

FIELD EDUCATION POLICY MANUAL (2020)

BACHELOR OF SOCIAL WORK (BSW) MASTER OF SOCIAL WORK (MSW)

SOWK 410: Practicum I

SOWK 412: Practicum II

SOWK 633: Foundational MSW Practicum

SOWK 660: Advanced MSW Practicum

SOWK 696: Advanced MSW Practicum

This Field Education Manual includes policies governing all BSW and MSW Practica offered by the Faculty of Social Work. **Updated: February 2020**

Please refer to the IPT Field Education Database Instructions Booklet for instructions on completing online practicum forms such as the learning agreement and timesheet.

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I. WELCOME AND OVERVIEW OF THE MANUAL

Greetings from the Office of Field Education! The Director, Associate Directors and Coordinators of Field Education hope that this Field Education Manual will be helpful to all of those involved in field education through the Faculty of Social Work at the University of Calgary. Policies contained in this Manual apply to BSW and MSW practica offered in all of our on-site and distance/blended programs. Please refer to our website (<http://fsw.ucalgary.ca>) for more information on the Faculty of Social Work and the BSW and MSW programs.

The Intern Placement Tracking (IPT) system Field Education Database Instructions Booklet contains information on how to access and complete the learning agreement: <https://fsw.ucalgary.ca/files/fsw/2017-ipt-instructions-booklet.pdf>

Students, Field Instructors, and Faculty Liaisons are encouraged to become familiar with all of the policies and procedures covered in this manual. That said, the manual is organized so that policies likely to have importance to all involved with field education are presented first. The major components of this manual are as follows:

- Key people in the field education program (e.g., Field Director, Coordinators, Field Instructors, Faculty Liaisons, Students), including their roles and responsibilities, are discussed in Section II.
- The Field Education Model and specific practicum courses in the Faculty of Social Work's BSW and MSW programs are described in Section III.
- Pre-placement and placement-related processes, such as the agency and field instructor requirements, and processes relating to students finding a placement, are outlined in Section IV.
- Student learning and assessment practices are summarized in Section V. This includes a discussion of the Practice Objectives that structure practicum courses and the Learning Agreement developed by students and Field Instructors to achieve the Objectives. The Faculty's philosophy and practices for assessing students in practicum are also reviewed in this section.
- When a student is at risk of failure in a practicum course, particular policies and procedures are followed (Section VI). Occasionally, students have concerns about their practicum (see Section VII). While these are a rare occurrences, special care needs to be taken in these challenging situations.
- A practicum in the student's workplace can be developed provided key conditions are met. Policies and procedures regarding practicum in the workplace are included in Section VIII.
- The next few sections (IX-XII) of the Manual cover various policies that will be of importance to some readers on some occasions - such as policies relating to credit for practicum by special assessment. Students, Field Instructors, and Faculty Liaisons are encouraged to have at least a basic familiarity with these policies in the event they apply to their situation.
- Finally, the Appendixes include additional information about our field education program (e.g., Practicum Objectives), as well as important forms (e.g., agency affiliation agreement).

We wish you the very best during your experience with field education through the Faculty of Social Work at the University of Calgary. It is our hope that this manual supports your success and we welcome your feedback and ideas about how we may improve our programs.

II. KEY PEOPLE IN THE FIELD EDUCATION PROGRAM

Contact Information

Director:

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Associate Directors:

Central & Northern Alberta Region: Julie Mann-Johnson (mannj@ucalgary.ca; 780-492-4724)

Southern Alberta Region: Serena Visser (serena.visser@ucalgary.ca; 403-332-5246)

Coordinators:

Edmonton: Leeann Hilsen (lhilsen@ucalgary.ca; 780-492-0893)

Calgary BSW/MSW Foundation: Carrie Blaug (cblaug@ucalgary.ca; 403-220-6157)

Calgary MSW Specializations: Amy Fulton (aefulton@ucalgary.ca; 403-220-4879)

Distance – BSW Virtual Learning Circles: Angela Judge-Stasiak (ajudge@ucalgary.ca; 403-220-7105)

Administrative Support Staff:

Central & Northern Alberta Region: Tanola Colquhoun (tanola.colquhoun@ucalgary.ca; 780-492-3888)

Southern Alberta Region: Wendy Sera (wendy.sera@ucalgary.ca; 403-329-2119)

Responsibilities of Personnel in the Office of Field Education

The Office of Field Education has overall responsibility for the field education component of the Faculty of Social Work programs. Key people in the Office of Field Education include the Director, Associate Director and Coordinators of Field Education.

Director, Office of Field Education

The Director of the Office of Field Education is located in Calgary and implements the mandate of the Office of Field Education in the Faculty of Social Work. The Director is responsible for the overall development, implementation, coordination, administration, and monitoring of field education across all regions and programs. Specifically, the Director:

- Provides leadership in field education, including curriculum, policy and program development, implementation, monitoring, evaluation and change;
- Develops and maintains policies, practices and procedures that ensure consistency and continuity in field education across regions and programs;
- Manages and develops field education resources;
- Supports Associate Directors and Coordinators in their roles;
- Works cooperatively with agencies to initiate, develop and improve field education opportunities;
- Represents field education perspectives and issues within the Faculty (e.g., BSW/MSW Policy Committees);
- Links to broader Canadian and North American networks of Field Directors, Coordinators and educators; and
- Promotes and conducts research in the area of field education.

Associate Director, Office of Field Education

Associate Directors in the Central and Northern Alberta Region (based in Edmonton) and the Southern Alberta Region (based in Lethbridge) ensure the mandate of the Office of Field Education is implemented in their region. Specifically, the Associate Directors:

- Provide leadership in field education in their region;
- Ensure field education policies, practices and procedures are implemented in their region;
- Manage and develop region-specific field education resources, as needed;
- Represent field education perspectives and issues within their region (e.g., at regional meetings and committees);
- Support Coordinators, administrative support staff, and other field education staff and faculty (e.g., Faculty Liaisons) in their roles; and
- Work cooperatively with agencies to initiate, develop and improve field education opportunities in their region.

Depending on the region, Associate Directors may also carry out a Coordinator role for their area.

Coordinator, Field Education

Reporting to the Director of Field Education, Coordinators of Field Education are faculty members or professional staff responsible for the administration and implementation of field education in their specific area or programs. In relation to field education in their areas or programs, Coordinators are responsible for:

- Working cooperatively with agencies to initiate, develop, and improve field education opportunities;
- Providing consultation about field education to students, Field Instructors, agencies, and faculty members;
- Assessing agencies for affiliation as a field placement;
- Coordinating the Field Instructor selection process;
- Planning and implementing the process for students' selection into field placements in consultation with the student, Field Instructor, and, as appropriate, the Faculty Liaison;
- Consulting and collaborating with other University departments (e.g., Risk Management and Insurance) to ensure the application of appropriate protocols and policies related to out-of-province or international placements, as applicable;
- Offering field orientation meetings for students, Field Instructors, and Faculty Liaisons;
- Planning educational and appreciation events for Field Instructors; and
- Collaborating with the Director, Associate Directors and other Coordinators on issues relevant to the Field Education program.

Finally, some regions may have part-time administrative support staff for field education. Duties may include support with the IPT system, preparing educational materials and planning field education events such as field instructor training.

Responsibilities of Key People in Practicum Courses

Faculty Liaison

The Faculty Liaison is a faculty member (or sessional instructor) who is the teacher-of-record for the practicum course. The Liaison consults with students and their Field Instructors regarding students' progress and achievement, and has face-to-face or distance (e.g., phone/Skype/Zoom) meetings with students and Field Instructors throughout the practicum. The Liaison generally also facilitates the integrative seminar which accompanies the practicum. In short, the Liaison is the link between the agency and the Faculty. The Faculty Liaison has responsibilities in three main areas:

1. **Coordination and linkage** between placements and the Faculty. The Liaison is responsible for:
 - Becoming familiar with the policies and procedures regulating field education courses;
 - Informing Field Instructors and students about the expectations, responsibilities, and procedures involved in field education;
 - Distributing to Field Instructors and students necessary documents, such as the Field Education Manual, IPT Field Education Database Instructions Booklet, and course outline;
 - Informing Field Instructors about the objectives and content of the concurrent integrative seminar;
 - Understanding the nature of the field placement, including the learning opportunities and supervision format available to the student. This helps to ensure the fit between the experiences provided by the agency, the student's learning needs, and the curriculum;
 - Informing the Coordinator, Associate Director or Director of Field Education about the quality of the field experience and learning opportunities at the field placements; and
 - Ensuring completion of practicum-related forms.
2. **Collaboration and consultation** with the Field Instructor, student, Coordinator/Associate Director of Field Education, and others as required for each field practicum. The Faculty Liaison is responsible for:
 - Facilitating a minimum of two meetings with the student and Field Instructor– on-site, face-to-face visits for local placements, or technology-assisted meetings (e.g., phone or video conferencing, Skype, Zoom) for distance placements;
 - Initiating consultation with students and/or Field Instructors regarding concerns arising from the learning agreement, mid-course or final evaluation, and/or the student's evaluation of the placement;
 - Consulting on field education matters with students and/or field instructors, including problem mediation, with and/or between students and Field Instructors or other agency personnel;
 - Maintaining regular contact with the Field Instructor when a student is identified as at risk for failure, including facilitating a review meeting that includes the student and Field Instructor (see Section VI). Faculty Liaisons are required to notify the Coordinator, Associate Director or Director of Field Education about at-risk students;
 - Consulting with the Coordinator/Associate Director if student risk or safety concerns arise in the placement; and
 - Ensuring that, in the instance that dual or multiple relationships exist (e.g., faculty liaison and field instructor are the same individual), adequate processes are developed before the practicum starts to address potential conflict of interest and make certain students are supported.
3. **Enrichment** of the learning experience. The Faculty Liaison is responsible for:
 - Facilitating the integrative seminar that accompanies the practicum and thereby supporting students' growth and development by promoting the linking of social work practice to classroom learning in areas consistent with the students' program of study (e.g., clinical practice); and

- Contributing to field instructors' knowledge base and skill development by sharing useful resources, tips, feedback and/or ideas in areas such as educational supervision, evaluating students' progress, selection of appropriate student learning experiences, and integration of theory and social work practice.

Field Instructor

The Field Instructor is generally an agency-based social worker who is the student's direct supervisor for the duration of the practicum. This supervisor must be approved by the Office of Field Education as a Field Instructor and, if in Alberta, be registered with the Alberta College of Social Workers (or appropriate provincial association, if required in that province). The Field Instructor has responsibilities in four main areas:

1. **Administering** the tasks associated with the field placement. The Field Instructor is responsible for:
 - Becoming familiar with the policies and procedures regulating field education courses;
 - Conducting pre-placement interviews or meetings with students and advising the Office of Field Education of the outcome;
 - Participating in available Field Instructor and practicum orientation meetings and workshops;
 - Providing a professional learning milieu in which the placement is conducted;
 - Consulting and collaborating with the Faculty Liaison;
 - Reporting any concerns of student risk or safety to the Faculty Liaison;
 - Supporting the student in completing the learning agreement; and
 - Completing and submitting evaluation reports in a timely fashion.

The Learning Agreement is the property of the student and is treated as a confidential document within the agency. Student permission is required for any sharing with others in the organization (e.g., the Human Resources Department of the agency where the student is completing practicum).

