

MSW 1 Year Program – Advanced Standing

# FIELD EDUCATION MANUAL



DEDICATED TO GROWTH 



School of  
Social Work

2017-2018

Western  Graduate & Postdoctoral Studies

# 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.

## **MSW 1 YEAR PROGRAM – ADVANCED STANDING FIELD EDUCATION MANUAL**

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

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POLICIES – Please see the **Field Education Policies & Guidelines Manual**

# FIELD EDUCATION CONTACTS

M.K. Arundel  
Coordinator of Field Education  
[MaryKay.Arundel@kings.uwo.ca](mailto:MaryKay.Arundel@kings.uwo.ca)  
519-433-3491 ext. 4518  
LH 214

Kylene Dube  
MSW Practicum and Program Liaison  
[Kylene.Dube@kings.uwo.ca](mailto:Kylene.Dube@kings.uwo.ca)  
519-433-3491 ext. 4529  
LH 215

Sarah Morrison  
Field Education Administrative Assistant  
[Sarah.Morrison@kings.uwo.ca](mailto:Sarah.Morrison@kings.uwo.ca)  
519-433-3491 ext. 4446  
LH 212

## MSW FACULTY CONSULTANTS

Andrew Mantulak (Section 570)  
[amantula@uwo.ca](mailto:amantula@uwo.ca)  
519-433-3491 ext. 4588  
SA 057

Judy Belle Brown (Section 571)  
[jbrown@uwo.ca](mailto:jbrown@uwo.ca)  
519 661-2111 x22054  
LH219

Tracy Smith Carrier (Section 572)  
[tsmithca@uwo.ca](mailto:tsmithca@uwo.ca)  
519-433-3491 ext. 4349  
DL235

## IPT AND OWL SUPPORT

**IPT System:** [www.runiptca.com](http://www.runiptca.com)

All document templates are found on the IPT system. For assistance, please contact Sarah Morrison at [sarah.morrison@kings.uwo.ca](mailto:sarah.morrison@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.morrison@kings.uwo.ca](mailto:sarah.morrison@kings.uwo.ca) or 519-433-3491 x4446.

Additional information on Field Education Policies, Faculty, Curriculum, Field Instructor Resources, Health & Safety, and Well-being can be found on the Field Instructor and Student Practicum OWL sites.

**MSW 1 YEAR PROGRAM - ADVANCED STANDING  
FIELD EDUCATION SCHEDULE (2017-2018)**

<p><b>Monday, September 11</b> 9:15 – 10:00 am</p> <p>10:00am – 12:00 pm</p>	<p>√</p> <p>√</p>	<p><b>Purchase Field Education Package (\$140)</b> <i>(\$135 – ASIST Training *unless proof of completion provided by August 18*, \$5 – Practicum ID badge and lanyard)</i> Vitali Student Lounge, Wemple Building</p> <p><b>Preparation for Graduate Practice</b> Vitali Student Lounge, Wemple Building</p> <p><b>Health &amp; Safety certificate, AODA certificate, and Information Acknowledgement Form DUE</b> Submit to Field Education Office (email <a href="mailto:fieldassistant@kings.uwo.ca">fieldassistant@kings.uwo.ca</a>)</p>
<p><b>Friday, September 29</b> 11:00 – 11:30 am</p>		<p><b>Field Education Appreciation Reception</b> Garron Learning Lounge, Student Life Centre</p>
<p><b>Monday, October 2</b> 8:30 am – 4:30 pm</p>		<p><b>ASIST Training Day 1</b> Vitali Student Lounge &amp; Extension, Wemple Building <i>*Mandatory or proof of ASIST 11 completion required</i></p>
<p><b>Tuesday, October 3</b> 8:30am – 4:30pm</p>		<p><b>ASIST Training Day 2</b> Vitali Student Lounge &amp; Extension, Wemple Building</p>
<p><b>October 9 – 13</b></p>		<p><b>Fall Study Break</b></p>
<p><b>December 1</b></p>	<p>√</p>	<p><b>Hospital Placement Health Requirements DUE</b></p>
<p><b>Monday, January 8, 2018</b> 1:30 – 3:30 pm</p>		<p><b>SW 9800 Practicum Orientation with MSW Practicum &amp; Program Liaison</b> Lounge Extension, Wemple Building</p>
<p><b>Wednesday, January 10</b></p>		<p><b>MSW Advanced Standing Placement Starts</b></p>
<p><b>Tuesday, January 16</b> 11:30am – 1:30pm</p> <p>5:30 – 7:30 pm</p>		<p><b>SW 9800 Seminar #1</b> Section 572: Prof. Tracy Smith-Carrier (KC218)</p> <p><b>SW 9800 Seminar #1</b> Section 570: Prof. Andrew Mantulak (FB003) Section 571: Prof. Judy Belle Brown (LH220)</p>
<p><b>Tuesday, January 30</b> 11:30am – 1:30pm</p> <p>5:30 – 7:30 pm</p>		<p><b>SW 9800 Seminar #2</b> Section 572: Prof. Tracy Smith-Carrier (KC218)</p> <p><b>SW 9800 Seminar #2</b> Section 570: Prof. Andrew Mantulak (FB003) Section 571: Prof. Judy Belle Brown (LH220)</p>
<p><b>Friday, February 9</b></p>	<p>√</p>	<p><b>ALL GROUPS</b> Learning Plans due with Student, Field Instructor and Faculty Consultant signatures to be submitted via IPT</p>
<p><b>Tuesday, February 13</b> 11:30am – 1:30pm</p> <p>5:30 – 7:30 pm</p>		<p><b>SW 9800 Seminar #3</b> Section 572: Prof. Tracy Smith-Carrier (W150)</p> <p><b>SW 9800 Seminar #3</b> Section 570: Prof. Andrew Mantulak (FB003) Section 571: Prof. Judy Belle Brown (LH220)</p>
<p><b>February 19 - 23</b></p>		<p><b>Reading Week</b> <i>(No placement unless negotiated with your Field Instructor)</i></p>
<p><b>Tuesday, February 27</b> 11:30am – 1:30pm</p> <p>5:30 – 7:30 pm</p>		<p><b>SW 9800 Seminar #4</b> Section 572: Prof. Tracy Smith-Carrier (W150)</p> <p><b>SW 9800 Seminar #4</b> Section 570: Prof. Andrew Mantulak (FB003) Section 571: Prof. Judy Belle Brown (LH220)</p>

