Practicum Seminars are run three time during the Fall term, and three times during the Winter term. For all other Practicum Courses (SOWK 3601, 4600, and 4601 & 4602), Practicum Seminars are run six times over one term.

5.2.2 SUPPLEMENTAL PRACTICUM SEMINARS

As per CASWE-ACFTS accreditation standards, Field Supervisors for the School are expected to have a Bachelor of Social Work degree from an accredited school of social work and have two years of social work practice experience after graduation.

In certain circumstances, due to the educational needs of the student or in the absence of an available agency person who meets the requirements set forth above, individuals from related social work disciplines may be appointed as Field Supervisors. In cases in which the Field Supervisor does not hold an accredited social work degree, the School assumes responsibility for reinforcing a social work perspective.

This is done in the following two ways:

1. **Supplemental Practicum Seminars:** All students who have a Field Supervisor other than a graduate from an accredited BSW or MSW program must participate in Supplemental Practicum Seminars, which run concurrently with their field placement. The Supplemental Practicum Seminars are in addition to the (standard) Practicum Seminars, and consist of a minimum of one additional hour of classroom time. The objectives of the Supplemental Practicum Seminars include the following:
 - To identify the unique role of social workers in a range of settings (e.g., mental health agency, school, substance abuse treatment program).
 - To identify how professional social work practice is distinctive from other helping professionals.
 - To develop the skills to practice effectively as a social worker with other disciplines (e.g., interdisciplinary collaboration, interagency collaboration).

2. **Supplementary Supervision:** Whenever available, students are linked with an experienced BSW or MSW practitioner elsewhere in the agency for supplementary supervision. Alternatively, the Faculty Liaison assumes this role.

To identify which students must participate in the Supplemental Practicum Seminar and be linked to supplemental supervision, the School asks all Field Supervisors, once identified, to complete a Field Supervisor Data Sheet. This document requests the following information: Field Supervisor's name, agency, educational background, professional designation, and years of practice.

Dates:

Students are informed of their need to participate in the Supplemental Practicum Seminar no later than the first (standard) Practicum Seminar of the term. For ease of scheduling, the Supplemental Practicum Seminars are scheduled immediately following the (standard) Practicum Seminars, generally after the second and fourth class.

5.3 FACULTY LIAISON CONSULTATIONS

5.3.1 ON-SITE CONSULTATION

For all Practicum courses, the Faculty Liaison will arrange a minimum of one on-site consultation with the Field Supervisor and student during the field placement. This on-site visit provides an opportunity for the Faculty Liaison to review administrative details of the placement (e.g., the student's schedule in placement, frequency and length of supervisory conferences, supervision method, number and type of learning activities), along with the student's learning contract and the student's present level of progress and performance in the placement setting. The on-site visit generally takes place in the initial weeks of the field placement. (See Appendix F).

5.3.2 TELEPHONE CONSULTATION(S)

The Faculty Liaison will also arrange a minimum of one telephone consultation directly with the Field Supervisor during the field placement, generally at the mid-point. Whenever possible, students will participate in the telephone consultation (via conference calling, speaker phone, etc.), although this is not mandatory. The telephone consultation is specifically designed to follow-up on the mid-point evaluation conference, which is to be held between the Field Supervisor and the student. The Faculty Liaison will review the degree to which the student is achieving the learning objectives, review specific achievements and/or concerns, and work to identify and support directions for the latter half of the placement as needed (See Appendix G).

For students in SOWK 3600, the Faculty Liaison will arrange a second telephone consultation directly with the Field Supervisor, generally in the latter half of the placement. As SOWK 3600 takes place over the full academic year and is initial placement experience for many students, the second telephone consultation is in place to provide for enhanced consultation between the School and field setting throughout the field placement.

The Faculty Liaison will promptly prepare and provide dated, written reports summarizing the consultation sessions and their outcomes to the Field Supervisor and student.

Field Supervisors and students may request an on-site or telephone consultation at any time during the field placement. Students may be asked to assist in arranging a time for the field consultation(s).

5.4 WRITTEN REQUIREMENTS

All Practicum students must complete the following four written requirements as part of their Practicum course:

- i. Learning Contract
- ii. Theory to Practice Assignment
- iii. Mid-Point Evaluation
- iv. End-Point Evaluation

5.4.1 LEARNING CONTRACT

The learning contract is a document that specifies the student's learning objectives for the field placement, associated learning tasks and activities, and the measurable outcomes for evaluating the student's learning.

Deadlines:

Within the first two weeks (14 days from start of placement), each student is responsible for constructing a learning contract for their field placement and having it reviewed by the Field Supervisor and Faculty Liaison for constructive feedback and suggestions for modification.

Within the first month (30 days from start of placement), the student must complete and submit their final version of the learning contract, which has been agreed upon and signed by all parties, to the Faculty Liaison. A copy of the final learning contract should also be retained by the student and provided by the student to the Field Supervisor.

Purpose of a learning contact

The learning contact is designed to:

- Identify the student's individual learning objectives, associated tasks, and appropriate evaluation measures.
- Specify the responsibilities of the student and the Field Supervisor.
- Guide and direct the student's learning and the Field Supervisor's teaching while remaining a flexible and fluid document that can be modified with agreement of all parties.
- Guide how the student's learning accomplishments will be monitored and evaluated.

Developing a learning contract:

The primary task of formulating the learning contract rests with the student; however, the student, Field Supervisor and Faculty Liaison collaborate in defining and endorsing the learning opportunities reflected in the document. The student is responsible for ensuring the learning contract is completed, negotiated, documented and signed by all parties within the first 30 days of placement. The student must provide copies of the learning contract and any revisions to the Field Supervisor and Faculty Liaison, and retain copies for themselves.

Student responsibilities:

- Review the course objectives for the Practicum course in which they are registered.
- Review the Mid-Point and End-Point Evaluation Forms (student's and Field Supervisor's) for the field placement to determine what criteria will be used to evaluate student performance (all forms are available on the Practicum Hub).
- Reflect on present level of knowledge and skills and learning style.
- Consider the field placement setting and the available learning opportunities.
- After considering all of the above, construct specific learning objectives for the field placement, which are related to the learning objectives for the Practicum course and the nature of the field placement setting.
- Identify the learning activities, tasks, materials, and resources that will be utilized to achieve the learning objectives (e.g., placement activities, books and literature, videos, workshops, training, meetings, interviews, agency tours, supervision, etc.).
- Identify measurable evaluation methods.
- Within the first two weeks (14 days from start of placement), write an initial learning contract and share and review it with their Field Supervisor and Faculty Liaison for feedback and suggestions for modification.
- Within the first month (30 days from start of placement), prepare and submit the final learning contract, signed by all parties, to the Faculty Liaison and Field Supervisor.
- Use the learning contract to guide placement activities or focus so that time spent in the field is most productive.
- Meet with their Field Supervisor regularly to review progress, discuss material learned, and to modify the learning contact as necessary.
- Provide copies of any revisions of the learning contact to all parties.

Field Supervisor responsibilities:

- Meet with the student once they have prepared their initial learning contract.

- Offer suggestions regarding how the learning objectives might be met in the setting, the tasks and activities available, and the possible limitations.
- Attempt to work out a mutually agreed upon learning contract with the student.
- Use the learning contract in the following ways: to guide the work of the student, to review the student's progress in supervision sessions, and to evaluate the student's achievement of learning outcomes at the mid-point and end-point of the placement.
- Attune to power differences between the student and Field Supervisor.

Faculty Liaison responsibilities:

- Review the student's proposed learning contract to ensure the following: the objectives are related to the learning objectives for the Practicum course in which the student is registered; the learning activities are clearly identified and are approved by the field setting; measurable outcomes are identified.
- Make suggestions for contract refinement and revision as necessary.
- Regularly review the learning contract during on-site and telephone consultations with the Field Supervisor and student, and oversee adjustments.
- Utilize the learning contract in the final evaluation of the Practicum.

For an example of a learning contract, see Appendix E.

5.4.2 THEORY TO PRACTICE ASSIGNMENT

The Theory to Practice Assignment is an opportunity for students to demonstrate their ability to integrate theory and practice relative to their actual experiences in the field. The assignment demonstrates the student's ability to reflect on their practice experiences in light of relevant frameworks and theories from the social work literature and practice field, and to deepen their understanding of social work practice through the process of focused inquiry and reflection.

This a critical reflective writing assignment and not an academic essay. Students are expected to use first person, to consider the self as object of inquiry, and to describe, analyze and evaluate their field placement experience through the integration of personal experience and social work literature and other relevant sources of knowledge. Students are expected to examine and analyze the underlying values, beliefs, knowledge and assumptions that guided their decision making and actions in the field, consider new or alternative points of view, and describe how this new learning will impact and inform future actions and practice. Students are expected to appropriately cite and reference academic materials. The objective of the assignment is to support and develop informed social work practice.

Students must choose **one** of the following two options for the Theory to Practice Assignment:

Option 1: The Reflective Paper

This paper reflects fully on one particular theme or issue that is of significance to the student's field placement experience (e.g., mental health and homelessness, community engagement strategies for youth, siblings of children with disabilities, inequities in long-term care availability, etc.). The paper uses both examples from the student's practice and examples from readings on structural social work theory and related practice models to extend or challenge the student's prior understanding of the chosen issue. Students may also refer to other relevant theories and models, such as those used by social workers in the student's field setting.

Strong papers will intertwine the student's lived experiences and observations on placement with social work models, theories, frameworks and other knowledge in a way that illustrates their own expanded understanding of the chosen theme in practice.

Length:

The reflective paper should be 10 to 15 pages in length, excluding bibliography. Max 5000 words.

Deadlines:

One week (7 days) prior to the end of placement, each student is responsible for submitting a copy of their completed Theory to Practice Assignment to the Faculty Liaison. Students are also encouraged, though not required, to provide a copy to their Field Supervisor for discussion and further exploration in field supervision.

Option II: The Reflective Journal

The reflective journal is designed to capture the development of a student's learning throughout the duration of the practicum by demonstrating a process of critical analysis, thoughtful questioning and critical self-reflection.

The reflective journal presents a series of reflective student writings over time and thereby offers the student an opportunity to inquire into a variety of issues that may be of interest or relevance to the placement. The reflective journal contains a minimum of 3 entries, each with its own topic or theme and all accompanied by a brief bibliography.

For each journal entry, students will be expected to make connections between structural social work theory and related practice models and their practice in the field. Students may also refer to other relevant theories and models, such as those used by social workers in their field settings. Students should cite examples of both readings and every-day incidents in their practice, as well as from their previous experience. Students are encouraged to take a critical approach.

Length:

Students will be expected to submit 3 journal entries for response and evaluation at regular intervals during the placement to be set by the Faculty Liaison. Each journal entry should be 5 pages in length, excluding bibliography. Max 1700 words per entry.

Deadlines:

Students who wish to choose the Reflective Journal option must consult directly with their assigned Faculty Liaison at the beginning of their Practicum course for the deadlines for each journal entry. Journal entries must be submitted on time, and meet the evaluation criteria below. Students are also encouraged, though not required, to provide copies of their journal entries to their Field Supervisor for discussion and further exploration in field supervision.

Criteria for Evaluation of the Theory to Practice Assignment

The Theory to Practice Assignment (i.e., Reflective Paper or Reflection Journal option) should provide evidence of the student's systematic and critical reflection upon, and analysis of, their practice in relation to theoretical and other contexts/frameworks/references, demonstrated by the following:

- Assignment is submitted on time, is coherent, logical, and well-presented.

- Student identifies and draws on different sources of knowledge, theory and research to inform their practice (i.e., appropriately cites literature).
- Student illuminates the development of their professional identity and personal philosophy of practice.
- Student demonstrates the ability to think critically and reflectively (i.e. student identifies learning situations, assesses foundational knowledge, assumptions and beliefs, searches out and analyzes other points of view, facts or knowledge from relevant sources, and articulates new insights and practice implications).
- Student demonstrates ability to reflect on practice experiences in light of structural social work theory and other theoretical frameworks.

Grade:

The evaluation of the Theory to Practice Assignment is on a Satisfactory/Unsatisfactory basis. A Satisfactory grade for this assignment is required for the successful completion of the Practicum course.