2. **Teaching** to enable the student to integrate knowledge, skills, and values acquired in the classroom into social work practice. The Field Instructor is responsible for:
 - Orienting the student to the agency;
 - Offering individualized and specialized learning experiences to support the student's achievement of the practicum objectives, as reflected in the learning agreement;
 - Providing a variety of indirect and direct practice opportunities in which the student can engage under appropriate supervision; and
 - Providing the student a minimum 1 hour of educational supervision per 15 hours of practicum, which may include: instruction (integration of knowledge, values, and skills with practice situations), supervision (workload management and case/project supervision), feedback on progress and professional development, and/or other educational activities, as available.
3. **Ensuring quality** of student service to agency client¹ systems. The Instructor is responsible for:
 - Supervising the student's practice at the level necessary to ensure client well-being; and

¹ The use of the term "client" within this document is meant to be an inclusive term referring to the individual, family, group, community and social systems who participate in professional relationships with social workers, social work students and the organizations with which they are affiliated. Consistent with the motion passed at the 2015 Annual General Meeting of the Canadian Association for Social Work Education, the Office of Field Education supports and encourages the adoption of inclusive and anti-oppressive terminology that is reflective and reflexive of the existing power imbalance between service providers and the people that they work with, thus adhering to social work values of inherent dignity and worth of persons.

- Reporting concerns about the student’s performance to the Faculty Liaison, and if appropriate, other agency personnel (e.g., the Field Instructor’s manager).
4. **Evaluating** the student’s performance and progress. The Field Instructor is responsible for:
- Assessing the student’s performance and learning needs through direct observation of the student in practice;
 - Preparing and discussing with the student a written progress report of the student’s performance at mid-course and at the end of the placement;
 - Consulting and collaborating with the Faculty Liaison to determine a recommendation summarizing the student’s progress at mid-course and outcome at the final evaluation;
 - Notifying the Faculty Liaison as early in the practicum as possible about concerns regarding the student’s performance; and
 - Participating in a review if a student is identified as at risk of failing the practicum.

Practicum Student

The student in a field placement is currently enrolled in a practicum course in the Faculty of Social Work, University of Calgary. In order to be placed with an agency, the student follows the placement process established for their particular program (as described in Section IV). While in placement, the student is required to respect agency, University and professional guidelines regarding ethical conduct. The student is encouraged to use the skills of self-directed and reflective learning to enhance the educational experience in practicum. The student has responsibilities in three main areas:

1. **Logistical** tasks related to practicum. The student is responsible for:
 - Becoming familiar with the policies and procedures regulating field education courses;
 - Completing pre-placement exercises that may include identifying learning needs and interests;
 - Participating fully and professionally in the field placement selection process;
 - Completing forms and waivers required for out-of-province or international placements;
 - Completing the documentation required for practicum using the forms in the online IPT system, and described in the IPT Field Education Database Instructions Booklet (e.g., learning agreement, timesheet);
 - Promptly notifying the Field Instructor regarding absence from practicum;
 - Completing the time required in practicum during the semester of the practicum course. If this is not possible, the student must receive approval to defer term work in order to complete practicum hours after the semester of the practicum course; and
 - Notifying the Field Instructor and Faculty Liaison as soon as possible if an injury or accident occurs during the field placement.

2. **Learning and practicing** professional social work, including knowledge, skills, and values. The student is responsible for:
 - Applying social work values and adhering to the CASW Code of Ethics and ACSW Standards of Practice² and the policies and resolutions of the International Federation of Social Work³ in practice situations, and acting in a professional manner as a representative of the agency and Faculty;

² The Standards of Practice and Code of Ethics are available through the ACSW web site: <http://www.acsw.ab.ca>

³ <http://ifsw.org/policies>

- In consultation with the Field Instructor and Faculty Liaison, preparing a learning agreement that outlines how the five practice objectives of the practicum will be achieved during the placement, including learning activities, and performance indicators;
 - Accomplishing the objectives outlined in the learning agreement as fully and competently as possible;
 - Participating in direct and indirect learning activities made available within the field placement; and
 - Producing documentation of direct and indirect practice activities, which may include recordings, process or case recordings, reports, summaries, etc.
3. **Evaluation** tasks including self-reflection, and feedback on the placement and field program. The student is responsible for:
- Preparing for and actively participating in educational supervision with the Field Instructor and Faculty Liaison;
 - Contacting the Faculty Liaison as soon as possible with concerns regarding progress in the placement or the placement itself;
 - Preparing for and actively participating in the practicum evaluation process; and
 - Completing an evaluation of the field placement experience for the Office of Field Education.
 - In the event of placement breakdown, or if identified as at risk for failing to complete the practicum requirements, the student is required to attend a review meeting with the Field Instructor and Faculty Liaison and, if relevant, to participate in the development of a plan to address the concerns raised (see Section VI).

Students with concerns about their practicum placement must consult with the Faculty Liaison or Office of Field Education prior to terminating a placement. This decision to leave the practicum cannot be made unilaterally by the student, and doing so may result in the student failing the practicum or being placed at risk of failing the practicum. Please refer to section VI in this manual for further information.

III. FIELD EDUCATION MODEL AND COURSES

Context of the Field Education Program

The Office of Field Education operates within the vision of the Faculty of Social Work: *creating social well-being and just societies*. To achieve this vision, the Faculty endeavors to be learner-centered, contribute to excellence in professional social work, emphasize research in the curriculum, and cooperate with social service agencies in the community. The field education program also conforms to the Faculty's Mission:

- Dedicated to promoting societies that respect human dignity and worth, meet basic human needs, are anti-oppressive, inclusive, and based on principles of social justice;
- Committed to learners by providing and building a knowledge base and set of skills in environments designed to stimulate and support a spirit of critical inquiry; and
- Focused on serving as a catalyst for positive community impact through the creation and dissemination of knowledge and innovation.

The BSW and MSW programs of the University of Calgary are accredited by the Canadian Association for Social Work Education (CASWE)⁴. According to CASWE Standards for Accreditation (2014), the BSW curriculum “provides students with knowledge and skills for generalist practice” (3.1 Preamble). At the MSW level, the curriculum “provides knowledge and skills in research/scholarship, professional leadership, social work supervision and advance practice and/or areas of specialization” (3.1 Preamble). Core learning objectives for all social work students include: identifying as a professional social worker and adopting a value perspective of social work as a profession; adhering to social work values and ethics in professional practice; promoting human rights and social justice; supporting and enhancing diversity by addressing structural sources of inequality; employing critical thinking in professional practice; engaging in research; participating in policy analysis and development; engaging in organizational and societal systems' change through professional practice; and engaging with individuals, families, groups and communities through professional practice (3.1). Within these broad learning objectives, field education:

“Is considered a central component of social work education because the integration of knowledge, values and skills in the context of field education is a critical and distinctive aspect of social work education. The purpose of field education is to connect the theoretical/conceptual contributions of the academic setting with the practice setting, enabling the student to acquire practice skills that reflect the learning objectives for students identified in the Standards.” (3.2 Preamble)

In short, the practicum is integral to social work education. It is a core component of the BSW and MSW curricula, complimentary and consistent with other courses in the curricula, and a degree requirement for all BSW and MSW students. A primary responsibility of the Office of Field Education is to ensure that students are provided with agency-based experiences that maximize opportunities for learning and application of social work values, knowledge and skills. To meet this responsibility, the Office of Field Education relies on relationships with a large number of affiliated agencies/organizations and professional social workers who provide practicum opportunities and educational supervision to University of Calgary, Faculty of Social Work students across Alberta and beyond.

⁴ The CASWE Standards for Accreditation can be found online at: <http://caswe-acfts.ca/commission-on-accreditation/coa-standards/>

The Field Education Model

The Faculty of Social Work follows a model of field education that places primary emphasis on the *Practice Objectives* of the field practicum. This model is concerned with linkages between classroom learning and field experiences toward the goal of enhancing students' abilities to integrate theory and practice. Learning is conceptualized as encompassing knowing, understanding, doing, and being. These are considered the essential elements of knowledge-based and value-guided professional social work practice.

Within this model, field education is an experiential form of teaching and learning through which students have opportunities to develop as professional social workers within supervised practice contexts. Field education calls for the student, Field Instructor, and Faculty Liaison to share responsibility for the student's learning experience.

The Faculty relies on agencies offering practica to provide learning opportunities that engage students in diverse direct and indirect practice activities. Field Instructors are responsible for providing educational instruction, practice supervision, and informal and formal evaluation to social work students. Faculty Liaisons link the university and agency contexts by maintaining cooperative relationships with Field Instructors, ensuring information is exchanged, and consulting with the student and Field Instructor regarding the placement and the student's progress.

Students are urged to consider in advance how they will make themselves available for the field component of their program within the scheduled time frames; and are encouraged to be active, self-directed learners throughout their practicum course. In addition to developing professional knowledge and skills, students should be preparing to be reflective and self-evaluating social workers. Students consult with Field Instructors and Faculty Liaisons to design learning plans tailored to meet their personal, educational and professional needs. Students also actively participate in each component of the evaluation of their achievement in practica.

Overview of the Field Education Model in Practice⁵

BSW and MSW practica are structured to support students' achievement of five specific *Practice Objectives* consistent with the student's program and, if applicable, specialization. Each Objective reflects a core component of the Faculty's accredited BSW/MSW curriculum, and each is associated with specific knowledge and skills. The Practice Objectives for each practicum are detailed in Appendixes 1-4.

Within about the first three weeks (or 75 hours) of practicum, and working in consultation with the Field Instructor and Faculty Liaison, students develop a learning plan (learning agreement) that outlines activities designed to attain the specific objectives of their practica. The learning agreement is considered a working or "living" document that can be revised and adapted as the practicum progresses.

Generally, the Faculty Liaison has an initial meeting – on-site or by distance (e.g., phone/Skype/Zoom) – with the student and Field Instructor at about the same time that the learning plan is (provisionally) completed. During this meeting, the student and Field Instructor reflect on preliminary impressions of the practicum. They also consider the learning plan in terms of the richness and diversity of the learning activities the student will undertake, and how well these activities will prepare the student for advanced practice. The initial meeting with the Faculty Liaison is also an opportunity for the student and Field Instructor to identify concerns that may have arisen regarding the placement or the student's performance.

An integrative seminar is completed concurrently with all practica. The seminars provide students with structured and unstructured opportunities to reflect on linkages between theory and practice while discussing

⁵ The Learning Agreement and other forms relating to practicum (e.g., timesheet), are available to complete online through the IPT system. Please see the IPT Field Education Database Instructions Booklet for details.

a variety of professional development issues. The SOWK 411, 413 and 662 seminars are considered separate courses from the practica (SOWK 410, 412 and SOWK 660). These seminar courses are a graded course with specific reading and assignment requirements. Time spent in the SOWK 411, 413 and 662 seminars does not count towards practicum hours. SOWK 662 includes preparation of a capstone exit requirement. For SOWK 663 and 696, regular integrative seminars are part of the practicum course, and time spent in seminar counts as practicum hours. Generally, students are able to tailor their seminar assignments to reinforce and supplement their practicum learning.

Feedback to the student about their achievement in practicum occurs in two main ways. First, students are required to receive a minimum 1 hour of educational supervision per 15 hours of practicum (generally, about two hours of educational supervision per week). Supervisory sessions are expected to include instruction and feedback to the student. Second, at mid-course and at the end of the semester, the student's achievement in practicum is formally evaluated. This includes considering which activities on the learning agreement have been completed, rating the degree of attainment of the practice objectives, recording summative comments, and making an overall determination of the student's performance. The student and Instructor complete the evaluation, which is then reviewed by the Liaison during mid-course and final meetings or communication (on-site or distance).

Feedback mechanisms also enable: 1) Field Instructors to evaluate the field education process, 2) Faculty Liaisons to evaluate the field placement agency, and 3) students to evaluate the field experience and the Faculty Liaison. The Office of Field Education is committed to ongoing development of its processes and structures, and appreciates feedback received from Field Instructors, Faculty Liaisons, and students.

Courses in the Field Education Program

Practicum I (SOWK 410) - 300 hours

The purpose of this first BSW practicum is to provide students with an introduction to professional social work practice in a specific setting. The student's time at practicum is spent according to the particular requirements of the setting and learning needs of the student, but must include direct and indirect social work practice opportunities and a minimum 1 hour of educational supervision per 15 hours of practicum (generally, about two hours of educational supervision per week).