<p><b>Tuesday, March 13</b> 11:30am – 1:30pm</p> <p>5:30 – 7:30 pm</p>	<p><b>SW 9800 Seminar #5</b> Section 572: Prof. Tracy Smith-Carrier (KC218)</p> <p><b>SW 9800 Seminar #5</b> Section 570: Prof. Andrew Mantulak (FB003) Section 571: Prof. Judy Belle Brown (LH220)</p>
<p><b>Monday, March 26</b> 12:00 – 4:00 pm</p>	<p><b>Interprofessional Practice Event *required attendance*</b> <i>(Details to follow)</i></p>
<p><b>Tuesday, March 27</b> 511:30am – 1:30pm</p> <p>5:30 – 7:30 pm</p>	<p><b>SW 9800 Seminar #6</b> Section 572: Prof. Tracy Smith-Carrier (KC218)</p> <p><b>SW 9800 Seminar #6</b> Section 570: Prof. Andrew Mantulak (FB003) Section 571: Prof. Judy Belle Brown (LH220)</p>
<p><b>Friday, March 30</b></p>	<p>√ <b>ALL GROUPS</b> Midterm SWPC&amp;E and Practicum Hours Reporting Form #1 due on IPT (all signatures)</p> <p><b>Good Friday</b> <i>(No placement unless negotiated with your Field Instructor)</i></p>
<p><b>Monday, April 2</b></p>	<p><b>Easter Monday</b> <i>(No placement unless negotiated with your Field Instructor)</i></p>
<p><b>Tuesday, April 10</b> 11:30am – 1:30pm</p> <p>5:30 – 7:30 pm</p>	<p><b>SW 9800 Seminar #7</b> Section 572: Prof. Tracy Smith-Carrier (KC218)</p> <p><b>SW 9800 Seminar #7</b> Section 570: Prof. Andrew Mantulak (FB003) Section 571: Prof. Judy Belle Brown (LH220)</p>
<p><b>Tuesday, April 24</b> 11:30am – 1:30pm</p> <p>5:30 – 7:30 pm</p>	<p><b>SW 9800 Seminar #8</b> Section 572: Prof. Tracy Smith-Carrier (KC218)</p> <p><b>SW 9800 Seminar #8</b> Section 570: Prof. Andrew Mantulak (FB003) Section 571: Prof. Judy Belle Brown (LH220)</p>
<p><b>Tuesday, May 8</b> 11:30am – 1:30pm</p> <p>5:30 – 7:30 pm</p>	<p><b>SW 9800 Seminar #9</b> Section 572: Prof. Tracy Smith-Carrier (KC218)</p> <p><b>SW 9800 Seminar #9</b> Section 570: Prof. Andrew Mantulak (FB003) Section 571: Prof. Judy Belle Brown (LH220)</p>
<p><b>Monday, May 21</b></p>	<p><b>Victoria Day</b> <i>(No placement unless negotiated with your Field Instructor)</i></p>
<p><b>Tuesday, May 22</b> 11:30am – 1:30pm</p> <p>5:30 – 7:30 pm</p>	<p><b>SW 9800 Seminar #10</b> Section 572: Prof. Tracy Smith-Carrier (KC218)</p> <p><b>SW 9800 Seminar #10</b> Section 570: Prof. Andrew Mantulak (FB003) Section 571: Prof. Judy Belle Brown (LH220)</p>
<p><b>Tuesday, June 5</b> 11:30am – 1:30pm</p> <p>5:30 – 7:30 pm</p>	<p><b>SW 9800 Seminar #11</b> Section 572: Prof. Tracy Smith-Carrier (KC218)</p> <p><b>SW 9800 Seminar #11</b> Section 570: Prof. Andrew Mantulak (FB003) Section 571: Prof. Judy Belle Brown (LH220)</p>
<p><b>Monday, June 11</b></p>	<p><b>Expected Last Day of Placement</b></p>
<p><b>Friday, June 15</b></p>	<p>√ <b>ALL GROUPS</b> Final SWPC&amp;E, Practicum Hours Reporting Form #2, and Student Evaluation of Placement Form due on IPT (all signatures)</p>

# MSW PROGRAM OVERVIEW

The MSW 1 Year – Advanced Standing program at King’s University College is a course-based (non-thesis) Direct Practice program designed to develop and enhance the knowledge and practice skills of social workers.

The curriculum is intended to prepare Students to work with individuals, families, groups and communities. The curriculum includes a Student Engagement Week, six required courses, two electives, the Advanced Practicum, and an Integrative Capstone Exercise. Students are also expected to attend a minimum of 3 of 5 Professional Development Workshops offered by the School of Social Work during the academic year.

## MSW PROGRAM OBJECTIVES

The general objectives of the Direct Practice MSW program are to:

1. Educate social workers for advanced direct practice roles with individuals, families and groups;
2. Develop social work administrative and supervisory competence;
3. Consolidate community based responses to social need influenced by social planning and social policy knowledge
4. Enhance research based competency in a direct practice context.

## MSW ADVANCED PRACTICUM

MSW Students engage in a range of field related learning activities designed to assist them in building knowledge and skills related to the theory and practice of social work. Prior to commencing placement, Students engage in preparatory work. The MSW Advanced Practicum course (SW 9800) is comprised of several components including the Practicum, Integration Seminar, and the Reflective Practice Project.

## 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 and practice;
- To develop knowledge, values, and skills at an advanced level;
- To develop specialized knowledge/skills in evidence-based practice, administration, program evaluation, and research;
- To integrate theory and practice within a framework of ethical, anti-oppressive, and professional practice.

## Practicum Matching

Practicum matching at the graduate level is an individualized process. The MSW Student meets with the MSW Practicum and Program Liaison to discuss their interests and the Liaison then solicits a placement on the Student’s behalf. Students are advised that there may be financial costs (parking, transportation, insurance) or specific requirements (police checks, health requirements) associated with practicum settings. A vehicle may be needed for some community based placements. (*See Appendix 1*)

## PREPARATION FOR PRACTICUM

Prior to commencing practicum, Students are required to complete the following trainings to help prepare them for placement in Direct Practice settings:

### ASIST (Applied Suicide Intervention Training)

Students must provide proof that they have completed ASIST 11 consisting of 2 full days of standardized suicide intervention training. The School of Social Work in collaboration with the Dean of Students Office at King's offers training to Students at a reduced fee in the fall of each year to fulfill the requirement, if needed.

