Bachelor of Social Work

3rd YEAR FIELD EDUCATION MANUAL

DEDICATED TO GROWTH

KING’S School of Social Work

Western University • Canada

2017-2018
The mission of the School of Social Work is to provide a learning environment characterized by excellence in Social Work education directed toward developing and fostering principled and competent professional practitioners, at both the beginning and advanced levels, who recognize the interrelatedness of human needs, social structures and oppressive conditions in their work with diverse populations

BSW THIRD YEAR
FIELD EDUCATION MANUAL

Please refer to additional information on Health & Safety, Self-Care, Field Education Policies and Guidelines Manual, Journaling and Self-Reflection, and Faculty Information posted on OWL
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POLICIES – Please see the Field Education Policies & Guidelines Manual
FIELD EDUCATION CONTACT INFORMATION

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Field Education Administrative Assistant LH 212
Sarah.morrison@kings.uwo.ca

THIRD YEAR BSW FACULTY CONSULTANTS

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IPT AND OWL SUPPORT

IPT System: www.runiptca.com

All document templates are found on the IPT system. For assistance, please contact Sarah Morrison
at sarah.morrison@kings.uwo.ca or 519-433-4391 x 4446.

OWL: https://owl.uwo.ca/portal

Login with your email address and your password. For assistance, please contact Sarah Morrison
at sarah.morrison@kings.uwo.ca or 519-433-3491 x 4446

Additional information on Field Education Policies and Guidelines Manual, Faculty, Curriculum,
Field Instructor Resources, Health & Safety, and Well-being can be found on the Field Instructor
and Student Practicum OWL sites.
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Location</th>
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<tbody>
<tr>
<td>Monday, September 11</td>
<td>Purchase Field Education Package ($150)</td>
<td>Vitali Student Lounge, Wemple Building</td>
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<td>(Practicum Insurance Fee, $5 – Practicum ID Badge, $135 – ASIST registration, if no proof of ASIST11 completion)</td>
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<td></td>
<td>SW 3320Y Seminar #1 &amp; Orientation</td>
<td>Vitali Student Lounge, Wemple Building</td>
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<td>• Practicum Application form &amp; Self Reflection will be distributed and</td>
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<td>completed during the Orientation</td>
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<td>BOOK INTERVIEW with Coordinator of Field Education.</td>
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<td>Health &amp; Safety certificate, AODA certificate, and Information Acknowledgement Form DUE</td>
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<tr>
<td></td>
<td>Submit to Field Education Office</td>
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<tr>
<td>Monday, September 18</td>
<td>Deadline to submit Practicum Resume</td>
<td>Email to <a href="mailto:FieldAssistant@kings.uwo.ca">FieldAssistant@kings.uwo.ca</a></td>
</tr>
<tr>
<td>Monday, September 25</td>
<td>SW 3320Y Seminar #2</td>
<td>W168, Wemple Building</td>
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<tr>
<td>Friday, September 29</td>
<td>Field Education Appreciation Reception</td>
<td>Garron Learning Lounge, Student Life Centre</td>
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<td></td>
<td>Fall Agency Forum</td>
<td>Garron Learning Lounge, Student Life Centre</td>
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<tr>
<td>October 9 - 13</td>
<td>Personal Interviews with Coordinator of Field Education for Practicum Planning</td>
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<tr>
<td>Monday, October 16</td>
<td>SW 3320Y Seminar #3</td>
<td>W168, Wemple Building</td>
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<tr>
<td>Monday, October 30</td>
<td>SW 3320Y Seminar #4</td>
<td>W168, Wemple Building</td>
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<tr>
<td>October - December</td>
<td>Practicum Matching</td>
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<td></td>
<td>• Student Interviews With Agencies</td>
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<td>• Students/Agencies provide feedback to Field Education Office</td>
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<td>• Placement Confirmations made</td>
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<tr>
<td>Monday, November 13</td>
<td>SW 3320Y Seminar #5</td>
<td>W168, Wemple Building</td>
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<tr>
<td>Friday, November 24</td>
<td>ASIST Training Day 1</td>
<td>Vitali Student Lounge &amp; Extension, Wemple Building</td>
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<td>*Required or proof of completion of ASIST 11 to be submitted</td>
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</tr>
<tr>
<td>Saturday, November 25</td>
<td>ASIST Training Day 2</td>
<td>Vitali Student Lounge &amp; Extension, Wemple Building</td>
</tr>
<tr>
<td>Monday, November 27</td>
<td>SW 3320Y Seminar #6</td>
<td>W168, Wemple Building</td>
</tr>
<tr>
<td>Monday, January 8, 2018</td>
<td>Classes Resume</td>
<td>Vitali Student Lounge, Wemple Building</td>
</tr>
<tr>
<td>Monday, January 12, 2018</td>
<td>SW 3320Y Seminar #1</td>
<td>Vitali Student Lounge, Wemple Building</td>
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Note: SW3320Y Practicum & Integration Seminar is a course. As such, Practicum Preparation Seminars in First Term are mandatory and attendance is required at all seminars. Students should treat these sessions as any other class.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>Monday, January 15</td>
<td><strong>BSW 3rd Year Practicum Begins</strong></td>
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</tbody>
</table>
| **Friday, January 26**| **SW 3320Y Seminar #2**  
(Profs. Csiernik, L. Lewis, Sumnall, Starnaman)  
Classrooms: FB110, W178, W176, W173  
**Winter Agency Forum**  
Garron Learning Lounge, Student Life Centre |
| **Monday, January 29**| **Planning for 4th Year Placement Begins**  
Submit BSW 4th Year Practicum Planning Form and your updated resume with 3rd Year Placement information included via email to FieldAssistant@kings.uwo.ca |
| **Friday, February 9**| **SW 3320Y Seminar #3**  
(Profs. Csiernik, L. Lewis, Sumnall, Starnaman)  
Classrooms: FB110, W178, W176, W173  
**Learning Contracts due signed by Student, Field Instructor and Faculty Consultant, submitted via IPT** |
| **February 19 - 23** | **Reading Week (No Placement unless negotiated with your Field Instructor)** |
| **February – March** | **Practicum Matching for 4th Year**  
- Student Interviews With Agencies  
- Students/Agencies provide feedback to Field Education Office  
- Confirmations made |
| **Friday, March 2**  | **SW 3320Y Seminar #4**  
(Profs. Csiernik, L. Lewis, Sumnall, Starnaman)  
Classrooms: FB110, W178, W176, W173  
**Midterm Progress Report due signed by Student and Field Instructor, submitted via IPT** |
| 4:00 pm              | **Deadline to submit Supplementary Info Form for BSW4 Placement via email to FieldAssistant@kings.uwo.ca (if applicable)** |
| **Friday, March 16** | **SW 3320Y Seminar #5**  
(Profs. Csiernik, L. Lewis, Sumnall, Starnaman)  
Classrooms: FB110, W178, W176, W173 |
| **Monday, March 26** | **Interprofessional Education Event *required attendance* (details to follow)** |
| **Friday, March 30** | **Good Friday (No Placement unless negotiated with your Field Instructor)** |
| **Monday, April 2**  | **Easter Monday (No Placement unless negotiated with your Field Instructor)** |
| **Friday, April 6**  | **SW 3320Y Seminar #6**  
(Profs. Csiernik, L. Lewis, Sumnall, Starnaman)  
Classrooms: FB110, W178, W176, W173 |
| **Wednesday, April 11**| **Final Day of Placement**  
SWPC&E, Term 2 Practicum Hours Reporting Form, Student Evaluation of Placement due signed by Student, Field Instructor, and Faculty Consultant, submitted via IPT. |
| **Summer 2018**      | **Prepare for 4th Year Placement**  
Contact Field Instructors, obtain readings, obtain police checks (if required), medical checks (if required), etc. |
| **August 1, 2018**   | **Hospital placement health requirements for 4th Year Placements DUE**  
(Submit to Field Education Office - FieldAssistant@kings.uwo.ca)**
<table>
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<tr>
<th>Date</th>
<th>Time</th>
<th>Activity</th>
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</table>
| Monday, September 11     | 1:00 – 1:30 pm | Purchase Field Education Package ($150)  
Vitali Student Lounge, Wemple Building  
($10 – Practicum Insurance Fee, $5 – Practicum ID Badge,  
$135 – ASIST registration, if no proof of ASIST11 completion) |
|                          | 1:30 – 3:30 pm | 3320 Seminar #1 & Orientation  
Vitali Student Lounge, Wemple Building  
• Practicum Application form & Self Reflection will be distributed and  
  completed during the Orientation  
BOOK INTERVIEW with Coordinator of Field Education.  
Health & Safety certificate, AODA certificate, and Information  
Acknowledgement Form DUE  
Submit to Field Education Office |
| Monday, September 18     |             | Deadline to submit Practicum Resume  
Email to FieldAssistant@kings.uwo.ca |
| Monday, September 25     | 1:30 – 3:30 pm | SW 3320Y Seminar #2  
W168, Wemple Building |
| Friday, September 29     | 11:00 – 11:30 am | Field Education Appreciation Reception  
Garron Learning Lounge, Student Life Centre |
|                          | 12:00 – 2:00 pm | Fall Agency Forum  
Garron Learning Lounge, Student Life Centre |
| October                  |             | Personal Interviews with Coordinator of Field Education for Practicum Planning |
| October 9 - 13           |             | Fall Study Break |
| Monday, October 16       | 1:30 – 3:30 pm | SW 3320Y Seminar #3  
W168, Wemple Building |
| Monday, October 30       | 1:30 – 3:30 pm | SW 3320Y Seminar #4  
W168, Wemple Building |
| October – December       |             | Practicum Matching  
• Student Interviews With Agencies  
• Students/Agencies provide feedback to Field Education Office  
• Placement Confirmations made |
| Monday, November 13      | 1:30 – 3:30 pm | SW 3320Y Seminar #5  
W168, Wemple Building |
| Friday, November 24      | 8:30 am – 4:30 pm | ASIST Training Day 1  
Vitali Student Lounge & Extension, Wemple Building  
*Mandatory or proof of completion of ASIST 11 required |
| Saturday, November 25    | 8:30 am – 4:30 pm | ASIST Training Day 2  
Vitali Student Lounge & Extension, Wemple Building |
| Monday, November 27      | 1:30 – 3:30 pm | SW 3320Y Seminar #6  
W168, Wemple Building |
| Monday, January 8, 2018  | 1:30- 3:30 pm | BSW 3rd Year Practicum Orientation  
Vitali Student Lounge, Wemple Building |
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<td>Submit BSW 4th Year Practicum Planning Form and your updated resume with 3rd Year Placement information included, via email to <a href="mailto:FieldAssistant@kings.uwo.ca">FieldAssistant@kings.uwo.ca</a></td>
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<td>Reading Week</td>
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<td>Confirmations made</td>
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<td>Friday, March 2</td>
<td>Deadline to submit Supplementary Info Form for BSW4 Placement</td>
<td>via email to <a href="mailto:FieldAssistant@kings.uwo.ca">FieldAssistant@kings.uwo.ca</a> (if applicable)</td>
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<td>4:00 pm</td>
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<tr>
<td>Monday, March 26</td>
<td>Interprofessional Education Event <em>required attendance</em> (details to follow)</td>
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<td>12:00 – 4:00 pm</td>
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<tr>
<td>Friday, April 13</td>
<td>SW 3320Y Block Seminar #1 (pre-placement)</td>
<td>(Prof. M. Lewis)</td>
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<td>10:00 am - 12:00 pm</td>
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<td>Classroom TBA</td>
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<tr>
<td>Monday, April 16</td>
<td>BSW 3rd Year BLOCK Placements begin</td>
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<tr>
<td>Friday, April 20</td>
<td>SW 3320Y Block Seminar #2</td>
<td>(Prof. M. Lewis)</td>
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<td>10:00 am - 12:00 pm</td>
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<td>Classroom TBA</td>
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<tr>
<td>Friday, April 27</td>
<td>SW 3320Y Block Seminar #3</td>
<td>(Prof. M. Lewis)</td>
</tr>
<tr>
<td>10:00 am - 12:00 pm</td>
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<td>Classroom TBA</td>
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<td>Learning Contracts due signed by Student, Field instructor and Faculty Consultant, submitted via IPT</td>
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<tr>
<td>Friday, May 4</td>
<td>SW 3320Y Block Seminar #4</td>
<td>(Prof. M. Lewis)</td>
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<td>10:00 am - 12:00 pm</td>
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<td>Classroom TBA</td>
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<tr>
<td>Friday, May 11</td>
<td>SW 3320Y Block Seminar #5</td>
<td>(Prof. M. Lewis)</td>
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<td>10:00 am - 12:00 pm</td>
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<td>Classroom TBA</td>
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<td>Midterm Progress Report due signed by Student and Field Instructor, submitted via IPT</td>
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<tr>
<td>Monday, May 21</td>
<td>Victoria Day <em>(No Placement unless negotiated with your Field Instructor)</em></td>
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<tr>
<td>Friday, May 25</td>
<td>SW 3320Y Block Seminar #6</td>
<td>(Prof. M. Lewis)</td>
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<td>10:00 am - 12:00 pm</td>
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<td>Classroom TBA</td>
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<tr>
<td>Friday, June 1</td>
<td>Final Day of Block Placement</td>
<td>SWPC&amp;E, Practicum Hours Reporting Form and Student Evaluation of Placement due signed by Student, Field Instructor, and Faculty Consultant, submitted via IPT</td>
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<td>Summer 2018</td>
<td>Prepare for 4th Year Placement</td>
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<td>August 1, 2018</td>
<td>Hospital placement health requirements for 4th Year Placement – submit to Field Education Office (<a href="mailto:FieldAssistant@kings.uwo.ca">FieldAssistant@kings.uwo.ca</a>)</td>
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AN INTRODUCTION TO THE SOCIAL WORK PRACTICUM