Students admitted to the post-diploma route of the BSW are exempt from Practicum I because they have previously completed two social work practica at the diploma level. Other students with significant social service experience may consider applying for practicum credit by special assessment. Please refer to the Faculty's guidelines for credit by special assessment, included in Section IX of this Manual.

Practicum I must be taken concurrently with an integrative seminar (SOWK 411), which offers opportunities for reflection and discussion about a variety of professional development issues. This practicum is typically completed during the fall term (in Calgary, Edmonton and Lethbridge) or winter/spring term (in Learning Circles sites). The specific days students attend practica will vary across Faculty sites – please refer to the practicum course outline for details.

Practicum II (SOWK 412) - 400 hours

Completion of Practicum II is a degree requirement for all BSW students. The purpose of this practicum is to provide students with an intensive experience in the delivery of professional social work practice in a specific setting. The student's time at practicum is spent according to the particular requirements of the setting and learning needs of the student, but must include direct and indirect social work practice opportunities and a minimum 1 hour of educational supervision per 15 hours of practicum.

Students take Practicum II in their final, or close to final, semester. The practicum is taken concurrently with integrative seminar (SOWK 413). This practicum is typically completed during the winter term (in Calgary, Edmonton and Lethbridge) or spring/summer term (in Learning Circles sites). The specific days students attend practica will vary across Faculty sites – please refer to the practicum course outline for details.

Foundational Field Practicum (SOWK 633) - 426 hours

The Foundational Field Practicum is typically required of students with an undergraduate degree in a discipline other than social work who are in the MSW program in Calgary or Edmonton. The purpose of the foundational practicum is to provide students with opportunities to develop, integrate, and reinforce social work competence through supervised practice in an agency setting. Students with significant social service experience may consider applying for practicum credit by special assessment (please see Section IX of this Manual)

The foundational practicum course requires students to complete 426 placement hours. Students in the Calgary program are typically in placement 3 days per week during the winter semester and 4 days per week for 3 weeks following the semester. Students in the Edmonton program also typically complete the Foundational Practicum in the winter semester. Regular integrative seminars (facilitated by the Faculty Liaison) are part of the practicum course, and time spent in seminar counts as practicum hours.

Advanced Practicum (SOWK 660) - 500 hours minimum

The Advanced Practicum is required of all students in the course-based MSW program. The purpose of the course is to develop students' existing social work knowledge and skills to a specialized level. The practicum promotes integration of the theory and skills students learn in the classroom with their professional practice and social work identity. MSW students with a non-BSW undergraduate degree must have completed all foundation requirements prior to proceeding to the Advanced Practicum.

The Advanced Practicum (SOWK 660) course requires students to complete a minimum of 500 placement hours. The integrative seminar (SOWK 662) (facilitated by the Faculty Liaison) is a separate graded course, and time spent in seminar does not count as practicum hours. SOWK 662 includes preparation of a capstone exit requirement. SOWK 660 and SOWK 662 must be taken concurrently.

Advanced Practicum (SOWK 696) - 525 hours minimum

The Advanced Practicum is required of all students in the MSW program. The purpose of the course is to develop students' existing social work knowledge and skills to a specialized level. The practicum promotes integration of the theory and skills students learn in the classroom with their professional practice and social work identity. MSW students (in the Calgary or Edmonton program) with a non-BSW undergraduate degree must have completed all foundation requirements prior to proceeding to the Advanced Practicum. Students must complete the course Comparative Approaches to Change prior to or concurrently with the Advanced Practicum.

The Advanced Practicum course requires both course-based and thesis students to complete a minimum of 525 placement hours (generally 500 hours in practicum and 25 hours in seminar; please note some placements may require additional hours). Regular integrative seminars (facilitated by the Faculty Liaison) are part of the practicum course, and time spent in seminar counts as practicum hours.

Term Breaks

Students completing practicum in the fall or winter term are *not* required to continue in practicum during that session's Term Break (formerly known as Reading Week). If in consultation with the agency and field

instructor, the student decides to continue the practicum through the Term Break, the practicum end-date is adjusted accordingly.

Completion of Practicum Courses

Practicum courses are graded as Complete or Incomplete. Students who do not receive a Completed Requirements (CR) grade in practicum may be required to withdraw from the program. A student who is permitted to repeat the practicum typically will be required to repeat both the practicum and the co-requisite integrative seminar. Students are not permitted to withdraw from a practicum course without faculty approval.

IV. SETTING UP THE PRACTICUM

Agency Affiliation as a Practicum Site

The Faculty of Social Work relies on relationships with agencies providing social work services in order to deliver its field education program. Agencies may offer field practica to students for a variety of reasons, which often include commitment to excellence in social work services and a belief in the importance of contributing to the education of new social workers.

When and how agencies affiliate with the Faculty regarding placements varies from site to site. In some programs (e.g., Virtual Learning Circles, ICD and Leadership MSW) students are responsible for taking the lead in locating and developing practicum placements suitable to their needs and geographic location. In these situations, agencies generally complete the formal affiliation process as the student's placement is being finalized. In other sites (e.g., Edmonton, Calgary, Lethbridge), students may have an opportunity to be matched with pre-arranged placements developed by the site's Field Coordinator or Associate Director. Agencies within this pool of placements generally have previously negotiated Affiliation Agreements with the Faculty.

In all University of Calgary programs, agencies offering placements to practicum students must have approval of the Office of Field Education through the local Field Coordinator or Associate Director. Typically, affiliated agencies have met the following criteria:

- The agency's philosophy and operations are compatible with the values and ethics of the social work profession.
- The agency demonstrates support for professional social work education, and for the objectives and focus of the Faculty's field education program.
- The agency's program(s) provides students with a range of learning opportunities appropriate to the level of the practicum it hopes to offer and encompassing the five practice objectives of the practicum.
- The agency employs a social worker qualified and willing to be a Field Instructor, or a supervisor that is willing to work with an external social worker with required credentials who is appointed as Field Instructor.
- The agency provides time for Field Instructors to fulfil their instructional responsibilities including direct student supervision and attending field instruction meetings and workshops.
- The agency will not use the student to replace regular staff or to render services except those identified for their learning value.
- The field placement/setting is willing to accept students without discrimination, as defined by the Charter of Rights and Freedoms and provincial human rights legislation; and is free of discriminatory practices both in personnel practices and in delivery of services.
- The agency consents to a written agreement with the Faculty of Social Work, outlining their commitment to the above principles.

The agency affiliation process generally proceeds as follows:

1. Contact about practicum is initiated by an agency representative, a student, a faculty member, or staff or faculty from the Office of Field Education.
2. An *Agency Affiliation Agreement* (See Appendix 5) is completed by the agency's Director or designate.
3. The Field Coordinator/Associate Director and agency Director (or designate) may discuss the requirements of the practicum, including the opportunities for learning and the qualifications of the proposed Field Instructor.

4. If the Coordinator/Associate Director determines that the agency meets the affiliation criteria, the parties sign the Affiliation Agreement; the agency receives a copy of agreement.
5. Should an agency's application for affiliation be denied, the Coordinator/Associate Director notifies the agency of the decision in writing, describing reasons for the denial.
6. Field placements are evaluated at the end of each session by students, Faculty Liaisons, and Field Instructors. These evaluations may be used by the Coordinator or Associate Director to enhance field education processes and/or to provide feedback to students, agencies, Field Instructors and Faculty Liaisons about the field experience.

Approval Process and Opportunities for Field Instructors

The Field Instructor typically has primary responsibility for the student's field assignments, supervision, and evaluation. Field Instructors must be approved by the Coordinator or Associate Director of Field Education. Individuals may choose to be practicum Field Instructors for a variety of reasons, which likely include commitment to excellence in social work practice and to educating the next generation of social workers.

The Faculty recognizes and appreciates Field Instructors' contributions in various ways. Field Instructors may claim up to 20 Category A Continuing Competency Credits from the Alberta College of Social Workers for supervising a student. Field Instructors also have access to University library facilities, opportunities to attend events sponsored by the University of Calgary, and may receive discounted cost for Faculty-sponsored professional development workshops. While supervising a student, the Faculty also invites Field Instructors to use the title "Adjunct Professor (Field Education)."

Social workers applying to be Field Instructors must generally meet the following criteria:

- The individual holds a BSW (for BSW-level placements and, in some cases, for MSW foundation students completing SOWK 633/MSW (for MSW-level placements), is registered (where required) and has a minimum of two years post-degree professional experience.
- The individual is an employee of the affiliated agency, is interested in supervision and field instruction, and is willing to apply the objectives of the field education program.

In some situations, Field Instruction may be provided by a qualified external supervisor and/or a co-supervision model may be implemented. Such supervision arrangements are approved by the Office of Field Education on a case-by-case basis.

The process for approving individuals as Field Instructors generally proceeds as follows:

1. The individual submits a resume or curriculum vitae to the Coordinator or Associate Director of Field Education. As an alternative, the *Application for Field Instructor Status* Form in Appendix 6 can be completed and submitted.
2. After reviewing the resume/form, the Coordinator or Associate Director may meet with the individual (in person or by distance) to review the role and responsibilities of field instruction.
3. Approved Field Instructors are encouraged to attend orientations and training/professional development opportunities offered by the Faculty of Social Work.

In our site-based programs (e.g., Edmonton, Calgary, Lethbridge and Learning Circles), practicum orientation workshops are typically offered to Field Instructors as early as possible in the semester. During orientation, materials associated with the practicum are distributed, basic expectations for the practicum are reviewed, initial questions and concerns are addressed, and there may be opportunities for Field instructors to meet their Faculty Liaison and/or student(s). Additional professional development and recognition events may also be offered to Field Instructors throughout the semester.

Student Placement Processes

Placement Processes for Students in Local Sites and Programs

In many local sites (e.g., Calgary, Edmonton, Lethbridge, Learning Circles sites), the Office of Field Education, through the Coordinator and/or Associate Director, will identify placement agencies available to students for each practicum.

Affiliated agencies indicate interest in providing a social work placement for a particular practicum to the Office of Field Education. The agency, usually through the Field Instructor, describes the placement in writing, indicating any prerequisite student qualifications (car, criminal record check, health check, etc.). When possible, the description should include detailed information regarding the agency and the nature of the placement, including expected student learning activities, type of practice, social work roles, etc.

The placement process generally begins several months prior to the start of the semester. Placement procedures vary between sites, but all are in keeping with the Office of Field Education's policies. The Coordinator/Associate Director of Field Education communicates specific placement procedures to students and Field Instructors in a timely way.

Students are notified of timelines for placement into practicum during the academic semester prior to the practicum course. The following student tasks may vary somewhat depending on the student's home site. The student:

1. Completes a written pre-placement exercise designed to identify learning needs and interests;
2. Prepares a professional resume and is familiar with the format of professional interviews;
3. Considers the available placements (information provided by the Coordinator or Associate Director) relative to personal learning needs and interests, and finds background information on agencies to prepare for interviews;
4. Participates in the selection or matching process used in the site. Processes may include written submissions and/or individual interviews and will be fully explained by the Coordinator/Associate Director early in the placement process;
5. Contacts Field Instructors at agencies to which she or he was referred to arrange interviews;
6. Participates in the placement interviews as a professional social worker; and
7. Notifies the Office of Field Education once the student and field instructor/agency confirm a decision has been made for placement.

In sites where there is an interviewing process for selection (rather than direct matching), it is not unusual for students to participate in a number of interviews prior to finalizing a placement. Field Instructors may interview all referred students prior to deciding who best matches the placement opportunities, and Instructors or students communicate their decision to the Office of Field Education as soon as possible. Although students may experience this interview process as stressful, the process is intended to optimize the match between agency and student; finding a good match may take several attempts. Students are encouraged to discuss concerns with their local Coordinator or Associate Director.

Please note that in some sites and for some agencies, instead of an interview process, Field Instructors and students may be matched directly with a placement by the Coordinator/Associate Director. In such cases, the student and Field Instructor may have a compatibility interview before finalizing the placement.

Final approval of placements is made by the local Coordinator or Associate Director of Field Education.

Out-Of-Town Placements for Local Students

For Calgary, Edmonton, Lethbridge and site-based Learning Circles students, out-of-town field placements must be approved well in advance of the practicum by their local Field Coordinator/Associate Director and may be considered provided that:

- The student's learning goals cannot be met through a local placement;
- The placement meets the requirements of the model of field education;
- Accommodations may be made for Faculty Liaison contact (e.g., phone) during the practicum; and
- The student makes arrangements to attend all scheduled Integrative seminars (in person, if required) related to their practicum.

Placement Processes for Students in Distance Programs

Because of the nature of distance or blended programs (e.g., BSW Virtual Learning Circles, MSW Leadership and International and Community Development Programs), placements at a distance from a Faculty of Social Work campus or site are common for some students in these programs. These students are responsible for negotiating their own field placements and work closely with their designated Coordinator to secure a local practicum (i.e., in or around their home community) that meets the requirements of the Faculty of Social Work, as outlined in this manual. MSW placements must also be consistent with the student's specialization. Generally, students are asked to submit a practicum proposal to their designated Coordinator, for approval. All placements in these programs must be approved by the Coordinator well in advance of the practicum.

International Practicum Placements

Some students in the MSW International and Community Development Specialization may complete a practicum with an international social work focus. Placements may be completed locally, out-of-province, or internationally. Students typically submit a practicum proposal to their designated Coordinator for approval. All placements in this program must be approved by the Coordinator well in advance of the practicum starting. Practicum requirements (supervision, etc.) must be met in all placements, including those completed internationally.

For international placements, the student must meet well in advance of departure with the Coordinator/Associate Director/Director of Field Education, as well as other Faculty and University offices as needed (e.g., student services, Risk Management and Insurance, University of Calgary International Office) to ensure all Faculty and University requirements for completing an international practicum are met.

The Faculty is not responsible for travel and other costs of either the student or the on-site staff charged with supervising the student. Language compatibility, the student's health, and the student's knowledge about the host country and/or placement site and safety will be considered in approving international field placements.

Please note: International practicum placement opportunities for BSW students are not available at this time. We hope to be able to offer these opportunities again in the future.

Inability to Secure a Placement

The Office of Field Education will work closely with all students in supporting and advising them through the process of setting up the field practicum. However, the Office of Field Education does not guarantee that a practicum will be found for every student. If a student is unable to secure a field placement, they will be allowed to withdraw without penalty from the course (prior to the fees deadline) and required to meet with the Coordinator/Associate Director of Field Education regarding their challenges securing a practicum placement. The Coordinator/Associate Director will then work collaboratively with the student to devise a plan to address gaps (e.g., in learning, preparation work, or professionalism) that will lead to a greater likelihood of success in securing a placement in the future and in completing the placement successfully.

Disclosing Conflict of Interest for Potential Agencies

Before applying to a practicum agency or accepting an offer for practicum, students are encouraged to consider potential conflicts of interest and disclose any concerns to their Coordinator/Associate Director for consultation. Examples of a conflict of interest include but are not limited to familial relationships with supervisors, previous dating or personal involvement with prospective supervisors, current involvement in services within an agency or a criminal record or child intervention check with data impacting the population served in the agency.

V. STUDENT LEARNING AND ASSESSMENT IN PRACTICUM

The Learning Agreement⁶

All BSW and MSW practica are structured by the Practice Objectives students are intended to achieve. The Practice Objectives for the BSW Practicum courses (SOWK 410/412) and Foundation Field Practicum course (SOWK 633) are included in Appendix 1. Advanced Practicum (SOWK 660/696) Objectives are included in Appendix 2 (Clinical Specialization), Appendix 3 (Leadership Specialization), and Appendix 4 (Community and International Development Specialization).

The student is responsible for developing a personal Learning Agreement in consultation with the Field Instructor and Faculty Liaison. Designing the Agreement helps the Instructor and student clarify respective responsibilities and expectations. The student and Field Instructor tailor the plan to the student's interests and needs, and devise activities that provide the student with opportunities to learn and demonstrate competence in each of the Objectives of the practicum.

An initial draft of the student's Learning Agreement should be completed within the first 75 hours (or 3 weeks) of the practicum. This draft is reviewed and signed by the student, Instructor, and Liaison, generally during an initial face-to-face or distance (e.g., phone) meeting. Learning Agreements are intended to be working documents. That is, with agreement between the student and Field Instructor, activities can be modified, added, or removed as the practicum progresses and the student's learning needs become clearer.

For each Practice Objective in the Learning Agreement, students specify:

- **what** they want to learn (i.e., which components of the Practice Objective);
- **how** they will accomplish that learning (i.e., the learning activities they will do);
- how achievement of the learning will be **evaluated** (i.e., accountability); and
- **when** they intend to complete the learning (i.e., the timeline for learning).

For example, the Advanced Practicum (SOWK 696) includes a Practice Objective related to values, ethics and professional identity. In the Learning Agreement, part of this Objective is stated as follows:

PRACTICE OBJECTIVE 1: Values, Ethics & Professional Identity:

Learners demonstrate the ability to apply social work values, adhere to CASW Code of Ethics & Guidelines for Ethical Practice, and analyze the role of ethics and values in clinical practice.

Part of a student's Learning Agreement relative to this Practice Objective could include the following:

Component of Practice Objective <i>What do you want to learn?</i>	Learning Activities <i>How will you accomplish the learning?</i>	Accountability <i>How will you evaluate your learning?</i>	Time Line <i>By when will you accomplish this?</i>
- understand and maintain confidentiality guidelines - respect clients' rights to make independent decisions & participate in helping process	- read agency policy on confidentiality - maintain confidentiality in my records related to work with clients - read 3 articles on empowerment - observe how other workers empower clients	- review policy with Instructor - ask Instructor to read initial 5 records - annotate articles for Instructor - debrief 3 sessions I observe with other workers	- 2 nd week - 4 th week - mid-course - 7 th week - final week

⁶ The Learning Agreement and other forms relating to practicum (e.g., timesheet), are available to complete online through the IPT system. Please see the IPT Field Education Database Instructions Booklet for details.

Faculty Liaison Meetings with Student and Field Instructor

The Faculty Liaison's role (outlined in Section II of this manual) includes supporting, collaborating and consulting with both, the student and Field Instructor, throughout the placement. The Faculty Liaison keeps in regular contact with the student and Field Instructor and meets with the student and Field Instructor at least twice during the practicum, taking part in the student assessment process outlined below. These meetings are face-to-face whenever possible (i.e., agency visits), but may occur by distance (e.g., phone) as needed.

Principles of Student Assessment in Practicum

Assessment of students in practica is an ongoing process intended to highlight students' strengths and learning needs. The assessment of the student's educational needs and progress in practicum are formally articulated at the beginning, middle, and end of the placement. The following principles guide the practicum evaluation processes:

- Student evaluation is an ongoing process of assessing and clarifying the extent to which the student is practicing ethically and demonstrating achievement of practicum objectives;
- Feedback to the student reinforces learning, supports strengths and identifies areas of concern;
- Participation by the student in all steps of the evaluation process is essential; and
- The evaluation process is primarily a learning tool to facilitate efforts to integrate theory and practice and promote professional development.

Throughout the practicum, the student receives educational supervision and feedback about their performance from the Field Instructor. Should the Field Instructor or student have concerns about the placement and/or the student's progress, these should be communicated as early as possible and, if necessary, the Faculty Liaison should be contacted for consultation and/or support. The following provides an overview of the procedures involved in assessing the student at the different phases of the placement.

Initial Assessment: Preliminary Impressions

Field Instructors and students may be asked to articulate their preliminary impressions of the practicum by about the end of the third week (or 75 hours) and to complete a corresponding form. Recording preliminary impressions is intended to support the student's development of reflective self-evaluation and to facilitate discussion of the student's (and the placement's) strengths and potential areas of concern. The preliminary impressions form may be used as a discussion tool during the initial meeting between the student, Field Instructor and Faculty Liaison.

Mid-Course Evaluation

Throughout placement, the student receives educational supervision and feedback about their performance from the Field Instructor. At about the halfway point in the practicum, a written mid-course progress report is prepared by the student and Field Instructor. This report is included within the Learning Agreement document, which is available through the IPT online system. The student's progress on the activities described in the learning agreement is reviewed, and the student and Instructor comment on the student's achievement in each practice area and overall in the practicum. The student and Instructor use a rating scale to estimate the student's attainment to-date of each objective. The anchors on the rating scale indicate achievement as follows:

Not Meeting Objective: The student's level of performance or achievement clearly does not meet the mutually agreed upon expectations associated with the Practice Objective or activities. Ratings at this level

indicate serious concern about the student's performance. The student may be placed *at risk of failing the practicum* if she or he receives this rating for one or more practice objectives at the mid-course evaluation. If possible, students and field instructors are asked to outline a plan for improvement in specific areas and within a defined time frame.

Partially Meeting Objective, Improvement Needed: The student's level of performance or achievement is less than expected. The student meets some of the mutually agreed upon expectations associated with the Practice Objective or activities and demonstrates the capacity for learning and growth, but improvement is needed due to a need for better results, additional experience, increased opportunity to focus on this objective, further coaching or supervision, etc. Ratings at this level may indicate some concern about the student's performance. At mid-course evaluation, students and field instructors are asked to outline a plan for improvement in specific areas within a defined time frame.

Meeting Objective: The student's level of performance or achievement clearly and consistently meets the agreed upon expectations associated with the Practice Objective or activities. While there is still room for growth, the student has a good understanding and the ability to demonstrate the knowledge, skills and values associated with the Practice Objective.

Exceeding Objective: The student's level of performance or achievement far exceeds the agreed upon expectations associated with the Practice Objective or activities. This level refers to the student who "stands out" and demonstrates a sophisticated understanding and outstanding ability to demonstrate the knowledge, skills and values associated with the Practice Objective. The student's performance relative to the Practice Outcome leaves no doubt about readiness for practice (BSW) or advanced practice (MSW).

Minimum Standards for Meeting Practicum Requirements at Mid-Course Evaluation

At mid-course, students and Field Instructors make a summative determination indicating whether or not the student is meeting the requirements of the practicum.

Concerns About Student Progress, Professional Practice or Conduct

Concerns regarding the placement and/or student progress should be discussed as early in the practicum as possible. The Faculty Liaison should be contacted for consultation and to determine an appropriate course of action toward supporting the placement and the student's successful completion of the practicum. Students may be placed at risk of failing the practicum if they are at the *Not Meeting Objective* level for one or more of the Practice Objectives, or at any time if other serious concerns regarding performance, professional practice or misconduct arise (see Section VI of this Manual).

Final Student Evaluation

The final assessment of the student's achievement in practicum follows the same process as the mid-course evaluation, described above. The student and Field Instructor review the accomplishment of learning activities, comment on and rate the student's attainment of the Practice Objectives, and comment on the student's overall achievement. The evaluation may be discussed with the Faculty Liaison at the final (in-person or distance) meeting. A final determination about whether the student has completed or failed to complete the practicum course requirements is made.

Minimum Standards for Meeting Practicum Requirements at Final Evaluation

Students must be at the *Meeting Objective* level for all the Practice Objectives in order to successfully complete or pass the practicum course.

Students Failing to Complete Practicum Requirements

Faculty Liaisons take the final practicum evaluation into consideration when assigning a grade for the practicum course.

A student who fails to meet practicum requirements can request a withdrawal from the course prior to the last day of the semester, according to University of Calgary regulations. Alternatively, if the student is assigned an Incomplete grade for the course, appeal channels through the Faculty of Social Work, Faculty of Graduate Studies and University of Calgary are available. A student who has failed a practicum course or who withdraws at the end of the term must have the approval of the Office of Field Education to re-register for the practicum. A student who makes two unsuccessful attempts at completing a practicum course will generally be asked to withdraw from the program.

Feedback from Students, Field Instructors and Faculty Liaisons to the Office of Field Education

The Office of Field Education makes efforts to evaluate all components of the Field Education program and endeavours to take feedback from students, Field Instructors, and Faculty Liaisons into consideration during program planning. The Coordinators, Associate Directors and Director of Field Education welcome any and all feedback anytime on any aspect of field education. In addition, near the end of the practicum, students and Field Instructors are asked to complete evaluation forms (through the IPT system), as follows:

Student Evaluation of the Field Placement

This form provides students the opportunity to provide feedback about their field placement experiences. This form is available to the Office of Field Education only, though agencies may ask the Office of Field Education for generalized and aggregate feedback collected over time.

Student Evaluation of the Faculty Liaison

This form provides students the opportunity to provide feedback and evaluate their Faculty Liaison. Aggregate class feedback may be provided to Faculty Liaisons for the purposes of improving their future teaching and role as Faculty Liaison.

Field Instructor Evaluation of the Field Education Process

The Office of Field Education appreciates receiving feedback from Field Instructors regarding their experience with the field education process. The Office is committed to adapting its processes and structures according to the needs and preferences of affiliated agencies and Field Instructors. In addition to the evaluation form available on IPT, Field Instructors are also welcome to discuss their feedback of the field education program with Faculty Liaisons, or with the Coordinator, Associate Director or Director of Field Education.

Faculty Liaison Evaluation of the Placement

As part of ongoing efforts to improve the field education program, Faculty Liaisons are asked to provide feedback on placements and field instruction to the Office of Field Education.

VI. STUDENT AT RISK OF FAILING PRACTICUM

The Faculty and the Office of Field Education recognize that some students will demonstrate problems in practicum that could not have been predicted by classroom participation or achievement, or at least were not sufficiently problematic in the classroom to warrant the student's discontinuation from the program.

The evaluation of a student whose practicum progress and/or social work aptitude have been judged unsatisfactory should be, insofar as possible, a conclusion agreed upon by the student, Field Instructor, and Faculty Liaison. Students may be placed at risk of failing the practicum if they are at the *Not Meeting Objective* level for one or more of the Practice Objectives, or at any time if other serious concerns regarding performance, professional practice or misconduct arise. The Instructor, Liaison, and/or student are encouraged to initiate a review as early in the practicum as possible once concerns are identified, as early identification of at-risk situations increases the likelihood that concerns can be addressed and delays of the student's education schedule minimized. The Field Instructor has primary responsibility for monitoring and documenting the student's achievement and challenges in practicum; and is asked to contact the Faculty Liaison as soon as possible for consultation.

The student whose practicum performance has been cause for concern is viewed as the educational responsibility of the student, Field Instructor, Faculty Liaison, and the Office of Field Education jointly. The site Coordinator, Associate Director or Director of Field Education are available to all parties for consultation and may also initiate a review. Students have access to all protections and channels of appeal available through the Faculty of Social Work, the Faculty of Graduate Studies, and the University of Calgary.

Unprofessional Behaviour or Misconduct

The study of social work practice places students in a position of special trust with professional social workers and their clients. The Faculty recognizes that social work education occurs both inside and outside the classroom and has the responsibility to ensure that its graduates are competent and ethical.

Behaviour that causes the Field Instructor, Faculty Liaison or student to question the student's potential to achieve the practicum objectives or practice ethically as a professional social worker should result in a thorough review. A student's impaired judgment, non-academic misconduct, failure to adhere to the CASW Code of Ethics or ACSW Standards of Practice⁷ and/or engagement in irresponsible behaviour may result in the student being placed at risk of failure.

The following examples illustrate situations in which, in particular circumstances, a student may be assessed as being currently unsuitable for professional social work education. The list is not exclusive of other forms of misconduct:

- Concealment or distortion of the truth on the Application for Admission to the Faculty of Social Work or the University of Calgary.
- Persistent and/or serious conduct that contravenes the University of Calgary Statement on Principles of Conduct.
- Persistent and/or serious unethical behaviour as defined by the Canadian Association For Social Work Education Code of Ethics (2005) and the Alberta College of Social Workers Standards of Practice (2019). Such unethical behaviour includes (but is not limited to):

⁷ The Code of Ethics and Standards of Practice are available on the ACSW website: <http://www.acsw.ab.ca>

- (a) Persistent and/or serious medical condition that affects the student's ability to perform as a social worker if that condition negatively affects judgement and interferes with the ability to function within a professional context;
- (b) Persistent substance abuse (e.g., alcoholism, drug addiction, use of illegal drugs) that interferes with the ability to function within a professional context;
- (c) Criminal behaviour (e.g., arrests and convictions for such crimes as physical assault, sexual assault, drug trafficking) that interferes with the ability to function within a professional context;
- (d) Persistent and or/serious conduct that contravenes the policies of the practicum setting (applies to students in practicum);
- (e) Imposing stereotypes on a client, including behaviour, values, or roles related to race, ethnicity, religion, marital status, gender, sexual orientation, age, socio-economic status, income source or amount, political affiliation, disability or diagnosis, or national origin, that would interfere with the provision of professional services to the client; and
- (f) Persistent and/or serious inability to form a professional, helping relationship.

Initial Steps When Serious Concerns Are Identified

Field Instructor: If concern develops about a student's practicum progress, the Instructor should:

1. Document the problematic behaviour or lack of progress in writing;
2. If possible, share the concerns and potential for remedial action with the student; and
3. Contact the Faculty Liaison for consultation as soon as possible.

Student: If concern develops about their own practicum progress, the student should:

1. Ask for clarification in writing;
2. Listen to the concerns and potential for remedial action described by the Field Instructor;
3. Be explicit about learning needs, including supervision needs; and
4. Contact the Faculty Liaison for consultation as soon as possible.

Faculty Liaison. If concern develops about a student's practicum progress, the Liaison should:

1. Ensure the student and Field Instructor are aware of the policies related to students at risk of failing practicum;
2. Consult with the student and/or Field Instructor as needed, documenting these consultations appropriately; and
3. Inform the Coordinator, Associate Director, or Director of Field Education as soon as possible.

Process for Placing the Student At Risk of Failure

In any at-risk situation, students, Field Instructors, and Faculty Liaisons are encouraged to work closely with the Coordinator or Associate Director of Field Education. The following process should be followed:

1. The student receives written notification from the Faculty Liaison that she or he is at risk of failing the practicum and details about the concerns that have led to this determination.
2. The Coordinator or Associate Director of Field Education is advised when a student receives notification of being at risk of failing a practicum. The Coordinator or Associate Director may consult with the Director of Field Education.

3. A meeting to review the concerns regarding the student's behaviour or progress in practicum is typically held with the student, the Field Instructor, and the Faculty Liaison. The Coordinator, Associate Director, or Director of Field Education may also take part in this meeting.
4. The outcome of the review meeting may be:
 - a. The student remains in the placement with close supervision and under the conditions specified in a remedial educational plan. The remedial educational plan should, at a minimum: 1) be in writing and be signed by the student, Field Instructor and Faculty Liaison; 2) specify the activities required of the student to continue in the field placement; 3) specify indicators that will be used to judge whether or not the student has addressed the concerns; 4) specify how the student will be supervised while addressing the concerns about their performance; and 5) specify when the situation will next be reviewed.
 - b. The student leaves the field placement and an alternative field placement is arranged whereby the student continues in the practicum course, with a possible extension of the required time. In this case, the student should be aware that: 1) The Office of Field Education will work closely with the student to arrange a new practicum, however, a new placement in the current semester cannot be guaranteed. It may take considerable time to finalize a new practicum, particularly for distance students who are responsible for taking the lead in finding their own practicum placement. In some cases, the student may have to wait until a new semester starts or the course is offered again to resume the practicum and/or seminar courses; 2) The Faculty Liaison, the Coordinator/Associate Director/Director of Field Education, or the new practicum may require the completion of hours over and above the number required by the practicum course, in order to ensure the achievement of the practicum objectives; 3) Potential field instructors may be made aware of the student's previous placement experience, and/or "at risk of failure" status; and 4) A remedial educational plan (as outlined in 4a above) may be established in the new practicum.
 - c. The student is asked to withdraw from the practicum course with the recommendation that she or he be permitted to repeat the course in a different agency during a subsequent semester; or
 - d. The student is asked to withdraw from the practicum course, with a recommendation that the student also withdraws from the BSW/MSW program.
5. The outcome of the review meeting should be documented in writing, with a copy to the student, the Field Instructor, the Faculty Liaison, and the Coordinator/Director of Field Education.
6. The final outcome for the student in the practicum course remains the decision of the Faculty Liaison as the teacher-of-record.

When a Practicum Ends Without a Review

On occasion, a practicum is terminated by a Field Instructor/agency or Faculty Liaison and the student is asked to leave the practicum without a formal review process. In these situations, the Field Coordinator, Associate Director or Director of Field Education may ask for a meeting with the student, Field Instructor, and/or Faculty Liaison. Written reports from these individuals may also be requested. The Coordinator, Associate Director or Director will consult with appropriate individuals to help determine next steps for the student.

VII. STUDENT CONCERNS ABOUT PRACTICUM

On occasion, a student may find that the practicum placement does not meet their learning objectives or needs, or that their learning is not being adequately supported in the practicum. In such situations, students are expected to address their concerns with the Field Instructor and/or Faculty Liaison. The Faculty Liaison can serve as a support person for the student in this situation, clarify the practicum expectations of students and field instructors/agencies, and facilitate discussions between the student and field instructor as needed.

Students are expected to make reasonable attempts to address the concerns in the practicum placement, and to work collaboratively with their Field Instructor and Faculty Liaison in doing so. In situations where attempts have been made by the student, Field Instructor and Faculty Liaison to address the concerns, and the concerns remain or the student's learning needs cannot be met in the practicum or the practicum objectives achieved, a joint determination may be made for the practicum to be terminated.

Students require the approval of the Faculty Liaison or the Office of Field Education (Coordinator/Associate Director/Director of Field Education) in order to terminate a placement. This decision to leave the practicum cannot be made unilaterally by the student, and doing so may result in the student failing the practicum or being placed at risk of failing the practicum.

If a collaborative decision is made to terminate the practicum, the Office of Field Education will work with the student to find an alternative field placement for the student to continue in a practicum course, with a possible extension of the required time. In this case, the student should be aware that while the Office of Field Education will work collaboratively with the student to find a new placement as soon as possible, a new placement in the current semester cannot be guaranteed. It may take considerable time to finalize a new practicum, particularly for distance students who are responsible for taking the lead in finding their own practicum placement. In some cases, the student may have to wait until a new semester starts or the course is offered again to resume the practicum and/or seminar courses. Close consultation and collaboration with the Office of Field Education (Coordinator or Associate Director) during this process is highly recommended.

VIII. PRACTICUM IN THE STUDENT'S WORKPLACE

The Faculty of Social Work understands that students are increasingly pressured by multiple demands, often needing to juggle family, employment and school responsibilities. Recognizing the current student context, the Office of Field Education supports students' ability to develop practica in their places of employment providing certain criteria are met.

A practicum completed where the student is employed is called a practicum in the place of employment and may be paid or unpaid. In either case, the student now has two roles: that of employee and that of student. A practicum in the place of employment requires a clear delineation between the student and employee roles. Such a distinction is required in particular to protect the student's learning and to avoid conflict of interest.

A student whose practicum is in a different area or program of the agency in which she or he is employed, who has a different supervisor and different tasks from the employment situation and who is unpaid for the time spent on practicum activities may find it relatively easy to separate the employee/student roles. The more closely the practicum (learning) situation approaches the employment (working) situation in terms of tasks, location, supervision, or pay, the more difficult it becomes for the student and the organization to make necessary distinctions between focusing on learning and focusing on work. Particularly, the student may feel that being paid creates an obligation to perform certain tasks. In this situation, the student may choose to perform routine tasks that benefit the agency (employee role) rather than be challenged with new tasks to increase learning (student role).

All practica in the place of employment must have prior approval of the Coordinator/Associate Director/Director of Field Education.

Cautions Regarding Practica in the Place of Employment

- The student may feel pressured to allow agency needs to supersede their learning needs.
- The student's ability to think critically about the agency may be constrained regarding issues such as administrative structure, policies, mandate, and service delivery. In other words, the student may feel worried about "biting the hand that feeds me."
- Unless appropriately protected, a negative evaluation of the student's performance in one role (i.e., worker or student) may jeopardize their status in the other role.
- Issues related to managing conflicts or disputes at the workplace may create tension for the student.
- Students are advised not to engage in a practicum in addition to a full-time job. Students are encouraged to negotiate designated time for the field placement with their employer and/or sponsoring agency.

Questions to Consider Before Negotiating a Practicum in the Place of Employment

- Would I accept this practicum if it were removed from my place of employment?
- Does this practicum offer me significant and substantive new learning experiences?
- Will this practicum facilitate progress toward my long-term career goals?
- What are the implications for my employment after the practicum is completed?
- As a student, am I expected to complete tasks and activities that are actually unrelated to practicum requirements?

Careful reflection on responses to these questions may help the student determine a personal best choice regarding a practicum in the place of employment.

Requirements for Practica in the Place of Employment

Approval of a practicum in the place of employment will be considered provided the following conditions are met with respect to the agency, Field Instructor and specific practicum proposed:

- Criteria related to the agency:
 - ✓ The agency is affiliated with the Office of Field Education or meets the criteria for affiliation (see Section IV in this Manual).
 - ✓ The agency releases the Field Instructor to provide the student with a minimum of 1 hour of direct educational supervision per 15 hours of practicum.
 - ✓ The agency releases the student from job-related responsibilities to assume the practicum role.
 - ✓ The agency provides a procedure for addressing potential conflicts of interest and ethical concerns in the practicum in the place of employment situation.
- Criteria related to the Field Instructor:
 - ✓ She/he is approved as a Field Instructor by the Office of Field Education or meets the criteria for approval (see Section IV in this Manual).
 - ✓ She/he must be willing to fulfil the Field Instructor responsibilities (see Section II in this Manual).
 - ✓ She/he is a different individual than the student's employment supervisor.
 - ✓ If a student is proposing a placement outside Alberta, the student is required to check the regulations regarding the Field Instructor's registration in that province.
- Criteria related to the student's practicum:
 - ✓ The placement provides opportunities for the student to focus on the Practice Objectives of the practicum .
 - ✓ The practicum is in a different program, unit or department than the student's employment.
 - ✓ Practicum tasks, roles, and methods are different from employment responsibilities.
 - ✓ The reporting structure (e.g., supervisor student reports to) is different for the practicum and the student's employment.
 - ✓ Practicum activities span the learning outcomes of the practicum course.
 - ✓ The student is released, during practicum hours, from any duties and expectations associated with regular employment. In other words, the student is freed from the "worker" role and enabled to engage in the "learner" role.
 - ✓ There is a clear understanding among all agency personnel that the primary focus of the practicum is education/learning.
 - ✓ Implications for conflict of interest, potential ethical concerns, and academic objectives have been discussed and addressed with the place of employment.

Approval Process for a Practicum in the Place of Employment

The Office of Field Education will give consideration to proposals for practica in the place of employment that meet the above criteria and that are presented according to the following guidelines.

Student Proposal

The student submits a proposal to the Coordinator/Associate Director of Field Education that reflects careful thought and professional preparation. The proposal should include:

- Description of the agency in which the proposed practicum would take place.
- Description of the student's current employment responsibilities.

- Description of the focus and activities (duties/responsibilities) involved in the proposed practicum, with an emphasis on: 1) how these differ from current employment responsibilities; 2) how the proposed practicum fits with the student's learning needs and interests; and 3) how the proposed placement allows the student opportunities to meet the Practice Objectives of the practicum.
- Name/title/contact information of current employment supervisor, name/title/contact information of proposed Field Instructor, and name of the department/section/program in which the practicum will take place.
- Information demonstrating understanding of the potential for conflict of interest and arrangements made with agency to address such conflicts should they arise.

Agency Support

Agencies who have not previously hosted a Faculty of Social Work practicum student will be asked to complete the Agency affiliation and Field Instructor approval forms (See Appendixes 5 and 6). Agencies supporting a student's proposal for a practicum in the place of employment are asked to provide a letter/form that includes the following:

- A brief description of the student's employment role within the agency, including supervisor.
- A brief description of the student's proposed practicum within the agency, including Field Instructor.
- Assurance that the student will be released from duties as an employee to fulfil the requirements of the practicum/learning agreement.
- Assurance that the Field Instructor will be released to provide the student with a minimum of 1 hour of direct educational supervision per 15 hours of practicum.
- An outline of the procedure that will be used to ensure that the practicum is distinct from the student's employment role.
- An outline of the procedure that will be used should a conflict of interest situation arise regarding the student's employment and practicum roles.

Students interested in applying for a practicum in the place of employment and who have explored the potential for the agency and placement to meet the criteria described above should contact their Coordinator or Associate Director of Field Education for more information.

Timelines

Application for a practicum in the place of employment must be made **several months** prior to the commencement of the practicum. Please contact the Field Education Coordinator or Associate Director in your region for more specific information about deadlines in your program.

IX. CREDIT BY SPECIAL ASSESSMENT – SOWK 410 & SOWK 633

Students admitted to BSW and MSW programs have diverse practice backgrounds; some have extensive experience in the social service field. As sanctioned by the accreditation standards of the Canadian Association for Social Work Education (CASWE)⁸, students may be eligible to receive some practicum credit for previous work or relevant experience. For BSW students in the university transfer/post-degree route, the SOWK 410 (Practicum I) Credit by Special Assessment process allows qualified students to have their previous learning evaluated for possible practicum credit. The SOWK 633 (Foundational Practicum) Credit by Special Assessment process is available to qualified students in the MSW Foundation year. Please note that *Credit by Special Assessment is not available for SOWK 412 and SOWK 660/696*, as these courses must be completed by all BSW and MSW students, respectively.

Minimum Requirements

To be eligible to request a review for Credit by Special Assessment, students must have, at a minimum: five years of social work-related experience prior to admission into the BSW/MSW program, including two years under direct social work supervision.

Overview of the Special Assessment Process

Students can obtain a complete statement of the SOWK 410 or 633 Credit by Special Assessment (CSA) procedures from the Coordinator/Associate Director of Field Education. The following is a general outline.

1. The first step for students in the CSA application process is to provide a clear description of the minimum five years' experience and two years of social work supervision to their Coordinator/Associate Director.
2. After confirming minimum eligibility, the student submits the following to the Coordinator/Associate Director: 1) application for Credit by Special Assessment, 2) two supervisory reference letters, and 3) a narrative documenting prior learning and relevant experience related to each of the five practicum objectives of SOWK 410/633. Supporting documents may also be submitted as evidence of learning relating to specific practicum objectives.
3. The Coordinator or Associate Director forms a review committee with at least one other faculty member in order to appraise the student's submission for CSA. The committee also schedules a one-hour meeting with the student, which focuses on the student's application and their ability to demonstrate competence in relation to each the Practicum Objectives and requirements of SOWK 410/633.
4. The student is notified in writing within seven days as to the outcome of the assessment. There are two possible outcomes: the student is granted 300 hours (for SOWK 410) or 426 hours (for SOWK 633) of practicum as completed; or student is not granted the hours. In the event that the student is not granted CSA for SOWK 410/633, the student then proceeds to complete the practicum. In either outcome, the student is responsible to pay the tuition amount for the practicum course (SOWK 410/633).

Notes: 1) Students who are granted CSA for SOWK 410 are exempt from completing Integrative Seminar (SOWK 411) which is taken concurrent with Practicum I, but do not receive credit for this course. Instead, they must make arrangements with the Faculty to take an alternative course for equivalent credit to the seminar (e.g., to complete an additional options course). 2) A successful CSA and resulting course credit for SOWK 410/633, does not automatically guarantee that these hours will be credited or recognized by the Alberta College of Social Workers (ACSW) as provisional hours counting towards registration.

⁸ The CASWE Standards for Accreditation can be found online at: <http://caswe-acfts.ca/commission-on-accreditation/coa-standards/>

X. ADDITIONAL POLICIES RELATED TO FIELD EDUCATION

Student Remuneration in Practica

Students are not typically entitled to receive a wage or salary from the agency hosting their practicum. The agency is expected to reimburse expenses the student incurs while completing practicum responsibilities (e.g., travel) in accordance with the regular policies of the agency concerning reimbursement. Any other arrangements should be drawn to the attention of the Coordinator/Associate Director of Field Education. Please see Section VIII on Practicum in the Workplace for information regarding remuneration in a practicum in the place of employment.

Illness, Unavoidable Absences and Holidays

Students must notify the Field Instructor as soon as possible about unexpected absences from practicum. When a holiday occurs on a practicum day, the student is expected to make up the time during the semester. Students should not attend practicum if they are ill, in order to prevent contagion. Students will need to make-up practicum time for an absence due to illness or any other reason, except for cases of widespread pandemic or other community emergency situations. In such situations, please consult the Office of Field Education for pandemic or emergency-related policies and procedures.

Block and Part-Time Placements

In some programs, practicum is completed on designated days during a semester (e.g., 3 or 4 days per week). Other programs, such as the BSW Learning Circles or Leadership MSW Program, may allow more flexibility for students to arrange either a block or part-time placement. Block placements are based on a full-time equivalent working day to a maximum of 40 hours per week (5 days). Students are advised not to engage in a practicum in addition to a full-time job, and are encouraged to negotiate designated time for the field placement with their employer and/or sponsoring agency.

Students with work, family, or other responsibilities may choose to do a part-time placement. Students taking SOWK 410/412/633/696 are required to complete a minimum of 14 hours (2 days) per week in placement. Students taking SOWK 660 must complete a minimum of 20 hours (2.5 days) per week in placement. This is to ensure that students dedicate sufficient time to the placement to allow for meaningful engagement in learning activities. Students completing a part-time placement should note that they may be required to complete the practicum by a specific deadline (e.g., the end of the term), as outlined in the practicum course outline or by the Coordinator/Associate Director of Field Education or Faculty Liaison. In such instances, students must ensure they complete the total number of required hours before the deadline.

International Students

All international students completing field practicum placements in Canada are responsible for securing appropriate work permits. Please consult the University of Calgary's International Office for assistance.

Standard of Care Expected by Students

Social work students are not held to the standard of care of fully qualified professionals, but rather that of a reasonable student. Students are expected to be competent for their position and have greater skills than lay people. They are expected to know their own limits and, when appropriate, to refer the case to or seek assistance from the Field Instructor or other qualified staff.

Academic Accommodation

In the practicum, academic accommodation is a collaborative process characterized by discussion with the student, Field Instructor and Faculty Liaison. However, it is the student's responsibility to start this process by: 1) requesting academic accommodation from the Office of Field Education by contacting the Field Education Coordinator or Associate Director, and 2) registering with the Student Accessibility Services Office at the University (403-220-8237 or access@ucalgary.ca). Students are advised to request academic accommodation for practicum as early as possible.

Conducting Research in Practicum

Students are advised not to engage in formal research activities (i.e., activities that could result in publication of results) during practicum placements unless ethics approval has been received from the appropriate research ethics committee.

Alberta Health Services and Other Agency Requirements

Students completing practica with Alberta Health Services (AHS) are required to complete a current criminal record check and to be up-to-date on immunizations. Additional requirements may vary by AHS site. Please contact the Office of Field Education for more detailed information on these requirements.

Students are responsible for ensuring that they meet these requirements, and for any expenses that are incurred. Documents confirming that students meet AHS requirements must be submitted to the Office of Field Education prior to the start of the practicum. As per AHS policy, students who do not meet these requirements will not be able to complete a practicum at AHS.

The Faculty supports the requirements of many other agencies for a criminal records check, child welfare check, etc. Students are responsible for ensuring they meet these agency requirements and for submitting related documentation directly to the agency (except for Alberta Health Services, as above).

Liability Insurance and Workers Compensation Coverage

While in practicum in the province of Alberta, students are covered by liability insurance and workers compensation (WCB) by the University of Calgary. Please notify your Faculty Liaison or Coordinator/ Associate Director/ Director immediately if you have an accident, injury or event in practicum which may involve insurance or worker's compensation.

Students who are residents outside of Alberta or who are completing an international practicum may or may not be covered by liability insurance or worker's compensation. Please consult with the Coordinator or Associate Director of Field Education regarding coverage. The University's Risk Management and Insurance website also has additional information regarding coverage, at: <https://www.ucalgary.ca/risk/risk-management-insurance/insurance/workers-compensation-insurance>

Deferral of Term Work for a Practicum Course

Students registered for a practicum course are expected to complete the practicum within that term. However, on occasion, completing the practicum within the term is not possible. In these situations, the process generally proceeds as follows:

1. The student, Field Instructor and Faculty Liaison discuss the situation as soon as possible. If a deferral is agreed upon, a date by which the course will be completed is set.
2. The Faculty Liaison submits a Deferral of Term Work form to the Student Services Manager for processing and approval by the Faculty and University.
3. The student completes the practicum by the agreed completion date.
4. A Change of Grade Form is completed by the Faculty Liaison upon completion of practicum so that the student's record may reflect the completion of the course.

Information Sharing Between Field Agencies and the Faculty of Social Work

The Field Placement Agency and the University of Calgary, Faculty of Social Work have a shared responsibility for educating and shaping the professional practice of social work students. They also have a duty to protect consumers/clients and to ensure competence in graduating social work students. An essential aspect of this collaboration is the appropriate sharing of information about student performance collected by Field Coordinators/Associate Directors/Director, Field Instructors, Faculty members and, in some cases, field agency personnel under the authority of the Post-Secondary Learning Act.

Throughout the duration of the field placement, information about students is collected for the purposes of identifying emerging issues, problem solving, evaluating student performance, and assigning grades. This information may become part of the student's file.

This information will only be used for the identified purposes but students should note that, when necessary, information will be shared among personnel responsible for establishing and monitoring the working relationships among faculty, the student, student colleagues, Field Instructors, agency clients, agency staff, and others who are directly responsible for monitoring student performance. The limited disclosure of personal information may be appropriate when there is an emerging situation that may negatively impact clients, Field Instructors, agency staff, faculty, and/or student colleagues or when Field Instructors, Faculty Liaisons or other faculty members need to include other personnel in resolving concerns in the field or classroom.

In all cases, the decision to disclose or share personal information will be sensitive to the evaluative nature of the practicum and conducted in a thoughtful, professional manner that adheres to the CASW Code of Ethics and ACSW Standards of Practice.

Questions about the Faculty of Social Work's policy regarding information sharing between field agencies and the Office of Field Education should be directed to the Coordinator, Associate Director or Director of Field Education.

XI. STUDENT SAFETY IN PRACTICUM SETTINGS

Students in practicum settings interact with people who are often experiencing frustration due to life circumstances. Heightened frustration increases the probability of violence; therefore, students and Field Instructors need to be aware of risks so as to avoid potentially dangerous situations.

Agency responsibilities in risk management include:

- Responding immediately to a student concern about safety. No safety issue can be seen as insignificant.
- Informing students of safety and security programs/regulations of the agency.
- Advising against students working alone in the agency, especially during evening hours.
- Informing the student if an assigned client has a history of violence.
- Discussing safety issues with students, particularly prior to potentially hostile situations or home visits.

Students' responsibilities in risk management include:

- Arranging office furniture with personal safety in mind (e.g., always have a pathway to the door).
- Never working alone in a building.
- Informing the practicum instructor or other staff of when and where clients will be seen.
- Understanding agency/Faculty policy regarding transporting clients in a personal vehicle (see below).
- Reporting any concerns or incidents related to personal safety to the Field Instructor.

If a Student Feels Unsafe in a Practicum Situation

Students have the right to question any potentially unsafe assignment without repercussions from their Field Instructor or Faculty Liaison. Students who assess that they have been given an unsafe assignment must first ensure their own safety and then notify their Field Instructor and Faculty Liaison before proceeding. Likewise, if the Field Instructor determines that a student has initiated an unsafe field activity, the Instructor must direct the student not to proceed. In the case of student non-compliance with such a direction, the Faculty Liaison or Office of Field Education (Coordinator, Associate Director or Director) must be notified.

Client Transport

Students are advised not to transport clients in personal vehicles.

XII. HARASSMENT AND DISCRIMINATION

The University of Calgary has established policies and procedures to protect students, staff and faculty from sexual harassment and other forms of harassment and discrimination. The University of Calgary's Office of Diversity, Equity and Protected Disclosure (ODEPD) serves a central point of contact, resources, training, awareness and support to the University community on issues of equity and diversity. Through the ODEPD, the University has established policies and procedures to protect students, staff and faculty from sexual harassment and other forms of harassment and discrimination.

The right to information about and protection from harassment, discrimination and violence extends to students in their field placement, to Field Instructors and to faculty. Students, Field Instructors and faculty members are expected to familiarize themselves with the University's policies and procedures pertaining to discrimination, harassment, equity and human rights. These can be accessed online at <http://www.ucalgary.ca/odepd/>

What is Harassment?

Harassment is unwelcome behaviour that is known to be unwelcome, or reasonably ought to be known to be unwelcome. Discriminatory harassment is unwelcome behaviour directed toward a person or groups based on prohibited grounds of discrimination as stipulated by our human rights laws, such as sex, gender, race, religion, colour, ability, age, family status, source of income, etc. Non-discriminatory harassment is generally abusive, insulting and degrading conduct which is not based on prohibited grounds of discrimination defined by law.

What Should You Do if You Are Harassed?

Resolving a complaint of harassment should, at a minimum, mean that the harassment stops and that there is no reprisal against you for having raised the issue. You may consider:

- **Keeping a record.** A concrete and detailed record of what has been happening can be extremely helpful. It enables you to take a form of personal action, and it provides you with information you need in deciding how to best confront and stop the offending behaviour. When documenting incidents, consider writing a 3-part account of the incident: provide a chronology of the facts as you see them, identify your feelings and any negative impact you have experienced, and determine what you would like to see happen next.
- **Talking to someone you trust.** You will benefit by articulating your concerns to someone you trust about the facts as you see them and how you are feeling about the situation. Likely this person can provide support or suggest problem solving strategies.
- **Reporting the harassment.** Report the harassment to a person in a position of authority. This may include: the offender's supervisor or agency director; your Faculty Liaison or Field Instructor; the Coordinator, Associate Director or Director of Field Education; and/or the Dean or Associate Dean. You may also report the harassment to The University of Calgary Office of Diversity, Equity and Protected Disclosure. Please feel free to call 220-4439 for information and advice.

A complaint may be filed with the Alberta Human Rights Commission under the Individual Rights Protection Act but must be done within **six months** of the alleged incident. The Alberta Human Rights Commission may be reached at 403 297-6571 in Southern Alberta, 780 427-7661 in Northern Alberta or toll free through 310-000 (and then entering either the Northern or Southern Alberta phone number).

XIII. SOCIAL MEDIA RIGHTS & RESPONSIBILITIES OF THE STUDENT

Preface/Preamble

The Faculty of Social Work recognizes the importance of technology and social media and supports the use of these methods of communication among social workers. With the rapidly evolving platforms of communication, it is increasingly important to outline the acceptable uses of social media within the Faculty of Social Work. Examples of social media include but are not limited to: Facebook, Twitter, Instagram, SnapChat, YouTube, etc. As more social workers embrace the use of social media, it is important to understand that Faculty, Staff, and Students are responsible and accountable for their engagement with these platforms. The purpose of this policy is to ensure ethical use of all forms of social media and to safeguard the privacy, confidentiality, and interests of the academic institution, the practicum placement, and social service users.

As stated in the CASWE-ACFTS Accreditation Standards (2014):

The academic unit has a policy regarding ethical use of all forms of social media to ensure the privacy, confidentiality, and interests of the academic unit and its field practicum community and demonstrates how the policy and procedures are consistent with the relevant human rights legislation, with the mission of CASWE-ACFTS, and with the mission of the academic unit concerned (p.8).

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

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

Faculty of Social Work Social Media Policy

The Faculty of Social Work values freedom of inquiry and academic freedom and views these as important pillars of a university education whether this expression is in the form of print, oral communication, or in an electronic format. The Faculty recognizes the importance of electronic communication and is committed to supporting the right to interact knowledgeably and socially in social media. Social media is defined as: (1) internet-based communication technologies, (2) digital technologies, and (3) sharing platforms.

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

Guidelines for communication about the Faculty and the Practicum:

The content of publically accessible electronic communications should be respectful and adhere to the values outlined in the CASW Code of Ethics (2005). The Faculty respects and encourages freedom of expression and critical debate. The Faculty does not support the use of inflammatory, libellous, or

disrespectful language. This can result in disciplinary action up to and including school/Practicum termination. (For students in practicum settings, see the *Field Education Manual* for further guidance on the at-risk student.)

The Faculty encourages writing that is accurate and based in knowledge. Postings should be treated as public documents recognizing that they could be seen by anyone. *Appropriate professionalism is essential.* Web interaction can result in members of the public forming opinions about the Faculty, the field placement settings, and/or their employees or clients.

Web sites, blogs, tweets, and other uses of social media that make mention of the Faculty of Social Work or the field placement should identify that the views expressed are those of the writer alone and do not represent the views of the Faculty of Social Work and/or the field placement setting. *Students are prohibited from mentioning, discussing, or identifying any clients or service-users via social media.* If a client or service-user should request interaction via social media with a student, the student must politely but clearly decline to maintain professional boundaries. The student is encouraged to seek out guidance and support from Faculty staff and/or their Field Supervisor to best handle each unique situation.

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

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

Legal Liability Component of the Social Media Policy

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

APPENDIXES

1. Practice Objectives for BSW Practica (SOWK 410/412) and MSW Foundational Practicum (SOWK 633)
2. Practice Objectives for the MSW Advanced Practicum (SOWK 660/696): Clinical Social Work Specialization
3. Practice Objectives for the MSW Advanced Practicum (SOWK 660/696): Leadership in Human Services Specialization
4. Practice Objectives for the MSW Advanced Practicum (SOWK 660/696): International & Community Development Specialization
5. Agency Affiliation Agreement
6. Application for Field Instructor Status
7. Guidelines: Use of Agency Material in Classroom
8. Consents for Audio or Video Recording Clients
9. Tips for External Co-Supervision

APPENDIX 1: PRACTICE OBJECTIVES – BSW PRACTICA (SOWK 410/412) & MSW FOUNDATIONAL FIELD PRACTICUM (SOWK 633)

PRACTICE OBJECTIVE 1: Professional Social Work Identity

Learners develop a professional identity in accordance with the values and ethics of the social work profession. Learners will be able to:

- Demonstrate an understanding of the CASW Code of Ethics and ACSW Standards of Practice.
- Use the CASW Code of Ethics and ACSW Standards of Practice to guide practice, including:
 - Develop professional relationships and demonstrate respect for clients, research participants, colleagues, administrative personnel, and other stakeholders.
 - Work with clients in ways that respect their right to make independent decisions and participate actively in the helping process.
 - Follow professional and agency protocols for protecting confidentiality.
 - Develop processes for reviewing practice.
- Identify ethical dilemmas in practice and apply ethical decision-making processes.
- Practice with integrity and demonstrate professionalism in the practicum setting.

PRACTICE OBJECTIVE 2: Generalist Practice

Learners demonstrate knowledge and skills of generalist practice, using a variety of social work roles. Learners will be able to:

- Perform generalist practice roles across settings and populations (resource developer, advocate, educator, clinician, consultant, broker, researcher, project leader, etc.).
- Communicate effectively in both oral and written formats.
- Demonstrate the ability to effectively engage others.
- Complete comprehensive social work assessments (clinical/community).
- Demonstrate professional planning and goal setting skills.
- Intervene effectively at the individual, group, family, organizational and/or community level.
- Collaborate effectively with social work colleagues and professionals from other disciplines.
- Evaluate outcomes and services provided.
- Recognize and effectively address termination issues.

PRACTICE OBJECTIVE 3: Reflective Practice

Learners practice reflectively and apply methods of critical thinking and inquiry to their social work practice. Learners will be able to:

- Consider the impact of their personal culture, values and beliefs on practice.
- Describe areas for personal and professional development.
- Identify issues and social structures that influence them and clients/communities served.
- Articulate how various forms of knowledge (e.g., scientific, intuitive, experiential) and different kinds of research methods (e.g., qualitative, quantitative, participatory) contribute to social work knowledge and practice.
- Identify and critically evaluate theories used to inform their social work practice.

- Discuss practice, organizational or project constraints or limitations (e.g., funding, scope, optimization of resources).
- Use supervision effectively (e.g., prepare by developing questions, request and remain open to feedback, integrate feedback into practice).

PRACTICE OBJECTIVE 4: Competence with Diversity

Learners demonstrate knowledge about and ability to provide effective service to diverse clients or communities (e.g., diversity of race, class, age, gender, religion, culture, sexual orientation, age, ethnicity, national origin, ability). Learners will be able to:

- Identify how personal and social factors (e.g., personal identities, values, experiences, socialization, social structures, stereotypes, media) influence professional practice with diverse clients and communities.
- Identify and challenge their own personal assumptions, views and stereotypes regarding diversity.
- Describe how they show respect for and work effectively with diverse populations.
- Analyze how the practicum agency/project responds to the needs of diverse clients or communities.
- Adapt the generalist practice model to meet the needs of diverse individuals or groups.

PRACTICE OBJECTIVE 5: Social Policy and Social Justice

Learners understand how social policies, in various forms, influence the services provided by the agency and, ultimately, clients and communities. Learners understand various forms of oppression and use anti-oppressive frameworks as a basis for practice. Learners will be able to:

- Describe the field agency, including its relevant history, organizational structure, policies, funding sources, key stakeholders, and roles in the community.
- Identify how historical and/or current dynamics and the impact of oppression on populations being served by the agency/project.
- Describe the role of the social worker within a society structured to benefit some groups at the expense of others (e.g., because of race, class, gender, age, etc.).
- Evaluate the impact of agency/social policies on clients and communities, including access to opportunities and quality of life.
- Identify systemic barriers in the organization and/or community that perpetuate oppression and social injustice.
- Advocate for change and justice at individual, organizational and systemic levels.
- Discuss potential social action strategies.
- Describe how they use anti-oppressive frameworks as a basis for practice.

APPENDIX 2: PRACTICE OBJECTIVES – ADVANCED PRACTICUM (SOWK 660/696): CLINICAL SOCIAL WORK SPECIALIZATION

PRACTICE OBJECTIVE 1: Values, Ethics & Professional Identity

Learners demonstrate the ability to apply social work values, adhere to CASW Code of Ethics & Guidelines for Ethical Practice, and analyze the role of ethics and values in clinical practice. Learners will be able to:

- Integrate social work values and professional Ethics and Guidelines within a clinical context.
- Identify how personal and professional values impact their clinical practice.
- Examine organizational values and their impact on staff, programs and service to clients.
- Identify ethical dilemmas in practice and apply ethical decision-making processes.
- Analyze clinical social work practice within a social services context and articulate how it differs from other forms of clinical practice.
- Critically reflect on their social work practice within a clinical context.
- Demonstrate professionalism in the practicum setting.

PRACTICE OBJECTIVE 2: Advanced Clinical Practice

Learners demonstrate advanced-level knowledge and skills in a specialized practice area. Learners will be able to:

- Engage and maintain relationships effectively with diverse clients.
- Demonstrate social work tasks of assessment, planning, intervention and termination.
- Demonstrate critical thinking skills as they apply to the clinical setting.
- Have knowledge of a variety of intervention approaches, including their underlying philosophies and theoretical frameworks.
- Distinguish among intervention approaches relative to client needs/preferences/orientations.
- Apply appropriate intervention strategies given client contexts and needs.
- Perform complex advanced generalist practice roles that are transferable across settings and populations (e.g., resource developer, advocate, educator, clinician, consultant, teacher, supervisor, researcher).

PRACTICE OBJECTIVE 3: Collaborative Practice

Learners demonstrate the ability to develop collaborative and supportive professional relationships. Learners will be able to:

- Establish appropriate, collaborative and empowering relationships with clients, colleagues, and agency and community partners.
- Work effectively as part of a team and contribute to positive organizational culture.
- Develop sustainable professional networks for the purposes of support, networking, consultation, and supervision.
- Contribute a social work perspective in inter-professional contexts.
- Incorporate client feedback into practice.
- Articulate the structure of the agency, its programs, and its relationship to other community programs.

- Communicate effectively orally and in writing.

PRACTICE OBJECTIVE 4: Linking Research to Practice

Learners understand and appreciate different ways of knowing and effectively use or apply research to guide practice. Learners will be able to:

- Appreciate the significance of world-view on people's lives, particularly in the clinical setting.
- Critically reflect on the role of research in developing and informing practice.
- Identify a variety of research approaches (e.g., qualitative, quantitative, appreciative, Indigenous).
- Evaluate research studies and apply results appropriately to clinical practice.
- Evaluate their own practice interventions.
- Engage in continuous practices of accountability with respect to service provision.

PRACTICE OBJECTIVE 5: Diversity, Oppression & Social Justice

Learners demonstrate an appreciation and critical analysis of human diversity, the dynamics and intersections of oppression, and the implications of social and economic injustice. They will demonstrate the ability to work effectively with diverse individuals and groups within a clinical context using an anti-oppressive framework, and advocating for change at individual, organizational and systemic levels.

Learners will be able to:

- Identify how personal identities, values, experiences, socialization, attitudes, biases and patterned responses to human diversity intersect with professional values and impact their clinical practice.
- Describe how they, as social workers and leaders, show respect for and work effectively with diverse individuals and populations (e.g., diversity of race, class, gender, religion, culture, sexual orientation, age, ethnicity, national origin, or ability).
- Use an anti-oppressive lens to analyze agency/social policy with regards to diversity, inclusion, oppression and social justice, and make recommendations for change.
- Identify systemic barriers in the organization and/or community that perpetuate oppression and social injustice.
- Discuss potential social action strategies.
- Articulate how they incorporate anti-oppressive frameworks, strategies and skills in their clinical practice to value diversity, promote inclusion, reduce oppression and advocate for organizational and/or social change.

APPENDIX 3: PRACTICE OBJECTIVES – ADVANCED PRACTICUM (SOWK 660/696): LEADERSHIP IN HUMAN SERVICES SPECIALIZATION

PRACTICE OBJECTIVE 1: Values, Ethics & Professional Identity

Learners demonstrate the ability to apply social work values, adhere to CASW Code of Ethics & Guidelines for Ethical Practice, and analyze the role of ethics and values in leadership practice, social/organizational policy and organizational effectiveness. Learners will be able to:

- Integrate social work values and professional Ethics and Guidelines within a leadership context.
- Identify how personal and professional values impact their leadership practice.
- Identify ethical dilemmas in practice and apply ethical decision-making processes.
- Examine organizational values and their impact on staff, programs and service to clients.
- Analyze social work leadership within a social services context and compare it to other forms of leadership/management.
- Critically reflect on their social work practice within a leadership context.
- Demonstrate professionalism in the practicum setting.

PRACTICE OBJECTIVE 2: Leading Others

Learners demonstrate the ability to achieve organizational or community goals through processes such as visioning, designing, planning, coordinating, organizing and evaluating. Learners will be able to:

- Develop a shared vision and act in a leadership role (lead, direct, coordinate and/or organize others) within groups, teams, departments, divisions, etc. to achieve organizational or community goals.
- Develop, implement, analyze or evaluate a program, policy or project and make recommendations for change, when appropriate.
- Build effective working relationships, networks and partnerships with individuals at all levels of the organization and/or community through cooperation, collaboration and fostering the development of others (coaching/mentoring).
- Analyze power relationships within the organization and/or community and use this knowledge to influence program/agency decision-making.
- Make informed decisions and involve suitable stakeholders in the process.
- Communicate effectively orally and in writing.
- Apply leadership theories and research skills to guide practice.

PRACTICE OBJECTIVE 3: Facilitating Change

Learners demonstrate the ability to think critically and strategically, applying systems thinking to the analysis of an organization and its environment, and assessing the need for and implementing change, when appropriate. Learners will be able to:

- Identify how the various elements of the organization and its environment interconnect to achieve staff and client goals (systems thinking).
- Analyze and assess the need for change within the organization or community.

- Implement and manage change within the organization or community to be responsive to perceived needs.
- Analyze the impact of change on individuals and groups within the organization or community.
- Make recommendations for the sustainability of change.
- Think creatively (e.g., beyond status quo) when addressing organizational or community issues.
- Deal effectively with conflict situations.

PRACTICE OBJECTIVE 4: Managing Resources

Learners demonstrate the ability to manage a project from beginning to end, including managing the resources necessary to achieve project, organizational or community goals. Learners will be able to:

- Identify and implement the major components of managing a project from beginning to end (goals, timelines, scope, resources, etc.).
- Identify and/or manage the range of resources needed for a project/agency program, such as:
 - a. financial resources (e.g., grants, budget).
 - b. human resources (e.g., supervision, team development, community involvement or consultation, recruitment, performance management).
 - c. technological resources.
- Identify the project's constraints or limitations (e.g., scope, timelines, budget, optimization of resources).

PRACTICE OBJECTIVE 5: Diversity, Oppression & Social Justice

Learners demonstrate an appreciation and critical analysis of human diversity, the dynamics and intersections of oppression, and the implications of social and economic injustice. They will demonstrate the ability to work effectively with diverse individuals and groups within a leadership context using an anti-oppressive framework, promote diversity-competent organizations and practice, and advocate for change at individual, organizational and systemic levels. Learners will be able to:

- Identify how personal identities, values, experiences, socialization, attitudes, biases and patterned responses to human diversity intersect with professional values and impact their leadership practice.
- Describe how they, as social workers and leaders, show respect for and work effectively with diverse individuals and populations (e.g., diversity of race, class, gender, religion, culture, sexual orientation, age, ethnicity, national origin, or ability).
- Use an anti-oppressive lens to analyze agency/social policy with regard to diversity, inclusion, oppression and social justice, and make recommendations for change.
- Identify systemic barriers in the organization and/or community that perpetuate oppression and social injustice.
- Discuss potential social action strategies.
- Articulate how they incorporate anti-oppressive frameworks, strategies and skills in their leadership practice to value diversity, promote inclusion, reduce oppression and advocate for organizational and/or social change.

APPENDIX 4: PRACTICE OBJECTIVES – ADVANCED PRACTICUM (SOWK 660/696): INTERNATIONAL & COMMUNITY DEVELOPMENT SPECIALIZATION

PRACTICE OBJECTIVE 1: Values, Ethics & Professional Identity

Learners demonstrate the ability to apply social work values, adhere to CASW Code of Ethics & Guidelines for Ethical Practice, analyze the role of ethics and values in international/community development practice, and articulate an emerging individual model of practice. Learners will be able to:

- Integrate social work values and professional Ethics and Guidelines within an international/community development context.
- Identify how personal and professional values impact their international/community development practice.
- Identify ethical dilemmas in practice and apply ethical decision-making processes.
- Examine and critically reflect on the organizational values/ethics and their impact on staff, students, programs and service to clients.
- Analyze international/community development social work practice and compare it to other forms of international/community development work.
- Critically reflect on their social work practice, including an emerging preference for a specific model/approach or framework within an international/community development context.
- