



Bachelor of Social Work
4th YEAR FIELD
EDUCATION
MANUAL

DEDICATED TO GROWTH



The School of Social Work



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

FOURTH YEAR BSW FIELD EDUCATION MANUAL

Please refer to additional information on Health, Safety and Well-Being, Field Education Policies and Guidelines Manual, Journaling and Self-Reflection, and Faculty Information posted on OWL

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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.morrision@kings.uwo.ca or 519-433-3491 x4446.

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

Login with your email address and your password. For assistance, please contact Sarah Morrison at sarah.morrision@kings.uwo.ca or 519-433-3491 x4446.

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.

FOURTH YEAR BSW FIELD EDUCATION SCHEDULE (2017 – 2018)

<p>Thursday, September 7 11:30 – 1:30pm</p> <p>5:30 – 7:30pm</p>		<p>SW 4400 Seminar #1 Profs. Lewis & Starnaman Classrooms DL114, KC119</p> <p>SW 4400 Seminar #1 Profs. Csiernik, Donahue, Vito Classrooms W178, DL114, FB003</p>
<p>Monday, September 11</p>	√	<p>Health & Safety certificate, AODA certificate, and Information Acknowledgement Form DUE Submit to Field Education Office (email fieldassistant@kings.uwo.ca)</p>
<p>Wednesday, September 13 9:00 am – 9:30am</p> <p>9:30 am – 11:30am</p>	√	<p>Purchase Field Education Package (\$15) <i>(\$10 – Practicum Insurance, \$5 – Practicum ID Badge & Lanyard *NEW*)</i> Vitali Student Lounge, Wemple Building</p> <p>SW 4400 Orientation with Coordinator of Field Education Vitali Student Lounge, Wemple Building</p>
<p>Friday, September 15</p>		<p>BSW 4th Year Practicum Begins</p>
<p>Thursday, September 21 11:30am – 1:30pm</p> <p>5:30 – 7:30pm</p>	√	<p>SW 4400 Seminar #2 Profs. Lewis & Starnaman Classrooms DL114, KC119</p> <p>SW 4400 Seminar #2 Profs. Csiernik, Donahue, Vito Classrooms W178, DL114, FB003</p> <p>Social Work Competencies - Self Assessment to be completed for discussion with Field Instructor for Learning Contract planning (“Beginning” column ranking #s on SWPC&E Form – <i>Note: you will need to print the form & complete by hand for discussion, as only Field Instructors can add/update the SW PC&E documents via IPT.</i>)</p>
<p>Thursday, October 5 11:30 – 1:30pm</p> <p>5:30 – 7:30pm</p>		<p>SW 4400 Seminar #3 Profs. Lewis & Starnaman Classrooms DL114, KC119</p> <p>SW 4400 Seminar #3 Profs. Csiernik, Donahue, Vito Classrooms W178, DL114, FB003</p>
<p>October 9 - 13</p>		<p>Fall Study Break <i>(No Placement unless negotiated with your Field Instructor)</i></p>
<p>Thursday, October 19 11:30 – 1:30pm</p> <p>5:30 – 7:30pm</p>	√	<p>SW 4400 Seminar #4 Profs. Lewis & Starnaman Classrooms DL114, KC119</p> <p>SW 4400 Seminar #4 Profs. Csiernik, Donahue, Vito Classrooms W178, DL114, FB003</p> <p>Placement Journals DUE <i>Form of submission to be determined by Faculty Consultant.</i></p> <p>Learning Contract DUE Submit Final Learning Contract with Student, Field Instructor and Faculty Consultant signatures via IPT.</p>
<p>Thursday, November 2 11:30 – 1:30pm</p> <p>5:30 – 7:30pm</p>		<p>SW 4400 Seminar #5 Profs. Lewis & Starnaman Classrooms DL114, KC119</p> <p>SW 4400 Seminar #5 Profs. Csiernik, Donahue, Vito Classrooms W178, DL114, FB003</p>
<p>Thursday, November 16 11:30 – 1:30pm</p> <p>5:30 – 7:30pm</p>		<p>SW 4400 Seminar #6 Profs. Lewis & Starnaman Classrooms DL114, KC119</p> <p>SW 4400 Seminar #6 Profs. Csiernik, Donahue, Vito Classrooms W178, DL114, FB003</p>
<p>Thursday, November 30 11:30 – 1:30pm</p> <p>5:30 – 7:30pm</p>		<p>SW 4400 Seminar #7 Profs. Lewis & Starnaman Classrooms DL114, KC119</p> <p>SW 4400 Seminar #7 Profs. Csiernik, Donahue, Vito Classrooms W178, DL114, FB003</p>

