MASTER OF SOCIAL WORK
PRACTICUM MANUAL

Revised January 2018
AKNOWLEDGEMENTS

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1.0 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: Aboriginal 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 MSW 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 MSW 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: http://caswe-acfts.ca/commission-on-accreditation/coa-standards/

1.4 PURPOSE OF THIS MANUAL

This Manual has been developed to provide students with an overview of the MSW Practicum courses and related policies and protocols. It outlines the process for applying for Practicum Courses (SOWK 5606 and SOWK 5607), setting up a field placement, the expectations of the partners in the field placement process, and the requirements of the graduate practicum courses.

This Manual is designed to provide students with supplemental information to the Carleton University Graduate Calendar and the MSW Student Handbook.

The Graduate 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 Graduate Calendar and other University information can be obtained online at Carleton’s website: www.carleton.ca and http://calendar.carleton.ca/grad/

Information about the School of Social Work, including the MSW Student Handbook, can be obtained online at the School’s website: www.carleton.ca/ssw

1.5 CONTACT PERSONS FOR THE MSW PRACTICUM COURSES:

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1.6 POSTED INFORMATION ON PRACTICUM COURSES

School of Social Work Website, Practicum Hub section
http://carleton.ca/socialwork/practicum-hub/

Field Education Bulletin Board
Located outside of 513 Dunton Tower

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 Computing and Communication Services (CCS) if they experience problems with their Carleton email account. CCS website: http://carleton.ca/ccs/
2.0 GENERAL PRACTICUM INFORMATION

2.1 GLOSSARY OF TERMS

THE PRACTICUM
“The Practicum” refers to all components of the course, which are as follows:
1) Field Placement (minimum of 450 hours per Practicum)
2) Practicum Seminars (12 additional hours)
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 MSW 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 MSW 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 his/her 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: http://www.carleton.ca/equity/
- 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 450 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 F for an orientation check list)
- Learning contract:
  i. Meet with the student once she/he has 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.

- 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 MSW 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 MSW curriculum objectives.

- Create and update the MSW 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 MSW 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.

• Meet 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.

• 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.
3.0 PRACTICUM COURSES IN THE MSW PROGRAM

3.1 OVERVIEW

Two year (Foundation) MSW students who have an undergraduate degree in a discipline other than social work and are required to complete a minimum of 450 practice hours (SOWK 5606 Practicum I) plus an additional 450 practice hours (SOWK 5607 Practicum II) and/or a thesis as part of their degree requirements.

One year (Advanced) MSW students with an undergraduate degree in social work are required to complete a minimum of 450 practice hours (SOWK 5607 Practicum II) and/or a thesis as part of their degree requirements.

Practicum I and Practicum II each consist of a minimum of 450 hours in the field, in addition to the 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 in 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.

Students who enter the MSW program as full-time students will complete practicum(s) on a full-time basis.

Only students who enter the MSW program as part-time students may complete their practicum(s) on a part-time basis (spanning two full academic terms) or they may choose to complete it on a full-time basis.

To apply for Practicum I or Practicum II, students must have completed all of the pre-requisite 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 pre-requisites, is provided in this manual. This information is supplemental to the Graduate Calendar and the MSW Student Handbook. 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 graduate 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 first or second year MSW placement, as well as the level of experience, initiative, and openness to learning that each student brings to the placement experience. In first year, students are expected to demonstrate an introductory level of capability, whereas by the end of the second 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 MSW program, it is expected that students will be able to:

- Integrate and model elements of professional identity relating to core social work values, the appropriate management of personal values in the context of professional practice and the professional use of self in micro, mezzo and macro level practice.

- Critically reflect on their own social location and identity and consider the impact of personal biases on the advancement of social justice and social well-being of social work service users.

- Identify and examine core values of the profession as outlined in the CASW Code of Ethics (2005) and the Guidelines for Ethical Practice (2005) and monitor their own professional practice relative to these and other ethical frameworks and principles.

- 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 and self-directed learning.

- Apply findings of social work research and knowledge from other disciplines to advance professional practice, policy development, research and service provision.
• Identify opportunities for further inquiry stimulated by social work practice and conceptualize/develop research projects that contribute to the body of knowledge surrounding emerging and/or persistent questions in policy analysis and direct intervention.

• Engage, collaborate and work with individuals, families, groups and communities to interrogate social work knowledge and develop avenues for the creation of new knowledge that builds upon social work values of empowerment and social justice.

• 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.

• Recognize and systematically interpret how social workers are implicated in social relations of race, ability, sex, gender, class, age, culture and ethnicity and the ways in which these relations impact on professional development and social work practice.

• Identify and critically analyze the structural context and organizational relations of power and authority that shape their practice with individuals, groups, communities and societies.

• Identify the social structures that limit human and civil rights and make connections between these structures and the professional values of social justice and empowerment that guide social work practice in the context of Canadian society and internationally.

• Evaluate the impact of structural contexts that shape practice, including municipal, provincial, and federal policy, organizational structure and policy, and the social, political and economic organization of communities and identify avenues for change to promote more accessible and responsive policies, programs and services.

• Engage in or lead initiatives, strategies, and social change efforts within agencies and/or communities that respond to and challenge processes of marginalization and oppression of people.

• Use advanced knowledge of the social services network and related policy frameworks to assess strengths and gaps in existing policies and services, and to propose and engage in solutions that address inequalities and other negative implications and outcomes.
• Develop and apply skills in critical thinking and reasoning consistent with the values of the profession to analyze complex social situations, assess practice implications, challenge structural sources of injustice and inequalities and make professional judgments.

• Articulate relevant theoretical and professional social work frameworks and approaches and critically evaluate their applicability to direct practice and/or social administration and policy interventions.

• Demonstrate advanced practice knowledge and skills in specialized direct intervention with individuals, families, groups and communities and/or research, social administration and policy.

• Develop and apply skills of engagement, assessment, intervention, negotiation, mediation, advocacy, evaluation and activism to promote safety, well-being and equity for individuals and communities.

• Demonstrate advanced interpersonal and organizational skills, written and oral communication skills, leadership, conflict resolution and time management skills within diverse professional practice environments.

3.3 COURSE DESCRIPTIONS

3.3.1 PRACTICUM I (SOWK 5606)

Practicum I is designed to introduce students to the wide array of social programs and services, legislation and policies that exist within the community. This practicum is intended to familiarize students with the issues, complexities and impacts of providing and facilitating services at individual, family, group, organization, community and societal levels, and to deepen students’ abilities to apply critical thinking skills in practice. Practicum I provides students with opportunities to build on existing skills and experience and to develop more advanced social work skills in the areas of engagement and rapport building, assessment, planning, intervention, evaluation, and termination; and to engage in social change efforts through advocacy, mediation, critical analysis and/or activism. Students are provided with opportunities to develop and apply structural and other social work-related knowledge and skills through supervised practice in an agency or organizational setting. Practicum I also provides students with a context of practice within which to construct a professional identity, apply core social work values in practice and use critical self-reflection for personal and professional development.

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) and to use this understanding to sensitively and appropriately access, refer to and utilize existing programs and services in the best interests of the client.
• To identify the ethical principles and core values that guide social work practice, apply the ethical principles and values in practice situations, and critically reflect on their own work in light of ethical frameworks and guidelines.

• To evaluate one's own values and life experience (social location) and to recognize how these influence practice.

• To identify and integrate elements of structural social work practice into their work and to begin to evaluate associated outcomes.

• To recognize and challenge 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 in action and critically reflect on their impact on individuals, families and communities.

• To develop and hone social work skills, such as engagement, assessment, planning, implementation, termination, evaluation, mediation, advocacy and activism.

• To identify and begin to challenge the research and policy issues and structures that affect practice.

• To demonstrate initiative and responsibility for own learning.

• To use supervision and consultation to advance and develop their own professional practice

• To demonstrate professional demeanour in behaviour, appearance, and communication .

SOWK 5606 is a two-credit practicum course that is taken during the Winter term (January to April) of the full-time Foundation student’s first year of the MSW program. Only students whose undergraduate degree is in a discipline other than social work will register in SOWK 5606.

Successful completion of SOWK 5606 requires a minimum of 450 placement hours which can achieved by a 4-5 day schedule that spans the entire Winter term. Students are advised that they must be in placement during reading week in order to complete the required hours. Students must keep a log of hours that demonstrates the completion of 450 practice hours, which is signed by their Field Supervisor at the end of the placement period.

In addition to the time on placement, students are required to attend and participate in 6 practice seminars, held at the School of Social Work throughout the term. Seminars, participation in consultations with Faculty Liaisons and written assignments are all MANDATORY requirements of the MSW Practicum I (SOWK
SOWK 5606 is graded on a satisfactory/unsatisfactory basis.

Students must meet the following prerequisites to be eligible for SOWK 5606:

- Good academic standing in the MSW program (continued on next page)
- Completion of:
  1. SOWK 5000 Foundation
  2. SOWK 5308 Direct Intervention
  3. SOWK 5501 Theories in Social Science and Social Work
  4. SOWK 5502 History of Social Welfare and Social Work
  5. SOWK 5608 Community Work
- Permission from the School of Social Work (Manual sections: 4.5 Applying for a Practicum Course and 4.3 Important Dates)

3.3.2 PRACTICUM II (SOWK 5607)

Practicum II is designed to build upon the knowledge and skills that students developed in either their first placement, or during their undergraduate Social Work education. 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, honing their skills and bringing a critical perspective to their work in the field. Practicum II is designed to allow for the opportunity for students to contribute to the practice setting, community or policy area in innovative and/or concrete ways.