The Practicum is an integral component of the BSW (Hons) Program at King’s University College. The Practicum provides Students with an opportunity to practice in a Social Work setting, receive regular professional instruction and supervision, and engage in a dynamic process directed toward the integration of theory with practice. The combination of these components will lead to the development of professional generalist practitioners.

The Practicum experience is structured as a continuum of learning that will lay the foundation for a lifelong practice-based learning model.

The Practicum is a course and is administered by the Coordinator of Field Education of the School of Social Work at King’s University College. Ultimately, the Director of the School of Social Work is responsible for the Practicum component of the Social Work Program.

PRACTICUM OBJECTIVES

• To provide an opportunity for the Student to test the knowledge, values and skills encountered throughout their academic studies in order to integrate theory with practice.
• To reinforce the knowledge, values and skills acquired by the Student in the classroom, learning labs and in the community.
• To enable the Student to acquire, develop and test their skill as a change agent in direct Social Work practice.
• To encourage the Student to develop a critical perspective on Social Work theory, practice, and the social service delivery system.
• To develop the Student’s understanding of Social Work as an integrated process encompassing a range of approaches in meeting human needs.
• To develop the Student’s identification with professional Social Work in the context within which it is practiced, and with contemporary issues relevant to practice.

FIELD EDUCATION COMMITTEE

The Field Education Committee provides a forum for discussion of matters relevant to the Practicum, is an advisory committee for the Coordinator of Field Education in the administration of the Field Education Program and makes recommendations regarding the Practicum to the School of Social Work School Council.

Membership:
♦ Coordinator of Field Education
♦ Graduate Program Coordinator
♦ MSW Practicum and Program Liaison
♦ appointed faculty members
♦ one appointed Field Instructor
♦ one representative of the King’s Social Work Field Education Advisory Group
♦ a Student representative from each of Third year, Fourth year BSW and the MSW Program.

Accountability: The Field Education Committee reports to the School of Social Work School Council.
FIELD EDUCATION SETTINGS

The School of Social Work benefits from extensive partnerships with a variety of agencies and organizations across South Western Ontario, as well as in other areas of the province and country. Field Education policies developed and approved by the Field Education Committee and School Council guide the selection of placement sites and Field Instructors to support a wide range of quality learning opportunities for Students.

Each Student will bring their own set of life experiences and knowledge to the Practicum. As such, learning will progress along a continuum that recognizes the individuality of the Student and their learning needs, but follows the sequence of

Acquaintance → Beginning Application → Beginning Competence → Basic Mastery in Practice

Each Practicum setting will have unique learning situations for Students that may include individual, group, community and social planning/policy work. Regardless of the setting, ALL Students will be provided with experiences that allow for learning in the following domains:

1. Knowledge Acquisition
2. Generic Skill Development Through Contact with Clients/Groups/Communities
3. Values Practice and Ethical Practice Consistent with the Profession of Social Work
4. Professional Conduct
5. Personal Development

ROLES AND RESPONSIBILITIES

The Field Education Office has overall responsibility for the field education component of the School of Social Work.

Coordinator of Field Education

- implements the mandate of the Field Education Office
- is responsible for the overall development, coordination, and administration of the field education program
- provides leadership in field education, including policy and program development, implementation, monitoring, evaluation and change
- maintains policies, practices and procedures that ensure consistency and continuity in field education across regions and programs
- manages and develops field education resources
- works cooperatively with agencies to initiate, develop and improve field education opportunities
- represents field perspectives and issues within the School
- links to broader Canadian and North American networks for Field Directors, Coordinators and educators

The Student

- is responsible for identifying their learning needs in consultation with the Field Instructor and Faculty Consultant and Coordinator of Field Education
- is responsible for communicating through Services for Students with Disabilities any information required by the Coordinator of Field Education, to organize and plan accommodations to support the practicum experience; In addition to the goal of supporting successful progression in the program, in keeping with the CASW Code of Ethics, both the School and student have an obligation to ensure that the student maintains the best interests of clients as a priority and strives to carry out the stated aims and objectives of their placement agency consistent with the requirements of ethical social work practice.
- contracts with the Field Instructor regarding workload expectations, formal and informal supervision, and Agency standards of conduct and practice
• is prepared for, and utilizes, field instruction, meetings with the Faculty Consultant, and peer group (Practicum/Integration Seminar) as scheduled
• provides the Faculty Consultant with documentation of practice (with consent), such as audio/video tapes, process recordings, or a copy of a project completed for the Agency
• engages in a process of self-evaluation and provides written summaries of same to the Field Instructor in anticipation of midterm and final evaluations
• provides feedback to the Coordinator of Field Education regarding the appropriateness of the Practicum Setting as a learning environment, and the Field Instructor as a practice educator
• ensures all documentation required by the Field Education Office is submitted via the IPT system when required

The Field Instructor
• is assigned by the Practicum Setting and approved by the Coordinator of Field Education on behalf of The School of Social Work at King’s University College
• is responsible for assisting the Student in achieving the overall goals of the Practicum and the agreed upon learning objectives
• provides an orientation to the setting
• provides formal supervision to the Student – minimum of one hour per week in Third year
• Following consultation with the Student and Faculty Consultant, provides a typed evaluation at the end of term for Third year. Evaluations are to be completed via the IPT system

The Faculty Consultant
• ensures contact between the Field Education Setting and the School of Social Work through phone contact, and a minimum of two Agency visits during Third year Practicum
• ensures a smooth working relationship between the School, the Field Instructor and the Student
• provides support to the learning process of the Field Instructor and Student related to specific projects and cases
• monitors the Student’s educational experience
• communicates with the Coordinator of Field Education regarding the appropriateness of the Field Education Setting and the Field Instructor as a practice educator
• provides small group instruction to integrate theory and practice for Students in Integration Seminars (SW 3320Y)
• consults and collaborates with the Field Instructor and Student regarding Student progress and/or issues
• is responsible for the grade assigned and submits to the Coordinator of Field Education

TYING IT ALL TOGETHER -- SW 3320Y Integration Seminars

The SW 3320Y Practicum Integration Seminar with the Faculty Consultant is an essential part of the Third year Field Education experience. It provides a forum to bring together theory and practice. The principle objective of the Integration Seminar component of the practicum is to facilitate the development of an integrated framework for viewing the Social Work profession and generalist Social Work practice. Implied in this objective is the preparedness required for responsible entry into professional practice and Social Work studies at the graduate level.

The Integration Seminars commence in the Fall term with a series of preparatory seminars led by the Coordinator of Field Education. Students are required to attend all of the Fall preparation seminars to ensure preparation for their Practicum experience in January. Once in Practicum, the emphasis in the Integration Seminars will be on ethical issues and dilemmas, critical incidents, professional behaviour and areas of success. Seminar groups meet with their Faculty Consultant prior to the beginning of placement and then bi-weekly throughout the Winter term. Social Work practice content and attendant issues will be drawn from the participants’ fieldwork experiences and examined in light of applicable theory. Policy related to confidentiality of client/Agency issues will be expected.
ONLINE RESOURCES

The Field Education Office will be posting video content online for both Students and Field Instructors to provide overviews of important practicum procedures such as WSIB insurance and emergency procedures, IPT instructions, OWL access, building the Learning Contract, competencies and evaluation, etc. Information on accessing the web materials will be distributed via email prior to the start of the School year.

INTERPROFESSIONAL EDUCATION

Interprofessional collaboration with other specialties and allied health professionals is becoming increasingly important to improve health outcomes for patients. To facilitate the outcome of a collaborative practice, interprofessional educational (IPE) programs have been established in health professional programs within Canada, such as the IPE conference between the University of Waterloo and Western University. The IPE conference includes first year learners from medicine, dentistry, pharmacy, optometry, nursing and social work, and provides an opportunity for learners to work through interprofessional case examples and engage in different discussions with the focus on improving skills within the IPE core competencies.

SUPERVISION

Field Instruction is one of the most crucial aspects of a Social Work Student’s learning experience. It provides a framework within which the Students begin to examine their own practice and develop in the professional Social Work role. Each Practicum setting will have unique learning situations for Students which may include individual, group, community and social planning/policy work. The learning needs of the Student should provide the primary focus for field instruction within the expectations of beginning Social Work practice.

- "Supervision is commonly viewed as the primary avenue through which new practitioners learn the tools of the trade" (Kaiser, 1996).
- "It is in the field that material covered in the foundation courses on human behaviour, social policies, research and Social Work practice gets a real life examination outside the classroom" (Royse, Dhooper, Rompf, 2003).
- “A relationship of mutual trust and respect is the cornerstone of supervision between Student and Field Instructor. Supervision requires clarity regarding agreed upon goals and objectives” (Kaiser, 1996).

The Student should go to supervision sessions well prepared with topics, articles, examples of work, or Practicum journal entries for discussion.

Individual supervision can be greatly enhanced by group (peer or team) supervision where such opportunities exist.

HOW MUCH SUPERVISION SHOULD THE STUDENT RECEIVE?

Field Instructors are required to provide a minimum of one hour of supervision per week for Third year Students. In general, supervision should be scheduled for a regular time slot. Understandably, circumstances will occasionally require the postponement of supervision. Alternatively, sometimes supervision must be ad hoc in nature, in response to a critical incident, emerging issue or emergency.
COMPLETION OF ASSIGNMENTS AND PAPERWORK

To receive a final grade of “satisfactory” in the Practicum and Integration Seminar course (3320Y) Students must satisfactorily complete all practicum assignments, meet attendance requirements in seminars and placement, and demonstrate attitudes and behaviours that are consistent with the Canadian Association of Social Workers (CASW) Code of Ethics, the Ontario College of Social Workers and Social Service Workers (OCSWSSW) Standards of Practice, the King’s University College Student code of conduct, and relevant university bylaws or policies.

Practicum and all related assignments are graded on the basis of satisfactory/unsatisfactory. Students must complete all assignments with a satisfactory grade in order to progress. Please see the Field Education Schedule for due dates.

In Class Exercises and Responses
Purpose: In class exercises and activities focus on engaging Students in reflecting on their preparation for professional practice. Understanding their own learning styles, understanding professional boundaries, and reflecting on social location and biases are examples of themes that will be explored through use of discussion groups, individual reflections and group exercises. Students are required to participate in these activities as per the requirement of the Professor/Faculty Consultant.

Grade: Satisfactory/Unsatisfactory

Learning Contract
Purpose: The Learning Contract is a multi-purpose tool used throughout Practicum to help Students focus their experiential learning, connect learning activities to outcomes, and provide a basis for evaluation. The Student, in consultation with the Field Instructor, develops goals for each of the five major competency areas identified in the SWPC&E. For each learning goal, the Student identifies measurable objectives, appropriate means for achievement, indicators of success, and a projected date for accomplishment. The Student discusses the draft Learning Contract with the Field Instructor to ensure that the appropriate opportunities exist in the field setting, and then submits a signed and final Learning Contract to the Faculty Consultant for submission to the Field Education Office via IPT system.

Grade: Satisfactory/Unsatisfactory

Midterm Progress Report
Purpose: The Midterm Progress Report provides an opportunity for Students to reflect on and provide a self-assessment of their progress in placement. Students are required to submit a 2 page report to their Faculty Consultant outlining their progress in relation to their learning objectives, a workload summary to date and any emerging issues or problems. A template for this report can be found on the IPT system.

Grade: Satisfactory/Unsatisfactory

Final Evaluation
The Field Instructor completes the final evaluation in consultation with the Student and reviewed by the Faculty Consultant. The Student is responsible for ensuring the final evaluation and all related Practicum documentation is submitted to the Coordinator of Field Education via IPT according to posted timelines. Please refer to the Field Education Policies and Guidelines regarding any extensions/accommodation.

The final grade is assigned by the Faculty Consultant, and is based on the final evaluation of the Student’s progress and performance related to Social Work competencies outlined in the Learning Contract, Social Work Practicum Competencies & Evaluation and identified throughout the Practicum. The Faculty Consultant may provide final feedback on participation in Integration Seminars. In addition, successful completion of all Practicum related assignments and submission of applicable paperwork to the Field Education Office will be considered in the evaluation.