Wednesday, December 6	√	Final Day of Placement Midterm Documents DUE Midterm SWPC&E and Practicum Hours Reporting Form #1 due signed by Student, Field Instructor and Faculty Consultant, submitted via IPT.
Monday, December 11	√	Placement Journals DUE <i>Form of submission to be determined by Faculty Consultant.</i>
Monday, January 8, 2018		Placements Resume
Thursday, January 18 11:30 – 1:30pm 5:30 – 7:30pm		SW 4400 Seminar #1 Profs. Lewis & Starnaman Classrooms DL114, KC119 SW 4400 Seminar #1 Profs. Csiernik, Donahue, Vito Classrooms W178, DL114, FB003
Thursday, February 1 11:30 – 1:30pm 5:30 – 7:30pm		SW 4400 Seminar #2 Profs. Lewis & Starnaman Classrooms DL114, KC119 SW 4400 Seminar #2 Profs. Csiernik, Donahue, Vito Classrooms W178, DL114, FB003
Thursday, February 15 11:30 – 1:30pm 5:30 – 7:30pm		SW 4400 Seminar #3 Profs. Lewis & Starnaman Classrooms DL114, KC119 SW 4400 Seminar #3 Profs. Csiernik, Donahue, Vito Classrooms W178, DL114, FB003
February 19 - 23		Reading Week (<i>No Placement unless negotiated with your Field Instructor</i>)
Thursday, March 1 11:30 – 1:30pm 5:30 – 7:30pm		SW 4400 Seminar #4 Profs. Lewis & Starnaman Classrooms DL114, KC119 SW 4400 Seminar #4 Profs. Csiernik, Donahue, Vito Classrooms W178, DL114, FB003
Thursday, March 15 11:30 – 1:30pm 5:30 – 7:30pm	√	SW 4400 Seminar #5 Profs. Lewis & Starnaman Classrooms DL114, KC119 SW 4400 Seminar #5 Profs. Csiernik, Donahue, Vito Classrooms W178, DL114, FB003 Placement Journals Due <i>Form of submission to be determined by Faculty Consultant.</i>
Monday, March 26 12:00 – 4:00 pm		Interprofessional Education Event *required attendance* (<i>Details to follow</i>)
Friday, March 30		Good Friday (<i>No Placement unless negotiated with your Field Instructor</i>)
Monday, April 2		Easter Monday (<i>No Placement unless negotiated with your Field Instructor</i>)
Thursday, April 5 11:30 – 1:30pm 5:30 – 7:30pm		SW 4400 Seminar #6 Profs. Lewis & Starnaman Classroom DL114, KC119 SW 4400 Seminar #6 Profs. Csiernik, Donahue, Vito Classrooms W178, DL114, FB003
Wednesday, April 11	√	Final Day of Placement SWPC&E, Practicum Hours Reporting Form #2, Student Evaluation of Placement due signed by Student, Field Instructor, and Faculty Consultant, submitted via IPT.

AN INTRODUCTION TO THE SOCIAL WORK PRACTICUM

“The Practicum process allows and enables the integration of practice skills with theory.”