5.4.3 MID-POINT EVALUATION

All Practicum students must complete a Mid-Point Evaluation Form (see Appendix H). The mid-point evaluation requires students to formally review their progress on their learning objectives and revise their learning contract as appropriate. It is designed to help students to assess their learning and performance during the first half of their placement and to identify areas of focus for the latter half.

Each Field Supervisor will also be asked to complete a Mid-Point Evaluation Form designed to assess the student's performance during the first half of their placement.

The student and the Field Supervisor are expected to allocate a specific time to share and discuss their completed Mid-Point Evaluation Forms. **Students are responsible for ensuring this meeting is arranged at the mid-point of their Practicum.**

Both Mid-Point Evaluation Forms (student's and Field Supervisor's) are available on the Practicum Hub.

Deadlines:

Students are expected to arrange an evaluation meeting with their Field Supervisor at the mid-point of their Practicum (mid-point mark: week 6 for SOWK 3601, 4600 and 4601 students; week 11 for SOWK 3600 students). Students must complete their Mid-Point Evaluation Form **prior** to their mid-point evaluation meeting. Both Mid-Point Evaluation Forms (Student's and Field Supervisor's) are to be reviewed, discussed, and signed by both parties at the mid-point evaluation meeting.

Immediately following the mid-point evaluation meeting, students are responsible for providing signed copies of both Mid-Point Evaluation Forms (Student's and Field Supervisor's) to the Faculty Liaison and Field Supervisor. Students should also retain copies for their records. Both forms will become part of the student's record for the Practicum course, and may be considered in assigning grades for the Practicum.

Following the mid-point evaluation meeting, students are also responsible for revising their learning contracts, indicating which objectives need to be reduced or supplemented, which have been achieved, and which have been newly defined to allow for continued skill and competency development. Copies of

revised learning contracts must be provided to the Faculty Liaison and Field Supervisor. Students should also retain copies for their records.

5.4.4 END-POINT EVALUATION

All Practicum students must also complete an End-Point Evaluation Form (see Appendix I).

This form requires students to provide evidence of achievement related to the learning objectives outlined in their learning contract, as well as to identify any additional or unanticipated learning in placement. It is designed to capture all achievements and key learning of the placement experience.

Each Field Supervisor will also be asked to complete an End-Point Evaluation Form designed to assess the student's performance in placement overall.

The student and the Field Supervisor are expected to allocate a specific time to share and discuss their completed End-Point Evaluation Forms. **Students are responsible for ensuring this meeting is arranged no later than the last day of placement.**

Both End-Point Evaluation Forms (student's and Field Supervisor's) are available on the School of Social Work website.

Deadlines:

Students are expected to arrange an evaluation meeting with their Field Supervisor at the end-point of their Practicum (i.e., no later than the last day of placement). Students must complete their End-Point Evaluation Form **prior** to their end-point evaluation meeting. Both End-Point Evaluation Forms (Student's and Field Supervisor's) are to be reviewed, discussed, and signed by both parties at the end-point evaluation meeting.

No later than the last day of placement, students are responsible for providing signed copies of their End-Point Evaluation Form to the Faculty Liaison and Field Supervisor. Students should also retain copies for their records. Both End-Point Evaluation Forms (Student's and Field Supervisor's) will become part of the student's record for the Practicum course, and may be considered in assigning grades for the Practicum.

5.4.5 EVALUATION OF PRACTICUM (OPTIONAL)

The final aspect of the evaluation is related to the student's assessment of the Practicum itself. This is a supplementary form, which is made available on the Practicum Hub. The completed Evaluation of Practicum Form is submitted to the Practicum Coordinator. Its purpose is to provide the field education office with the student's assessment of their experience of all aspects of the Practicum, including: the field placement (e.g., field supervision, field setting), the Practicum Seminars, the Faculty Liaison consultations, and the placement process and protocols. The feedback helps the School to improve the field education program and assure that students have high quality field education experiences. If issues are identified regarding the field placement or other components of the Practicum, the Practicum Coordinator may want to discuss these with the appropriate field setting or field team member. Once the grades are submitted, the field settings and field team members are entitled to receive the information. It is important to note that the vast majority of Practicum evaluations are very positive

each year.

6 EVALUATION AND GRADING

Evaluation is a continuous process throughout the Practicum intended to highlight student strengths and identify areas that require further development. The evaluation process involves all members of the field team and is primarily a learning tool to help facilitate the student's integration of theory and practice and promote professional development. Assessment of the student's progress in Practicum is formally made at the end of the Practicum. The learning objectives for the Practicum course in which the student is registered and the specific learning objectives outlined in the student's learning contract form the basis for the evaluation.

Throughout the placement, the Field Supervisor is expected to provide ongoing feedback to the student on their performance. Both the student and the Field Supervisor are expected to complete both Mid-Point and End-Point Evaluation Forms and to meet at both intervals to review, discuss, and sign the forms. Copies of both Mid-Point and End-Point Evaluation Forms (Student's and Field Supervisors) are to be provided to the Faculty Liaison and become part of the student's record.

The Faculty Liaison will assess the student's progress in placement during the on-site and telephone consultations. Following each consultation, the Faculty Liaison will provide a written report which includes a brief outline of the major themes covered in the consultation, strengths/challenges identified, plans/directions developed for the field placement, and evaluative comments. Copies of the written reports are to be distributed to both the student and the Field Supervisor. The written reports become part of the student's record. The Faculty Liaison will also maintain student attendance records for the Practicum Seminars and a record of the student's grades for assignments (i.e., satisfactory/unsatisfactory).

The Faculty Liaison has ultimate responsibility for assigning a satisfactory/unsatisfactory grade to the student in Practicum and therefore must have evidence of the student's learning in the placement. In the event of a disagreement regarding the final grade, it is essential to have concrete material that can be reviewed by an outside person or body. The required documentation includes the Faculty Liaison reports, the Mid-Point and End-Point Evaluation Forms (Student's and Field Supervisor's), and the written assignments prepared by the student.

A student's performance in Practicum is graded on a satisfactory/unsatisfactory basis. Students must complete all mandatory Practicum components to receive a grade of satisfactory.

The Practicum Coordinator enters the student's grade upon receipt of the grade recommendation and all required documentation from the Faculty Liaison.

7 ALTERNATIVE PLACEMENT OPTIONS

7.1 DISTANCE PLACEMENTS

In exceptional circumstances, the School is open to the establishment of placements outside of the City of Ottawa and surrounding regions; however these placements can only be established when the student can be adequately accommodated and supported at a distance within the limited resources of

the School. Distance placements constitute any placement that is more than a one-hour drive from Ottawa, and include out of province and out of country placements.

Distance placements can provide an enriching experience for certain students, enabling them to develop their knowledge of the social services sector and develop a professional network in another region. Distance placements may also provide opportunities for useful comparative studies for students, sometimes enriched by the experience of living in a different setting. However, students must demonstrate that they are well prepared for a distance placement, and the Practicum Coordinator must be able to assess the student's ability to benefit from a distance educational experience, including the suitability of the potential field setting for a social work placement.

Criteria for eligibility for a distance placement:

Distance placements will only be considered for students at the fourth-year level who have met all of the prerequisites for Practicum II. Students must submit a two-part distance placement application for a placement within Canada, and a three-part distance placement application for an international placement, by the deadlines established in this section.

The following criteria will be considered when reviewing distance placement applications.

Student Criteria:

- Maturity of student and demonstrated ability to follow-through.
- High level of self-direction, initiative, clarity of purpose.
- Good academic standing.
- Strength of proposal.
- Quality of student's references.
- Strong previous placement evaluation if the student completed Practicum I.
- Appropriate rationale for a distance placement.
- Learning needs could be better met at a distance than locally.
- Consideration of financial needs of student/financial issues related to placement.
- Consideration of a student's future employment possibilities.
- The student's ability to participate in teleconference, email and telephone communication with a Faculty Liaison at Carleton University (this will require access to a computer with a microphone and may require a USB headset, for which the student would assume financial responsibility).

Agency Criteria:

- The setting must be committed to the roles and responsibilities of a field setting, such as providing the student with appropriate work assignments and a qualified Field Supervisor for the duration of the placement.
- The placement must provide the student with adequate opportunities to achieve the learning objectives of Practicum II.
- The Field Supervisor must be committed to the roles and responsibilities of a Field Supervisor, such as providing a minimum of one hour of regular weekly supervision, consulting with the Faculty Liaison, completing the Mid-Point and End-Point Evaluation Forms, and facilitating evaluation conferences with the student.

Health and Safety risks, responsibilities and liability will also be reviewed when considering distance placement applications.

Distance Placement Application Deadlines:

Term	Submit completed Practicum Application Form and Part I of Distance Placement Proposal	Book to meet with the Practicum Coordinator	Submit Part II (and Part III if applicable) of Distance Placement Proposal
Fall	By January 10 th *	Upon submission of forms in January	By March 10 th *
Winter	By July 10 th *	Upon submission of forms in July	By September 10 th *
Spring-Summer	By November 10 th *	Upon submission of forms in November	By January 10 th *

*Should these dates fall on a weekend in a calendar year, the due date is the Monday immediately following.

Distance Placement Application and Proposal:

Part I

The student must submit Part I of their distance placement proposal along with a completed Practicum Application Form (see Appendix A), and copy of their resume, to the Practicum Coordinator by the deadlines listed above (i.e., two months in advance of the regular Practicum application deadlines).

In Part I of the distance placement proposal, students should provide the following:

- Rationale for wanting to do a distance placement.
- The geographical location in which they would like to secure a field placement.
- Their learning objectives for their placement.
- The names of two Carleton School of Social Work faculty members who would be prepared to be verbal references regarding the student's academic performance and suitability for a distance placement, during which contact with the School takes place via teleconference, email and telephone.

Once the student has submitted the above documents, they should book an individual meeting with the Practicum Coordinator to discuss their interest in a distance placement.

Part II

The student must submit Part II of the distance placement proposal by the deadlines listed above.

Part III is also required for students applying for international placements.

In Part II of the distance placement proposal, students should provide the following:

- An outline of a possible field placement, providing the following: the agency name and contact information (i.e., address, phone number, website); an overview of the agency's mandate, programs and services; the field placement opportunity.
- An outline of how the placement will meet the student's learning objectives.
- The name and contact information of the Field Supervisor who would supervise the student and confirmation of their credentials (i.e., BSW or MSW).
- Address health and insurance coverage.*

Part III

This section is only required for international placements only.

In Part III of the distance placement proposal, students should provide the following:

- Outline what cultural/international orientation the student will participate in prior to departure in order to prepare for the cultural differences and who will provide this orientation (e.g., Carleton University International Student Services Office provides a one-day orientation in early April each year).
- Address the issue of reciprocity given possible language limitations, the historical context of social work in that country, and how to make a contribution in a culturally meaningful manner.
- Identify how the student will finance the international placement experience (The School does not have the institutional means to help students finance an international placement. It is the responsibility of the student to explore financial options).
- Provide a risk assessment (i.e., potential safety concerns) of the environment where the student will be working.
- Address health and insurance coverage.*
- Sign a Carleton University Assumption of Risks, Responsibility and Liability Waiver. Available on the International Students Services Office website: <https://carleton.ca/isso/>

* The Ontario Ministry of Colleges and Universities provides limited private insurance coverage (through Chubb Insurance) for students in unpaid field placements which the School has approved to take place outside of Ontario (international and other Canadian jurisdictions). However, the student is advised to obtain complementary insurance since Chubb Insurance does not provide full compensation. This private insurance is an accidental death/injury policy, and does not cover many healthcare benefits, so students should have additional health insurance. Information on the Ministry provided insurance coverage for students in unpaid placements is available at: <http://tcu.gov.on.ca/pepg/publications/guidelines.html#03>

7.2 PLACEMENTS IN A STUDENT'S PLACE OF EMPLOYMENT

Field placement arrangements in a student's place of employment may be possible in exceptional circumstances. Generally, field placements in the student's place of employment are approved only when, at a minimum, the student is placed in a site or program distinct from their usual work site and the Field Supervisor is not the student's work supervisor. These criteria are necessary to uphold the educational focus that is fundamental to field placements. The field placement may be paid or unpaid. In either case, this requires a clear delineation between the student and employee roles.

Students must submit an application for a placement in their place of employment by the deadlines established in this section.

Cautions:

- The student's learning needs may be minimized in the interest of meeting agency priorities.
- The student's ability to think critically about the agency (e.g., mandate, administrative structure, policies, service delivery) may be constrained by the student's concerns about critiquing the organization in which they are employed.

- A negative evaluation of the student’s field placement performance may jeopardize their employee status.
- Issues related to managing conflicts and disputes at the workplace may create tension for the student.

Eligibility Criteria:

- The organization must meet the criteria for a field setting outlined in this manual.
- The student’s placement assignments and workload must be substantively different from their responsibilities as an employee.
- The student is located in a different work unit or department.
- The student must be assigned a qualified Field Supervisor, who is a different individual than the student’s work supervisor.
- The Field Supervisor must be committed to the roles and responsibilities of a Field Supervisor, such as providing a minimum of one hour of regular weekly supervision, consulting with the Faculty Liaison, completing the Mid-Point and End-Point Evaluation Forms, and facilitating evaluation conferences with the student.
- The student is discharged, during placement hours, from any encumbrances and duties associated with regular employment.
- There is clear understanding among all agency personnel that the primary focus of the placement is education/learning.

Placement in Place of Employment Application Deadlines:

Term	Submit completed Practicum Application Form and Placement in the Place of Employment Proposal
Fall	By January 10 th *
Winter	By July 10 th *
Spring-Summer	By November 10 th *

** Should these dates fall on a weekend in a calendar year, the due date is the Monday immediately following.*

Placement in the Place of Employment Application and Proposal:

The student must submit a proposal for a placement in their place of employment, along with a completed Practicum Application Form (see Appendix A) and a copy of their resume, to the Practicum Coordinator by the deadlines listed in this section (i.e., two months in advance of the regular Practicum application deadlines).

In the proposal for a placement in their place of employment, students should provide the following:

- A summary of the student’s roles and responsibilities as an employee in the current work setting.
- The name and contact information of the student’s current employment supervisor.
- A summary of the proposed field placement, including specific learning objectives, goals and activities to be undertaken.
- The name and contact information of the potential Field Supervisor, and confirmation of their credentials (i.e., BSW or MSW).

- An outline, developed in collaboration with the agency, of how the student and the Field Supervisor will ensure that the student’s learning remains a priority throughout the field placement.
- An outline of how difficulties will be addressed should they arise during the field placement.
- A signed Letter of Agreement from the agency assuring the student’s educational needs will be met (i.e., the Field Supervisor will be granted sufficient time and resources within the work schedule for educational supervision, and the student will be released from duties as an employee in order to fulfil the requirements of the learning contract).

The Practicum Coordinator will make a decision based on the criteria outlined in this section.

7.3 APPLICATION FOR WAIVER OF PRACTICUM I

Students admitted into the BSW program who have a minimum of three years (4500 hours) of full-time human service work experience within the past five years may apply for a waiver of the requirement of Practicum I (SOWK 3600 or SOWK 3601). If successful, they will be granted 1.0 elective credit in Social Work and will be required to take 1.0 additional elective credit in Social Work in lieu of Practicum I. There is no waiver option for Practicum II.

Eligibility Criteria:

- A minimum of 4500 hours of human services work experience within the past five years, of which a maximum of 500 hours may include unpaid or volunteer work. Unpaid experience does not include practicum hours undertaken in a previous education program.
- A written portfolio, prepared by the student, which identifies how the student’s specific work experiences have enabled them to acquire and achieve the learning objectives of Practicum I.
- A minimum of three references from direct supervisors that confirm the student has attained 4500 hours of relevant work experience. Students must also demonstrate that they have received direct social work supervision as part of their human services work experience (i.e., direct supervision from a person who has a BSW or MSW degree from an accredited School of Social Work).

Definition of Human Services Experience:

Human service is defined as providing social work related services to individuals, families, groups or communities. This could include 1) working with people in educational, correctional, social service agencies, health or recreational settings; 2) group and community participation and leadership; and 3) social change activities such as advocacy, research, education and social action.

Application Process:

To apply for a waiver of Practicum I (SOWK 3600 or SOWK 3601), students must submit a portfolio to the BSW Practicum Coordinator, which includes all of the following documents:

1. A signed letter that includes the following:
 - i. Name, student number and contact information (i.e., Carleton email).
 - ii. Statement of intent to apply for waiver of the requirement of SOWK 3600 or SOWK 3601.
 - iii. Statement that the student has read and meets the eligibility criteria for waiver of Practicum I outlined above in this section.

- iv. Rationale for seeking a waiver of the third year Practicum requirement as a preferred course of action.
- 2. A current resume that includes agencies/organizations names, dates of employment, job titles and descriptions for social service related positions.
- 3. Completed Paid Work History Form(s) and Unpaid Work History Form(s), as applicable for each position, which outlines how the student has achieved the learning objectives for Practicum I. Forms are available on the Practicum Hub.
- 4. Written work-related references from a minimum of three individuals who have directly supervised the student in the past five years and which confirm that the student has attained 4500 hours of relevant human services experience. Reference letters must include the referee's title, education or degree attained, relationship to the student, the name of the agency/organization, dates and length of student's employment, and details of the student's work role. One of the student's referees (direct supervisor) must possess a BSW or MSW degree from an accredited School of Social Work.

Applications will only be considered if all required documentation has been submitted in full to the Practicum Coordinator.

The Practicum Coordinator will review the application and the student will be informed in writing of the decision regarding their eligibility for waiver of the requirement of SOWK 3600 or SOWK 3601 within 30 days. Students have the right to appeal the decision to the Supervisor of Undergraduate Studies.

If a student is deemed ineligible for a waiver, the student can subsequently apply for SOWK 3600 or SOWK 3601 by completing the required Practicum Application Form by the deadlines established in this manual (sections: [4.5 Applying for a Practicum Course](#) and [4.3 Important Dates](#)).

Eligible students that wish to submit an application for waiver of Practicum I are encouraged to do so a minimum of two months prior to the Practicum course application deadlines. This provides time for the student to prepare for and submit an application for a Practicum I course if they are deemed ineligible for a waiver. Practicum applications submitted after the established deadlines in this manual may not be considered. Suggested deadlines for submitting an application for waiver of Practicum I:

FALL TERM PRACTICUM JANUARY 15th

WINTER TERM PRACTICUM JULY 15th

7.4 TRANSFER CREDIT

Students who have successfully completed a social work field placement at the college or university level prior to admission into the BSW program may be eligible for a transfer credit for Practicum I. If a student has received a transfer credit upon admission, it will be included in the student's audit with Carleton equivalent course numbers and a TR notation in place of a grade. If students have questions related to their transferred credits or their eligibility for a transfer credit, they should contact the University's Undergraduate Admissions office.

8 SELECTION OF FIELD SETTINGS, FIELD SUPERVISORS AND FACULTY LIAISONS

8.1 SUPERVISION

Supervision is a crucial component of the field placement and it is essential that sufficient time is allotted for supervision when a field setting agrees to take a student. Supervision should be scheduled on a regular basis and given priority. A minimum of one hour a week should be set aside for student supervision. It is important that students are provided with an orientation to the setting and the work of the agency when they arrive (See Appendix D for an Orientation Checklist).

Supervision is primarily a task of the designated Field Supervisor(s). Field settings may utilize different models of supervision, including:

- **A Traditional Supervision Model:** One Field Supervisor is assigned to the student for the duration of the field placement. The Field Supervisor facilitates the supervisory meetings and conferences throughout the placement, and completes the Evaluation Forms.
- **A Co-Supervision Model:** Two or more Field Supervisors are assigned to the student for the duration of the field placement. The Field Supervisors share responsibility for facilitating supervisory meetings and conferences, and may jointly complete the Evaluation Forms.
- **A Rotational Supervision Model:** Two or more Field Supervisors are assigned to the student in a sequential manner. The Field Supervisor responsible for each rotation completes the supervisory meetings during the rotation time period. The Evaluation Forms/conferences may be completed by the rotation Supervisor at a point during the rotation or jointly by all Field Supervisors who have worked with the student.
- **A Group Supervision Model:** One Field Supervisor is assigned to a group of students for the duration of the field placement. Supervisory meetings may take place in a group format as well as individually during the field placement. The Field Supervisor completes the Evaluation Forms/conferences for each student in the group.

The supervision model to be used during the student's field placement should be anticipated and discussed, whenever possible, during the negotiations of the placement so that all parties are clear about their responsibilities. Students are expected to prepare for supervisory sessions by jotting down questions they wish to discuss, presenting case material or other samples of their work, and/or raising issues, concerns or reflections that they documented in their journal.

Areas of focus for supervision should include:

- Knowledge and skill development
- Professional development
- Support and facilitation of self-reflection
- Promotion of social justice
- Administrative tasks (i.e., assigning work) and task assistance (i.e., tangible, work-related guidance)

- Ongoing goal-setting, review and constructive feedback

8.2 SCHOOL'S CRITERIA FOR THE SELECTIONS OF FIELD SETTINGS

Field Settings are approved by the School of Social Work according to the following criteria:

- The organization's mission statement/philosophy of service is compatible with the values and ethics of the social work profession and with the School's mission.
- The organization demonstrates interest in, or on-going commitment to, the education of social work students.
- The organization is willing and able to make available a range of learning experiences appropriate to the student's educational needs and in accordance with the academic curriculum.
- A qualified Field Supervisor is available in accordance with the School's requirements, and is provided adequate time during the work day for assigning field placement activities, engaging in regular supervision with the student, completing evaluation forms/conferences, and attending meetings and other activities when called by the School.
- The organization views the placement as primarily related to educational objectives, as defined in the learning contract, and not limited to the service objectives of the organization.
- The organization will provide appropriate physical facilities and clerical assistance, as well as covering costs customarily met by the organization in rendering service.
- The organization provides an environment conducive to student learning and participation, such as enabling and encouraging student participation in staff meetings and staff development activities.
- The organization demonstrates commitment to providing an environment that is safe and free from discrimination and harassment.

8.3 SCHOOL'S CRITERIA FOR THE SELECTION OF FIELD SUPERVISORS

The School views the Field Supervisor role as integral to the applied practice training of our students and to the development of future social work professionals.

The following criteria guide the selection of Field Supervisors for field placement students:

- A Field Setting employee that has a demonstrated interest in field instruction and supervision and willingness and ability to meet the responsibilities of a Field Supervisor as defined by the School.
- A BSW (or MSW) degree from an accredited School of Social Work and a minimum of two years of social work practice experience after graduation. In certain circumstances, equivalency will be considered.
- An openness to, and interest in, the School's orientation to social work practice.
- The ability to plan, organize and carry out the educational task, in collaboration with the School and the student.
- A willingness and ability to assist the student in taking hold of the learning process by providing guidance and supervision throughout the field placement.
- Comprehensive knowledge of policies and issues relevant to the placement setting and community at large.

- Access to direct service or program responsibilities in which the student may participate.
- A willingness to participate in School workshops and other activities for the purpose of enhancing their teaching and supervision skills, and keeping abreast of changes in the School and new developments in social work practice.

8.4 ASSIGNMENT OF FACULTY LIAISONS

The Practicum Coordinator is responsible for assigning a Faculty Liaison to each student before the commencement of the Practicum. Attempts will be made, whenever possible, to assign Faculty Liaisons on the basis of their familiarity with the field setting in which the student is commencing their field placement and/or the Faculty Liaison's expertise in the area of social work practice. Workload distribution amongst faculty of the School of Social Work is also a determining factor in such assignments.

Contract instructors may be hired for Faculty Liaison positions. The School advertises contract instructor positions by May 01st (for the following Fall/Winter terms) or by December 15th (for the following Spring-Summer term). Advertisements are made available on the School of Social Work website, and applicants must apply in writing directly to the Director of the School. When contract instructors are hired for Faculty Liaison positions, hiring is done on the basis of incumbency and seniority, as per the terms and conditions of the collective agreement for contract instructors at Carleton University (CUPE 4600 Unit 2).

9 ADDITIONAL PRACTICUM POLICIES

9.1 ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Carleton is committed to providing accommodation to support students with documented disabilities to facilitate academic success. These services are made available to students in all programs and courses at Carleton, including the Practicum courses. Students in need of disability related accommodation are asked to identify their needs for accommodation to the Paul Menton Centre for Students with Disabilities (PMC). Students requesting accommodation must be registered with the Paul Menton Centre. Students with a "Letter of Accommodation" from PMC are encouraged to inform the Field Coordinator as early as possible if they require accommodation in their field placement (i.e., when they first submit their Practicum Application Form) so that all reasonable efforts can be made to ensure the appropriate accommodations and related support services are in place.

9.2 PAID PLACEMENTS

In general, the field placement is an unpaid educational experience and students are not entitled to receive wages or salaries for time spent in placement. Any other arrangement must be brought forward to the Practicum Coordinator and approved in advance. Conditions for approval include clear recognition of the placement requirements by all members of the field team and a primary focus on the student's education/learning for the duration of the field placement.

9.3 STUDENT INSURANCE AND LIABILITY COVERAGE

9.3.1 INJURY TO STUDENT OR ILLNESS AS A RESULT OF PLACEMENT RELATED ACTIVITY

The Ontario Ministry of Colleges and Universities provides Workplace Safety and Insurance Board (WSIB) coverage for Ontario students in unpaid field placements undertaken as part of their university degree program. The field placement setting must be an Ontario employer with WSIB coverage. If the field placement setting is not required to have coverage with WSIB, the Ministry provides private insurance coverage to students in unpaid field placements (through Chubb Insurance). The Ministry also provides private insurance coverage (through Chubb Insurance) for students in unpaid field placements outside of Ontario (i.e., international and other Canadian jurisdictions).

To ensure coverage, the student must ensure the following two forms are completed, signed, and submitted to the School by the established deadlines in section [4.6 Steps to Setting up a Placement](#) (i.e., prior to the commencement of placement). Students who do not submit their completed forms will be removed from their field placement. Both forms are available on the School of Social Work website:

CU Letter to Placement Employers (see Practicum Hub).

CU Student Declaration of Understanding (see Practicum Hub).

In the event of an accident or illness sustained while participating in a field placement, the student must immediately report the accident or illness to the Field Supervisor and Practicum Coordinator. An insurance claim form must be completed for unpaid placements. The School will also initiate the process in the case of Chubb Insurance coverage.

Please be advised that Carleton University will be required to disclose personal information relating to the unpaid work placement and any WSIB or Chubb Insurance claim to the Ontario Ministry of Colleges and Universities.

9.3.2 WORKER'S COMPENSATION COVERAGE FOR STUDENTS IN PAID PLACEMENTS

Students in paid placements (i.e., students who receive payment or wages) are not eligible to receive benefits through the Ontario Ministry Colleges and Universities or Chubb Insurance. Students in paid placements must be provided with WSIB insurance coverage paid for by the field placement setting.

Students that receive an honorarium from the field setting (i.e., training allowance, honorarium, reimbursement of expenses, or stipend paid to the placement student) are still considered unpaid trainees and are eligible for coverage through the Ontario Ministry of Colleges and Universities.

9.3.3 LIABILITY COVERAGE

Carleton University carries liability insurance that covers students while they are participating in field placements undertaken as part of their university degree program. The coverage provided is in respect to any activity related to the discipline, in furtherance of the student's education or training whether conducted on or off the campus. This insurance covers the student "against legal liability resulting in bodily injury or property damage arising out of malpractice or error or omission committed during the policy period in the rendering of or the failure to render (1) medical, dental or other professional

treatment or service related to physical or mental health or (2) other professional services (See Appendix C for full text of letter from Tony Lackey, Carleton University Risk Analyst).

What is not covered:

Property owned or leased by the student is not covered and should be insured by the student themselves under their own policy of insurance.

9.4 PRACTICUM EXPENSES

When a student incurs costs that are directly related to the rendering of placement services and that if incurred by an employee would be covered by the agency, it is expected that the agency will reimburse the student. Other field placement costs such as police records checks, immunizations, and other pre-placement requirements are the student's responsibility. Students are responsible for commute to and from placement.

9.5 PRE-PLACEMENT REQUIREMENTS

It is the student's responsibility to learn about any pre-placement requirements of the field setting during the process of arranging a field placement, and to have the necessary documentation completed in advance of the field placement. The costs incurred for all pre-placement requirements, including police record checks and health requirements, are the responsibility of the student.

9.5.1 POLICE RECORD CHECKS

It is the student's responsibility to have the necessary police record check completed in advance of the field placement. In Ontario, there are provincial laws that require organizations to conduct police records checks for individuals who will be dealing with children and vulnerable adults as part of their recruitment responsibilities. This police record check is required even if students have had a recent police records check completed for some other purpose. Students must apply in person by attending any of the major police stations. The possible existence of criminal convictions and outstanding charges, as well as incidents of all notable police contacts for at least the previous five years, will be considered for release. A criminal record may delay or prohibit certain field placements. Obtaining a police records check can take 6 to 8 weeks or longer so students must apply for this well in advance of the beginning of the field placement. Students will be prohibited from beginning their field placement if they fail to provide a police records check to field settings where this is required.

9.5.2 HEALTH REQUIREMENTS

In certain field settings, students may be required to provide documentation confirming immunization or demonstrated immunity to the certain communicable diseases prior to entry into the setting. Required immunizations generally include, but may not be limited to, the following:

- Rubella
- Measles
- Hepatitis B

- Varicella/Chicken Pox
- Tuberculin Mantoux Screening

It is important that students make appropriate arrangements with regard to supplying the field setting with the required documentation in advance of the field placement.

In the event of a pandemic, the impact for practicum students in health settings may vary but a likely effect would be that the student's learning contract may be suspended and the student may be re-assigned to different areas. The priorities in the health settings would likely shift and student's learning objectives might become low priority. In this event it would be important for the Faculty Liaison to work closely with the student regarding arrangements and looking at ways of dealing with this crisis as a useful learning experience for the student.

9.6 PROFESSIONAL CONDUCT

While in Practicum, each student must make the transition from student to professional. As social workers in training, Practicum students are interacting with educators, peers, field setting personnel, members of the community, and various client groups, and students are reminded that they are making an impression as a professional at all times.

Students have a responsibility to be aware of and are expected to abide by the expectations of professional conduct for practicing social workers as outlined in the CASW Code of Ethics (2005) and the Guidelines for Ethical Practice (2005). Based on these guidelines for ethical and professional conduct, each student is expected to demonstrate commitment to their social work education and professional excellence, as well as honesty and integrity, accountability, social responsibility, and respect for others.

Student violations of the CASW Social Work Code of Ethics (2005) and the Guidelines for Ethical Practice (2005) may result in action related to student discipline or professional unsuitability.

9.7 ATTENDANCES AND ABSENCES

Attendance in both the field placement and Practicum Seminars is mandatory.

Field Placement:

As per the CASWE-ACFTS standards for accreditation, all students at the BSW level are required to receive a minimum of 700 practice hours. This expectation is critical in guiding the School's policy on attendance in field placement when students are absent from placement. Acceptable reasons for absence include illness, compassionate leave and/or religious holidays. Students must make up any missed time in placement. The student must make every effort to inform the Field Supervisor as early as possible prior to the absence. In last minute circumstances, the student must notify the Field Supervisor at the earliest possible time. The student is required to notify the Faculty Liaison of any absences that extend beyond two placement days.

In the event of holidays or school breaks, students should remain in the agency and follow the agency calendar. This is to ensure continuity for the agency and continuity of care for the client group served by the placement student. However, reasonable, pre-negotiated placement arrangements based on agency needs and/or student needs may occur. Students who wish to request time off during the placement

(e.g., such as during holidays or school breaks) must consult directly with their Field Supervisors prior to or immediately upon commencement of the placement and before taking time off, and have full advance approval from their Field Supervisor. Students must make up any missed time in placement within the practicum term(s). The student must notify the Faculty Liaison of any negotiated arrangements. Field Supervisors can approve or deny requests for time off at their discretion based on the placement requirements, agency and/or client needs.

Starting and Finishing Placement Hours Early/Late:

Students are permitted to begin field placement hours at a given placement up to two weeks prior to the official start of the Practicum term with the permission of both the Practicum Coordinator and the Field Supervisor. Students are not permitted to accumulate hours by working additional time in placement in order to end their placement early; except in exceptional circumstances and with prior approval of the Practicum Coordinator and Field Supervisor, students must remain in the placement setting until at least two weeks prior to the end of the Practicum term. This is to ensure continuity for the agency and allow the student to participate in Practicum Seminars on the same schedule as other students in the group. Students are expected to complete the requisite 352 hours in placement by the last day of classes for the Practicum term. Class start and end dates are listed in the University's undergraduate calendar.

Practicum Seminars:

Attendance in all Practicum Seminars is mandatory. This includes the Supplemental Practicum Seminars for students that are required to participate in this component. Students are expected to arrive on time and stay for the duration of each seminar. Acceptable reasons for absence from seminar include illness, compassionate leave and/or religious holidays. If a student is not able to attend a seminar, they must contact the Faculty Liaison in advance whenever possible, or at the earliest possible time in last minute circumstances. Missing more than one seminar can result in an unsatisfactory grade for the practicum course.

The hours spent in Seminar do not count toward the required 352 field placement hours for practicum courses.

9.8 WITHDRAWAL FOR MEDICAL REASONS

When medical, health or acute disability-related needs prevent a student from completing the required number of hours within the limits of the academic term(s), withdrawal for medical reasons may be an option.

- Students are responsible for informing the Faculty Liaison and the Practicum Coordinator that medical needs are impacting attendance at placement, as soon as possible, so that strategies to support attendance can be discussed.
- AT NO TIME are students obliged to disclose details of their medical condition to the School of Social Work or placement agency.
- Medical documentation from a physician or psychologist will be required when absence for medical reasons exceeds 5 placement days (in sequence or in total), or where placement agency policy, consistently applied, requires it.
- At any time, and particularly when students are returning to practicum following a medical leave, accommodations to support attendance and performance may be requested.

- The Faculty Liaison and/or Practicum Coordinator, together with the student and the Field Supervisor/placement agency, will discuss and negotiate the provision of requested accommodations.
- If the placement agency is unable to provide requested accommodations due to agency constraints, impact on service users or agency personnel, or for any other legitimate reason, students may apply to withdraw from the practicum for medical reasons.
- Should students be unable to continue in practicum because of medical reasons, or if returning to practicum cannot result in completion of required hours within the academic term(s) for which the student is registered, a medical withdrawal may be requested. This option must be discussed with the Practicum Coordinator. Academic fees may or may not be refundable. Further medical documentation may be required.

9.9 RETURN TO PRACTICUM PROCEDURES

Students who withdraw from the BSW program for medical reasons at any time (i.e., during practicum and/or their coursework) may re-apply for practicum in a subsequent term, provided deadlines for doing so are met (see Section [4.3 Important Dates](#)). When applying for a practicum after a medical withdrawal, the Carleton University Return To Work Medical Accommodation Form (RTW form) must be completed by the student's physician.

The School of Social Work and the Registrar's Office will hold the RTW form in highest confidence. Access will be provided on a need-to-know basis only. Students should expect that access to this form may be necessary for:

- The Director of the School of Social Work
- The Undergraduate Program Supervisor
- The BSW Practicum Coordinator
- The Undergraduate Program Administrator
- The Practicum Administrator

Accommodations requested upon return-to-practicum (including restriction details and functional limitations outlined on the RTW form), will be discussed as part of the student's subsequent placement process. Decisions about how to share accommodation needs with future placement agencies will be made collaboratively by the student and practicum coordinator, and must be approved by the undergraduate program supervisor.

Students are advised that placement requests that fall outside of a typical 9-5 work schedule, and/or are perceived as unique as compared to other placements in the setting, will require an explanation to the agency. That is, accommodation requests for reasons of health or disability must be presented as such.

Policy in this area is guided by Carleton University's return-to-work policy, provincial AODA legislation, and WSIB guidelines for safe and healthy workplaces.

9.10 CONFLICTS OF INTEREST/DUAL RELATIONSHIPS

Practicum students are responsible and accountable for identifying and avoiding any situations that may present a potential or actual conflict of interest or be perceived to be a conflict of interest. A

conflict of interest arises when a student's personal interests conflict with, or may be perceived to conflict with, their official duties and responsibilities as a social work placement student.

If a student becomes aware of any potential or actual conflicts of interest or dual relationships with a client, they are required to immediately disclose it to the Field Supervisor and Faculty Liaison and/or Practicum Coordinator.

Students may be required to withdraw themselves from any duty or transaction where they have, or may appear to have, a conflict of interest that could compromise, or be perceived to compromise, their objectivity and judgment.

9.11 CONFIDENTIALITY POLICY AND GUIDELINES

Strict adherence to confidentiality is essential to ethical social work practice. Students and School faculty and instructors are expected to comply with applicable provincial privacy laws, including the *The Freedom of Information and Protection of Privacy Act (FIPPA)* and *The Personal Health Information Protection Act (PHIPA)*, and adhere to the guidelines on confidentiality as outlined in the CASW Social Work Code of Ethics (2005). Students and School faculty and instructors are responsible for ensuring that no personal information or personal health information that could identify a user of any service system be used in any class discussions or written assignments.

Guidelines:

In order to ensure that confidentiality is maintained when agency material is used in the classroom:

- Precautions must be taken to protect confidentiality such as changing names and other identifying data.
- If the agency also has guidelines, select the strictest ones to guide in the preserving of confidentiality.
- Materials and recordings are the property of the agency and should not be retained or copied by the student or the School.
- When video or audiotapes are used, or when there is a possibility of identification of service users, written permission must be obtained from the client specifying the ways in which any materials will be used and for what purpose (including classroom purposes). Materials shall not be used in an unethical manner or without the knowledge and consent of the client for purposes other than agreed upon by written consent. Special consideration needs to be taken for concealment of client identity in the use of video recordings.
- When in doubt, the student must always discuss particular situations with the Field Supervisor and/or Faculty Liaison.

Consent Form:

Students must obtain written permission from the client and Field Supervisor in any cases where video or audiotapes are to be used, or when there is the possibility of identification of service users, specifying the ways in which any materials will be used and for what purpose (including classroom purposes). The Client Consent for Recording form (see Appendix J), and any additional documents required by the field setting in such instances, must be completed **prior** to the use of any materials. The completed Consent for Recording form should be retained by the field setting for placement in the client's agency file. The Client Consent for Recording form is available on the Practicum Hub.

9.12 SOCIAL MEDIA

Preface:

The rapidly changing world of communications (e.g., Facebook, Twitter, LinkedIn, Google+, Skype, YouTube, on-line blogs) has outstripped our ability to fully understand the impact that these various forms of communication can have on us and the world around us. As professional social workers increasingly use social media, we need to establish guidelines that protect us from some of the negative consequences of using these media and which permit us to engage responsibly in their use. The statement outlined below is an attempt to provide some of these preliminary guidelines.

As stated in the CASWE-ACFTS Accreditation Standards (2013):

The academic unit has a policy regarding ethical use of all forms of social media to ensure the privacy, confidentiality, and interests of the academic unit and its field practicum community and demonstrates how the policy and procedures are consistent with the relevant human rights legislation, with the mission of CASWE-ACFTS, and with the mission of the academic unit concerned (p.9).

The CASW Code of Ethics (2005) outlines the core social work values as:

- Respect for the inherent dignity and worth of persons
- Pursuit of social justice
- Service to humanity
- Integrity of professional practice
- Confidentiality of professional practice
- Competence of professional practice

School of Social Work Social Media Policy:

The School of Social Work values freedom of inquiry and academic freedom and views these as important pillars of a university education whether this expression is in the form of print, oral communication or in an electronic format. The School recognizes the importance of electronic communication and is committed to supporting the right to interact knowledgeably and socially in the social media.

Members of the School of Social Work community are responsible and accountable for their actions and statements. The guidelines for use of social media developed here will help students and faculty make appropriate professional decisions about classroom etiquette as well as the content of blogs, personal web sites, and postings on wikis, twitter and other interactive sites.

Guidelines for communication about the School and the Practicum:

The content of publicly accessible electronic communications should be respectful and adhere to the values outlined in the CASW Code of Ethics (2005). The School respects and encourages freedom of expression and critical debate. The School does not support the use of inflammatory, libelous or disrespectful language. This can result in disciplinary action up to and including school/Practicum termination.

The School encourages writing that is accurate and based in knowledge. Postings should be treated as public documents recognizing that they could be seen by anyone. Appropriate professionalism is

essential. Web interaction can result in members of the public forming opinions about the School, the field placement settings and /or their employees or clients.

Web sites, blogs, tweets and other uses of social media that make mention of the School of Social Work, the field placement and/or their employees or clients, should identify that the views expressed are those of the writer alone and do not represent the views of the School of Social Work and/or the field placement setting.

Classroom use of technology is encouraged if it augments academic learning however use of text and voice electronic communication in the classroom should be restricted to family and work emergencies and not used for social purposes.

Unless given permission by the School of Social Work or their Field Supervisor, students are not authorized to speak on behalf of the School or their field placement agency. Moreover, students should not give the impression that they can speak on behalf of the School of Social Work or the field placement agency. Students must not share information that is explicitly confidential about the School or confidential information about their field placement setting, clients, colleagues or other students.

Legal Liability Component of the Social Media Policy:

Faculty, staff and students are legally liable for anything they write or present online and can be disciplined by the University for commentary, content or images that are defamatory, pornographic, proprietary, harassing, bullying, libelous, or that can create a hostile work environment. They can also be sued by any individual or organization that views their commentary, content or images as defamatory, pornographic, harassing, bullying, libelous or creating a hostile work environment.

9.13 DISCRIMINATION AND HARRASMENT

The School of Social Work endorses the policies outlined by Carleton University to deal with discrimination and sexual harassment. The University's Human Rights Policies and Procedures, including Discrimination and Harassment Policies, are posted on the Department of Equity and Inclusive Communities (EIC) website and read as follows:

Carleton University is a community of faculty, staff, and students who are engaged in teaching, learning and research. Its members are part of the community at large and are governed by the law common to all persons. But membership in the academic community also entails certain rights and responsibilities. The University respects the rights of speech, assembly, and dissent; it prohibits discrimination on the basis of race, ancestry, place or origin, colour, ethnic origin, national origin, creed, sex, sexual orientation, age, marital status, family status, political affiliation or belief, or handicap that is defined as such in the Ontario Human Rights Code; it requires tolerance and respect for the rights of others; and it promotes an environment conducive to personal and intellectual growth.

The right to protection from discrimination and harassment extends to students in their field placements. Students, Field Supervisors and Faculty Liaisons should familiarize themselves with the University's policy and procedures. Most agencies and institutions have developed discrimination and harassment policies to protect their employees. Students should be familiar with these policies.

9.14 PRACTICUM DIFFICULTIES

9.14.1 STUDENT CONCERNS ABOUT FIELD PLACEMENT

Occasionally, issues or concerns may arise between the student and their Field Supervisor and/or field setting. Every attempt should be made to resolve these issues in a professional, ethical and sensitive manner.

It is important for students to share, and be specific about, any issues or concerns that may arise, and to review their learning contract and clarify expectations with their Field Supervisors. However, if these attempts do not quickly improve the situation, or if a student has concerns that cannot be discussed directly with their Field Supervisor, the student should consult with their Faculty Liaisons as early as possible. If the Faculty Liaison is unable to mediate the concern, the student and/or Faculty Liaison should contact the Practicum Coordinator.

9.14.2 STUDENTS AT RISK OF FAILURE

Concerns regarding the field placement and/or student progress should be identified and discussed as early as possible. The Faculty Liaison should be contacted for consultation and to assist in developing a plan of action toward supporting the placement and the student's successful completion of the Practicum course.

If the Field Supervisor and/or Faculty Liaison determine that the student is at risk of failing to meet the Practicum requirements, the student should be immediately notified in writing. The student, Field Supervisor, and Faculty Liaison should meet to review the situation. If the student is to continue in the Practicum, a written remedial plan identifying the areas of concerns and actions to be taken (by the Field Supervisor, student, and/or Faculty Liaison) should be prepared and signed by all parties.

Key Responsibilities

Field Supervisor:

If concern develops about a student's field placement progress, the Field Supervisor should:

1. Discuss the concerns with the student and document the specific problematic behaviours or indicators of lack of progress in writing.
2. Discuss remedial action with the student.
3. Contact the Faculty Liaison and/or the Practicum Coordinator for consultation as soon as possible.

Student:

If concern develops about a student's field placement progress, the student should:

1. Ask for clarification in writing.
2. Listen to the concerns and potential for remedial action outlined by the Field Supervisor.
3. If appropriate, be explicit about supervision and learning needs, and any issues or concerns identified by the student.
4. Contact the Faculty Liaison and/or the Practicum Coordinator for consultation as soon as possible.

Faculty Liaison:

If concern develops about a student's field placement progress, the Faculty Liaison should:

1. Ensure that both the student and the Field Supervisor are aware of the policies related to students at risk of failing the field placement.
2. Consult with the student and/or Field supervisor as needed, and promptly prepare and distribute written summaries of the consultation(s) and plans developed to the student and Field Supervisor.
3. Inform the Practicum Coordinator of the situation.

Review Process:

1. The student should receive written notification that they are at risk of failing the field placement, which outlines the specific concerns that have led to this determination.
2. The Practicum Coordinator should be advised when a student receives notification of being at risk of failing the field placement.
3. The Faculty Liaison should arrange a meeting with the student and the Field Supervisor to review the concerns regarding the student's behaviour or progress in the field placement. This meeting can be requested by any of the parties involved.
4. The outcome of the review meeting may be:
 - i. The student remains in the field placement with close supervision and under the conditions specified in a remedial educational plan.
 - ii. The student leaves the field placement and an alternative placement is arranged whereby the student continues in the Practicum course with a possible extension of the required time.
 - iii. The student is asked to withdraw from the Practicum course with the recommendation that they be permitted to repeat the course, and attempt a field placement in a different agency, during a subsequent semester.
 - iv. The student is asked to withdraw from the Practicum course, with a recommendation that the student also withdraws from the BSW program.
5. The outcome of the review meeting should be documented in writing by the Faculty Liaison with a copy provided to the student, Field Supervisor and the Practicum Coordinator.
6. If the review results in the student's continued placement in the current agency, the remedial educational plan should:
 - i. Be in writing and be signed by the student, Field Supervisor, and Faculty Liaison.
 - ii. Specify the activities required of the student to continue in the Practicum.
 - iii. Specify indicators that will be used to judge whether or not the student has addressed the concerns.
 - iv. Specify how the student will be supervised while addressing the concerns about her or his performance.
 - v. Specify when the situation will next be reviewed.

7. The final outcome for the student in the Practicum course is determined by the Faculty Liaison in consultation with the Practicum Coordinator.

9.14.3 TERMINATION

The signing of a contract is a serious agreement and it is expected that all parties to the agreement will honour it. Whenever possible, all efforts should be made to address concerns/problems arising in the field placement as soon as they are identified, and to develop a remedial plan of action, as per the guidelines outlined in section 9.12.2 of this manual. From time to time, however, field placements, are discontinued.

Reasons for termination:

- Circumstances in a field setting change such that continuing the placement is no longer possible (e.g., agency closes, supervisory staff leaves, program is cancelled).
- The student's learning needs are clearly not being met (i.e., due to inadequate supervision, inadequate or inappropriate workload).
- Personal difficulty of either the student or supervisor which precludes a satisfactory learning experience.
- Any form of workplace harassment or discrimination.
- The field setting decides that the student's performance warrants termination. This may be related to:
 - i. Inappropriate, unprofessional or unethical behavior.
 - ii. Consistently poor performance with respect to assigned tasks, duties and responsibilities as agreed to in the learning contract.
 - iii. Consistent tardiness and/or absenteeism.
 - iv. Violations of agency policies and procedures.

Responses:

The School's response to the termination will vary depending on the circumstances that led to the discontinuance. In cases where a field setting does not, or cannot, follow through with its commitment to the student, or when the student experiences harassment or discrimination, the Practicum Coordinator will work with the student to seek out another field placement where the student can complete the hours remaining in the placement.

In circumstances where the agency terminates the student due to poor performance or violating practice codes, one of the following outcomes may occur:

- If the School agrees with the field setting's assessment, the student will receive a grade of Unsatisfactory.
- The student may be asked to withdraw from the Practicum course for that term and apply again for the Practicum course in a subsequent term.
- If termination takes place early in the term, the student may have the option of starting a new placement but would not be allowed to carry forward the hours accrued in the first attempt.

In cases where the field setting appears to be an unsuitable environment for that particular student, efforts will be made to find the student another placement, possibly allowing the student to carry forward some or all of the hours accrued.

In all instances where a placement is terminated, it is important that the termination be done in a professional and respectful manner.

9.14.4 STUDENTS FAILING TO COMPLETE PRACTICUM REQUIREMENTS

Faculty Liaisons take field placement evaluations into consideration when assigning a grade for the Practicum course. A student who fails to meet all Practicum requirements can withdraw from the course prior to the last day of the semester, according to University regulations. Alternatively, if the student is assigned an “Unsatisfactory” grade for the course, the student retains the right to submit an appeal, as outlined in the following section of this manual.

A student who has failed a Practicum course, or who withdraws at the end of the term, must have the approval of the Practicum Coordinator to re-register for a Practicum course.

A student who makes two unsuccessful attempts at completing a Practicum course may be required to withdraw from the BSW program.

9.14.5 APPEALS

All students at Carleton University are entitled to a review of their final grade. Should a student receive a grade of Unsatisfactory for a Practicum course, the student may choose to initiate a review of this grade.

Applications must be filed according to the procedures and deadlines outlined by the University, in the Process for Appeal of Grade – Undergraduate Courses, available on the Carleton University website.

9.15 STRIKE PROCEDURES

If there is a strike situation at the field placement setting, the contract will need to be reviewed by the School, the setting and the student.

The following steps should be taken:

1. If there is notice that a strike is pending prior to the commencement of the placement, the student and Practicum Coordinator should meet with the Field Supervisor to renegotiate the placement contract to include contingency plans.
2. If the placement has already begun, the Faculty Liaison should meet as soon as possible with the student and the Field Supervisor to renegotiate the placement contract. The Practicum Coordinator is available for consultation.

Options available include:

- i. Working with the strikers
- ii. Delaying the placement if there is still time to complete it by the end of the term.
- iii. Postponing the placement until the following term (withdrawal from the placement).
- iv. Changing to a new placement.

3. The School of Social Work does not condone crossing a picket line and students who do so should recognize that the Faculty Liaison might not provide them with service.
4. It should be noted that working at home for the placement setting during a strike is considered to be crossing the picket line.
5. In a situation where a student does cross the picket line, the student must not do work that is part of the job description of a striking worker.
6. The student and the Faculty Liaison should notify the Practicum Coordinator. If there is any disagreement it should be taken to the Field Education Committee for a final decision.

10 ADMINISTRATION

10.1 FIELD EDUCATION COMMITTEE

The Field Education Committee is chaired by one of the Practicum Coordinators at the School of Social Work. Membership includes all Practicum Coordinators at the School (BSW and MSW), a minimum of two community agency representatives, and student parity with faculty. Student representation generally includes a BSW and MSW student.

Responsibilities:

- Development, interpretation and review of field education policies.
- The presentation of recommendations and changes in policy and procedures to the appropriate bodies of the School (e.g. for consultation to the BSW and MSW Committees, Departmental Board, and Director).
- The continuous review of the Practicum Manuals.
- Planning of the annual Field Supervisors' Appreciation and Professional Development Event.

Role of Community Representatives on Field Education Committee:

The community representatives on the Field Education Committee provide an important link with agencies. Community representatives should be experienced social workers and employees of agencies/organizations that provide placements for Carleton University School of Social Work students. Community representation should also be reflective of the diverse range of field settings in which our students engage in field education.

Community representatives will be selected and invited by the Field Education Committee to serve a 2-year term that is renewable if both parties (Field Education Committee and Community representative) agree. Community representatives will bring valuable opinions, concerns and suggestions. They are not expected to formally represent Field Supervisors nor their agencies. They may informally canvas colleagues for opinions. They will be encouraged to join sub-committees of the Field Education Committee.

Terms of Reference:

A formal Terms of Reference guides the work of the Field Education Committee. It can be obtained by contacting the Practicum Administrator of the School of Social Work.

APPENDIX A



Carleton
University

School of
Social Work

Practicum Application Bachelor of Social Work

Please ensure that you have completed the necessary prerequisites before you submit your Practicum Application Form to the School. See the [Undergraduate Calendar](#) for practicum course descriptions and prerequisites.

See the BSW Practicum Manual for application deadlines and important information on practicum courses. Available on the [BSW Practicum Hub](#) under “Student Forms and Manuals.”

For information on course sequencing, see the [BSW Program Hub](#).

SELECT THE PRACTICUM COURSE YOU WISH TO APPLY FOR:	
THIRD-YEAR COURSES	FOURTH-YEAR COURSES
<input type="checkbox"/> SOWK 3600* *Part-time option taken over fall and winter terms.	<input type="checkbox"/> SOWK 4600* Check one term: <input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring-Summer
<input type="checkbox"/> SOWK 3601* *Full-time option taken over winter term. New third-year entry students only.	<input type="checkbox"/> SOWK 4601/4602* Check two consecutive terms: <input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring-Summer

PLACEMENT OPTIONS:	
Please indicate your preferred choice by checking the applicable box.	
Matched by school Please check <i>one</i> : <input type="checkbox"/> Available for fully remote placements ONLY. <input type="checkbox"/> Available for both fully remote and/or in-agency placements in Ottawa.	<input type="checkbox"/>
Place of employment**	<input type="checkbox"/>
Distance placement** (for students residing outside of the Ottawa region due to COVID-19)	<input type="checkbox"/>
**In these options ONLY, students find the placement.	

STUDENT INFORMATION:	
Name:	
Student number:	
Pronoun(s):	
Phone number:	
Address:	
City & province you will be residing in during the placement term:	
Carleton e-mail (cmail):	@cmail.carleton.ca
Do you have a valid Canadian Driver's License?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Indicate mode of transportation:	
Languages spoken/written:	
Do you require accommodations? Please see the BSW Practicum Manual (Section 9.1) for the policy on accommodations for students with disabilities in field education.	<input type="checkbox"/> Yes <input type="checkbox"/> No Information:

AREAS OF SOCIAL WORK INTEREST*:	
1.	
2.	
3.	
4.	
Please use this area to describe the kind of learning that you hope to do on placement this year, and the levels of social work practice that are of interest to you (e.g., individual and/or group work, community development, policy, research):	

SPECIFIC AGENCIES OF INTEREST*:	
1.	
2.	
3.	
4.	

*We will aim to match you according to your areas and/or agencies of interest, **based on the settings available at the BSW level**. However, no area or agency of interest can be guaranteed to be available to you in any given term. Please note that hospital and school board social work placements in Ottawa are not available at the BSW level (MSW only).

***SOCIAL WORK RESUME REQUIRED:** Submit a current resume with this application that showcases your social work education and related training, skills and experience, and includes only your Carleton e-mail (cmail).

STUDENT SIGNATURE:	DATE:

Submit to: Megan Stansel
 Practicum Administrator
 School of Social Work
SSW.Practicum.Admin@carleton.ca

Document revised December 08, 2021.

APPENDIX B

PRACTICUM AGREEMENT FORM



**Carleton
University**

School of
Social Work

Practicum Agreement Bachelor of Social Work

This BSW Practicum Agreement Form must be submitted along with a signed CU Letter to Placement Employers and CU Student Declaration of Understanding.

Students must register for practicum courses once permission is granted by the Practicum Administrator.

See the BSW Practicum Manual for all deadlines and important information on practicum courses:

<https://carleton.ca/socialwork/student-forms/>

PRACTICUM COURSE:	
THIRD YEAR COURSES:	FOURTH YEAR COURSES:
<input type="checkbox"/> SOWK 3600* *Part-time option taken over fall and winter terms.	<input type="checkbox"/> SOWK 4600 Check one term: <input type="checkbox"/> Fall <input type="checkbox"/> Spring/summer
<input type="checkbox"/> SOWK 3601* *Full-time option taken over winter term. New third-year entry students only.	<input type="checkbox"/> SOWK 4601/4602 Check two consecutive terms: <input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring/summer

STUDENT INFORMATION:	
Name:	
Student number:	
Carleton e-mail (cmail):	@cmail.carleton.ca

AGENCY INFORMATION:	
Name of Agency:	

Address:	
Field Supervisor(s):	
Field Supervisor e-mail:	
Telephone:	
Fax:	
Anticipated start date:	
Anticipated end date:	

***Required documents: Please attach CU Letter to Placement Employers and CU Student Declaration of Understanding.**

STUDENT SIGNATURE:	DATE:
FIELD SUPERVISOR(S) SIGNATURE:	DATE:
Qualification of Field Supervisor(s): Field Supervisor name: Credentials: <input type="checkbox"/> BSW <input type="checkbox"/> MSW <input type="checkbox"/> Other: _____ Field Supervisor name: Credentials: <input type="checkbox"/> BSW <input type="checkbox"/> MSW <input type="checkbox"/> Other: _____	
PRACTICUM COORDINATOR SIGNATURE:	DATE:

Submit to: **Megan Stansel**
 Practicum Administrator
 School of Social Work
SSW.Practicum.Admin@carleton.ca

APPENDIX C

LIABILITY INSURANCE COVERAGE

To Whom It May Concern:

RE: Carleton University Liability Insurance Coverage for Students Attending Co op and Work Placements as Part of their University Studies

Carleton University carries liability insurance which covers its student while they are participating in co op or work placements as part of their academic studies. The Canadian University Reciprocal Insurance Exchange, (CURIE) who insures 42 Member Universities in Canada, provides the University coverage.

Who is insured?

The University's insurance policy provides coverage to Physicians, surgeons, dentists, nurses, technicians, pharmacists, **students**, interns, fellows, residents or other persons engaged in the application of the "Health Sciences" as understood by the Named Insured (Carleton University) while registered as a student, undergraduate or otherwise, at Carleton University, in respect of any activity related to the discipline in which they are so registered, in furtherance of their education or training in such discipline, whether conducted on or off the campus.

What are students insured against?

Students are insured against legal liability resulting in Bodily Injury, Personal Injury or Property Damage arising out of malpractice or error or omission committed during the policy period in the rendering of or the failure to render (1) medical, dental or other professional treatment or service related to physical or mental health or (2) other professional services.

What is not covered?

Property owned or leased by the student (student's property is not covered by the University's policy and should be insured by the student themselves under their own policy of insurance).

Liability imposed upon or assumed by the insured (student) under any Workers' Compensation Statute, law or plan. The Workplace Safety and Insurance Board provide this coverage, please contact the program coordinator to confirm coverage in this area.

This letter is a brief summary of Carleton University's liability Insurance and is for general information only. The actual policy of liability insurance issued by CURIE takes precedent over any statements made in this letter.

Should your organisation require a Certificate of Insurance to confirm the existence of the insurance policy described in this letter, please make a formal request to the program co-ordinator at Carleton. The co-ordinator will arrange for a certificate of insurance to be issued and mailed to you.

If you have any further questions about Carleton University's insurance coverage, please contact Tony Lackey Risk Analyst at 613-520-2600 ext. 1473 or e-mail at tony_lackey@Carleton.ca

Tony Lackey BA, FCIP, CRM,
Risk Analyst

APPENDIX D

FIELD SUPERVISOR'S CHECKLIST

This is a check list of things to do or keep in mind when starting with a student on field placement. Not all the topics listed are necessarily relevant to each placement and it is not an exhaustive list.

Orientation of the student to the agency / service

- Familiarize the student with the site
- If student is sharing an office/ computer/ telephone inform them of the arrangements
- Introduce student to other staff members
- Note hours of operation, sign in/ sign out procedures, keys, security system, etc.
- If the student requires identification (e.g. name tags, security pass, etc.) make arrangements to provide these.
- Review agency policies and procedures (e.g. service delivery and HR policies/procedures, discrimination and harassment, social media policy, accessibility, etc.)
- Review health and safety policies and procedures
- Outline how expenses will be handled
- If the workplace has a dress code let the student know what is appropriate.
- Inform the student of informal practices that occur regularly (e.g. staff lunches, casual Fridays, etc.)

What should the student know about records and record keeping?

- Where the files are maintained and who has access
- Confidentiality policies and practice
- Outline what will be expected from a student
- Inform students of how their written work will be handled. If vetted, by whom?

Supervision

- When and where will it take place?
- What about informal / unscheduled supervision?
- What is expected of the student - how should the student prepare for supervision?
- Are other people involved in the supervision?

Particular Workplace Issues

- Personal boundaries
- Workplace ethics (e.g. being on time, follow up phone calls, etc.)
- Communication protocols

APPENDIX E

SAMPLE LEARNING CONTRACT

Significant contributions to this learning contract were made by Savannah Ramandi Logan, BSW student (Fall 2021).

Student Name: Joan Smith Practicum Course: SOWK 3601 Field Placement Setting: ABC Addiction Treatment Centre Field Supervisor: Rick Hendry Faculty Liaison: Rhonda Peabody		
ETHICAL AWARENESS AND PROFESSIONAL VALUES		
Learning Objectives:	Learning Tasks and Activities:	Evaluation Measures:
To recognize how my life experiences have shaped my values and behaviours, and how my personal values and behaviours impact and influence others.	Maintain a reflective journal during my field placement where I will note the following: thoughts/reactions; questions; areas in which I foresee being challenged; placement activities, interventions and outcomes; supervisory feedback; etc.	Will present a minimum of 2 journal entries for discussion in supervision.
To apply the CASW Code of Ethics (2005) in practice situations in my field placement setting.	Read the CASW Code of Ethics and the Guidelines for Ethical Practice (2005). Learn and read about the relevant laws and regulations that impact practice in my field setting (i.e., <i>Personal Health and Information Act (PHIPA)</i> , <i>Mental Health Act</i> , <i>The Child and Family Services Act</i>). Identify the types of ethical dilemmas encountered by workers in the program(s), and how they are responded to, through participation in staff meetings and supervisory sessions, and/or interviews with staff members.	Select a minimum of 2 values outlined in the Code of Ethics (2005) and demonstrate ability to apply them to placement experiences through discussion with supervisor and/or staff by end of placement.

ORGANIZATIONAL CONTEXT OF PRACTICE

Learning Objectives:	Learning Tasks and Activities:	Evaluation Measures:
<p>To summarize how the agency developed, its purpose and services, organization and funding model.</p>	<p>Review the agency’s website and promotional material.</p> <p>Read the agency’s vision/mission/mandate.</p> <p>Meet with staff in each program to learn about the services and service criteria.</p> <p>Read the policies and procedures manual(s).</p> <p>Participate in an orientation session for new volunteers/students.</p> <p>In supervisory meeting, discuss funding and organization model with Field Supervisor.</p>	<p>Provide a tour to an incoming student and/or volunteer.</p> <p>Provide an agency summary to peers/Faculty Liaison in a Practicum Seminar.</p> <p>Introduce services to an incoming client or client(s) and/or community partner.</p>
<p>To identify the agency’s methods for evaluating its effectiveness, and summarize the results of agency evaluations.</p>	<p>In supervisory meeting(s), inquire about the evaluation processes utilized in the program including: how is data captured; what questions are the agency seeking to answer and why; what data is required and how is it obtained.</p> <p>Read the logic model(s) in place for the agency’s programs.</p> <p>Obtain training on, and use, the client data base/information system to understand what data is imputed and how it is collected.</p>	<p>Write a brief summary of the strengths/limitations of the agency’s program evaluations and/or programs/services based on my findings. Articulate my understanding and discuss in supervision.</p>

	<p>Understand the types/results of surveys provided to clients/staff.</p> <p>Read summaries of any focus groups held with service users.</p> <p>Read available external evaluation(s) of the program.</p> <p>Read program annual reports/statistics.</p>	
<p>To identify the risk factors that contribute to substance use/addiction, including the structural, environmental, social, family and individual risk factors.</p>	<p>Conduct research and literature review.</p> <p>Meet and discuss with supervisor, staff members, and clients (as appropriate).</p>	<p>Prepare a brief presentation based on research to deliver to peers/Faculty Liaison in Practicum Seminar.</p> <p>Articulate in my journal 2-4 ways to advocate for better policies and services to reduce risk factors.</p>
COMMUNITY CONTEXT OF PRACTICE		
Learning Objectives:	Learning Tasks and Activities:	Evaluation Measures:
<p>To identify the range of community resources available for those facing addiction, including gaps/disparities in services.</p>	<p>Identify the resource and referral agencies utilized by the agency/program(s) through discussion with staff/orientation.</p> <p>Book an on-site visit with the Service Access to Recovery (SAR) to learn about addictions assessment and referral services in Ottawa, and the range of treatment options available.</p> <p>Review the Directory of Ottawa Community Services (AKA “Big Blue Book”) – 211easternontario.ca</p> <p>Access information on self-help groups/informal networks</p>	<p>Create or update a resource directory for staff/client use in agency.</p> <p>Identify gaps/disparities in services in the City of Ottawa and identify/discuss potential strategies for reducing barriers in supervision.</p> <p>Provide referrals to community resources (when appropriate).</p>

	<p>available in Ottawa (i.e., AA/NA).</p> <p>Conduct research and literature review on systemic barriers to addictions treatment, particularly for those who are marginalized.</p>	
<p>To assess the impact of social policies on clients and/or service delivery within the agency.</p>	<p>Learn and read about the relevant policies (i.e., organizational, local, regional, and national) that impact practice in my field setting.</p> <p>Read the policies and procedures manual(s) for service delivery within the agency.</p> <p>Identify how the agency policies are developed, and how they impact practice through discussions with supervisor/staff team.</p>	<p>Identify and discuss at least 1 social policy issue as it relates to clients and/or the delivery of services within the agency with field supervisor and/or other staff.</p>
SOCIAL WORK KNOWLEDGE AND SKILLS		
Learning Objectives:	Learning Tasks and Activities:	Evaluation Measures:
<p>To demonstrate direct practice knowledge and skills for working with individuals who are facing substance use/addiction.</p>	<p>Discuss with supervisor which theories, models and perspectives are applied within the agency, and read suggested manuals/literature (e.g. trauma-informed approaches).</p> <p>Review literature on best practices for addictions treatment with relevant groups (e.g. women, youth); review evidence-based models for addiction treatment.</p>	<p>Individually facilitate a minimum of 3 assessments/intakes and/or counselling sessions during placement.</p> <p>Identify 4-6 basic skills of rapport building within my own practice and be able to label them in supervision and reflect on their impact/effectiveness. Complete a process recording of a session with a client and analyze the interview with respect to process/content with supervisor, and/or review case notes of a session with</p>

	<p>Review any educational films, audiotapes, or videos used in training staff.</p> <p>Review all documents used in client files (i.e., assessment documents, confidentiality and consent forms, etc.) and discuss their use with supervisor and/or staff members.</p> <p>Observe assessments/intakes/individual counselling sessions conducted by a staff member.</p> <p>Facilitate assessments/intakes/individual counselling sessions under the supervision of a staff member.</p>	<p>supervisor and discuss process/content.</p>
<p>To demonstrate group facilitation knowledge and skills.</p>	<p>Read literature on the theory behind group dynamics and the process of working with groups.</p> <p>Discuss with supervisor/staff members the purpose, topics, and materials used for the groups offered in the agency, and read relevant manuals/literature.</p> <p>Observe group sessions facilitated by other staff member(s).</p> <p>Co-facilitate or facilitate group session(s) under the supervision of a staff member.</p>	<p>Develop the group materials and facilitate a minimum of 3 groups during the field placement and receive feedback from supervisor and/or staff members, and clients (as appropriate).</p> <p>Identify 2-3 skills of group facilitation as observed in practice of others and label and discuss impact/effectiveness in supervision.</p> <p>Identify skills of group facilitation in my own practice, label and discuss impact/effectiveness in supervision.</p>
<p>To practice case-noting/recording skills.</p>	<p>Learn the standards and procedures for record-keeping and communication within the agency through training with supervisor/staff members.</p>	<p>Review my case notes/records with supervisor, and receive and respond appropriately to feedback on my documentation.</p>

GENERAL

Learning Objectives:	Learning Tasks and Activities:	Evaluation Measures:
To implement self-care strategies to ensure competent, effective practice as a helping professional.	Use journal to maintain awareness of stressors (i.e., noting triggers for and symptoms of stress as they arise). Consult with supervisor, staff members, Practicum Seminar group, and literature to identify a range of self-care strategies.	Articulate in my journal 2-4 stress triggers encountered in practice and the strategies/action plan used to address these stressors. Write a self-care plan to maintain balance and prevent stress.

APPENDIX F



**Carleton
University**

School of
Social Work

**Faculty Liaison Report
On-Site Consultation Form**

PLACEMENT INFORMATION	
Student name:	
Placement level:	<input type="checkbox"/> BSW: 3 rd year <input type="checkbox"/> MSW: 1 st year <input type="checkbox"/> BSW: 4 th year <input type="checkbox"/> MSW: 2 nd year
Placement setting:	
Field Supervisor(s):	
Faculty Liaison:	
Date:	

OVERVIEW	
Start date of placement:	
Hours/days per week in placement:	
Number of hours accrued to date:	
Anticipated end date of placement: <i>No later than the last day of classes for the term</i>	
Discussed roles and responsibilities of everyone involved in practicum:	<input type="checkbox"/> Yes <input type="checkbox"/> No
Comments (e.g., special arrangements):	

EVALUATION OF FIELD SETTING	
Comprehensive orientation (e.g., agency, staff, client or client group, policies and procedures, health and safety, confidentiality):	<input type="checkbox"/> Yes <input type="checkbox"/> No
Student has appropriate workspace:	<input type="checkbox"/> Yes <input type="checkbox"/> No
Structured supervision time arranged:	<input type="checkbox"/> Yes <input type="checkbox"/> No

Comments:

EVALUATION OF STUDENT PROGRESS

Provide a brief description of the student's practice activities and learning to date:

Able to provide a clear overview of the agency, its mandate and the services provided:	<input type="checkbox"/> Yes <input type="checkbox"/> In progress
--	---

Demonstrates professionalism (e.g., reliable and conscientious, prepared for placement and supervision, punctuality, time management):	<input type="checkbox"/> Yes <input type="checkbox"/> In progress
--	---

Demonstrates ability to develop effective working relationships with agency personnel (e.g., professional boundaries, clear and respectful communication, interpersonal and written communication):	<input type="checkbox"/> Yes <input type="checkbox"/> In progress
---	---

Engages in, develops and maintains relationships that respect the client/client-group's experiences (e.g., social-economic, cultural and community contexts):	<input type="checkbox"/> Yes <input type="checkbox"/> In progress
---	---

Takes initiative toward increasing own level of knowledge and skill:	<input type="checkbox"/> Yes <input type="checkbox"/> In progress
--	---

Comments:

LEARNING CONTRACT

Learning contract reviewed and approved by all three parties (Field Supervisor, student, Faculty Liaison):	<input type="checkbox"/> Yes <input type="checkbox"/> In progress
--	---

If in progress, due date:	
---------------------------	--

Comments:

CONCERNS/DIFFICULTIES	
<p>Are there any concerns/difficulties that either the student or Field Supervisor has regarding the placement to date (e.g., lack of adequate supervision, lack of appropriate learning activities, lack of fit between student/agency, student performance concerns)?</p>	
<p>Outline the plan developed to address any concerns/difficulties identified:</p>	

IMPORTANT DATES	
<p>The Field Supervisor and student are expected to allocate a specific time to share and discuss their completed evaluations at both the mid-point and end-point of placement.</p> <p>The School expects the Faculty Liaisons to consult with the Field Supervisor soon after the mid-point meeting has occurred. This consultation is vital to the educational assessment of each student's learning needs.</p>	
<p>Mid-Point Evaluation Forms due (Field Supervisor & student): <i>Mid-point mark: approximately week 6 for SOWK 3601, 4600 and 4601 students; week 7 for SOWK 5606 and 5607 students; week 11 for SOWK 3600 students</i></p>	
<p>Next consultation date: <i>Telephone consultation, or in-person if needed</i></p>	
<p>End-Point Evaluations Forms due (Field Supervisor & student): <i>No later than the last day of placement for the term</i></p>	
THEORY TO PRACTICE ASSIGNMENT(S) & CUPTFOLIO*	
<i>*Required for MSW students only</i>	
<p>BSW STUDENT ASSIGNMENTS <i>Due no later than 7 days prior to the end of placement</i></p>	<p>MSW STUDENT ASSIGNMENTS <i>Due no later than the last day of classes for the term</i></p>

Reflective Journal option due dates:	(1) (2) (3)	Reflective Assignment due dates:	(1) (2)
Reflective Paper option due:		cuPortfolio due:	
Comments:			

Is this placement satisfactory to date? <i>If NO, please consult with the Practicum Coordinator</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
---	--

FACULTY LIAISON:	SIGNATURE:	DATE:

COPIES OF THIS REPORT SHOULD BE DISTRIBUTED TO THE FIELD SUPERVISOR AND STUDENT, AND BE RETAINED FOR THE STUDENT'S OFFICIAL RECORD

School of Social Work | 509 Dunton Tower | 1125 Colonel By Dr. | Ottawa, ON K1S 5B6 Canada
Tel: 613.520.5601 | Fax: 613.520.7496

Revised December 10, 2021.

APPENDIX G



School of Social Work

**Faculty Liaison Report
Telephone Consultation Form**

PLACEMENT INFORMATION	
Student name:	
Placement level:	<input type="checkbox"/> BSW: 3 rd year <input type="checkbox"/> MSW: 1 st year <input type="checkbox"/> BSW: 4 th year <input type="checkbox"/> MSW: 2 nd year
Placement setting:	
Field Supervisor(s):	
Faculty Liaison:	
Date:	

OVERVIEW	
Hours/days per week in placement:	
Number of hours accrued to date:	
Anticipated end date of placement: <i>No later than the last day of classes for the term</i>	
Comments (e.g., special arrangements):	

SUPERVISION	
Structured supervision occurring:	<input type="checkbox"/> Yes <input type="checkbox"/> No
Did the mid-point evaluation meeting between the Field Supervisor and student occur?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Have the completed Mid-Point Evaluation Forms (student's and Field Supervisor's) been received by the Faculty Liaison?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If NO, due date:	

Comments:

EVALUATION OF STUDENT PROGRESS

How does the Field Supervisor see the student's strengths?

What challenges or areas for development have been identified for the student?

What placement tasks/activities or expectations will address the student's challenges, areas for development, and learning objectives during the remainder of the placement?

Is an additional Faculty Liaison consultation required and/or requested (telephone or on-site)?

Yes No

Comments:

ADDITIONAL COMMENTS (optional):

IMPORTANT DATES

The Field Supervisor and student are expected to allocate a specific time to share and discuss their completed evaluations at both the mid-point and end-point of placement.

Next consultation date (if required): <i>Telephone Consultation, or in-person if needed</i>			
End-point evaluation meeting date (to be held between student and Field Supervisor):			
End-Point Evaluation Forms due (Field Supervisor & Student): <i>No later than the last day of placement</i>			
OUTSTANDING THEORY TO PRACTICE ASSIGNMENTS & CUPORTFOLIO* <i>*Required for MSW students only</i>			
FOR BSW STUDENTS <i>Due no later than 7 days prior to the end of placement</i>		FOR MSW STUDENTS <i>Due no later than the last day of classes for the term</i>	
Reflective Journal option due dates:	(1) (2) (3)	Reflective Assignment due dates:	(1) (2)
Reflective Paper option due:		cuPortfolio due:	
Other/Comments:			

Is this placement satisfactory to date? <i>If NO, please consult with the Practicum Coordinator</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
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FACULTY LIAISON:	SIGNATURE:	DATE:

COPIES OF THIS REPORT SHOULD BE DISTRIBUTED TO THE FIELD SUPERVISOR AND STUDENT, AND BE RETAINED FOR THE STUDENT'S OFFICIAL RECORD

School of Social Work | 509 Dunton Tower | 1125 Colonel By Dr. | Ottawa, ON K1S 5B6 Canada
Tel: 613.520.5601 | Fax: 613.520.7496

Revised December 10, 2021.

APPENDIX H

MID-POINT EVALUATION FORM

Mid-Point Evaluation Form By Student

STUDENT NAME:	
PLACEMENT LEVEL:	<input type="checkbox"/> BSW: Third Year <input type="checkbox"/> BSW: Fourth Year <input type="checkbox"/> MSW: First Year <input type="checkbox"/> MSW: Second Year
FIELD SUPERVISOR(S):	
PLACEMENT SITE:	
DATE OF EVALUATION:	

INSTRUCTIONS:

This Mid-Point Evaluation Form is designed to help you assess your performance and learning in your placement to date and identify areas of focus for the remainder of your placement. Your Field Supervisor will also be asked to complete a Mid-Point Evaluation form designed to assess your performance in your placement to date.

You and your Field Supervisor are expected to allocate a specific time to share and discuss your completed Mid-Point Evaluation Form and your Field Supervisor's completed Mid-Point Evaluation Form. **Students are responsible for ensuring this meeting is arranged at the mid-point of their Practicum.** (Mid-point mark: week 6 for SOWK 3601, 4600 and 4601 students; week 7 for SOWK 5606 and 5607 students; week 11 for SOWK 3600 students). Students are expected to complete this form **prior** to the mid-point evaluation meeting.

Immediately following the mid-point evaluation meeting, students are responsible for providing signed copies of both Mid-Point Evaluation Forms (Student's and Field Supervisor's) to the Faculty Liaison and Field Supervisor. Students should also retain copies for their records. Both forms will become part of your record for this course, and may be considered in assigning grades for the Practicum.

Following the mid-point evaluation meeting, students are also responsible for revising their learning contracts, indicating which objectives need to be reduced or supplemented, which have been achieved, and which have been newly defined to allow for continued skill and competency development. Copies of revised learning contracts must be provided to the Faculty Liaison and Field Supervisor. Students should also retain copies for their records.

AREAS OF FOCUS FOR PLACEMENT:	<input type="checkbox"/> Direct work with individuals, families, groups, communities <input type="checkbox"/> Advocacy
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	<input type="checkbox"/> Community development <input type="checkbox"/> Research <input type="checkbox"/> Social Administration & Policy <input type="checkbox"/> Other _____
--	--

TOTAL NUMBER OF MEETINGS WITH FIELD SUPERVISOR(S):	
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BRIEFLY LIST YOUR INTERNAL AGENCY INVOLVEMENTS (e.g. team meetings, orientation sessions, professional development opportunities):

BRIEFLY LIST COMMUNITY AGENCIES YOU HAVE CONTACTED (e.g. agency visits, referrals, case consultation, community meetings):

BRIEFLY IDENTIFY MAJOR EDUCATIONAL OPPORTUNITIES (e.g. training, events, workshops, conferences, research):

INDICATE THE PRESENT LEVEL OF PROGRESS MADE ON EACH LEARNING OBJECTIVE OUTLINED IN YOUR LEARNING CONTRACT (I.E. ACHIEVED, IN PROGRESS, UNMET). Provide examples from your field placement that demonstrate progress. For unmet objectives, identify barriers to achievement and potential courses of action you may take during the remainder of the term.

I have seen and received a copy of my Field Supervisor's Mid-Point Evaluation.

Yes

No

STUDENT:	SIGNATURE:	DATE:

FIELD SUPERVISOR:	SIGNATURE:	DATE:

STUDENT: DISTRIBUTE COPIES OF THIS FORM TO YOUR FIELD SUPERVISOR AND FACULTY LIAISON IMMEDIATELY FOLLOWING THE MID-POINT EVALUATION MEETING. ATTACH A REVISED LEARNING CONTRACT.

**School of Social Work, 1125 Colonel By Drive, Ottawa, ON K1S 5B6 Canada,
Tel: (613) 520-5601, Fax: (613) 520-7496**

APPENDIX I

END-POINT EVALUATION FORM

End-Point Evaluation (Student)

STUDENT NAME:	
PLACEMENT LEVEL:	<input type="checkbox"/> BSW: Third Year <input type="checkbox"/> BSW: Fourth Year <input type="checkbox"/> MSW: First Year <input type="checkbox"/> MSW: Second Year
FIELD SUPERVISOR(S):	
PLACEMENT SITE:	
DATE OF EVALUATION:	

INSTRUCTIONS:

The End-Point Evaluation is designed to capture all achievements and key learning of the placement experience. Building on the Mid-Point Evaluation, the End-Point Evaluation demonstrates evidence of achievement related to the learning objectives contained in the student's Learning Contract. In addition, the End-Point Evaluation outlines any additional or unanticipated learning on placement.

The End-Point Evaluation is also an opportunity for the student to demonstrate professional self-awareness and insight and to reflect on next steps in professional development, future learning and/or experience.

You and Your Field Supervisor are expected to allocate a time to share and review your completed End-Point Evaluations, prior to the end of placement. **Students are responsible for ensuring this meeting is arranged at the end-point of their Practicum** (i.e. no later than the last day of placement). The End-Point Evaluation (Student) and the End-Point Evaluation (Field Supervisor) are to be completed and provided to the Faculty Liaison prior to the last day of placement.

It is the student's responsibility to ensure that the End-Point Evaluation (Student) is received by the Faculty Liaison by the last day of placement so that grades can be entered in time for credit or graduation.

Whilst the End-Point Evaluation forms part of the student's Practicum file at the School, it is highly recommended that students keep a copy of the End-Point Evaluation, as well as that of their Field Supervisor, for future reference.

*Fillable Evaluation Forms are available at: <http://carleton.ca/socialwork/practicum-hub>

LOOKING BACK AT THE PLACEMENT EXPERIENCE OVERALL, WHAT WERE THE HIGHLIGHTS FOR YOU AS A STUDENT? WHAT UNANTICIPATED LEARNING OR ACHIEVEMENTS ALSO OCCURRED? WHAT DID YOU LEARN ABOUT YOURSELF AS A SOCIAL WORKER AND ABOUT WHAT YOU NEED TO PERFORM AT YOUR BEST IN THE FIELD?

HOW DID YOU ATTEMPT TO INTEGRATE SOCIAL WORK THEORY AND VALUES WITH YOUR FIELD PRACTICE EXPERIENCE? PLEASE COMMENT ON STRUCTURAL AND POWER ISSUES ENCOUNTERED AND PROVIDE EXAMPLES:

IDENTIFY AREAS FOR DEVELOPMENT IN YOUR NEXT PRACTICUM OR WORK SITUATION:

I have seen and received a copy of my Field Supervisor's End-Point Evaluation.	Yes	No
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STUDENT:	SIGNATURE:	DATE:

FIELD SUPERVISOR:	SIGNATURE:	DATE:

INSTRUCTIONS FOR STUDENT:

1. Ensure that the Faculty Liaison receives this evaluation by the last day of placement (keep a copy).
2. Students ARE STRONGLY ENCOURAGED to complete an EVALUATION OF PRACTICUM form, which can be found on the School of Social Work website at:
<http://carleton.ca/socialwork/practicum-hub>

Thank you!

**School of Social Work, 1125 Colonel By Drive, Ottawa, ON K1S 5B6 Canada,
 Tel: (613) 520-5601, Fax: (613) 520-7496**

APPENDIX J

CLIENT CONSENT FOR RECORDING FORM

Completed for and to be kept in the client's agency file.

_____ (name of agency) often finds it helpful to make recordings of sessions between its workers and clients. The recordings are used as valuable tools for education and supervision purposes. They are also helpful when played back to client(s).

_____ (name of agency) recognizes that clients have a right to decide whether or not they wish to have a session recorded. The recordings are made only with client consent. Special consideration will be taken for concealment of client identity in the use of video recordings.

I hereby grant _____ (student) permission to make:
(check all that apply)

an audio recording video recording

of interview(s) held with myself and/or my family provided that such recording will be used solely for educational or therapeutic purposes.

I give my permission for this recording to be seen by: (check as desired).

the social work student and student's Field Supervisor

other student(s) and staff associated with the agency

the social work student's Faculty Liaison

the social work student's class in the School of Social Work

This recording should be:

Erased by: _____ Kept for educational purposes:

Yes No

I understand that the need or confidentiality will be explained to the viewer(s) prior to use of this material.

Signature of Client

Date

Signature of Student

Signature of Field Supervisor