Grade: Satisfactory/Unsatisfactory

Interprofessional Practice Education (Required)
Purpose: Students have the opportunity to build their knowledge and skills in interprofessional, collaborative, client centered practice together through an initial face-to-face learning activity and further online and/or face-to-face activities selected from available options. Students are guided through learning activities. These events will be communicated through the Field Education Office as they become available.

No Grade Assigned
THE LEARNING CONTRACT

The Learning Contract is an important multipurpose tool used throughout placement to:

- Focus experiential learning (future) “Where do you want to go?”
- Connect actions to outcomes (present) “How do you get there?”
- Provide a basis for evaluation (past) “Did I make it?”

Before beginning the development of a Learning Contract the Student should assess themselves using the SWPC&E form, and reflect on the areas in which they would like to experience growth with respect to:

1. **Knowledge Acquisition**
2. **Generic Skill Development through Contact with Clients/Groups/Communities**
3. **Values Practice and Ethical Practice Consistent with the Profession of Social Work**
4. **Professional Conduct**
5. **Personal Development**

With the Field Instructor, the Student begins to identify how they will achieve their goals by:

- setting objectives which are concrete, measurable, attainable and relevant, and that describe activities or projects through which learning will occur (including assignments, tasks and resources necessary)
- describing the actions that will be taken to achieve these objectives

The Learning Contract is the product of a collaborative process where the Student will bring an awareness of their learning needs; the Field Instructor is aware of the expectations of the Agency and the learning experiences that can be provided in that setting; and the Faculty Consultant will ensure that no areas of expectations for learning are overlooked.

The Learning Contract must be signed by ALL parties and the document submitted via the IPT system to the Field Education Office by the dates outlined in the Field Education Schedule.

HOW A LEARNING CONTRACT IS DEVELOPED

Using the SWPC and Evaluation Form template, (as noted on the following pages and available on IPT), in consultation with the Field Instructor, the Student develops one or two learning goals for each of the five major areas. REMEMBER that GOALS are SKILLS or BEHAVIOURS that can be demonstrated in professional practice.

For each learning goal the Student identifies:

- Measurable objectives for achieving the learning goal
- The means by which you plan to achieve them
- The method by which you will measure achievement of those objectives (indicators of success)
- A projected date for accomplishment of each of the objectives

The Student discusses the Draft Learning Contract with the Field Instructor to ensure that the appropriate opportunities exist in the field setting, and then submits the Draft Learning Contract to the Faculty Consultant.

The Student discusses any suggested changes with the Field Instructor prior to the 1st Agency Visit by the Faculty Consultant. Although changes may be recommended, a final version of your Learning Contract should be ready for review when the Faculty Consultant comes for the 1st Agency Visit.

The Student is responsible for submitting the FINAL version of the Learning Contract to the Field Education Office via the IPT system. See Index for Examples of Learning Contracts.
COMPETENCY BASED LEARNING AND EVALUATION

The School of Social Work at King’s University College recognizes the need for accountability and demonstrable competency in professional Social Work practice. The Code of Ethics for the Ontario College of Social Workers and Social Service Workers indicates that “Social Workers and social services workers shall have and maintain competence in the provision of a Social Work or social service work service to a client” (www.ocswssw.org)

“Competency is a wide concept, which embodies the ability to transfer skills and knowledge to new situations within the occupational area. It encompasses the organization and planning of work, innovation and coping with non-routine activities. It includes those qualities of personal effectiveness that are required in the workplace to deal with co-workers, managers, and customers.”
National Council for Vocational Qualifications, 1998

The Social Work Practice Competencies (SWPC) and Evaluation Form is used to develop Learning Contracts and evaluate Student performance. The evaluation specifies learning expectations in five primary areas: Knowledge Acquisition, Practice Skills, Values/Ethical Practice, Professional Conduct and Personal Development. This format allows the Student, the Field Instructor, and the Faculty Consultant to track the Student’s growth and development during the Practicum experience(s) and identify specific areas requiring further attention and learning. These areas become the basis of the Student’s individual Learning Contract.

Although the instrument uses a competency rating scale to evaluate performance, it must be remembered that these ratings are not to be used to compare Students against each other, BUT, rather, to track the development of the INDIVIDUAL. Accordingly, there will be great variances in these ratings, reflecting the year of the study (Third or Fourth Year) and the Student’s prior life/work experiences.

This model of competency and learning enables evaluations of the required general expectations of a generalist graduate of the Program, while reflecting and appreciating the Student’s prior life and work experiences, as well as individual career interests and goals. This model is also consistent with the Ontario College of Social Workers and Social Service Workers, and will help inform the Student in their development of lifelong learning strategies.

SOCIAL WORK PRACTICE COMPETENCIES AND EVALUATION (SWPC&E)

Students arrive in our program with a wide range of previous work and life experiences. Ongoing evaluation of Student growth and development is a dynamic process. There are formal evaluations of Student performance based on the Learning Contract and the Social Work Practice Competencies. In Third year, there is a Midterm Evaluation part way through the year and a Final Evaluation at the end of term. Learning expectations for Social Work Students in Third and Fourth year practicum are outlined below, and can be used to help the Student identify their current strengths and targeted areas for knowledge and skill development.

LEARNING EXPECTATIONS

Third year
The Third year of the program is intended to introduce Students to the role of Social Work in a professional Agency setting and to give them an opportunity to begin developing professional skills and attitudes. The Third year is a foundation year in which Students build a strong knowledge base and begin to gather professional experience. It is also a year in which we hope to increase our understanding of each Student’s knowledge and abilities to help identify where they need to focus their attention to get maximum benefit from the final year of the program.
During their **Third year placement**, it is expected that Students will:

- become familiar with the role of Social Work in a particular practice setting and the experience of working as a professional Social Worker in that setting
- have an opportunity to practice skills learned in the classroom in a supervised setting with learning as the primary objective
- have a regular opportunity to reflect on their performance and practice integrating feedback from supervisor, colleagues and clients into performance improvement

By the end of the Third year each Student should have obtained:

- a clear assessment of their existing strengths
- an indication of whether they are prepared to advance to the next year of the program
- and if so, a list of priority areas for professional development needs in their fourth year
- An appreciation for different levels of practice

**HOW TO USE THE SWPC AND EVALUATION (SWPC&E) FORM**

Listed below are the competency areas/domains and a descriptor for each to help you understand what should be accomplished by the Student. It is used in combination with the **Social Work Practice Competencies (SWPC) and Evaluation Form** for both assessment and evaluation. For Third year, Students begin the term by assessing themselves on each of the relevant areas (January) and then, using the same form, are evaluated on their accomplishments at the end of term (April). Additionally, the assessment of initial competencies should guide development of the learning contract.

Third year provides a foundational basis for fourth year.

*Please use the following descriptors for discussions in supervision, development of the Learning Contract and for completion of the SWPC&E Form (see forms section):*
1. KNOWLEDGE ACQUISITION

Of Agency
- possesses a clear understanding of the work of the Agency and how it functions as an organization
- correctly speaks to the mission of the organization and describes Social Work’s role within the setting
- discusses accountability requirements, and correctly identifies the relevant policies and procedures that guide the work of an employee in this setting

Of Client Population
- understands and able to speak to the characteristics, social conditions and lived experience of the population that is served by the Agency

Of Community
- demonstrates awareness of the service system within which the Agency functions
- able to identify the major sources of referral to the program and describe the services and referral requirements of agencies to which they are likely to refer clients
- able to identify the key Agency partners who work together in a community to help the Agency achieve its goals and be able to describe the role of each player in the relevant service system

2. PRACTICE SKILLS

This area allows for each individual to determine a particular combination of skills that they will be working on in their placement setting. We do not expect that each Student will be assessed on every skill area listed. It is quite acceptable to indicate “N/A” for competencies not relevant to the Student or the setting.

Helping Relationship
- uses the core skills of empathy, warmth, genuineness and respect in developing the relationship with the client and the ability to meet the client’s needs
- recognizes and respects diversity based on culture, ethnicity, sexual orientation, gender, abilities and developmental factors which may affect the client

Interviewing, Communication and Intervention
- demonstrates communication skills in gathering and organizing information, questioning appropriately, listening effectively and actively
- with appropriate supervision: 1) analyzes information from the client to formulate a psychosocial assessment based on information gathered and observations made, 2) identifies individual and family strengths and resources, 3) develops a contract and plan with the client and 4) carries out a range of interventions.

Recording and documentation
- completes formal assessment reports and recording of notes in a clear, concise and grammatically correct style according to the requirements of the Agency

Advocacy (Case)
- able to represent and promote the interests of her /his client(s) in the attainment of services and/or benefits.
- able to determine the scope and relevance of the issue and develop strategies to address the issue, demonstrate the ability to mediate between a client and a system, document all actions taken and identify further actions required
Evaluation
• demonstrates an understanding of the role of accountability and evaluation in professional practice
• able to identify approaches used by the Agency to evaluate the effectiveness of client interventions

Termination
• able to end the professional relationship with the client, and the relationship with the Agency, in a respectful, thoughtful and timely manner

Group work
• effectively plans, prepares for, and facilitates a client group
• demonstrates an understanding of the different types of groups, phases of group development, group dynamics and models of group work practice

Committee/Board work
• organizes, plans for, prepares and conducts an effective meeting
• able to develop an agenda, establish trust, engage participants in a collaborative process, negotiate, resolve differences and complete the task

Community Development
• understands the needs of the community, systems and gaps in service delivery
• able to plan and manage a project, develop an action plan and timelines, develop and maintain collaborative relationships, demonstrate effective use of resources, effectively communicates with individuals/groups/communities and evaluates the outcomes
• understands and is able to implement a plan for community outreach and mobilization

Social Policy Development
• possesses an overall understanding of the policy development process as it is practiced in your Agency setting
• understands both the operational and political features of policy development
• able to describe the sequence of steps to be followed (from data gathering to policy approval), address reasons for each activity, and identify likely problems or barriers
• able to conduct independent research to support a needed aspect of policy development and submit a written document that is useful to policy developers

Program planning
• possesses an overall understanding of the program development process as it is practiced in your Agency setting
• understands both the operational and political features of program development
• able to describe the sequence of steps to be followed (from data gathering to program approval), address reasons for each activity, and identify likely problems or barriers
• able to conduct independent research to support a needed aspect of program development and submit a written document that is useful to program developers (depending on the stage of program development)

Advocacy (Cause)
• understands Agency based advocacy efforts on behalf of communities or other populations in need
• able to describe at least one Agency identified target problem and conduct an investigation to determine its scope and relevance
• able to, where appropriate, involve community members in advocacy efforts/initiatives
• able to document existing efforts and identify additional actions that could be taken to facilitate needed change and they should be able to make an effective contribution to the Agency’s ongoing advocacy activities
Research

- understands the role of research in Social Work practice
- able to describe the purpose of the research and identify its potential contribution to Social Work practice, policy or program development
- able to describe the project methodology, identify design limitations and be able to appropriately comment on the impact of these limitations to knowledge creation
- able to conduct or demonstrated ability to carry out at least one particular activity related to a research project and be able to provide a written summary of their task and its role in the research process

3. VALUES/ETHICAL PRACTICE

Client/Community Systems

- demonstrates respect for human diversity as evidenced in ability to accept the intrinsic worth and dignity of every person with whom Student has contact
- demonstrates true acceptance of individual difference and a full appreciation of the meaning of self determination at the individual and/or community level

Professional

- familiar with the ethical guidelines of the Social Work profession (Social Work Code of Ethics) and has an appreciation of how these are applied in the day-to-day work of a practicing Social Work professional
- able to identify potential ethical dilemmas that arise in their work and show that they can make decisions employing guidance from professional standards of practice

Personal

- demonstrates an appreciation of how personal beliefs and values influence work as helping professionals
- aware of own beliefs and values and understands how these influence an understanding of the world
- able to identify situations where personal values may conflict with those of the Agency, client or profession and can act to resolve such conflicts in a conscious and acceptable fashion
- able to utilize journal entries to make connections between learning in classes, field and reading

4. PROFESSIONAL CONDUCT

Colleagues

- forms respectful and productive professional relationships with colleagues in all areas of work
- trustworthy, dependable (e.g. on time for appointments, completes assignments, …) and willing to make appropriate contributions when called upon to help others

Supervision

- understands the role and importance of Social Work supervision
- able to establish a supportive relationship with their field instructor and be willing to seek appropriate support and direction
- able to demonstrate the ability to integrate feedback and direction into their knowledge base and adjust their actions appropriately

Use of Self

- understands conscious use of self and the need for continuous improvement of existing skills and abilities
- understands and demonstrates the ability to think about actions and possible outcomes before hand
- self-motivated, establishing patterns of behaviour now that will support the life long search for knowledge and experience
5. PERSONAL DEVELOPMENT

Self Awareness
- demonstrates awareness of contribution to relationships and interactions with others
- able to identify own role in establishing effective communications
- able to reflect on the impact of own behaviour on the outcome of important interactions and acts accordingly
- able to identify own social location and can identify how this influences personal beliefs and biases

Self Care
- possesses/utilizes effective methods for monitoring and coping with the effects of work related stress on their health and well-being
- appropriately assertive and demonstrates the ability to problem solve around conflicting priorities of work and personal commitments

Confidence
- self motivated, establishing patterns of behaviour now that will support the lifelong search for knowledge and experience.
- shows/demonstrates increasing confidence in chosen role as a professional helper
- knows the limits of own developing competency
- expresses confidence in attempting tasks for which they are adequately prepared and supported

STUDENT EVALUATION OF THE FIELD SETTING

Field Instructors and agencies are also interested in feedback. An evaluation of the Field Setting is completed by the Student to ensure Practicum opportunities of the highest quality, provide feedback to the Agency/Field Instructor, and give information to future Students. The Student presents this completed document via the IPT system to the Field Instructor AFTER the Social Work Practice Competencies & Evaluation form is signed and submitted via the IPT system.

Student Evaluation of Field Placement is completed by the Student and submitted to the Field Instructor for review and signature.

1. Student Evaluation of Placement is submitted following completion and submission of the Final Evaluation. This document is signed by the Student and the Field Instructor.

2. If the Field Instructor does not agree with the Student’s evaluation of the placement experience, the Field Instructor can provide a typed response to the Evaluation and submit communication directly to the Coordinator of Field Education.
INTERN PLACEMENT TRACKING SYSTEM (IPT)

King’s School of Social Work’s Field Education office uses an online Field Education reporting system entitled Intern Placement Tracking System (IPT). This system can be accessed from anywhere that you have an Internet connection.

IPT allows Students, Field Instructors, Faculty Consultants and the School of Social Work’s Field Education team to effectively and efficiently complete administrative tasks relating to the Field Education program. This includes keeping relevant Field Education and contact information up-to-date and accessing and completing forms online. In addition, IPT will assist Students in Field Education planning by allowing them to explore Agency options and particulars of what each Agency offers.

Access to all of the forms requiring completion as part of the Practicum will be available through this system. All forms must be completed and submitted online. No one other than each Student, their particular Faculty Consultant, Field Instructor, and the School’s Field Education team will have access to the forms submitted online. Find our Intern Placement Tracking (IPT) Practicum database online, www.runiptca.com.

Please contact Sarah Morrison, Field Education Administrative Assistant, at sarah.morrison@kings.uwo.ca or 519-433-4391 x 4446 for login information and technical support.

PRACTICUM IN THIRD YEAR

There is a fee that Students are required to pay for the Field Education package (which includes documents, insurance, Code of Ethics, safety manual, etc.). Students should be aware that there may be other financial costs (i.e., parking, police checks, medical tests, etc.) or requirements in specific field settings that are their responsibility.

TERM I – THE THIRD YEAR PLACEMENT PLANNING PROCESS

Third year Students are required to attend ALL Practicum Preparation Seminars in the Fall. These sessions will introduce the Coordinator of Field Education and provide you with an overview of the Practicum Process and related topics.

1. **Students complete the Third year Practicum Application Form.** The focus is NOT ON A SPECIFIC AGENCY, but rather, on the learning opportunities the Student wishes to have. Students are to provide any information required to meet their accommodation or accessibility needs so that a proactive process can be initiated to ensure adequate supports are able to be provided.

2. **Prepare your resumé.** It is important that Students spend time updating and revising their resume for practicum. This resume will be forwarded to potential placement sites and Field Instructors. If you need assistance you may see the Coordinator of Field Education or contact Student Services at King’s (Resumé Writing Workshops and Assistance).

3. **Book an appointment to see Coordinator of Field Education.** Students submit an electronic copy of their resumé and a paper copy of the Application Form, to the Field Education Administrative Assistant, when they book an appointment. NO INTERVIEWS ARE TO BE BOOKED DURING CLASS TIME.

4. **Conduct individual research** on the placements available by accessing the IPT system. Further information about placements can be accessed through Information London’s website, Community Services Directory, or from Fourth year Students.

5. **Attend the Fall Agency Forum.** Students should be prepared to ask the Agency representative about learning opportunities at their agencies, and be prepared for questions about what they have to offer. REMEMBER that Agency representatives also have input into the Student selection process. This is also an opportunity to learn more about the network of agencies in our community.
6. **Student attends interview with the Coordinator of Field Education** to discuss placement preferences. **PLEASE NOTE:** As the BSW program at King’s has a generalist focus, Field Education opportunities are provided in a variety of settings. These opportunities will facilitate learning of a broad range of Social Work skills with numerous client populations. At times, limitations in some community agencies will impact the availability of some placements, however all settings offer significant opportunities for learning.