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 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 Practice Skill Development Through Contact with Clients/Groups/Communities**
3. **Values 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 directly or 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 two hours per week in Fourth Year**
- following consultation with the Student and Faculty Consultant, provides a **typed** evaluation at both Midterm and end of term for Fourth 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 **three Agency visits during Fourth 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 4400)
- 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 4400 Integration Seminars

The **SW 4400 Integration Seminar** is the Fourth Year course that enables the integration of theory and practice. The objectives of the course are consistent with those of SW 3320Y.

Placement Journals are a learning tool for all Students while in Practicum and should be incorporated into the Learning Contract. The process of self-reflection and articulation in a private venue usually leads to increased insight and enhanced integration of theory and practice.

ONLINE PREPARATION *NEW*

Rather than hosting the January Launch event, 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 these materials will be distributed via email in late August.

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 Instructor s are required to provide **a minimum of two hours of supervision per week for Fourth 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 “PASS” in the Practicum and Integration Seminar course (4400) 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.

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 measureable objectives, appropriate means for achievement, indicators of success, and a projected date for accomplishment. The Student submits the signed final Learning Contract to the Faculty Consultant for submission to the Field Education Office via the IPT system.

Grade: Satisfactory/Unsatisfactory

Case Consultation and Facilitated Discussion

The case consultation provides an opportunity to share learning with peers in a consultative format consistent with Agency practice models. This format of learning promotes development of critical thinking and analytical skills. Each Student will present a case scenario to the seminar group and facilitate a discussion on a Social Work related problem or issue drawn from their own field practice. Students will prepare an outline or summary of the key themes of the case consultation (maximum length 2 pages plus references) to hand out and to submit to the Faculty Consultant on the day of the presentation. Details will be posted on the course website. Adherence to Field Education Policies and Guidelines – Review of Professional Conduct section will apply when using field practice issues ensuring confidentiality is maintained.

Grade: Satisfactory/Unsatisfactory

Midterm SWPC & Evaluation

Students are evaluated based on their performance in Practicum, their ability to develop and meet the goals and objectives in their Learning Contract, and their ability to demonstrate key professional and learning competencies identified by their Field Instructor and Faculty Consultant consistent with preparation for entry to professional practice. The SWPC & Evaluation is completed by the Field Instructor in consultation with the Faculty Consultant and the Student and submitted to the Field Education Office via the IPT system. The Faculty Consultant may provide feedback on participation in Integration Seminars.

Grade: Satisfactory/Unsatisfactory

Written Assignment: Learning Journals

The personal learning journal provides an opportunity to reflect on self-development throughout the Practicum particularly related to ethical dilemmas, struggles with client concerns and theoretical integration. The journal is a tool to assist the Student to develop reflective practice skills with a view to lifelong learning. The learning journal should be incorporated into the Student’s Learning Contract for Practicum, maintained throughout the academic year and updated regularly. There will be the requirement for submission of this Learning Journal at three points throughout the year. See the Field Education Schedule for due dates. Reflection for the Learning Journal can be expressed in various formats (video, photo, verbal recorded, written) and submitted directly to the Faculty Consultant. Details and reference material for this assignment will be provided by the Faculty Consultant.

The major focus of the Faculty Consultant 's commentary will be the Student's demonstrated effort to struggle with difficult issues and ability to apply theoretical understanding to the resolution of practice-related issues in a creative and effective manner.

Grade: Satisfactory/Unsatisfactory

Final SWPC & 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 Manual 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, patient 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. Participation in IPE events is required. 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 Practice Skill Development through Contact with Clients/Groups/Communities**
3. **Values 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&E 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 an example 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 and Evaluation Form (SWPC&E)** 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 Fourth year, there is a Midterm Evaluation at the end of first term and a Final Evaluation at the end of second term. Learning expectations for Social Work Students in 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

Fourth Year

The focus of the Fourth Year Practicum is on the attainment of increased knowledge and skill development and an increase in competence.

During their **Fourth Year placement**, it is expected that Students will:

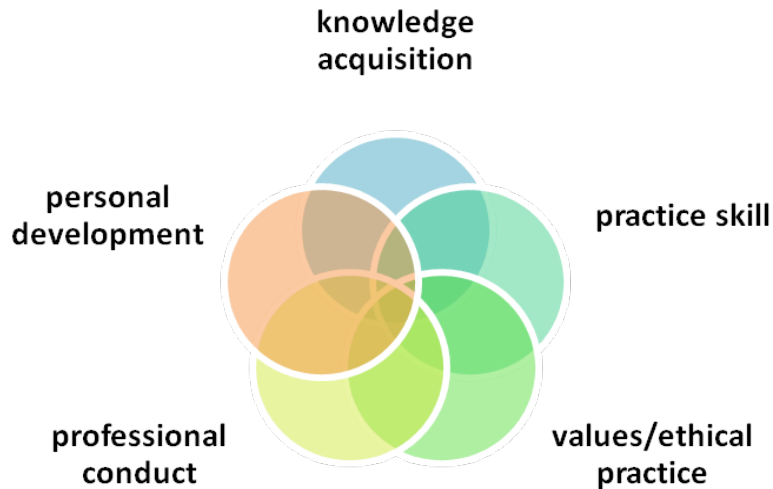
- have an opportunity to become familiar with a different practice setting and a broader range of partnering social services
- have a regular opportunity to reflect on their performance and practice integrating feedback from supervisor, colleagues and clients into performance improvement

- have an opportunity during the year to move towards more independent practice as deemed appropriate by their Field Instructor , Faculty Consultant and Agency policies

By the end of the Fourth Year each Student should have obtained:

- beginning competence for entry into the field of professional practice
- a commitment to the Code of Professional Ethics for Social Workers
- An appreciation and strategies for lifelong learning for continuing growth and development

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 and Evaluation Form (SWPC&E)** for both assessment and evaluation. The SWPC&E includes a numeric rating scale from 1 to 5 as well as space for written comments. The tool is used at the beginning of the Practicum to guide the development of the Learning Contract and is employed again at the formal Midterm and final evaluations.

Within the first month of the Practicum, Students are asked to assess their competency in the five areas related to the field placement. The numeric rating portion of the SWPC&E is used to establish a baseline for learning and growth in collaboration with the Field Instructor. It is not required that the Student be assessed in every skill area. It is acceptable to indicate Not Applicable (NA) for competencies that are not relevant to the Student's learning needs or the particular field education setting. The initial assessment of the Student's competency combined with available learning opportunities in the Practicum setting guide the development of the Learning Plan.

When assessing the Student at the beginning of the fourth year, consideration should be given to the change in practice setting and the Student's new learning goals.

Please use the following descriptors for discussions in supervision, development of the Learning Contract and for completion of the SWPC&E Form (see the Documents & Forms section of OWL):



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 at www.runiptca.com. The IPT User Manuals are available on OWL and the Field Instructor USB keys.

Please contact Sarah Morrison, Field Education Administrative Assistant at sarah.morrison@kings.uwo.ca or 519-433-3491 x4446 for login information or technical support.

PRACTICUM IN FOURTH YEAR

Beginning:

1. Students generally participate in Agency orientation and introductory activities to help them become familiar with the Agency and client contexts.
2. Ongoing evaluation of Student growth is a dynamic process. Evaluations of Student performance are based on the Learning Contract and the Social Work Practice Competencies.
3. The Student begins with a self-assessment using the SWPC&E Form, and input from the Field Instructor regarding learning opportunities and potential areas of knowledge and skill development.
4. The Faculty Consultant attends a meeting to review the Learning Contract with the Student and Field Instructor. The final version of the contract is submitted to the Coordinator of Field Education via the IPT system.

Middle: Students attend Practicum on Mondays, Wednesday and Fridays

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 Midterm Evaluation is completed by the Field Instructor based on the Student input, a review of progress on goals and objectives outlined in the Learning Contract, and from the Field Instructor's own observations and assessment of Student growth and development. The Evaluation is completed on the SWPC&E via the IPT system. Any potential concerns are clearly indicated, and a plan for successful progress is documented if needed. The Learning Contract is revised if required to reflect changing goals and focus of learning.

End: Final 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 SWPC&E as a continuation and extension of the feedback provided on the Midterm Evaluation and reviews this document with the Student. The Student meets with the Faculty Consultant and the Field Instructor to discuss the final version of the SWPC&E. The Field Instructor keys a Final Evaluation as a continuation of the Midterm SWPC&E, incorporating any pertinent comments from the meeting with the Faculty Consultant (**handwritten evaluations cannot be accepted**). Numeric and text notations from both terms should be evident on the final document.
3. If the Student agrees with the final version of the evaluation, the Student and Field Instructor sign the document. The Student alerts the Faculty Consultant that the form is waiting in IPT for their signature. 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 Practicum file. The Student is responsible for providing the Field Instructor with a signed copy and should keep a copy for themselves.
4. 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.

FOURTH 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 Fourth Year Students based on three (3) days per week (Monday, Wednesday and 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. **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 4th 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.
- At any time the Coordinator of Field Education 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 Tuesday, 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 vacation. Further, Students are NOT to miss classes to attend Practicum related events/opportunities.

Q. How many clients should a Student have?

Expectations vary with the type of Agency setting and client group. As a general guideline, Fourth Year Students are expected to have responsibility for a minimum of six clients (individuals, families, couples, group or projects) as soon as they are oriented to the setting. Students should have a minimum of 60% of total placement time in client contact hours. The intent of the guideline is to provide a balance between the opportunity to move towards autonomous practice, and the assurance of time for reflection, documentation, practice, reading, shadowing, exploration and supervision. This can look different given Agency context.

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 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.

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 2 hours of individual supervision per week to Fourth 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 an emergency.

Q. What if something goes wrong (Troubleshooting)?

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 more advice, the Faculty Consultant is 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. Please refer to the *Guidelines for Difficulties in the Field Education Placement* in the Field Education Policies and Guidelines Manual for further details. The Policies & Guidelines Manual also includes details on policies related to safety issues, harassment and discrimination, and other relevant practicum matters. Any questions may also be directed to the Coordinator of Field Education.

Placements are not to be altered or terminated without the involvement of 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

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 - FOURTH YEAR BSW LEARNING CONTRACT

Student Name:

1. KNOWLEDGE ACQUISITION

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

Objectives	Means (Action Plan)	Measure (Date & Criteria for Accomplishment)	Comments
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)

Objectives	<i>Means</i> (Action Plan)	Measure (Date & Criteria for Accomplishment)	Comments
1. To acquire the ability to apply group theory skills to the practical facilitation of groups. 2. To demonstrate 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. Co-facilitate a group(s) by the end of my placement 2. Facilitate a workshop by the end of my placement.	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)	

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

Objectives	<i>Means</i> (Action Plan)	Measure (Date & Criteria for Accomplishment)	Comments
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)

Objectives	<i>Means</i> (Action Plan)	Measure (Date & Criteria for Accomplishment)	Comments
1. Remain non judgmental of client's actions – separate the person from the behaviour 2. Ensure that I follow the Social Work Code of Ethics.	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. Review Code of Ethics after each day to ensure I have consistent practice.	1. Feedback from Supervisor following client contact (ongoing) 2. Inclusion in learning journal. (submitted Dec and Mar) 1. Know the Code of Ethics without the need to refer to it. Document issues pertaining to use(ongoing)	

4. PROFESSIONAL CONDUCT

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

Objectives	<i>Means</i> (Action Plan)	Measure (Date & Criteria for Accomplishment)	Comments
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)

Objectives	Means (<i>Action Plan</i>)	Measure (Date & Criteria for Accomplishment)	Comments
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: _____

Week	Dates	Total Hours	Due Dates: Learning Plan, Midterm, Final Evaluation
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			
24			
25			
26			

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 WSIB 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.



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