### AODA (Accessibility for Ontarians with Disabilities Act) Training

Students are required to complete online training in order to be familiar with the AODA legislation as it relates to practice settings. The AODA module is available through the [King's University College HR website](#).

### Health and Safety Training

Worker Health and Safety Awareness in 4 Steps is intended to introduce workers to the [Occupational Health and Safety Act](#) (OHSA). This training program is focused on the health and safety rights and responsibilities of workers, supervisors and employers and is a general introduction to workplace health and safety.

## Online Preparation

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 is distributed via email in late August.

## PRACTICUM OVERVIEW

The practicum at the MSW level provides Students with an opportunity to be placed in a field setting where they receive field instruction from a Master's qualified practitioner and supervision from a Faculty Consultant in the School of Social Work. Accreditation by the Canadian Association for Social Work Education requires that MSW Students complete a minimum of 450 hours of supervised practice in a field setting. Students are in the field three days per week for two academic terms.

Practicum is usually scheduled on Monday, Wednesday and Friday and classes are scheduled on alternate days and/or in the evening. Students are expected to schedule their hours around statutory holidays. Any substantive change to the practicum schedule must be approved by the Field Instructor, Faculty Consultant and MSW Practicum and Program Liaison. (*See Appendix 2 for an optional Field Hours Log.*)

The practicum is graded as a Pass/Fail and is determined by the Faculty Consultant.

## Integration Seminar

While engaged in the practicum, small groups of Students meet bi-weekly for a two-hour integration seminar under the supervision of a Faculty Consultant. The first half of the seminar will afford Students an opportunity to discuss successes and challenges they are experiencing



at practicum. To enable consistency and provide a framework for discussing cases activities, Faculty Consultants use the ASPIRE model (See *Appendix 4*). When discussing clients, Students are asked to disguise any identifying information to ensure that confidentiality is maintained. Please refer to the **Field Education Policies & Guidelines Manual** for the “*Guidelines for Use of Agency Material in Social Work Courses.*” The second half of the seminar is structured to support Students in the completion of a Reflective Practice Project.

### **Reflective Practice Project (RPP)**

Group discussion and support for the RPP will be an aspect of the Advanced Practicum integration seminar. Through lectures and self-awareness exercises, Students will be guided in a critical examination of a piece of work (i.e. single case, program or intervention) they have undertaken as part of their field practice learning. The RPP will culminate in the Students providing a fifteen-minute presentation of their reflection on practice to the Students in their integration seminar group to demonstrate they have acquired the ability to collate, organize and present key information with clarity, brevity and impact.

Students are expected to attend to the following components of professional practice in their presentation:

- 1) The Agency Context
- 2) The Role of Social Work in that Setting
- 3) The Assessment of the Case
- 4) The Case Plan
- 5) The Intervention(s)
- 6) Evaluation and Review
- 7) Personal and Professional Reflection

The RPP is graded by the Faculty Consultant as a Pass/Fail.

### **Final Grade for SW9800**

The Field Instructor completes the final evaluation of the practicum in consultation with the Student and it is reviewed by the Faculty Consultant. The Student is responsible for ensuring the final evaluation and all related Practicum documentation is submitted to the MSW Practicum and Program Liaison via IPT in accordance with 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. 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. Note, the Faculty Consultant may provide final feedback on participation in Integration Seminars.

Based on the Pass/Fail grades for each of the Practicum and RPP components, the Faculty Consultant submits an overall grade of Pass/Fail for the SW9800 Advanced Practicum course.

### **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 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.

Participation in this Interprofessional Education event is required however no grade is assigned. Details about IPE initiatives will be provided as they become available.

## **INTERN PLACEMENT TRACKING SYSTEM (IPT)**

King's School of Social Work uses an online Field Education reporting system called the Intern Placement Tracking System (IPT). This system can be accessed from anywhere that has 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 data and contact information up-to-date and accessing and completing forms online. In addition, IPT assists 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 are available through this system and all forms must be completed and submitted online. No one other than the Student, their assigned Faculty Consultant, their Field Instructor, and the School's Field Education team will have access to the forms submitted online. Our Intern Placement Tracking (IPT) Practicum database is online at [www.runiptca.com](http://www.runiptca.com).

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

**See IPT for all of the following forms: [www.runiptca.ca](http://www.runiptca.ca)**

- Practicum Learning Contract
- Practicum Hours Reporting Form #1
- Practicum Hours Reporting Form #2
- Social Work Practice Competencies and Evaluation (SWPC&E) Midterm Form
- Social Work Practice Competencies and Evaluation (SWPC&E) Final Form
- Student Evaluation of Field Placement

## **ROLES AND RESPONSIBILITIES**

### **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 practicum and makes recommendations regarding the practicum to Faculty Committee and the School of Social Work Council. The Field Education Committee is comprised of the following members:

- Coordinator of Field Education

- MSW Practicum and Program Liaison
- appointed Faculty members
- one appointed Field Instructor
- one representative of the King's Field Education Advisory Committee
- a Student from each of third and fourth year of the BSW Program and an MSW Program Student

### **Coordinator of Field Education**

- is responsible for the overall administration and direction of Field Education in the School of Social Work
- approves evaluations related to Field Instructors, Faculty Consultants and Field Education settings
- is available for consultation regarding Students in difficulty and approves special requests for accommodation
- is responsible for liaising with the King's Field Education Advisory Group
- ensures administrative contracts are completed
- facilitates professional development for Field Instructors

### **MSW Practicum and Program Liaison**

- is responsible for the placement process and operational aspects of the MSW Practicum
- in consultation with the Coordinator of Field Education, approves MSW Field Education settings
- matches Students, practicum settings, and Faculty Consultants
- monitors evaluations related to Students, Field Instructors, Faculty Consultants and field education settings
- approves student evaluations
- assists with the design, development and implementation of professional development for Field Instructors