   The Coordinator of Field Education is responsible for determining Field Education assignments following consultation with the Student and the Agency representatives.

7. Students will be advised, by email (UWO email address), of a potential Field Education opportunity.

8. The Student contacts the prospective Field Instructor ASAP, to book a pre-placement interview. **TREAT THIS AS A JOB INTERVIEW – BE APPROPRIATELY PREPARED AND ATTIRE.** Students should also discuss the scheduled hours for placement at the specific Agency as requirements may vary and any requirement for accommodations.

9. Following the interview, Students report back to the Field Education Administrative Assistant regarding their impressions and desires. The Agency will do the same. This process must be completed by the date indicated on the Field Education schedule. This information will be forwarded to the Field Education Office for consideration and final decision-making.

10. A match will be made ONLY after approval from both parties is obtained. The Field Instructor and Student will be advised by email by the Coordinator of Field Education or designate.

11. Contact your Field Instructor **PRIOR** to end of term to confirm their attendance at the Practicum Launch and determine what you are required to complete prior to starting placement (i.e. TB tests, police checks, readings, etc.). If you are placed at London Health Sciences Centre or St. Joseph’s Health Centre your pre-placement health requirements are **due** into the Field Education Office by December 1.

**NOTE: SCHOOL AND STUDENT OBLIGATIONS IN SECURING PLACEMENTS**

It is important to note that a Student is not guaranteed a placement simply because they have completed the academic requirements prior to their practicum term. Students are expected to demonstrate readiness for practice in the process of securing a placement in addition to the fulfillment of the practicum hours.

The Student’s obligations include:

- completion of the core Social Work courses required prior to practicum entry
- research and exploration of appropriate placement sites in collaboration with the Coordinator of Field Education (for example attending orientation sessions and the Agency forum as required)
- submission of a completed application for practicum and resume by the due date to the Field Education Office
- prompt follow up when required by the Field Education Office to contact the Coordinator or Agency
- consistent attendance at interview opportunities
- appropriate professional conduct during an interview

The School’s obligation in relation to field placements is to make a reasonable attempt to secure a placement for a Student. Following three unsuccessful attempts to secure a placement for a Student, the Coordinator of Field Education may request that a review committee be struck consisting of the Coordinator, a Field Instructor who is a member of the Field Education Committee and a Faculty Member to meet with the Student and consult on what additional steps, if any, might be taken to resolve the placement difficulty for the Student.
TERM II: BEGINNING, MIDDLE AND END OF THIRD YEAR PRACTICUM

Beginning:
1. Students generally participate in orientation and introductory activities to help them become familiar with the Agency and client contexts.
2. Evaluations of Student performance are based on the Learning Contract and the Social Work Practice Competencies. Ongoing evaluation of Student growth is a dynamic process, and begins with the development of the Student's Learning Contract.
3. The Student meets with the Field Instructor and the Faculty Consultant to discuss a draft version of their Learning Contract before the final is submitted to the Field Education Office via the IPT system.

Middle: Students attend Practicum on Mondays, Wednesdays, and alternate Fridays for practicums commencing in January. (BLOCK placements commence in April, following the end of classes, and run Monday – Thursday, ending in June.)
1. Students have a completed version of the Learning Contract to guide their learning activities and completion of objectives.
2. The Field Instructor provides ongoing supervision and support.
3. The Faculty Consultant is available to support resolution of any potential issues, and Students also continue to attend their Integration Seminars
4. A Progress Report is completed by the Student and reviewed by the Field Instructor indicating: Progress to date, “how is it going”, status of work, review of learning contract – are you on track, identification of any concerns, and moving forward to the end of placement. Report to be submitted to the Faculty Consultant via the IPT system.

End: Final SWPC&E Evaluation is completed in a collaborative manner with input from all parties.
1. The Student and Field Instructor meet to review progress on goals and objectives, and to discuss the final evaluation.
2. The Field Instructor completes a draft version of the Social Work Practice Competencies & Evaluation form (found on the IPT system) and reviews this document with the Student.
3. The Student meets with the Faculty Consultant and the Field Instructor to discuss the final version of the SWPC&E.
4. The Field Instructor keys a Final Evaluation using the SWPC&E form, via the IPT system, incorporating any pertinent comments from the meeting with the Faculty Consultant. (handwritten evaluations cannot be accepted)
5. If the Student agrees with the final version of the evaluation, the Student and Field Instructor sign the document. The Student submits the document to the Faculty Consultant for their signature via the IPT system. The Final Evaluation must be signed by the Field Instructor and the Student before being submitted to the Field Education Office via the IPT system. The document will then be reviewed and signed by the Coordinator of Field Education. This document becomes part of the Student's Field Education file.
6. A copy of the final Third year Evaluation will be forwarded to the Student's Fourth Year Field Instructor over the summer, so that they can begin to identify potential learning opportunities for the coming year.
7. If the Student does not consent to forwarding the final evaluation to their new Field Instructor for 4th Year BSW Practicum, the Student must advise the Coordinator of Field Education in writing by May 1st and the Field Instructor will be notified accordingly.
8. If the Student does not agree with the evaluation, the Student can provide a typed response to the evaluation to the Field Instructor and submit a copy of both documents to the Faculty Consultant immediately, with subsequent documentation forwarded to the Coordinator of Field Education through the Field Education Office.
THIRD YEAR PLACEMENT FAQ’s

Q. How many Days or Hours?

Guidelines from our national accreditation body, The Canadian Association for Social Work Education (CASWE) provide the basis for establishing minimum requirements for practicum hours for all Social Work programs. For Undergraduate BSW a minimum of 700 hours is required. At the School of Social Work, we structure practicum hours for Third year Students based on two and one half (2.5) days per week (Monday, Wednesday and alternate Fridays) according to the academic calendar. While regular Agency hours may vary, the standard expectation for a Student is to be in placement 7.5 – 8.0 hours per day for a total of 225 hours. Any change to a regular placement schedule should be approved by the Faculty Consultant and the Coordinator of Field Education.

NOTE: Please refer to the BSW Third Year Field Education Schedule for placement days.

Q. What about absences?

• Absence due to sickness beyond one day per month would be compensated for by use of overtime or make-up hours. Other circumstances must be brought to the Faculty Consultant for consideration. (A doctor’s certificate may be requested.) See related Field Education Policies & Guidelines Manual.
• Absence for reasons other than compassionate reasons or approved religious holidays should be compensated for by use of overtime or make-up hours.
• Absence for professional development activities is at the discretion of the Field Instructor.
• Students are reminded that taking time off from Practicum for vacation, exam preparation, or to accommodate employment schedules is not considered appropriate.
• Absence from Integration Seminar is addressed in the course outline. Please review these details carefully.
• Students are required to attend all of the Fall Integration Seminars to ensure adequate preparation for the Practicum experience in January.
• At any time the Field Education Office may be consulted related to a particular placement situation. However, this should only be done after consultation with the Field Instructor and/or Faculty Consultant as appropriate.

Q What if I want to change the days or hours of my Practicum schedule?

Students may be offered opportunities to participate in Practicum-related groups, professional development opportunities, or programs on Tuesdays, Thursdays, or during the evening. Occasional shifts in a schedule are negotiated with the Field Instructor. Any regular or ongoing change of hours or days outside of the regular Practicum schedule must be reviewed and approved by the Faculty Consultant and Coordinator of Field Education. Students are not to miss Practicum days to attend part-time employment, or for vacation. Further Students are NOT to miss any classes for Practicum related issues.

Q. How many clients should a Student have?

• Third year Students are expected to have responsibility for clients (individuals, family, couple, group, or project) by the end of the first month. This can look different given Agency context.
• Students should have three (3) client-related experiences and a minimum of 50% of their total time in client contact hours by the second half of the Practicum term.

Q. How often should the Student meet with the Faculty Consultant?

The Faculty Consultant is required to meet with the Student and Field Instructor at the commencement of the Practicum. At Midterm a check-in by the Faculty Consultant is required – this can be done by phone, personal visit, or email. The Faculty Consultant is then required to meet with the Student and Field Instructor at the conclusion of practicum for purposes of evaluation. The Faculty Consultant will be
meeting with the Student regularly throughout the academic year in Integration Seminars. At any time, a Student can request to meet with their Faculty Consultant.

Q. What is Supervision?
As mentioned above, Field Education is one of the most crucial aspects of a Social Work Student’s learning experience. It provides a framework within which the Students begin to examine their own practice and develop in the professional Social Work role. Each Practicum setting will have unique learning situations for Students which may include individual, group, community and social planning/policy work. The learning needs of the Student should provide the primary focus for field instruction within the expectations of beginning Social Work practice.

The Student should go to supervision sessions well prepared with topics, articles, examples of work, or practicum journal entries for discussion. Individual supervision can be greatly enhanced by group (peer or team) supervision where such opportunities exist.

Q. How much supervision should the Student receive?
Field Instructors are required to provide a minimum of one hour of individual supervision per week to Third year Students. In general, supervision should be scheduled for a regular time slot. Understandably, circumstances will occasionally require the postponement of supervision. Alternatively, sometimes supervision must be ad hoc in nature, in response to a critical issue or emergency.

Q. What if something goes wrong (Trouble shooting)?
Problems during placement can often be resolved informally during supervision time. The Learning Contract is an important resource for framing concerns and solutions regarding Student learning and growth.

If the Student and/or Field Instructor wish to seek some advice, the Faculty Consultant is usually the first person to be of assistance. If informal conversations or meetings do not address the issue, a problem-solving meeting is held, with the Student, Field Instructor and Faculty Consultant. The Faculty Consultant then provides information and documentation from this meeting to the Coordinator of Field Education. See Polices & Guidelines Manual: Students in Difficulty.

Placements are not to be altered or terminated without the involvement of the Coordinator of Field Education. Students and Field Instructors should review the Field Education Polices & Guidelines for Students in Difficulty for further details. The policy section also includes details on polices related to harassment, discrimination, and safety. Any questions may also be directed to the Coordinator of Field Education.

Q. What records are kept in my Practicum file?
Upon graduation, the following Field Education documents will remain in the Student’s permanent file:

- Insurance forms
- Final evaluations
- Dissenting opinions related to evaluations as submitted by Student and/or Faculty Consultant
- The contents of evaluations will only be disclosed to third parties upon written consent of the Student in each specific instance

The final BSW 3rd Year evaluation will be shared with the BSW 4th Year Field Instructor and in some cases the Faculty Consultant for the purpose of identifying learning objectives for the fourth year Field Education placement with the Student’s consent.
STUDENT SERVICES AT KING’S

Services for Students with Disabilities: If you have any disability or condition that may impact your Practicum course work and/or Practicum, we strongly advise that you register as soon as possible with King’s Services for Students with Disabilities. In addition to the goal of supporting your successful progression in the program, both you and the School have an ethical obligation to ensure that your situation does not negatively impact the clients and agencies with whom you will interact. You may arrange an appointment with a SSD counsellor by calling 519-433-3491 ext. 4321. You may need to provide documentation of your disability from a professional who is qualified to comment on associated difficulties that may arise at university or while engaged in course or program related work. Even if you do not anticipate that you will require accommodation, we urge you to register as a precaution.

Career Services: Career Services are available to BSW Students and alumni through the Counselling and Student Development Office at King’s. If you would like assistance with career planning and/or job search concerns, please contact them to arrange an appointment at 519-433-3491 ext. 4321.
APPENDICES
## SAMPLE ONLY - THIRD YEAR FIELD EDUCATION LEARNING CONTRACT

**Student Name:**

### 1. KNOWLEDGE ACQUISITION

**Goal #1:** To gain knowledge regarding mission, programs and services of the Agency. (Example only)

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Mean (Action Plan)</th>
<th>Measure (Date &amp; Criteria for Accomplishment)</th>
<th>Comments</th>
</tr>
</thead>
</table>
| 1. To acquire background knowledge about the programs at the Agency and demonstrate practical application of this knowledge in direct contact with clients. | 1. By reading material provided by my supervisors and the Agency regarding issues related to the Agency and the services they provide.  
2. By participating in meetings, direct contact with clients and other staff at the Agency.  
3. By participating in individual consultation sessions with clients.  
4. By shadowing employment developers throughout their working day. | 1. To be able to provide information when asked about the Agency and the services they provide. (By Mar. 1)  
2. To receive feedback from my supervisors, field instructor and other staff at the Agency. (ongoing)  
3. Accurate information is given to clients that results in their follow up with attending programs and appointments. |          |
| 2. To acquire and demonstrate documentation skills reflective of the policies and procedures at the Agency in both the Competitive and Supportive Employment Programs. | 1. By reviewing notes of the Agency to see what recording procedures are used.  
2. To do my own recording notes according to the models used within the Agency regarding groups and individuals.  
3. To provide sample recordings to my supervisor for feedback | 1. Review documentation with my supervisor and receive/incorporate any feedback on skills development.  
2. Consistently submit accurate and detailed reports that adhere to guidelines |          |
### 2. PRACTICE SKILLS

**Goal #1:** To increase skills regarding groups. (Example only)

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Means (Action Plan)</th>
<th>Measure (Date &amp; Criteria for Accomplishment)</th>
<th>Comments</th>
</tr>
</thead>
</table>
| 1. To acquire the ability to apply group theory skills to the practical facilitation of groups. | 1. Read material provided by the Agency regarding the groups that it facilitates. Review class notes.  
2. Keep notes regarding the process of going from observing a group in progress to co-facilitating a group  
3. Observe staff members facilitating groups. | 1. Provide a summary of observations to supervisor  
2. Receive feedback from my supervisors and co-workers (Mar. 1)  
3. Prepare and share group planning materials with my co-facilitator  
4. Identify and discuss my ongoing successes and challenges with the group process. Include reflections in my learning journal.  
5. Obtain feedback from group participants (April 1) | |
| 2. To demonstrate the ability to apply group theory skills to the practical facilitation of groups | 1. Co-facilitate a group(s) by the end of my placement  
2. Facilitate a workshop by the end of my placement. | | |

**Goal #2:** To increase knowledge and skills regarding Social Work process in individual interviews. (Example only)

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Means (Action Plan)</th>
<th>Measure (Date &amp; Criteria for Accomplishment)</th>
<th>Comments</th>
</tr>
</thead>
</table>
| 1. To be part of the intake process at the Agency | 1. To read completed intake reports to gain understanding of the recording requirements.  
2. To witness 3 intake interviews  
3. To take responsibility for one intake interview  
4. To complete initial assessment and recording documentation | 1. To receive feedback from my supervisors and other staff throughout the intake process. (ongoing)  
2. To be able to demonstrate by findings through proper recording procedures as well as verbally. (Mar. 1) | |
3. **VALUES/ETHICAL PRACTICE**

Goal #1: To practice consistent with CASW Code of Ethics and adhere to value system and principles of Social Work. (Example only)

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Means (Action Plan)</th>
<th>Measure (Date &amp; Criteria for Accomplishment)</th>
<th>Comments</th>
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</table>
| 1. Remain non judgmental of client’s actions – separate the person from the behaviour | 1. Not allow my personal values and thoughts about ethical behaviour interfere with my service to clients.  
2. Use my practicum journal for reflection | 1. Feedback from Supervisor following client contact (ongoing) | |
| 2. Ensure that I follow the Social Work Code of Ethics. | 1. Review Code of Ethics after each day to ensure I have consistent practice. | 2. Inclusion in learning journal. (submitted Dec and Mar) | |

4. **PROFESSIONAL CONDUCT**

Goal #1: To enhance professional development. (Example only)

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<th>Objectives</th>
<th>Means (Action Plan)</th>
<th>Measure (Date &amp; Criteria for Accomplishment)</th>
<th>Comments</th>
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</table>
| 1. To increase understanding of professional Social Work ethics. | 1. By working directly with clients while mindful of how my behavior impacts the development of the helping relationship  
2. Through observation of the other staff at the Agency.  
3. To work on skills outlined in the code of ethics – promote least harm; privacy and confidentiality; truthfulness and full disclosure. | 1. To receive feedback from supervisor and other staff surrounding issues that I have questions about. (ongoing) | |
| | | 2. To keep notes daily to discuss what I am doing at the Agency and to note the progress that I am making. (ongoing) | |
## 5. PERSONAL DEVELOPMENT

Goal #1: To enhance personal development. (Example only)

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Means (Action Plan)</th>
<th>Measure (Date &amp; Criteria for Accomplishment)</th>
<th>Comments</th>
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</table>
| 1. To increase awareness of my personal beliefs & values and how they influence my work. | 1. To identify situations where my personal beliefs and values may be in conflict with the Agency or client.  
2. To reflect on and review steps taken in resolving any conflicts  
3. To use my personal journal and discuss with Field Instructor.  
4. To implement a specific framework in decision-making that assists me in examining my own assumptions and how they may influence my work. Provide written outline to my supervisor for feedback. | 1. To receive feedback from supervisor and other staff surrounding issues that I have questions about. (ongoing)  
2. To keep notes daily to discuss what I am doing at the Agency and to note the progress that I am making. (ongoing) |
ORIENTATION CHECKLIST

Agency Overview
___ Agency history, mission, and goals
___ Tour of agency – introduction to staff
___ Services provided
___ Organizational structure and role of social workers
___ Role of the agency in relation to the community and its resources, referrals
___ Population/Communities served
___ Security and/or safety procedures and protocol
___ Policy & Procedure Manuals, Code of Conduct, Regulations
___ Other: ________________________________________________________________

Agency Policies and Protocols
___ Office procedures, work space, supplies, and provisions
___ Telephone and communication/computer utilization, client information systems
___ Intake/admissions/eligibility policy and procedures
___ Dress code
___ Parking details
___ Mileage/Travel reimbursement policies and procedures
___ Times and dates of required meetings
___ Documentation and maintenance of records
___ Agency Forms
___ Confidentiality issues/HIPAA
___ Client fees/payment schedule
___ Emergency contacts and protocol
___ Consumer rights and grievance policy
___ Mandated Reporting
___ Placement schedule, including lunch and breaks
___ Professional language (jargon, acronyms, terms used by agency, etc.,)
___ Agency policy regarding sexual harassment
___ Other: ________________________________________________________________

Field Instructor/Student Responsibilities
___ Expectations, availability, style, and schedule for supervision
___ Giving and receiving feedback
___ Student expectations, roles, responsibilities
___ Plan for monitoring of student hours
___ Agency training or staff development opportunities
___ Plan for mid-semester verbal evaluation and end of semester written evaluation
___ Field liaison role
___ Student’s personal safety issues and concerns and strategies to deal with them
___ Guidelines for assignments and deadlines
___ Overview of vision for the placement and working relationship
___ Review Student syllabi for concurrent practice class
___ Other: ________________________________________________________________

Student Signature________________________________Date_____________________________

Field Instructor Signature__________________________Date_____________________________
# FIELD HOURS LOG

Student Name: ________________________________________________

Field Instructor: ________________________________________________

Agency:  ________________________________________________

Faculty Consultant: ________________________________________________

Practicum Start Date: ________________________________________________

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Total Hours</th>
<th>Due Dates: Learning Plan, Midterm, Final Evaluation</th>
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Signature of Student:__________________________________   Date: ___________________

Signature of Field Instructor:____________________________    Date: ___________________

(This is an optional form that may be useful as a tool to assist in tracking and communicating practicum hours in circumstances where there are varying practicum settings, learning activity sites or schedules.)
PRACTICUM INSURANCE AND WSIB

What kind of insurance is provided for students during their Social Work Practicum?
King’s University College has insurance that includes general liability, property damage and bodily injury for students participating in a social work practicum. Students are required to pay a minimum premium to the Social Work office prior to beginning placement, and are not permitted to begin placement without this payment. Students are also covered through Western University by the Ministry of Training, Colleges, and Universities in the event of a workplace injury.

When are students eligible for WSIB benefits?
Students are eligible for WSIB benefits if they are injured on a training placement or become ill because of the work or the workplace. In return, employers are protected from being sued if a student is injured. WSIB is a no-fault insurance system for work-related injuries or diseases.

Who is responsible for safety in practicum?
Both the agencies and King’s University College share the responsibility for ensuring students receive information regarding best practices for safety while on practicum. Individual agencies are responsible for ensuring students are oriented to agency safety policies and practices. The student is responsible for following recommended or prescribed practices and for consulting with their supervisor if any questions regarding appropriate actions or situations arise.

King’s University College is responsible for registered students in the event of an unpaid workplace injury in a practicum setting. All social work students who are involved in a required unpaid field placement are covered by the Ministry of Training, Colleges and Universities (MTCU). In the event of a placement related injury or illness, students and agencies must complete the normal agency documentation process, and report all details to the School of Social Work.

The type of coverage provided by the MTCU depends on the type of insurance held by the placement agency. Most agencies are registered with WSIB. Students may be eligible for private insurance coverage through ACE INA if their placement employer is not covered by WSIB. These benefits are for injury and illness from the workplace.

Who is considered a learner?
Learners are students placed with an employer by the University to obtain practical work experience as a requirement of their degree program. They are not paid by the employer (placement agency); they may however, be receiving social assistance, a training allowance bursary or some other form of income from another source. They are eligible for WSIB benefits if they are injured or become ill as a result of the work or the workplace.
Who is the employer?
The “employer” for WSIB purposes is the employer (agency) that the student is placed with to gain work experience. If a student is injured and a claim is necessary, the employer’s WSIB number is not used and their insurance rating is not affected.

Do employers pay any WSIB costs?
The Ontario Government – Ministry of Training, Colleges and Universities funds all WSIB costs for students in most unpaid training programs.

Are students eligible for WSIB if they are placed with an employer who is not covered by the Workplace Safety and Insurance Act (WSIA)?
Students do not have WSIB coverage if they are placed with employers who are not covered by the Workplace Safety Insurance Act (WSIA) and who have not applied for such coverage. Some examples of employers not automatically covered are: financial institutions, some not-for-profit organizations, funeral directors, photographers, doctors’, dentists’, veterinarians’ and lawyers’ offices.

What is the Private Accident Insurance Plan (ACE INA)?
Students placed with the employers who are not covered by the Workplace Safety and Insurance Act are still eligible for accident insurance. Coverage is privately funded by the Ministry of Training for University and Colleges through ACE INA. If a student is injured while performing work for the placement employer then their claim is handled through this insurer.

When are the WSIB forms completed?
The Ministry of Training, Colleges and Universities has recently changed the documentation requirements in order to streamline the paperwork and reporting processes. All students who participate in unpaid academic placement programs must now sign a form acknowledging their awareness of WSIB information. Additional forms and reports are completed only in the event of a workplace injury.

What is the reporting procedure if a student is injured on the placement?
Students must immediately report injuries to their placement supervisor (Field Instructor), their Faculty Consultant, and the Coordinator of Field Education (Field Education Administrative Assistant). The Social Work Office will assist in facilitating the completion and submission of the required forms which include:

1. WSIB Form 7, “Employer’s Report of Injury/disease” (for placement sites that have WSIB coverage) Sites that have private insurance coverage use the ACE INA forms.
2. A Letter of Authorization to Represent the Placement Employer (for sites that have WSIB coverage)
3. Postsecondary Student Unpaid Work Placement Workplace Insurance Claim form and,
4. an accident/incident report.
The time frames for claims are very short and stringent, so immediate action is required. This benefit to students is at no cost to agencies and will not impact on their risk assessments with the Workplace Safety and Insurance Board (WSIB)

**What benefits is the learner eligible for when their employer is covered by WSIB?**

In order to establish a WISB claim, the learner must seek medical attention or lose time following the day of injury from their placement. If a claim is approved for WSIB benefits it can include health care treatments, temporary disability benefits, Future Economic loss (FEL) benefits and Non-economic loss (NEL) benefits.

**FIELD EDUCATION OFFICE CONTACTS FOR REPORTING:**

Sarah Morrison  
Field Education Administrative Assistant  
sarah.morrison@kings.uwo.ca  
519-433-3491 ext 4446

Kylene Dube, MSW, RSW  
MSW Practicum & Program Liaison  
Kylene.dube@kings.uwo.ca  
519-433-3491 ext 4529

M.K. Arundel, MSW, RSW  
Coordinator of Field Education  
MaryKay.Arundel@kings.uwo.ca  
519-433-3491 ext 4518
ADDITIONAL WORKPLACE SAFETY INSURANCE INFORMATION

All students in unpaid field placements who are placed in agencies registered with the Workplace Safety and Insurance Board are covered by the Worker’s Compensation Act. This means that in the event of a placement related injury or illness; students are eligible for benefits from WSIB. The total cost of WSIB coverage is paid by the Ministry of Training, Colleges, and Universities. Student injuries or illnesses will not affect the Assessment Rating of agencies.

Students placed with agencies not covered by WSIB are provided with accident insurance by the Ontario Ministry of Training, Colleges and Universities at no additional cost to the student or the agency.

To ensure this coverage is in place, the following procedures must be followed as outlined by the Ministry of Training, Colleges and Universities:

1. Agencies must provide appropriate safety training for students including orienting them to the policies and procedures of the agency regarding safety and security.

2. Students and agencies MUST complete and sign the form acknowledging their understanding of injury reporting processes and coverage.

3. Students must maintain an accurate record of the number of placement hours, as this information is required by the Ministry of Training, Colleges, and Universities.

4. The Practicum Hours Reporting Form that documents the number of placement hours is to be completed and submitted midterm and at the end of term on the final day of classes.

5. In the event of a placement-related injury or illness, the student must immediately notify their field instructor or alternate supervisor, and the Social Work Office.

6. The agency must immediately forward details of the accident to the Social Work Office. The information must be submitted promptly so that WSIB deadlines are met. The registration number for the claim is provided by Western University, not by the agency. The agency must be prepared to sign a Letter of Authorization to Represent Placement Employer Form, which is provided by the University. This form allows the university to act as the agency’s representative and therefore protects the agency from any costs or penalties arising from the claim.