The specific knowledge and skill objectives of Practicum II 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) and to use this understanding to sensitively and appropriately access, refer to and utilize existing programs and services in the best interests of the client.
- To develop the ability to assess strengths and gaps in service delivery systems and resources, and propose solutions or strategies to address the shortcomings.
- To use the CASW Code of Ethics (2005), appropriate consultation, and relevant laws, regulations and literature to guide ethical decision making and enhance professional self-awareness and regulation.
- To engage in self-reflection and use critical thinking skills necessary for accountable and effective practice.
- To recognize and address the structures and mechanisms of oppression, discrimination, power and inequality, with particular understanding of systems of oppression involving race, class, gender, age, ability, sexual orientation, religion and culture.
• To recognize dimensions of diversity that combine to create one’s social location and to explore how multiple perspectives and life experiences interact in the context of social work practice.

• To form mutual, purposeful and empowering relationships with others from diverse populations.

• To develop advanced skills in social work intervention at all levels and to recognize how intervention is shaped by the personal, social, cultural, and institutional context.

• To use multiple perspectives to understand client’s strengths and problems and inform intervention.

• To review professional literature and use research methods to inform practice and identify avenues for new knowledge creation.

• To identify research questions and policy issues that emerge from practice and contribute to new knowledge creation where possible.

• To critically evaluate agency programs and/or practices in relation to client needs and articulate possible solutions where appropriate.

• 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.

SOWK 5607 is a two-credit practicum course that is taken during the Spring/Summer term (May to August) following the full-time student’s Advanced (or second) year of the MSW program. Only students whose undergraduate degree is in social work will register in SOWK 5607 as their first placement on the MSW program.

Successful completion of SOWK 5607 requires a minimum of 450 placement hours which is typically achieved by a 4-5 day schedule that spans the entire Spring/Summer term. Students must keep a log of hours that demonstrates the completion of 450 practice hours, which is signed by their Field Supervisor at the end of the placement period.

In addition to the time on placement, students are required to attend and participate in 6 practice seminars, held at the School of Social Work throughout the term. Seminars, participation in consultations with Faculty Liaisons and written assignments are all MANDATORY requirements of the MSW Practicum II (SOWK 5607) course. Attendance and participation in additional Supplemental Practicum Seminars may also be required. (Manual section: 5.0 Practicum Course Components)

SOWK 5607 is graded on a satisfactory/unsatisfactory basis.

Students must meet the following prerequisites to be eligible for SOWK 5607:

• Good academic standing in the MSW program

• Completion of:
  1. SOWK 5306 Advanced Theory for Social Admin and Policy or
  2. SOWK 5307 Advanced Theory for Direct Intervention
Full-time students are reminded that part-time placements (Practicum I or Practicum II) are reserved for students who have gained entry to the program specifically as part-time students.

4.0 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.

4.2 MATCHING POLICY

For all students pursuing regular placement options, the matching policy is as follows:

The Practicum Coordinator explores each student’s stated preferences for a placement, as listed on their Practicum Application Form, as well as each placement setting’s opportunities and criteria for student placements. Comparing the student information with the field setting information, the Practicum Coordinator will select a range of matches to be explored with each student. Students must meet individually with the Practicum Coordinator to review their matches and to select and rank their top three preferences. The Practicum Coordinator will provide the student’s application documents to the agency (or agencies) selected.

The 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 interests of all students going into the field during the selected term; the nature and level of the student’s prior work and volunteer experience, and the criteria for applicants set by each field setting.

Every effort is made to match each student with a placement opportunity that meets at least one of her/his 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.

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 Field Coordinator. The reasoning behind this policy is that: 1) area agencies have specifically
requested that students *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 her/his 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 her/his 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.

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.

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

### 4.3 IMPORTANT DATES

<table>
<thead>
<tr>
<th>Semester</th>
<th>Submit Practicum Application Form</th>
<th>Attend Field Orientation Workshop</th>
<th>Attend Agency Fair</th>
<th>Sign-up for an individual meeting with Field Practicum Coordinator</th>
<th>Interviews held with agencies</th>
<th>Submit forms to finalize placement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><em>By March 10th</em></td>
<td>Held in March</td>
<td>Held in January</td>
<td><em>Note: the Agency Fair is held prior to the Field Orientation for Fall Practicum students only.</em></td>
<td>April – June</td>
<td><em>By August 01st</em></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td><em>By September 10th</em></td>
<td>Held in September</td>
<td>Held in September</td>
<td>Sign-up sheets available right after September Field Orientation</td>
<td>October – November</td>
<td><em>By December 01st</em></td>
</tr>
<tr>
<td><strong>Spring-Summer</strong></td>
<td><em>By January 10th</em></td>
<td>Held in January</td>
<td>Held in January</td>
<td>Sign-up sheets available right after January</td>
<td>February-March</td>
<td><em>By April 01st</em></td>
</tr>
</tbody>
</table>
* 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 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 are also posted on the School of Social Work website and on the Field Education bulletin board (outside of 513 DT).

#### 4.4.1 FIELD ORIENTATION WORKSHOPS

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

- All Foundation (first year) students who plan to do Practicum I (SOWK 5606)
- Advanced-level MSW students who have not yet attended a Field Orientation at Carleton School of Social Work and plan to do Practicum II (SOWK 5607)
- Advanced-level students with a BSW degree from Carleton, earned prior to 2014 and who plan to do Practicum II (5607) are strongly encouraged to attend, but attendance is not mandatory.
- Students are reminded that they are responsible for knowing and acting on important information regarding dates, applications and meeting times that is shared at the Field Orientation Workshop each term. Signup sheets for individual meetings are available for the first time following these sessions.

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

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 MSW students (Practicum I), while others accept applications from the advanced year of the MSW program (Practicum II) level only. In addition, some agencies provide field placements that are suitable for BSW students 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 Maggie Lodge, Practicum Administrator, in the main School of Social Work office (509A Dunton Tower) by the established deadlines below. A fillable Practicum Application Form is available on the School of Social Work website.

Due to large number of students in field each semester, the practicum application deadlines are strict. Applications that are submitted after the deadline may not be considered and can also delay placement in an appropriate agency, and therefore, the student’s completion of the MSW degree program. 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 forms prior to the deadlines posted and are encouraged to do so.

Students are asked to their list 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, Aboriginal, Inuit & Metis, LGBTTQ, 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 pre-requisites.

Once a student has submitted their Practicum Application Form, she/he must sign up to meet with the Practicum Coordinator to discuss and begin the placement process.

### 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 have never attended a Field Orientation at Carleton School of Social Work).

2. **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.)

3. **Complete and submit the Practicum Application Form** as per the established guidelines and deadlines listed in this manual.

4. **Schedule an individual appointment to meet with the Practicum Coordinator**. To do so, students must sign up for an appointment slot on the posted sign-up sheets (511 Dunton Tower). Sign-up sheets are made available immediately following the Field Orientation workshops, and appointment slots are available to students on a first-come first-choice basis. Appointments are only available to students who have submitted a Practicum Application Form for the upcoming term and who have completed all of the pre-requisite course work. Except in exceptional circumstances, appointments will not be booked via email due to the large number of students seeking appointments each term.

5. **Review and rank matches in order of preference with Practicum Coordinator**. At the individual appointment time, the Practicum Coordinator and student will review the student’s areas of interest for practice, (as listed on their Practicum Application Form), and the range of corresponding placement opportunities for which the student meets the criteria. The Practicum Coordinator and student will select three potential placement matches, which will be ranked in order of student preference.

6. **Submit cover letter and resume via email to Practicum Coordinator within 7 days**. Students must provide a targeted cover letter and resume for their first choice via email to the Practicum Coordinator within one week (7 days) of their initial appointment with the Practicum Coordinator. Deadlines are strict to ensure the highest degree of success in securing each student an appropriate field placement opportunity for the term selected.
7. **Practicum Coordinator will contact the first 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.

8. **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. This may involve sending a student’s application to an alternative placement setting within their selected matches or, if no longer available, to another placement setting within the student’s areas of interest whenever possible. 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 Field Coordinator in a timely manner, and for responding to any correspondence from the Practicum Coordinator, Practicum Administrator, or field settings within 7 days.

9. **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 a good fit. Students are responsible for preparing for placement interviews and presenting a professional demeanor. Students should be prepared to provide professional references.

10. **Confirm placement.** 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 Placement Agreement Form (See Appendix B) by the field agency, student and upon submission, the Practicum Coordinator. The student is also advised to complete the CU Letter to Placement Employers form at this time (See Appendix C). Both forms are available on the School of Social Work website. The student is responsible for providing all required forms to the Field Supervisor and obtaining his/her signature, and submitting the completed forms to the School by the deadlines established below (see Step 13). The student is also to arrange her/his start date and placement schedule directly with the Field Supervisor, as per the days/hours in placement established for each Practicum Course in this manual. (Manual section: 3.3 Course Descriptions)

    Please note that once the placement offer is accepted by the student, the placement process ends.

11. **Ensure all 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, updated immunizations and health records, and/or other requirements in advance of the field placement. Students are responsible covering all costs associated with pre-placement requirements.