### **The MSW Student**

- is responsible for identifying their learning needs in consultation with the Field Instructor and Faculty Consultant
- is responsible for communicating through Services for Students with Disabilities any information required by the MSW Practicum & Program Liaison, in consultation with the Coordinator of Field Education as required, 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 learning opportunities, formal/ informal consultation, and practice reflection activities
- is prepared for, and utilizes, consultation with Field Instructor, Faculty Consultant and integration seminar
- provides the Faculty Consultant with documentation of practice as required and informs the Faculty Consultant of progress related to practice reflection activity
- engages in a process of self-evaluation
- provides feedback to the Coordinator of Field Education regarding the Field Education setting as a learning environment, and the Field Instructor as an educator
- ensures that documentation required by the School of Social Work office is submitted

### **The Field Instructor**

- is assigned by the Field Education 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 (*See Appendix 5 for an Orientation Checklist*)
- provides formal consultation to the Student – a minimum of one to two hours per week
- following consultation with the Student and Faculty Consultant, provides a typewritten evaluation at both midterm and end of term for the MSW practicum (handwritten evaluations cannot be accepted)

### **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 the MSW 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
- ensures proper and effective use of Student input
- communicates with the MSW Practicum and Program Liaison regarding the appropriateness of the Field Education setting and the Field Instructor
- oversees the reflection/evaluation/research activity
- facilitates the integration seminar
- submits the final grade of Pass/Fail for the course based on the following components each graded as a Pass/Fail: Practicum and RPP.

## **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 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 advanced social work practice.

- "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).
- "Supervision consists of supportive, educational and administrative functions" (Kadushin, 1992).
- "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, or examples of work for discussion. In keeping with good social work practice, documentation of sessions is recommended. 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 the MSW Student with a **minimum of 1 - 2 hours of individual supervision per week**. 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 an emergency.

## **COMPETENCY BASED LEARNING**

The School of Social Work at King's University College recognizes the need for accountability and demonstrable competency in Social Work practice. Each Student will bring a level of expertise and practice knowledge to the Field Education setting.

Individuals commence graduate education with a wide range of previous work and life experience and the curriculum is intended to consolidate and advance their existing level of knowledge and skills in direct practice. Learning will be focused on the spirit of inquiry, critical thinking and analysis, and advanced knowledge and skill development within a framework of ethical, anti-oppressive social work practice. The expectations for social work students at the Master's level are listed below.

- Develop advanced competence for direct and indirect practice roles within a particular setting based on critical appraisal, effective helping skills, professional judgment, systematic inquiry, and ethical responsibility;
- Have an opportunity to integrate critical thinking, research and evaluation methods, and practice theory;
- Have a regular opportunity to reflect on their performance and practice;
- Integrate ethical, anti-oppressive, and professional attitudes about issues affecting human services.

### **Social Work Practice Competency and Evaluation (SWPC&E)**

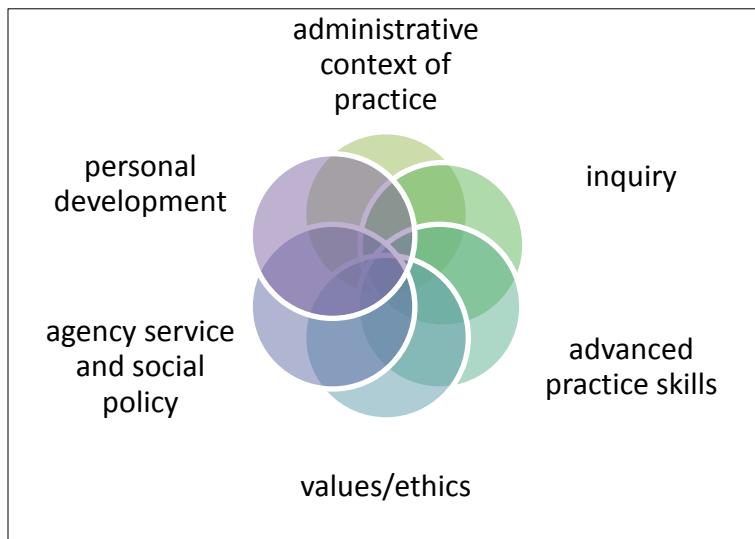
The Social Work Practice Competencies and Evaluation form (SPWC&E) is used as a frame of reference to develop the Learning Plan and assists in the overall evaluation of Student performance. The tool specifies six categories for assessment including Advanced Practice, Values and Ethics, Agency Service and Social Policy, Inquiry, Administrative Context of Practice and Personal Development. This allows the MSW Student, the Field Instructor and Faculty Consultant to identify specific areas for learning and to track the Student's growth and development during the Practicum experiences.

Although the instrument uses a competency rating scale to evaluate performance, it tracks only the development of the individual and it is not used to compare Students to each other.

# GUIDE TO COMPLETION OF THE SOCIAL WORK PRACTICE COMPETENCY AND EVALUATION FORM AND THE LEARNING PLAN

## Initial Assessment and the Learning Plan

The Social Work Practice Competency and Evaluation (SWPC&E) form is a tool used for both assessment and evaluation. It provides descriptors for six areas of Social Work Practice Competency for consideration in relation to the Student's learning:



The SWPC&E includes a numeric rating scale from 1 to 5 as well as space for written comments. For MSW Students, the tool is used at the beginning of the Practicum to guide the development of the Learning Plan and is employed again at the formal midterm and final Evaluations.

Within the first month of the Practicum, MSW Students are asked to assess their competency in the six 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 (N/A) 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.

## Competency Scale

1. Minimal Level of understanding/skills
  2. Some understanding of what the expectation means and its purpose
  3. Increased understanding and begins to initiate attempts to put into practice
  4. Advanced understanding and demonstrates adequate level of integration of knowledge, skills, and appropriate application
  5. Clearly understands and demonstrates consistent and appropriate application of knowledge and skills in practice.
- N/A Does not apply

**Example:**

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**Instructions: On the scale of 1 to 5 as indicated above, please record below the numeric rating for this Student.**

<u>Categories</u>	<u>January</u>		<u>Mid-term</u>		<u>Final</u>
<b>1. Advanced Practice (use descriptors)</b>					
• Social Worker/Client Relationship	_____	NA	_____	NA	_____ NA
• Advanced Generalist Roles	_____	NA	_____	NA	_____ NA
• Advanced Professional Roles and Relationships	_____	NA	_____	NA	_____ NA
• Leadership	_____	NA	_____	NA	_____ NA

**Descriptors:**

**1. ADVANCED PRACTICE SKILLS**

*Social Worker/Client Relationship*

- engages differentially and effectively with complex clients and client systems over time
- demonstrates understanding of issues relating to transference and counter transference
- demonstrates cultural competence and sensitivity to diverse issues
- demonstrates the ability to integrate complex theoretical perspectives
- demonstrates advanced competencies in assessment, planning, intervention/strategies, termination and evaluation of interventions/strategies

*Advanced Generalist Roles*

- demonstrates proficiency in performing complex, advanced generalist practice roles that are transferable across settings and populations (resource developer, clinician, group worker, change agent, advocate, trainer/teacher, consultant)
- works collaboratively with interdisciplinary teams
- functions within an interdisciplinary team where teaching or a consultative role may be required
- reflects on the evaluation of interventions to further inform practice

*Advanced Professional Roles and Relationships*

- mentors and supervises Students and peers
- functions autonomously appropriate to the learning level

*Leadership*

- models behavior that inspires and enables others to perform to the best of their ability
- recognizes and supports the contributions of others
- models exemplary practice and coaches others in the development of skills
- analyzes the interaction between the structure and processes of the practicum setting and human behaviour
- assesses and recommends change in organizational, community structures and processes when appropriate

**2. VALUES AND ETHICS**

*Client/Community Systems*

- engages with clients/communities in a manner that respects their right to make independent decisions and participate actively in the helping process
- is respectful of various cultural norms, value systems, ethics and moral beliefs
- uses appropriate intervention skills with diverse populations regardless of age, race, class, gender, religion, culture, ethnicity, national origin, sexual orientation, disability
- uses knowledge to assist the client population in achieving social and economic justice

### *Professional*

- engages in practice that is guided by knowledge of the dynamics and consequences of social and economic injustice
- develops professional relationships that exhibit a regard for individual worth and dignity
- demonstrates professionalism, accountability and responsibility to client systems, the practicum setting and the profession
- identifies as a professional Social Worker and adheres to the Ontario College of Social Workers and Social Service Workers Code of Ethics and Standards of Practice at all times

### *Personal*

- assumes responsibility for personal ethical conduct, quality of practice, and continuous growth in knowledge/skills of the Social Work profession
- Assumes increased accountability in practice within the boundaries of education, training and professional experience

## **3. AGENCY SERVICE AND SOCIAL POLICY**

### *Agency*

- understands and can analyze the structure and function of the Agency, its program, and relationship to other community programs, funders, external policies, systems, economy and community
- able to identify areas for development of inter-Agency programs
- demonstrates an ability to build and sustain inter-organizational relationships
- understands and maintains Agency's confidentiality requirements

### *Policy*

- understands and articulates the history of the Agency and the application of Agency policy on the client population
- critically reflects on, questions and appropriately challenges the impact of social and Agency policies on the client and service provision

## **4. INQUIRY**

### *Evidence Based Practice*

- demonstrates knowledge of where to access and how to search for relevant research evidence
- able to read and critically evaluate the quality of research based knowledge
- demonstrates the ability to integrate research based knowledge and theory into practice activities
- able to evaluate client satisfaction, practice effectiveness, delivery of service

### *Critical/Analytical Thinking*

- demonstrates critical thinking and analysis
- able to identify areas of research and research questions that would benefit/enhance Agency/organization functioning
- demonstrates reflective practice for theory building

### *Research Process*

- able to identify relevant research questions from practice situations
- able to design and implement effective research methods for practice evaluation (i.e: single case, program evaluation)
- able to use research based knowledge to inform Agency structure and mandate

## **5. ADMINISTRATIVE CONTEXT OF PRACTICE**

### *Recording and Documentation*

- submits paperwork in a timely manner
- demonstrates clear, logical, accurate and respectful record keeping
- uses Agency technology in a proficient manner

### *Professional Conduct*

- consults appropriately regarding legal/ethical dilemmas



- meet Agency expectations with regard to attendance, punctuality, reliability

## **6. PERSONAL DEVELOPMENT**

### *Self-Awareness*

- engages in an ongoing process of self-assessment and reflection
- identifies unexamined assumptions and biases that can interfere with learning and practice
- demonstrates the ability to critically self-assess and reflect on skills, knowledge and personal context of practice

### *Lifelong Learning*

- demonstrates planning for ongoing learning and development
- demonstrates commitment to continued professional growth and skill development through a range of activities

### *Supervision*

- makes effective use of supervision for advancing practice and promoting growth in self and others
- contributes to interdisciplinary learning and support

# **THE LEARNING PLAN**

Before beginning the development of a Learning Plan, the Student should have completed the SWPC& E to reflect on the areas in which they would like to experience growth with respect to:

- Advanced Practice
- Values and Ethics
- Social Policy and Agency Service
- Inquiry
- Administrative Context of Practice
- Personal Development

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

- Developing objectives which are concrete, measureable, attainable and relevant that describe activities/projects through which learning will occur
- Describing the actions which will be taken to achieve these objectives and indicate a time line for completion

The Learning Plan is the product of a collaborative process. The MSW Student will bring an awareness of their learning needs. The Field Instructor is aware of the agency expectations and the learning experiences that can be provided. The Faculty Consultant will ensure that no areas or expectations for learning are overlooked. The Learning Plan will be signed by all parties involved and the Student will ensure timely submission to the Field Education Office via the IPT system. (See Appendix 3 for an Example)

## **Development of a Learning Plan (Instructions for the Student)**

The *Learning Plan* is a multi-purpose tool used throughout the Field Education placement to:

- Focus experiential learning (future) “Where do I want to go?”
- Connect learning activities to outcome (present) “How do I get there?”
- Provide a basis for evaluation (past) “How will I know I have met my goals – what will have changed?”

## **How to Build your Learning Plan**

- Self-assessment using the SWPC&E Form (using the descriptors)
- Create your personal vision “What do I want to know or be able to do at the end of placement?”
- Determine Goals and Objectives
- Decide on learning activities, timelines, evidence of accomplishment

### **Goal**

A goal is a general statement of what you intend to accomplish in:

- Advanced Practice
- Values and Ethics
- Agency Service and Social Policy
- Inquiry
- Administrative Context of Practice
- Personal Development

### **Objective**

An objective is more specific and should be concrete, measurable, attainable, relevant and timely.

### **Learning Activities and Outcomes**

Take each objective and answer:

- What can I do? (specific actions)
  - When should I do this? (reasonable timelines)
  - How will one know that I succeeded? (indicators of success)
1. Discuss your Learning Plan with your Field Instructor to ensure that appropriate opportunities exist in the setting.
  2. The Learning Plan should be discussed with the Faculty Consultant at the initial agency visit.
  3. Once finalized, the Learning Plan is submitted to the Faculty Consultant via the IPT system for final approval.

## **EVALUATIONS**

### **EVALUATION OF STUDENT PERFORMANCE**

Evaluation of MSW Student growth and development is a dynamic process. It is understood that supervision provides a forum for ongoing discussion about Student performance throughout the Practicum.

The SWPC&E and Learning Plan are used to evaluate Student growth. The MSW Student and the Field Instructor should review the Learning Plan and Competencies and determine which objectives have been met, and to what degree. A numeric rating is assigned indicative of Student growth. At the midterm evaluation, additional objectives may be added to the Learning Plan.

The Field Instructor completes the midterm SWPC&E Form using the template provided. The evaluation will include the numeric rating **and** comments about the Student's progress with respect to achieving learning objectives, identification of strengths, and areas for ongoing development. Any pertinent comments by the Faculty Consultant should be incorporated. Field Instructors access the documents via the IPT system.

Midterm evaluations are submitted to the Field Education office via the IPT system. The final evaluation is signed by the Student and Field Instructor after meeting with the Faculty Consultant. It will then be submitted to the Field Education Office via the IPT system. If the MSW Student does not agree with the evaluation, the Student should provide a typed response to the Field Instructor and provide a copy of both documents to the Faculty Consultant IMMEDIATELY.

## **EVALUATION OF 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.

1. The Student presents the completed document via the IPT system to the Field Instructor AFTER the final Social Work Practice Competencies & Evaluation Form is signed and submitted via the IPT System. The Evaluation of the Field Placement Setting 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 the communication directly to the Coordinator of Field Education.

## **SUPPORT FOR FIELD INSTRUCTORS**

### **CONTINUING PROFESSIONAL EDUCATION**

The School of Social Work at King's University College provides a number of educational opportunities for Field Instructors consistent with the Continuing Competency Program of the Ontario College of Social Workers and Social Service Workers. The School is committed to providing learning opportunities for Field Instructors that are relevant, cost-effective, and accessible.

#### **Field Instructor Training**

We are pleased to offer a Field Education Training Program for new Field Instructors, experienced Field Instructors, and those community partners interested in becoming Field Instructors. Social work field education research shows that specific training for field instructors significantly improves the Students' perception of the quality of their practicum education experience and the quality of the relationship with their field instructor. In order to support this important role, we have developed a field instruction course to provide you with the latest information, tools, and resources relating to social work supervision. Training is available both online and on-site, and is free to all current Field Instructors. Contact the Field Education Administrative Assistant to learn more.

#### Training Benefits:

In addition to preparation as effective Field Instructors, those who complete all ten modules will receive a Certificate in Field Instruction from King's University College School of Social Work.

Completion of the training will satisfy the Social Work Continuing Competency requirement for College registration.

### **Professional Development Series**

The School of Social Work is offering five half-day continuing education workshops throughout the academic year. MSW Students are expected to attend a minimum of three out of the five workshops offered. Current King's Field Instructors are entitled to any of the workshops free of charge. Details will be available in the Fall.

### **Social Work Week**

Celebration of Social Work Week at King's University College includes offering an annual learning event for Students and professionals in the community. The Social Work Week Planning Committee includes representatives from the Faculty, Staff, OASW, Field Education Advisory Group and the Social Work Student Association.

### **Library Privileges**

All current Field Instructors have free library privileges at the Cardinal Carter Library which includes access to the wider Western library network. An extensive collection of Social Work texts and journals assist Field Instructors to remain current and revitalized in the life-long learning model of Social Work education and in their specific fields of interest. The Library also houses specific articles and texts to enhance knowledge in field education. Field Instructors have access to the expansive collection of online library journals and other library resources. To set up your borrowing privileges, please contact the Field Education Administrative Assistant.

## **FIELD EDUCATION ADVISORY GROUP**

The School of Social Work at King's University College provides opportunities to collaborate with our community partners throughout the year. This is an optional professional affiliation.

The Advisory Group is comprised of community professionals interested in promoting excellence in Social Work Field Education. Meetings are held on a quarterly basis throughout the academic year. As an advisory body for the Coordinator of Field Education, the meetings provide a forum for discussion of trends, strengths and challenges related to community practice and Field Education.

## **AWARDS AND HONOURS**

### **Field Education Appreciation Reception**

The School of Social Work at King's University College hosts an annual Field Education Appreciation Reception for current Field Instructors and Agency Coordinators. This is an opportunity for the School to thank our educational partners in the field, to present annual awards, and for Field Instructors to have the opportunity to connect with colleagues in the larger community. At the Appreciation Reception, the Thomas J. Smith (MSW Field Instructor) and Rose Marie Jaco (BSW Field Instructor) Awards of Excellence in Field Practice Education are presented. Honorary Academic Status and the title of Adjunct Professor of Field Education are conferred on Field Instructors who have submitted applications and meet the necessary criteria. Please contact the Social Work Field Education Office for application information.

### **Links with the School of Social Work at King's University College**

Field Instructors are invited and encouraged to become actively involved in the School of Social Work at King's University College. Please contact the Coordinator of Field Education to discuss opportunities to become involved.

# APPENDICES

## THE PROCESS OF GETTING AN MSW PLACEMENT

1. **Complete the Practicum Planning Information form**
2. **Update your resumé** and submit an e-copy to the Field Education Administrative Assistant.
3. **Book your appointment to see the MSW Practicum & Program Liaison.** Submit your Practicum Planning Information Form to the MSW Practicum & Program Liaison when you book your appointment.
4. **Conduct individual research** on the agencies which will provide you with the learning opportunities that you are seeking.
5. **Attend an interview with the MSW Practicum & Program Liaison** to discuss your learning needs and placement preferences.  
**PLEASE NOTE:** As the MSW program at King's has a Direct Practice focus, you will be provided practicum opportunities in a variety of settings. These opportunities will facilitate your learning a broad range of social work skills with numerous client populations. At times, limitations in community agencies will impact the availability of some placements, however all settings offer significant opportunities for learning.  
  
**The MSW Practicum and Program Liaison is responsible for Practicum assignments following consultation with the student and the agency representatives.**
6. Students will be advised by email of a potential practicum opportunity.  
  