12. **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 specifically for a Practicum Course for which you have applied, contact the Practicum Administrator.

(Continued on next page)

13. Complete all forms to finalize placement and submit to School by established deadlines: Each student must complete and submit three forms to the Practicum Administrator by the following deadlines to finalize her/his field placement. The first two forms require your Field Supervisor’s signature. All forms are available on the School of Social Work website. The three required forms are:

   i) Placement Agreement Form (see Appendix A)
   ii) CU Letter to Placement Employers (see Appendix B)
   iii) CU Student Declaration (see Appendix C)

   Deadlines for submission of final forms are as follows:
   FALL TERM PRACTICUM ………………………………… AUGUST 01st
   WINTER TERM PRACTICUM …………………………….. DECEMBER 01st
   SPRING/SUMMER TERM PRACTICUM …………………….. APRIL 01st

   To be permitted to commence their field placement, students must ensure these forms are submitted to the School by the established deadline. Submission of all three forms is required for the School to finalize each student’s Practicum, including: obtaining/sharing important information with each Field Supervisor about the field placement prior to the Practicum term; assigning each student to a Faculty Liaison and Practicum Seminars; and ensuring each eligible student is covered by the Worker Safety & Insurance Board, or private insurance component, through the Ministry of Training, Colleges and Universities for all hours in field placement.

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 outlined in section 4.6 of this manual 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.
5.0 PRACTICUM COURSE COMPONENTS

Each Practicum course consists of the following components, which total a minimum of 462 hours:

1) Field placement (minimum of 450 hours)
2) Practicum Seminars (6)
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 previous learning and experience into advanced level professional practice. Each student must complete a minimum of 450 hours of supervised work in an approved field setting per Practicum course.

Fieldwork Deadlines:
Students generally 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 graduate calendar.

The number of hours each student is expected to be in the field setting per day and per week is to be explicitly discussed by the student with the Field Supervisor or agency representative at the interview, in order to ensure that 450 hours are possible within the space of the academic term. Statutory holidays, medical leave and meal breaks are not included in the calculation of hours. Students will need to attend placement during reading week. For additional policies on attendance, refer to manual section 9.7 Practicum Attendance and Absences.
Record of Hours:
Students must maintain a placement log that records their hours and activities in the field, have the Field Supervisor sign it, and submit the signed log to the Faculty Liaison at the end of the Practicum term. This log must confirm that the student has worked the required 450 hours on placement, and will be checked at the midpoint of placement by the faculty liaison. 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 5606 and 5607, Practicum Seminars are run 6 times each Fall, Winter and Spring/Summer term. Students completing part-time placements over two terms (part-time students only) will attend 6 seminars during the first term of their placement.

5.2.2. SUPPLEMENTAL PRACTICUM SEMINARS

As per CASWE-ACFTS accreditation standards, Field Supervisors in the Foundation level (SOWK 5606) of a two year MSW program are expected to hold a BSW or MSW degree from an accredited school of social work and have two years of social work practice experience after graduation.
At the Advanced level (SOWK 5607) Field Supervisors are expected to have an MSW degree from an accredited school of social work and 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. hospital, 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 supplementary supervision, the School asks all Field Supervisors, once assigned, to complete a Field Instructor 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 fifth 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 H)

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 I).

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. REQUIRED ASSIGNMENTS

All Practicum students must complete the following assignments as part of their Practicum course:

i. Learning Contract
ii. 2 Theory to Practice Reflective Assignments (5 pages each)
iii. 1 CUPortfolio Assignment
iv. Mid-Point Evaluation
v. 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 her/his final version of the learning contact, 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 him/herself.

Student responsibilities:
- Review the course objectives for the Practicum course in which she/he is 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 School of Social work website.)
- 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 her/his 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 her/his 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 she/he has 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 G.

5.4.2 THEORY TO PRACTICE REFLECTIVE ASSIGNMENTS

The Theory to Practice Reflective Assignments are an opportunity for students to demonstrate their ability to integrate theory and practice relative to their actual experiences in the field. The assignments demonstrate 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.

The Theory to Practice Reflective Assignments makes explicit reference to social work theory, research and policy, but do not constitute a research assignment. The objective of the assignment is to support and develop informed social work practice through reflection.

DESCRIPTION OF THE THEORY-TO-PRACTICE REFLECTIVE ASSIGNMENTS

These assignments are 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 assignment offers the student an opportunity to inquire into a variety of issues that may be of interest or relevance to the placement. Each assignment will focus on its own topic or theme, and be accompanied by a brief bibliography.

For each assignment, 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 setting. 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 2 theory-to-practice reflective assignments for response and evaluation, at regular intervals during the placement. Each journal entry should be 5 pages in length, excluding bibliography. Max 1700 words per entry.

Deadlines:
The assigned Faculty Liaison will arrange due dates for these assignments with all students in the seminar group. Please refer to your course outline for more information.

CRITERIA FOR EVALUATION OF THE THEORY TO PRACTICE REFLECTIVE ASSIGNMENT

The Theory to Practice Assignment 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 illuminates the development of professional identity and personal philosophy of practice. The student is “present” in the reflective assignment – it is a first-person account.
- Student identifies and draws on different sources of knowledge, theory and research to inform her/his practice (i.e. appropriately cites literature).
- Student demonstrates the ability to think critically to analyze complex social scenarios and assess practice implications accordingly.
- Student demonstrates ability to reflect on practice experience 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 CU PORTFOLIO ASSIGNMENT

The CUPortfolio Assignments uses Carleton University’s online portfolio platform to provide an opportunity for each student to create a professional practicum portfolio that demonstrates evidence of learning and achievement on placement.

The components of the CUPortfolio Assignment are fully outlined in Appendix M and N of this manual.

The purpose of the CUPortfolio Assignment is as follows:

- To document the evolution and development of the student’s professional social work practice in direct intervention, social administration or social policy over the course of the practicum experience.
- To capture significant learning experiences on placement and integrate them within a professional practice framework that can be clearly articulated for future use.

Deadline: The CU Portfolio Assignment must be submitted to the faculty liaison by either the student’s last day on placement or a date set by the faculty liaison. This date will vary by student.

Grade: The CU Portfolio Assignment is graded on a Satisfactory/Unsatisfactory basis. A Satisfactory grade for this assignment is required for successful completion of the practicum course. In order to succeed, all required components of the portfolio assignment must be complete, and the portfolio submitted appropriately by the date set by the faculty liaison.

Full details regarding this assignment appear in Appendix M (SOWK 5606) and Appendix N (SOWK 5607). Please note that portfolio components and instructions are different for each course. Please verify that you are referring to the appropriate description.

5.4.4 MID-POINT EVALUATION
All Practicum students must complete a Mid-Point Evaluation Form (see Appendix J). 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 School of Social Work website.

**Deadlines:**
Students are expected to arrange an evaluation meeting with their Field Supervisor at the mid-point of their Practicum. (Approximately week 7 for full-time placements and week 12-14 for part-time placements). 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.

**5.4.5. END-POINT EVALUATION**

All Practicum students must also complete a End-Point Evaluation Form (see Appendix K). 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 a 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.
Students are strongly advised to make and keep personal copies of all placement documentation for their long-term records. Student placement files held by the School of Social Work are not retained by the School beyond a 3-5 year period following graduation.

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.

5.4.6 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 School of Social Work website. 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.

6.0 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 her/his 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.

### 7.0 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. Distant 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 Advanced level of the MSW program who have met all of the prerequisites for SOWK 5607. 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 webcam and may require a USB headset, for which the student is financially responsible).

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:

<table>
<thead>
<tr>
<th>Student</th>
<th>Semester</th>
<th>Submit completed Practicum Application Form and Part I of Distance Placement Proposal</th>
<th>Book to meet with the Practicum Coordinator</th>
<th>Submit Part II (and Part III if applicable) of Distance Placement Proposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>*By January 10th</td>
<td>Upon submission of forms in January</td>
<td>*By March 15th</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>*By July 10th</td>
<td>Upon submission of forms in July</td>
<td>*By September 15th</td>
<td></td>
</tr>
<tr>
<td>Spring-Summer</td>
<td>*By November 10th</td>
<td>Upon submission of forms in November</td>
<td>*By January 15th</td>
<td></td>
</tr>
</tbody>
</table>

* 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 phone.

Once the student has submitted the above documents, she/he 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 her/his 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 at: [http://carleton.ca/](http://carleton.ca/)
* The Ministry of Training, Colleges and Universities (MTCU) provides limited private insurance coverage (through ACE INA) 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 ACE-INA does not provide full compensation. This private insurance is an accidental death/dismemberment policy, and does not cover many health care benefits, so students should have additional health insurance. Information on the MTCU-provided insurance coverage for students in unpaid placements is available at: [http://www.tcu.gov.on.ca/pepg/publications/questions.html](http://www.tcu.gov.on.ca/pepg/publications/questions.html)

### 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 her/his 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:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Submit completed Practicum Application Form and Placement in the Place of Employment Proposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>*By January 10th</td>
</tr>
<tr>
<td>Winter</td>
<td>*By July 10th</td>
</tr>
<tr>
<td>Spring-Summer</td>
<td>*By November 10th</td>
</tr>
</tbody>
</table>

* 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 her/his 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.

8.0 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 F for an orientation check list)

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 SELECTION 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 her/his 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 her/his 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 semesters) or by December 15th (for the following spring-summer semester). 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).
9.0 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 Training, Colleges and Universities (MTCU) 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 ACE-INA). The Ministry also provides private insurance coverage (through ACE-INA) 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 manual 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 Appendix C)
CU Student Declaration of Understanding (see Appendix D)

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 MTCU Postsecondary Student Unpaid Work Placement Workplace Insurance Claim form must be completed for unpaid placements. The School will also initiate the process in the case of ACE-INA coverage.

Please be advised that Carleton University will be required to disclose personal information relating to the unpaid work placement and any WSIB or ACE-INA claim to the Ministry of Training, 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 of Training, Colleges and Universities or ACE-INA. 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 Ministry of Training, 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 E 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
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 RECORDS 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 will 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 her/his 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 ATTENDANCE 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 MSW level are required to complete a minimum of 450 practice hours per placement. 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.

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 anticipated placement end date, provided this does not precede the date of the last seminar. 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 450 hours in placement by the date for end-of-term provided by the practicum coordinator/faculty liaison. Practicum coordinator approval is required if students wish to continue beyond this date.

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. 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 could jeopardize the student’s ability to attain a satisfactory grade for the Practicum. The hours spent in Seminar do not count toward the required 450 hours on placement.

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 MSW program for medical reasons at any time (i.e. during practicum and/or their coursework) may re-apply for practicum in a subsequent term, providing 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 Faculty of Graduate and Postdoctoral Affairs (FGPA) 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:
  o The Director of the School of Social Work
  o The Graduate Program Supervisor
  o The MSW Practicum Coordinator
  o The Graduate Program Administrator
  o The Practicum Administrator
  o Members of the Faculty of Graduate Affairs

• 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 graduate 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, her/his 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 Act (PHIA), 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 L), 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 School of Social Work website.

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 publically 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 HARASSMENT

The School of Social Work endorses the policy outlined by Carleton University to deal with discrimination and sexual harassment. The University Discrimination and Sexual Harassment Policy is posted on Carleton University’s website, and reads 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. Student 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 her/his 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 she/he is 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 she/he 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 MSW 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 MSW 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 – Graduate 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.

10.0 ADMINISTRATION

The Practicum courses are administered by the Practicum Coordinator(s) of the School of Social Work at Carleton University. However, the Director of the School of Social Work is ultimately responsible for the field education component of the MSW degree.

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 (MSW and BSW), a minimum of two community agency representatives, and student parity with faculty. Student representation generally includes an MSW and a BSW 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 MSW and BSW Committees, Departmental Board, and Director).
- The continuous review of the Practicum Manuals.

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.
Please ensure that you have completed the necessary prerequisites before you submit your Practicum Application Form to the School. See the Graduate Calendar for Practicum Course descriptions and prerequisites. Available at: http://calendar.carleton.ca/grad/courses/SOWK/


See the MSW Student Handbook for information on MSW policies and procedures and course sequencing. Available at:

---

**SELECT THE PRACTICUM COURSE YOU WISH TO APPLY FOR:**

<table>
<thead>
<tr>
<th>FIRST YEAR COURSE:</th>
<th></th>
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<tbody>
<tr>
<td>□ SOWK 5606</td>
<td></td>
</tr>
<tr>
<td>□ Full-time</td>
<td>□ Part-time</td>
</tr>
<tr>
<td>□ Fall</td>
<td>□ Winter</td>
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<tr>
<td></td>
<td>□ Spring/summer</td>
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<table>
<thead>
<tr>
<th>SECOND YEAR COURSE:</th>
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<tbody>
<tr>
<td>□ SOWK 5607</td>
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<td>□ Full-time</td>
<td>□ Part-time</td>
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<td>□ Fall</td>
<td>□ Winter</td>
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<tr>
<td></td>
<td>□ Spring/summer</td>
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</table>

**STUDENT INFORMATION:**

<table>
<thead>
<tr>
<th>Name:</th>
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<table>
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<tr>
<th>Student Number:</th>
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<th>Phone Number:</th>
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<th>Alt. Phone Number:</th>
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<tr>
<th>Address:</th>
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<table>
<thead>
<tr>
<th>Carleton Email:</th>
<th>@cmail.carleton.ca</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you have a valid Canadian Driver’s</td>
<td>☐ Yes ☐ No</td>
</tr>
<tr>
<td>--------------------------------------</td>
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<tr>
<td>Indicate mode of transportation:</td>
<td></td>
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<tr>
<td>Languages spoken/written:</td>
<td></td>
</tr>
<tr>
<td>Special needs (i.e. medical, etc.):</td>
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</tbody>
</table>

AREAS OF SOCIAL WORK INTEREST:

1. 
2. 
3. 
4. 

*RESUME REQUIRED: Please attach a current resume to this application form.

<table>
<thead>
<tr>
<th>STUDENT SIGNATURE:</th>
<th>DATE:</th>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

Submit to: Maggie Lodge  
Practicum Administrator  
509 Dunton Tower  
Tel: (613) 520-5601, ext. 1826  
Fax: (613) 520-7496  
Maggie_lodge@carleton.ca

APPENDIX B:
Master of Social Work
MSW Practicum Agreement Form

* This MSW Practicum Agreement Form must be submitted along with a signed CU Letter to Placement Employers Form and CU Student Declaration Form. Available at: http://carleton.ca/socialwork/practicum-hub/msw/

*Students must register for Practicum Courses once permission is granted by the Practicum Administrator. See the Registrar’s Office for information on registration: http://carleton.ca/registrar/registration/

*See the MSW Practicum Manual for all deadlines and important information on Practicum Courses. Available at: http://carleton.ca/socialwork/practicum-hub/msw/

<table>
<thead>
<tr>
<th>PRACTICUM COURSE:</th>
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<tbody>
<tr>
<td>FIRST YEAR COURSE:</td>
</tr>
<tr>
<td>□ SOWK 5606</td>
</tr>
<tr>
<td>□ Full-time</td>
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<tr>
<td>□ Part-time</td>
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<tr>
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<td>□ Winter</td>
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<td>□ Spring/summer</td>
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<tr>
<td>Name:</td>
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<tr>
<td></td>
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<tr>
<td>Student Number:</td>
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</tr>
<tr>
<td>Carleton Email:</td>
</tr>
</tbody>
</table>
**Required Documents:** Please attach completed CU Letter to Placement Employers and CU Student Declaration

**AGENCY INFORMATION:**

<table>
<thead>
<tr>
<th>Name of Agency:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Address:</td>
<td></td>
</tr>
<tr>
<td>Field Supervisor(s):</td>
<td></td>
</tr>
<tr>
<td>Field Supervisor Email:</td>
<td></td>
</tr>
<tr>
<td>Telephone:</td>
<td></td>
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<tr>
<td>Fax:</td>
<td></td>
</tr>
<tr>
<td>Anticipated start date:</td>
<td></td>
</tr>
<tr>
<td>Anticipated end date:</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Qualifications of Field Supervisor(s):</th>
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</thead>
<tbody>
<tr>
<td>Field Supervisor 1: BSW ____ MSW _____</td>
</tr>
<tr>
<td>Other: ________________________________</td>
</tr>
<tr>
<td>Field Supervisor 2: BSW ____ MSW _____</td>
</tr>
<tr>
<td>Other: ________________________________</td>
</tr>
</tbody>
</table>

**STUDENT SIGNATURE:**

<table>
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<th>DATE:</th>
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<tbody>
<tr>
<td>Field Supervisor(s)</td>
<td></td>
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</table>

**PRACTICUM COORDINATOR SIGNATURE**

<table>
<thead>
<tr>
<th></th>
<th>DATE:</th>
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</thead>
<tbody>
<tr>
<td>Field Supervisor(s)</td>
<td></td>
</tr>
</tbody>
</table>

Submit to: Maggie Lodge  
Practicum Administrator  
509 Dunton Tower  
Tel: (613) 520-5601, ext. 1826  Fax: (613) 520-7496  
Maggie_lodge@carleton.ca
APPENDIX C:

Letter to Placement Employers
Process for Workplace Insurance for Post-Secondary Students on Unpaid Work Placements

Note: Prior to the start of the unpaid placement: Placement Employers must return a signed copy of this to the student, who will return it to their departmental co-ordinator at Carleton University prior to the commencement of the unpaid work/education placement. A copy is to be kept by the placement employer.

The Ontario Ministry of Training, Colleges and Universities (MTCU) provides WSIB coverage for Student Trainees enrolled in an approved program at Carleton University and participating in unpaid work placements with employers who have WSIB coverage.

For placement employers without WSIB coverage, the Ministry provides private insurance for Student Trainees.

Carleton University has also arranged for private insurance coverage for students who attend placement opportunities that are not covered under either the WSIB or Ministry’s private insurance plan.

Declaration
By signature of an authorized representative, the Placement Employer hereby agrees to the following:

That it will immediately report to Tony Lackey, Director of Risk and Insurance at Carleton University at tony.lackey@carleton.ca or 613-520-2600, ext.1473 and the departmental co-ordinator any workplace injury or disease involving a student on an unpaid work placement and:

- Where the Placement Employer is covered by the WSIB, the Placement Employer will comply with all WSIB reporting procedures.

- If the Placement Employer is not covered by the WSIB, then it will comply with the Ministry’s private insurer’s reporting procedures found in the Ministry’s “Guidelines for Workplace Insurance for Post-Secondary Students of Publicly Assisted Institutions on Unpaid Work Placements” at: http://www.tcu.gov.on.ca/pepg/publications/placement.html

When the Placement Employer is covered under the Workplace Safety and Insurance Act, a Form 7 and a Letter of Authorization to Represent the Placement Employer will be completed and submitted to Lori East, Benefits Coordinator at Carleton University at lori.east@carleton.ca within three days of learning of a work-related accident.

The Placement Employer agrees that it will provide the Student Trainee with health and safety training and take appropriate precautions to ensure that the Student Trainee is supervised in order to protect the Student Trainee from health and safety hazards that may be encountered at the placement organization, as required under the Occupational Health and Safety Act.

In the event of a claim, the Placement Employer agrees that it will review the Student Trainee’s restrictions and, where possible, modify the program as required in order to accommodate the Student Trainee to facilitate return to the program.
**Letter to Placement Employers**  
Process for Workplace Insurance for Post-Secondary Students on Unpaid Work Placements

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student ID Number:</td>
<td>Carleton Course Number:</td>
</tr>
<tr>
<td>( ) Undergraduate</td>
<td>Degree/Department:</td>
</tr>
<tr>
<td>( ) Graduate</td>
<td></td>
</tr>
</tbody>
</table>

Employer’s organization is covered under the Workplace Safety & Insurance Board?  
Yes ☐  No ☐

<table>
<thead>
<tr>
<th>Organization:</th>
<th>Name of Supervisor:</th>
</tr>
</thead>
</table>

| Estimated number of placement hours: | Date and Signature: |

In the event of any workplace injury or disease claims involving a Student Trainee or for additional information please immediately contact Tony Lackey, Director, Risk and Insurance, at Carleton University (tony.lackey@carleton.ca or 613-520-2600, ext.1473) and the departmental co-ordinator.

**Distribution:**

**Carleton University Departmental Administrators:** (Copy of this document to be kept by student’s Academic Department and a copy sent to Registrar’s Office)

<table>
<thead>
<tr>
<th>Departmental Co-ordinators:</th>
<th>Sign and Date Upon Receipt:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Copy of Document (for student file) to Registrar’s Office, 300 Tory Building or <a href="mailto:registrar@carleton.ca">registrar@carleton.ca</a>:</th>
<th>Sign and Date Upon Receipt</th>
</tr>
</thead>
</table>

**Additional remarks:**
APPENDIX D:

Student Declaration of Understanding and Agreement

Workplace Safety and Insurance Board or Private Insurance Coverage
For Students on Program-Related Unpaid Placements

Student coverage while on unpaid placement:

Note: Before the start of an Unpaid Placement: This Agreement must be completed and signed by the student to indicate the Student Trainee’s acceptance of the unpaid work placement conditions, and a copy provided to their departmental co-ordinator prior to the commencement of the work placement.

The Ontario Ministry of Training, Colleges and Universities (MTCU) provides Workplace Safety and Insurance Board (WSIB) coverage for Student Trainees enrolled in an approved program at Carleton University and participating in unpaid work placements with employers who have WSIB coverage.

- The Ministry provides private insurance for Student Trainees and limited coverage for placements outside of Ontario (international or other Canadian jurisdictions).

- Carleton University has also arranged for private insurance coverage for students who attend placement opportunities that are not covered under either the WSIB or the Ministry’s private insurance.

- Students are advised to maintain insurance for extended health care benefits through the CUSA/GSA Student Health & Dental Plan or other group or private personal insurance plan. (http://carleton.ca/health/insurance/)

Please be advised that in the event of a workplace injury or disease where a claim is being made, Carleton University will be required to disclose personal information relating to the unpaid work placement and any WSIB claim or claim made through the Ministry’s private insurer.

Declaration and Agreement:

I hereby declare that I have read and understand that WSIB or private insurance coverage will be provided through the Ministry or by Carleton University while I am on an unpaid placement.

I agree that, over the course of my placement, I will participate in, comply with all safety-related training and procedures provided by the Placement Employer.

I agree that I will promptly inform my Placement Employer of any safety concerns. If these concerns are not resolved, I will contact my Departmental Co-ordinator at Carleton University and notify them of any unresolved safety concerns.

I agree and understand that all workplace accidents sustained while participating in an unpaid work placement must be immediately reported to the Placement Employer and Tony Lackey, Director of Risk and Insurance at Carleton University at tony.lackey@carleton.ca and the departmental co-ordinator.

I also agree and understand that a Ministry Post-Secondary Student Unpaid Work Placement Workplace Insurance Claim form must be completed and signed in the event of any workplace injury and submitted to Tony Lackey, Director of Risk and Insurance at Carleton University at tony.lackey@carleton.ca.
# Student Declaration of Understanding and Agreement

In the event of an injury, I also agree to maintain regular contact with Tony Lackey, Director of Risk and Insurance at Carleton University at [tony.lackey@carleton.ca](mailto:tony.lackey@carleton.ca) and the departmental co-ordinator to provide all information relating to any restrictions and my ability to return to the placement.

I understand the implications and consequences of signing this agreement.

<table>
<thead>
<tr>
<th>Student Name <em>(please print)</em>:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student ID Number:</td>
</tr>
<tr>
<td>Date:</td>
</tr>
<tr>
<td>Student Signature</td>
</tr>
<tr>
<td>Visa Student? □ Y □ N</td>
</tr>
<tr>
<td>Course Number: (Example: CHEM1001A)</td>
</tr>
<tr>
<td>Degree/Department: (Example: BA/Chemistry)</td>
</tr>
<tr>
<td>( ) Undergraduate</td>
</tr>
<tr>
<td>( ) Graduate</td>
</tr>
<tr>
<td>Organization (where placement occurs):</td>
</tr>
<tr>
<td>Estimated Placement Hours:</td>
</tr>
<tr>
<td>Name of Parent/Legal Guardian’s (for student less than 18 years of age)</td>
</tr>
<tr>
<td>Name <em>(please print)</em>:</td>
</tr>
<tr>
<td>Date</td>
</tr>
<tr>
<td>Student Signature:</td>
</tr>
</tbody>
</table>

## Distribution

*Carleton University Departmental Co-ordinators: (Copy of this document to be kept by student’s Academic Department and a copy sent to Registrar’s Office, 300 Tory Building or registrar@carleton.ca to form part of the Official Student Record)*

<table>
<thead>
<tr>
<th>Departmental Co-ordinators:: Sign and Date Upon Receipt:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Copy of Document to Registrar’s Office (for student file): Sign and Date Upon Receipt</td>
</tr>
</tbody>
</table>

Additional remarks:

For any questions regarding this form, please contact Tony Lackey, Director of Risk and Insurance at Carleton University at [tony.lackey@carleton.ca](mailto:tony.lackey@carleton.ca)

**LIABILITY INSURANCE COVERAGE**
APPENDIX E:

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
**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.

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

<table>
<thead>
<tr>
<th>What should the student know about records and record keeping?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Where the files are maintained and who has access</td>
</tr>
<tr>
<td>☐ Confidentiality policies and practice</td>
</tr>
<tr>
<td>☐ Outline what will be expected from a student</td>
</tr>
<tr>
<td>☐ Inform students of how their written work will be handled. If vetted, by whom?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supervision</th>
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<tbody>
<tr>
<td>☐ When and where will it take place?</td>
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<tr>
<td>☐ What about informal / unscheduled supervision?</td>
</tr>
<tr>
<td>☐ What is expected of the student - how should the student prepare for supervision?</td>
</tr>
<tr>
<td>☐ Are other people involved in the supervision?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Particular Workplace Issues</th>
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</thead>
<tbody>
<tr>
<td>☐ Personal boundaries</td>
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<tr>
<td>☐ Workplace ethics (e.g. being on time, follow up phone calls, etc.)</td>
</tr>
<tr>
<td>☐ Communication protocols</td>
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</tbody>
</table>
## Example Learning Contract

### ETHICAL AWARENESS AND PROFESSIONAL VALUES

<table>
<thead>
<tr>
<th>Learning Objectives:</th>
<th>Learning Tasks and Activities:</th>
<th>Evaluation Measures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>To recognize impact of person values and beliefs on professional practice and develop strategies to manage them, in the interests of social justice and well-being of service users.</td>
<td>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 that trigger strong personal reactions, interventions and outcomes; supervisory feedback; etc.</td>
<td>Items from my reflective journal will be identified and brought to supervision for discussion and support, a minimum of one per supervision session.</td>
</tr>
<tr>
<td>To develop strategies for ethical decision making in practice, in keeping with the CASW Code of Ethics (2005) and other relevant ethical frameworks.</td>
<td>Review the CASW Code of Ethics and the Guidelines for Ethical Practice (2005) and link to practice scenarios. Identify and read about the relevant laws and regulations that impact practice in my field setting (i.e. Personal Health and Information Act (PHIPA), Mental Health Act, The Child and Family Services Act). Identify the types of ethical dilemmas encountered and resolved by workers in this context, through participation in staff meetings and supervisory sessions, and/or interviews with staff members. Articulate the ethical decision making process used relative to my own experiences in practice with service users and/or organizations.</td>
<td>Discuss with supervisor 2-3 scenarios arising in practice, ethical decision making process used and final resolution. Prepare material for staff “lunch and learn” on ethical decision-making and facilitate this session.</td>
</tr>
</tbody>
</table>

### ORGANIZATIONAL CONTEXT OF PRACTICE

<table>
<thead>
<tr>
<th>Learning Objectives:</th>
<th>Learning Tasks and Activities:</th>
<th>Evaluation Measures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>To know and to fully understand the agency, the range of services and supports offered by the agency and the role it fulfills in the broader network of services for people with substance abuse challenges</td>
<td>Review the agency’s website and promotional material. Read the agency’s vision/mission/mandate. Participate in an orientation session for new peers/Faculty Liaison in a Practicum</td>
<td>Provide a tour to an incoming student and/or volunteer. Provide an agency summary to peers/Faculty Liaison in a Practicum</td>
</tr>
</tbody>
</table>

---

**APPENDIX G:**

Student Name: Joan Smith
Practicum Course: SOWK 5606
Field Placement Setting: ABC Addiction Treatment Centre
Field Supervisor: Rick Hendry
Faculty Liaison: Rhonda Peabody
<table>
<thead>
<tr>
<th><strong>To identify the agency’s methods for evaluating its effectiveness, and summarize the results of agency evaluations.</strong></th>
<th><strong>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.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Read the logic model(s) in place for the agency’s programs.</strong></td>
<td><strong>Obtain training on, and use, the client database/information system to understand what data is imputed and how it is collected.</strong></td>
</tr>
<tr>
<td><strong>Understand the types/results of surveys provided to clients/staff.</strong></td>
<td><strong>Read summaries of any focus groups held with service users.</strong></td>
</tr>
<tr>
<td><strong>Read available external evaluation(s) of the program.</strong></td>
<td><strong>Read program annual reports/statistics.</strong></td>
</tr>
<tr>
<td><strong>Write a brief summary of the strengths/limitations of the agency’s program evaluations and/or programs/services based on my findings.</strong></td>
<td><strong>Articulate my analysis and discuss in supervision.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>To identify the risk factors that contribute to substance abuse/addiction, including the structural, environmental, social, family and individual risk factors, and make links to legislation, policy and public health.</strong></th>
<th><strong>Review literature and recommended reading from colleagues, supervisor and/or faculty liaison and read “around” the topic.</strong></th>
</tr>
</thead>
</table>
| **Meet and discuss with supervisor, staff and students.** | **Prepare a brief presentation on impact of social location and structural inequalities on prevalence of substance abuse/addiction and make links to macro level issues such as legislation, policy and**

---
### COMMUNITY CONTEXT OF PRACTICE

To identify the range of community resources available for those facing addiction, including gaps/disparities in services.

<table>
<thead>
<tr>
<th>Community Context of Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify, research and where possible visit agencies/organizations relevant to the client population, either as referral source or resource for client/family.</td>
</tr>
<tr>
<td>Book an on-site visit with the Ottawa Addictions Access &amp; Referral Services (OAARS) to learn about addictions assessment and referral services in Ottawa, and the range of treatment options available.</td>
</tr>
<tr>
<td>Review the Directory of Ottawa Community Services (“Big Blue Book”).</td>
</tr>
<tr>
<td>Access information on self-help groups/informal networks available in Ottawa (i.e. AA/NA).</td>
</tr>
<tr>
<td>Conduct research and literature review on systemic barriers to addictions treatment, particularly for those who are marginalized.</td>
</tr>
</tbody>
</table>

| To assess the impact of social policies on clients and/or service delivery within the agency. |
| Learn and read about the relevant policies (i.e. organizational, local, regional, and national) that impact practice in my field setting. |
| Read the policies and procedures manual(s) for service delivery within the agency. |
| Identify how the agency policies are developed, and how they impact practice through discussions with supervisor/staff team. |
| Identify agency’s activities related to community engagement around service provision in this sector (i.e. committees, working groups, provincial associations, etc.) |

| Create or update a resource directory for staff/client use in agency. |
| Identify gaps/disparities in services in the City of Ottawa and identify/discuss potential strategies for reducing barriers in supervision. |
| Provide referrals to community resources (when appropriate). |
| Identify in supervision and/or learning journal the specific incidences where I have made appropriate and professional referrals to community resources and services, and how I have ensured informed consent for service users when introducing new services or supports. |

| To assess the impact of social policies on clients and/or service delivery within the agency. |
| Learn and read about the relevant policies (i.e. organizational, local, regional, and national) that impact practice in my field setting. |
| Read the policies and procedures manual(s) for service delivery within the agency. |
| Identify how the agency policies are developed, and how they impact practice through discussions with supervisor/staff team. |
| Identify agency’s activities related to community engagement around service provision in this sector (i.e. committees, working groups, provincial associations, etc.) |

| Identify and discuss in supervision and/or seminar the relevant social policy issues that relate to clients and/or the delivery of services within the agency in supervision. |
| Track the relevant policies identified over the course of the placement in my learning journal. |
| SOCIAL WORK KNOWLEDGE AND SKILLS | To demonstrate advanced direct practice knowledge and skills for working with individuals who are facing substance abuse/addiction. | Discuss with supervisor which theories, models and perspectives are applied within the agency, and read suggested manuals/literature.  
Review literature on best practices for addictions treatment with relevant groups (e.g. women, youth); review evidence-based models for addiction treatment.  
Review any educational films, audiotapes, or videos used in training staff.  
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.  
Observe assessments/intakes/individual counselling sessions conducted by a staff member.  
Facilitate assessments/intakes/individual counselling sessions under the supervision of a staff member.  
Undertake independent assessment/intake/individual counselling contact, complete required documentation and use supervision appropriately throughout. | By the end of the placement period, I will have taken responsibility for a small caseload (approximately 4-8) of clients and been successful in meeting setting-specific expectations for assessments/intakes and/or counselling, referrals and documentation.  
Demonstrate development of counseling and interviewing skills over the course of the placement period – from initial awareness and identification of interviewing and listening skills used relative to specific frameworks for practice (ie. motivational interviewing, stages of change theory), demonstrating the ability to reflect on their use in supervision and consider impact and alternatives, to a more refined and intentional use of skills to appropriately support clients with a range of concerns/issues.  
Videotape (with full client consent) a session with a client, review and reflect on skills, specifically in the area of motivational interviewing and Stages of Change models, in supervision.  
OR,  
Complete a process recording of a session with a client and analyze the interview with respect to process/content with supervisor.  
OR  
Review case notes of a session with supervisor and discuss process/content relative to relevant theoretical frameworks and models of practice. |
| To demonstrate group facilitation knowledge and skills. | Review previous educational/study materials relative to group dynamics and the process of working with groups.  
Discuss with supervisor/staff members the purpose, topics, and materials used for the groups offered in the agency, and read relevant manuals/literature. | 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).  
Identify 2-3 skills of group facilitation as observed in practice of others and label. |
| Observe group sessions facilitated by other staff member(s). | and discuss impact/effectiveness in supervision. |
| Co-facilitate or facilitate group session(s) under the supervision of a staff member. | Identify skills of group facilitation in my own practice, label and discuss impact/effectiveness in supervision. |
| To demonstrate and refine skills in writing case notes, recording summaries, and all other documentation requirements of the setting. | Learn the standards and procedures for record-keeping and communication within the agency through training with supervisor/staff members. |
| Review recommended examples of case notes and documentation as completed by experienced staff. | Review my case notes/records with supervisor, and receive and respond appropriately to feedback on my documentation. |
| Complete all required documentation for clients and group sessions I am involved in. | Meet all setting-specific requirements for professional documentation/recording for cases assigned. |

**GENERAL**

| 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 H: Faculty Liaison Report (1)
#### On-Site Consultation

<table>
<thead>
<tr>
<th>STUDENT:</th>
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<tbody>
<tr>
<td>PLACEMENT SETTING:</td>
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<tr>
<td>FIELD SUPERVISOR(S):</td>
<td></td>
</tr>
<tr>
<td>FACULTY LIAISON:</td>
<td></td>
</tr>
<tr>
<td>DATE:</td>
<td></td>
</tr>
</tbody>
</table>

#### OVERVIEW

| HOURS/DAYS PER WEEK IN PLACEMENT: |  |
| NUMBER OF HOURS ACCRUED TO DATE: |  |

| Discussed responsibilities of everyone involved in the Practicum | Yes | 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) | Yes | No |
| Student has appropriate workspace | Yes | No |
| Structured supervision time arranged | Yes | No |

| Comments: | |

#### EVALUATION OF STUDENT

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 | Yes | In Progress |
| Demonstrates professionalism (e.g. reliable and conscientious, prepared for placement and supervision, punctuality, time management) | Yes | In Progress |
### Demonstrates ability to develop effective working relationships with agency personnel (e.g. professional boundaries, clear and respectful communication, interpersonal and written communication)

| Yes | In Progress |

### Engages in, develops and maintains relationships that respect the client/client-group’s experiences (e.g. social-economic, cultural and community contexts)

| Yes | In Progress |

### Takes initiative toward increasing own level of knowledge and skill

| Yes | In Progress |

**Comments:**

### LEARNING CONTRACT

Learning contract reviewed and approved by all (3) parties: Field Supervisor, Student, Faculty Liaison

| Yes | In Progress |

**Comments:**

### CONCERNS/DIFFICULTIES

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)?

Outline the plan developed to address any concerns/difficulties identified:

### 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.*

*The School expects the Faculty Field 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.*
### MID-POINT EVALUATION DUE (Field Supervisor/Student):

Mid-point mark: week 6 for SOWK 3601, 4600 and 4601 students; week 8 for SOWK 5606 and 5607 students; week 12 for SOWK 3600 students

### NEXT CONSULTATION DATE:

Telephone Consultation (or in-person if needed)

### PLACEMENT END DATE:

No later than last day of classes for term

### END-POINT EVALUATIONS DUE (Field Supervisor/Student):

No later than last day of classes for term

<table>
<thead>
<tr>
<th>IS THIS PLACEMENT SATISFACTORY</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>FACULTY LIAISON:</th>
<th>SIGNATURE:</th>
<th>DATE:</th>
</tr>
</thead>
</table>

**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**, 1125 Colonel By Drive, Ottawa, ON K1S 5B6 Canada,  
Tel: (613) 520-5601, Fax: (613) 520-7496
APPENDIX I: Faculty Liaison Report (2)  
Telephone Consultation

<table>
<thead>
<tr>
<th>STUDENT:</th>
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<tbody>
<tr>
<td>PLACEMENT SETTING:</td>
<td></td>
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<tr>
<td>FIELD SUPERVISOR(S):</td>
<td></td>
</tr>
<tr>
<td>FACULTY LIAISON:</td>
<td></td>
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<tr>
<td>DATE:</td>
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</table>

## OVERVIEW

<table>
<thead>
<tr>
<th>HOURS/DAYS PER WEEK IN PLACEMENT:</th>
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<tbody>
<tr>
<td>NUMBER OF HOURS ACCRUED TO DATE:</td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

## SUPERVISION

<table>
<thead>
<tr>
<th>Structured supervision occurring</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the Mid-Point evaluation meeting between the Field Supervisor and student occur</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Have the completed Mid-Point Evaluation Forms (Student’s and Field Supervisor’s) been received by the Faculty Liaison</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

**Comments:**

## STUDENT PROGRESS

<table>
<thead>
<tr>
<th>How does the Field Supervisor see the student’s strengths</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What challenges or areas for development have been identified for the student</td>
<td></td>
</tr>
<tr>
<td>What is the plan to address the student’s challenges and/or areas for development during the remainder of the placement</td>
<td></td>
</tr>
</tbody>
</table>
What is the plan to further develop the student’s competencies and skills during the remainder of the placement (e.g. new learning tasks/activities)

<p>| | | |</p>
<table>
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</table>

Is an additional Faculty Liaison consultation required and/or requested (telephone or on-site)  
Yes  
No

Comments:

<table>
<thead>
<tr>
<th>ADDITIONAL COMMENTS (optional):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**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.*

<table>
<thead>
<tr>
<th>NEXT CONSULTATION DATE (if required):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone Consultation (or in-person if needed)</td>
</tr>
</tbody>
</table>

**END-POINT EVALUATION MEETING TO BE HELD BETWEEN STUDENT AND FIELD SUPERVISOR**

<table>
<thead>
<tr>
<th>PLACEMENT END DATE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>No later than last day of classes for term</td>
</tr>
</tbody>
</table>

**END-POINT EVALUATIONS DUE (Field Supervisor/Student):**

| No later than last day of classes for term |

<table>
<thead>
<tr>
<th>IS THIS PLACEMENT SATISFACTORY</th>
</tr>
</thead>
</table>
| Yes  
No |

<table>
<thead>
<tr>
<th>FACULTY LIAISON:</th>
</tr>
</thead>
<tbody>
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<table>
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<tr>
<th>SIGNATURE:</th>
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<tr>
<th>DATE:</th>
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</tbody>
</table>

**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, 1125 Colonel By Drive, Ottawa, ON K1S 5B6 Canada,  
Tel: (613) 520-5601, Fax: (613) 520-7496
APPENDIX J:  
Mid-Point Evaluation Form 
By Student

<table>
<thead>
<tr>
<th>STUDENT NAME:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>PLACEMENT LEVEL:</th>
<th>□ BSW: Third Year</th>
<th>□ BSW: Fourth Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ MSW: First Year</td>
<td>□ MSW: Second Year</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FIELD SUPERVISOR(S):</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>PLACEMENT SITE:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>DATE OF EVALUATION:</th>
</tr>
</thead>
</table>

**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 12 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.

*Fillable Evaluation Forms are available at: [http://carleton.ca/socialwork/practicum-hub](http://carleton.ca/socialwork/practicum-hub)*
### AREAS OF FOCUS FOR PLACEMENT:

- [ ] Direct work with individuals, families, groups, communities
- [ ] Advocacy
- [ ] Community development
- [ ] Research
- [ ] Social Administration & Policy
- [ ] Other ________________________

### TOTAL NUMBER OF MEETINGS WITH FIELD SUPERVISOR(S):

### 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):
<table>
<thead>
<tr>
<th><strong>BRIEFLY IDENTIFY MAJOR EDUCATIONAL OPPORTUNITIES</strong> (e.g. training, events, workshops, conferences, research):</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>INDICATE THE PRESENT LEVEL OF PROGRESS MADE ON EACH LEARNING OBJECTIVE OUTLINED IN YOUR LEARNING CONTRACT</strong> (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.</th>
</tr>
</thead>
</table>
I have seen and received a copy of my Field Supervisor’s Mid-Point Evaluation.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>STUDENT:</th>
<th>SIGNATURE:</th>
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<tr>
<th>FIELD SUPERVISOR:</th>
<th>SIGNATURE:</th>
<th>DATE:</th>
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</tbody>
</table>

STUDENT: DISTRIBUT 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 K:  
End-Point Evaluation (Student)

<table>
<thead>
<tr>
<th>STUDENT NAME:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLACEMENT LEVEL:</td>
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<tr>
<td></td>
</tr>
<tr>
<td>FIELD SUPERVISOR(S):</td>
</tr>
<tr>
<td>PLACEMENT SITE:</td>
</tr>
<tr>
<td>DATE OF EVALUATION:</td>
</tr>
</tbody>
</table>

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](http://carleton.ca/socialwork/practicum-hub)
**AREAS OF FOCUS FOR PLACEMENT:**
- [ ] Direct work with individuals, families, groups, communities
- [ ] Advocacy
- [ ] Community development
- [ ] Research
- [ ] Social Administration & Policy
- [ ] Other ________________________

**BRIEFLY LIST THE INTERNAL AGENCY INVOLVEMENTS, COMMUNITY OR RESOURCE CONTACTS AND EDUCATIONAL OPPORTUNITIES THAT WERE NOT INCLUDED AS PART OF THE MID-POINT EVALUATION:**

**FOR ALL LEARNING OBJECTIVES REMAINING UNMET OR IN PROGRESS AT MIDPOINT, BRIEFLY PROVIDE EVIDENCE OF ACHIEVEMENT. IF THERE ARE OBJECTIVES THAT REMAIN UNMET AT THE END OF PLACEMENT, PLEASE EXPLAIN:**
<table>
<thead>
<tr>
<th>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?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>IDENTIFY AREAS FOR DEVELOPMENT IN YOUR NEXT PRACTICUM OR WORK SITUATION:</th>
</tr>
</thead>
</table>
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 L:
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.

____________________________________________ Date
Signature of Client

____________________________________________
Signature of Student

____________________________________________ Signature of Field Supervisor
The purpose of the Practicum I assignment on CU Portfolio is:

- To document the evolution and development of your professional social work practice in direct intervention, social administration or social policy over the course of the practicum experience.
- To reflect fully on your own practice achievements and areas for further professional development as you finish the MSW program.
- To capture significant learning experiences on placement and integrate them within a professional practice framework that can be clearly articulated for future use.

**Learning Objectives:**

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.

The following MSW Program level learning outcomes are assessed, in part, by the SOWK 5606 CU Portfolio Assignment:

1. Students will identify as professional social workers and adopt a value perspective of the social work profession:
   - Integrate elements of professional identify relating to core social work values, the management of values in practice and professional use of self.
   - Model skills required to be a lifelong learner and evaluator of one’s own practice; critical self-reflection, effective use of supervision; engagement in professional development and self-directed learning.

2. Students will adhere to social work values and ethics in professional practice
   - Identify, examine and monitor professional practice relative to CASW Code of Ethics (2005) and Guidelines for Ethical Practice, and other ethical frameworks and principles.

3. Students will adopt a reflexive model of practice
   - Develop and apply skills in critical thinking consistent with the values of the profession to analyze, assess practice implications, challenge structural sources of injustice and make professional judgments.
   - Critically evaluate relevant theoretical and professional social work frameworks and approaches and their applicability to direct practice and/or social administration and policy interventions.
Practicum I CU Portfolio Assignment: List of Required Components

Students are asked to create a portfolio page entitled MSW Practicum I within their existing CU Portfolio.

To achieve a Satisfactory grade on the portfolio assignment, all MSW Practicum I portfolio pages must include the following required components and be submitted appropriately, as outlined below:

1. **Organization and practice setting description.** Provide a description of your specific practice setting as well as the general practice organization. Where did you complete your practicum? In what department, program or service? In what role? Describe the organization and provide an overview of services and programs provided by the organization. How does the work in your practice setting connect to the overarching mission, vision, values and services of the larger organization? Links to agency websites may be used, provided the actual practice setting of the placement itself is well-described by the student relative to the larger organization.

2. **Learning Contract.** Post a pdf version of your final learning contract for this practicum.

3. **2 Excerpts.** Select and post two (2) excerpts from your previous theory-to-practice assignments for this practicum. Each excerpt should be a minimum of 100 words and must demonstrate your ability to link social work theory to your practice experience in a way that extends your previous understanding, skills or knowledge.

4. **Final Reflective Piece (750 words).** Write and post a Final Reflective Piece that responds to all or most of the questions associated with A, B and C below:

   A) Choose three aspects of professional social work that you have observed in action during your placement. For example, self-awareness, critical reflection, integrity, confidentiality, commitment to social justice, ethical practice, accountability, commitment to human rights, ongoing professional development, theory-informed practice, empowerment etc.

   Relative to these three aspects, how do you distinguish good social work practice? How do you know when someone is performing well in these areas? What do they do in practice? How do they communicate? How do they work with others? What does their written work look like? How do they prepare for work?

   B) What do you personally do well in these areas that you want to build on in future? What aspects of practice do you wish to further develop as you move forward?

   C) During your practicum experience, what factors have supported you to link your day-to-day practice to theory, social work values, social justice and professional practice? What factors have dissuaded, discouraged or distracted you from this commitment to professional social work practice? As you move forward, what strategies might be implemented to ensure your ongoing commitment to professional practice?

5. **Student/Supervisor Endpoint Evaluations of Practicum.** OPTIONAL Post a pdf version of one or both final evaluations as evidence of learning.

6. **Submit your MSW Practicum I portfolio assignment to your faculty liaison.** Technical instructions for submitting your MSW portfolio assignment have been provided by your faculty liaison and can also be found on the Practicum Hub, School of Social Work website. The assignment is due by the date stipulated by your faculty liaison.
**Assessment:**

The Practicum I Portfolio Assignment is one of the mandatory components of the SOWK 5606 practicum course and no grade will be assigned for the course in absence of its completion. See MSW Practicum Manual Section 5.0 Practicum Course Components for more detail.

The Practicum I Portfolio Assignment is assessed by the Faculty Liaison and reviewed by the Practicum Coordinator. A grade of Satisfactory/Unsatisfactory will be assigned for Content and Design/Communication.

Rubric for Assessment:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Content</th>
<th>Design/Communication</th>
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</table>
| Satisfactory   | • Your placement setting (specific) and placement organization (general) are well-described.  
• Your learning contract clearly articulates social work learning objectives, tasks/activities and means of assessment.  
• Two excerpts (minimum of 100 words) are chosen from your theory-to-practice assignments and demonstrate evidence of significant practice learning on placement, insight and growing self-awareness.  
• The Final Reflective Piece (750 words) provides evidence of thoughtful engagement with the prompt questions and is referenced appropriately  
• Where included, endpoint evaluations provide evidence of wholehearted participation in the self-assessment and final evaluation process. | • Names and identifying information relating to clients are NOT included and all confidentiality standards for professional practice are upheld.  
• Language is professional in nature, clear, concise and respectful.  
• Page is readable, well-organized and visually appealing.  
• Page is complete and submitted by the last day on placement. |
| Unsatisfactory | • Placement setting and placement organization are not identified, so that context of learning is not apparent.  
One or more of the following components is missing from the page:  
• Learning Contract  
• Two (2) Theory-to-Practice assignment excerpts (Min. 100 words)  
• Final Reflective Piece (750 words)  
• Final Reflective Piece demonstrates little or no understanding or engagement with the prompt questions in a reflexive manner | • Assignment does not adequately protect client confidentiality.  
• The page is disorganized, incoherent or otherwise difficult to read.  
• There are multiple errors in grammar, spelling or use of language.  
• Page is not complete or submitted by the last day on placement. |
Checklist - MSW I Portfolio Contents

Please use the checklist to ensure that your portfolio assignment is complete before submitting.

<table>
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<td>5 Student and/or Supervisor Endpoint Self-Evaluation of Practicum (pdf) OPTIONAL</td>
<td>OPTIONAL</td>
</tr>
<tr>
<td>6 Your MSW Practicum I portfolio page has been submitted by your last day on placement (see technical instructions)</td>
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</table>
The purpose of the Practicum II assignment on CU Portfolio is:

- To document the evolution and development of your professional social work practice in direct intervention, social administration or social policy over the course of the practicum experience.
- To reflect fully on your own practice achievements and areas for further professional development as you finish the MSW program.
- To capture significant learning experiences on placement and integrate them within a professional practice framework that can be clearly articulated for future use.
- To collect and submit your CU Portfolio collection as a capstone piece of your degree program.

**Learning Objectives:**

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.

The following MSW Program level learning outcomes are assessed, in part, by the SOWK 5607 CU Portfolio Assignment:

1. Students will identify as professional social workers and adopt a value perspective of the social work profession:
   - Integrate elements of professional identity relating to core social work values, the management of values in practice and professional use of self.
   - Model skills required to be a lifelong learner and evaluator of one’s own practice; critical self-reflection, effective use of supervision; engagement in professional development and self-directed learning.

2. Students will adhere to social work values and ethics in professional practice
   - Identify, examine and monitor professional practice relative to CASW Code of Ethics (2005) and Guidelines for Ethical Practice, and other ethical frameworks and principles.

3. Students will adopt a reflexive model of practice
   - Develop and apply skills in critical thinking consistent with the values of the profession to analyze, assess practice implications, challenge structural sources of injustice and make professional judgments.
   - Critically evaluate relevant theoretical and professional social work frameworks and approaches and their applicability to direct practice and/or social administration and policy interventions.
Required Components of the Practicum II CU Portfolio Assignment

Students are asked to create a portfolio page entitled MSW Practicum II within their existing CU Portfolio.

To achieve a Satisfactory grade on the portfolio assignment, all MSW Practicum II portfolio pages must include the following required components and be submitted appropriately, as outlined below:

1. **Organization and practice setting description.** Provide a description of your specific practice setting as well as the general practice organization. Where did you complete your practicum? In what department, program or service? In what role? Describe the organization and provide an overview of services and programs provided by the organization. How does the work in your practice setting connect to the overarching mission, vision, values and services of the larger organization? Links to agency websites may be used, provided the actual practice setting of the placement itself is well-described by the student relative to the larger organization.

2. **Learning Contract.** Post a pdf version of your final learning contract for this practicum.

3. **2 Excerpts.** Select and post two (2) excerpts from your previous theory-to-practice assignments for this practicum. Each excerpt should be a minimum of 100 words and must demonstrate your ability to link social work theory to your practice experience in a way that extends your previous understanding, skills or knowledge.

4. **Final Reflective Piece (750 words).** Write and post a Final Reflective Piece that responds to all or most of the questions below:
   a. **For students who have taken Advanced Theory for Direct Intervention SOWK 5307.** You must also complete Section C.
      To what extent has your Professional Practice Framework (as articulated in the SOWK 5307 Portfolio Assignment) been influenced by this practicum experience? Has your practicum experience presented a critique to your previously-articulated framework? How has the framework been developed or enriched? What specific practice experiences or opportunities have had the most impact on how you see yourself as a professional social worker? How will your framework be developed or extended to fully integrate the practice experiences you have had on placement this term? What new theoretical influences have been relevant to your practicum, and how do they fit with previous theoretical leanings?
   b. **For students who have taken Advanced Theory for Social Administration and Policy SOWK 5306 as primary area of concentration.** You must also complete Section C.
      How do you articulate who you are or who you strive to be as a professional social worker in practice? What theoretical influences guide and shape your practice as a social worker, and how has this changed over the course of the MSW program? What are the unique contributions made by social workers in the field of policy research, development and implementation, and how do you fit within this professional group?
   c. **(For all students)** During your practicum experience, what has supported you to link your day-to-day practice to theory, social work values, social justice and your professional practice framework? What factors have dissuaded, discouraged or distracted you from this commitment to professional social work practice? As you move forward, what strategies might be implemented to ensure your ongoing commitment to professional practice?

5. **Student/Supervisor Endpoint Evaluations of Practicum.** *(OPTIONAL)* Post a pdf version of one or both final evaluations as evidence of learning.

6. **Create and submit your portfolio collection.** Create your portfolio collection and submit by the date stipulated by your Faculty Liaison. Technical instructions for assembling your MSW portfolio *collection* have been provided by your faculty liaison and can also be found on the Practicum Hub, School of Social Work website.
Assessment:

The Practicum II Portfolio Assignment is one of the mandatory components of the SOWK 5607 practicum course and no grade will be assigned for the course in absence of its completion. See MSW Practicum Manual Section 5.0 Practicum Course Components for more detail.

The Practicum II Portfolio Assignment is assessed by the Faculty Liaison and reviewed by the Practicum Coordinator. A grade of Satisfactory/Unsatisfactory will be assigned for Content and Design/Communication.

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<td>• The Final Reflective Piece (750 words) provides evidence of thoughtful engagement with the prompt questions and is referenced appropriately</td>
<td>• Portfolio collection is created, the MSW Practicum II page is complete and the entire collection is submitted by the last day on placement.</td>
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<td>Unsatisfactory</td>
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<td>6 Your MSW program portfolio collection has been created (this includes everything produced on the MSW program to date plus the MSW Practicum II page) and submitted. Don’t forget to ‘clone’ a copy of the portfolio BEFORE SUBMITTING for yourself, as it won’t be returned to you. See technical instructions for details on these procedures.</td>
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