IN SITUATIONS WHERE THERE IS COMPETITION, ALL INDIVIDUALS WILL BE SUBJECT TO THE SAME INTERVIEW PROCESS IN ACCORDANCE WITH THE AGENCY'S REQUIREMENTS.  

(Practicum Committee, March 1998)
7. Contact the prospective Field Instructor ASAP, and book a pre-placement interview. **TREAT THIS AS A JOB INTERVIEW.** You should also discuss the scheduled hours for placement as specific agency requirements may vary.
8. Following the interview, report back to the Field Education Administrative Assistant regarding your impressions and desires. The agency will do the same.
9. A match will be made **ONLY** after positive feedback from both parties is obtained. The Field Instructor, and Student, will be advised in writing by the MSW Practicum and Program Liaison.
10. Contact your Field Instructor in the weeks preceding your placement to determine what you are required to complete prior to starting your placement. (i.e. TB tests, police checks, readings, etc.).
11. Attend all Practicum Preparation sessions held in September and January.

## 12. **School and Student Obligations in Securing Placement**

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:

- successful completion of the required social work courses required prior to practicum entry
- research and exploration of appropriate placement sites in collaboration with the MSW Practicum and Program Liaison
- submission of a completed application for Practicum and resume by the due date to the School of Social Work office
- prompt follow up when required by the School of Social Work office to contact the coordinator or agency
- consistent attendance at interview opportunities
- appropriate professional conduct during an interview and throughout their placement

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 MSW Practicum and Program Liaison may request that a review committee be struck consisting of the Coordinator of Field Education, 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.

MSW Student: \_\_\_\_\_

Field Instructor: \_\_\_\_\_

Agency: \_\_\_\_\_

Faculty Consultant: \_\_\_\_\_

Practicum Start Date: \_\_\_\_\_

<b>Week</b>	<b>Dates</b>	<b>Total Hours</b>	<b>Due Dates: Learning Plan, Midterm, Final Evaluation</b>
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
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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.)



## SAMPLE LEARNING PLAN ONLY

Name: XXXXXXXX

**1. ADVANCED PRACTICE:**

Goal #1: To learn advanced clinical practice skills in individual practice.

<b>Objectives</b> (concrete, relevant, timely, measurable, attainable)	<b>Learning Activities</b> (Specific actions)	<b>Outcome</b> (Date & Evidence of Accomplishment)	<b>Comments</b>
1. To fine tune my assessment skills in order to develop an effective treatment plan for children and youth.	1. Shadow clinicians conducting 3 individual and 3 family assessments.  2. To independently complete a minimum of four individual assessments including report writing.  3. To independently formulate recommendations for a minimum of four children and their families.  4. To improve on assessment report writing skill in order to ensure that relevant details have been included.	Log completed assessments and my observations - End of January XXXX Log completed assessments and reports – End of April XXXX  Log completed formulations - End of April XXXX  Review all written reports in weekly supervision	
2. To develop competencies as a clinical social worker supporting children and youth with a variety of mental health challenges.	1. Shadow 5 therapeutic sessions with a variety of children, youth, or their families with diverse needs and challenges.  2. To offer therapy to a minimum of four clients.	Log sessions and summarize observations - Mid February XXXX  Log clients - End of June XXXX	
5. To understand how to structure therapy sessions for children/ youth with diverse needs and challenges, (depression, OCD, anxiety)	1. To continue reading and learning regarding needs, hurdles, and goals of treatment for young people with each type of difficulty.  2. To learn to formulate stronger clinical observations, and recognize if they are informed by personal experience, or research and education.	Compile a list of reviewed articles – June XXX  Use a reflective journal to track my process – summarize weekly	

Goal #2: To learn advanced clinical practice skills with families

<b>Objectives</b> (concrete, relevant, timely, measurable, attainable)	<b>Learning Activities</b> (Specific actions)	<b>Outcome</b> (Date & Evidence of Accomplishment)	<b>Comments</b>
1. To fine tune my assessment skills in order to develop a realistic and effective treatment plan.	1. To shadow a minimum of 3 family assessments.  2. To improve on family assessment report writing skill in order to ensure that relevant details have been identified and included.  3. To contribute to the formulation of treatment goals for a minimum of 3 people and their families as I participate in the Family Therapy Team process.  5. To complete one family assessment independently.	Log - Mid February XXXX  Review all reports with supervisor on ongoing basis.  Log - End of January XXXX  End of June XXXX	
2. To develop competencies as a clinical social worker, supporting families with a variety of challenges.	1. Shadowing several therapeutic sessions with families (minimum 3) with diverse needs and challenges.  2. To complete one family therapy session.	Log sessions and summarize observations – April XXXX  End of June XXXX	

## 2. VALUES AND ETHICS

Goal #1: To clarify how my personal values influence my work with young people and their families

<b>Objectives</b> (concrete, relevant, timely, measurable, attainable)	<b>Learning Activities</b> (Specific actions)	<b>Outcome</b> (Date & Evidence of Accomplishment)	<b>Comments</b>
1. To adhere to the standards of the OCSWSSW.	1. To apply the standards of the OCSWSSW in my interactions with all young people and their families.	Select one standard in each supervision session and discussion application in relation to a case	
2. To recognize areas in practice that may be vague in terms of an ethical course of action.	1. To discuss those areas with my supervisor and colleagues during integration seminar.	Use a reflective journal to flag issues to bring to supervision and the integration seminar	

3. To respond supportively when family choices are not aligned with my personal preferences.	1. To provide education and information supportively, and not in a manner that undermines rapport or treatment goals.	Seek and record critical feedback from families at the end of each session - ongoing	
4. To maintain professional relationships with all team members, and demonstrate appropriate boundaries.	1. To maintain a friendly rapport with team members, while ensuring that I do not become involved in aspects of office life which may not be productive for my professional goals.	Seek feedback from at least 2 team members about my team presentation and participation– April and June XXXX	

### 3. AGENCY SERVICE AND SOCIAL POLICY

Goal #1: To understand the vision and goals of The Child and Adolescent Mental Health Program

<b>Objectives</b> (concrete, relevant, timely, measurable, attainable)	<b>Learning Activities</b> (Specific actions)	<b>Outcome</b> (Date & Evidence of Accomplishment)	<b>Comments</b>
1. To understand how The Mental Health Act is interpreted in the operations of the Child and Adolescent Mental Health Care Program.	1. To review the Mental Health Act.  2. To review the aspects of the Mental Health Act that directly impact everyday service provision for children and youth in the Child and Adolescent Mental Health Care Program.	End of January XXXX  Prepare a reference sheet of key elements of the Act as it applies to work with children and their families – April XXX	
2. To investigate possibilities in treatment for depression, anxiety or OCD that may fall outside of traditional therapeutic practices within the centre.	1. To review literature regarding the success of less traditional practices in work with children and youth: spirituality, horticulture, equine therapy, etc.	Summarize key articles and present information to the team - June XXX	

#### 4. INQUIRY

Goal #1: To enhance research skill, and increase competency in the development of practice skills which are evidenced based

<b>Objectives</b> (concrete, relevant, timely, measurable, attainable)	<b>Learning Activities</b> (Specific actions)	<b>Outcome</b> (Date & Evidence of Accomplishment)	<b>Comments</b>
1. To investigate relevant approaches in therapy for a variety of difficulties that are addressed in the centre.	1. Research and read how to structure therapy sessions and treat OCD, anxiety and depression.  2. Choose one article of particular relevance to discuss in supervision.	Log and summarize articles reviewed – Ongoing  Weekly throughout practicum	
2. To continue to build competency and confidence in examining research material that is rigorous and relevant.	1. To present a case to my colleagues in integration seminar that demonstrates my ability to find and apply relevant and rigorous research.	March XXXX	

#### 5. ADMINISTRATIVE CONTEXT OF PRACTICE

Goal #1: To maintain a professional attitude and vision of myself as a clinical practitioner within a team.

<b>Objectives</b> (concrete, relevant, timely, measurable, attainable)	<b>Learning Activities</b> (Specific actions)	<b>Outcome</b> (Date & Evidence of Accomplishment)	<b>Comments</b>
1. Adhere to agency policy and vision of practice.	1. Read agency policy and procedures manual.	January XXX	
2. Clarify the role of the social worker within this centre and how this role is essential.	1. To shadow practitioners from a variety of disciplines (minimum 3) to better understand and differentiate their roles within the centre.	Log and summarize observations - End of April XXXX	
3. To understand relationships between the day treatment and inpatient programs and the outpatient mental health program.	1. Shadow the activities of the inpatient unit and the day treatment program 2. Arrange and support a transfer of a client from one of the other units of the outpatient program.	Spend a day with each program - End of February XXXX  End of June XXXX	

## 6. PERSONAL DEVELOPMENT

Goal #1: To enhance confidence in clinical judgements and observations.

<b>Objectives</b> (concrete, relevant, timely, measurable, attainable)	<b>Learning Activities</b> (Specific actions)	<b>Outcome</b> (Date & Evidence of Accomplishment)	<b>Comments</b>
1. To develop confidence as a clinician.	Solicit feedback from children and families as to the impact of my interventions.	Log and summarize the positive feedback at the termination of each case.	

Goal #2: To remain open to new and challenging experiences... to grow professionally

<b>Objectives</b> (concrete, relevant, timely, measurable, attainable)	<b>Learning Activities</b> (Specific actions)	<b>Outcome</b> (Date & Evidence of Accomplishment)	<b>Comments</b>
1. To allow myself the space to make mistakes and receive challenging feedback with an open mind.	1. Seek critical feedback from clients, colleagues and supervisor.	Invite and document critical feedback as a routine element in my interactions with clients, colleagues and my supervisor	
2. To be open to the reality that I will make mistakes and that those mistakes are opportunities for growth.	1. To reflect on how I might have managed particular situations more productively, or effectively.  2. To take care of myself, and learn to listen when my mind and body need a break.	Maintenance of a weekly reflective journal focused on growth  Maintenance of a weekly log documenting self-care activities	

## THE ASPIRE FRAMEWORK FOR DISCUSSING SOCIAL WORK ACTIVITIES

Masters Level Social Work Students will enter their placements with exposure to, and experience in a wide variety of different theories, perspectives, assessment and intervention styles.

In order to enable consistency and a framework for discussing the cases and/or activities they will engage with, the Faculty Consultants use the ASPIRE framework. This model, devised by Carole Sutton in 1999, guides the Social Work Practitioner through four steps, each with a guiding question and focusing on a specific Central Task, around which activity and reflection is organized.

The framework is suitable for use with individual clients, dyads, families and groups: voluntary or mandated. It remains dynamic by forcing a return to planning whenever an intervention fails to produce the desired outcomes that were negotiated with the client. Finally, the framework guides the practitioner through both reflection and reflexivity as they consider external and internal factors that have reduced the effectiveness of the plan, and set personal goals for further professional development.



**ASSESSMENT:** *“What is going on?”*

**Central Task** = Helping the client and/or carer identify and clarify which parts of their lives are not working the way they want.

**PLANNING:** *“Where do we want things to be?”*

**Central Task** = Co-operatively establish goals by determining desired changes.

**INTERVENTION:** *“What theories, models and methods are most appropriate?”*

**Central Task** = Strategies for action developed using **Evidence Informed** and **Best Practice** interventions, while recognizing realities and constraints.

**REVIEW & EVALUATION:** *“Where are we now, and why?”*

**Central Task** = Evaluating changes, or lack of changes against the plan.

## 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
- \_\_\_\_\_ Agency policy regarding workplace violence
- \_\_\_\_\_ 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 \_\_\_\_\_

## **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](mailto:Sarah.morrison@kings.uwo.ca)  
519-433-3491 ext 4446

Kylene Dube, MSW, RSW  
MSW Practicum & Program Liaison  
[Kylene.dube@kings.uwo.ca](mailto:Kylene.dube@kings.uwo.ca)  
519-433-3491 ext 4518

M.K. Arundel, MSW, RSW  
Coordinator of Field Education  
[Marykay.arundel@kings.uwo.ca](mailto:Marykay.arundel@kings.uwo.ca)  
519-433-3491 ext 4529

## 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.



School of  
Social Work



King's University College  
266 Epworth Avenue  
London, ON N6A 2M3  
Phone: 519-433-3491  
Toll Free: 1-800-265-4406  
Email: [socialwork@kings.uwo.ca](mailto:socialwork@kings.uwo.ca)

[kings.uwo.ca/socialwork](https://kings.uwo.ca/socialwork)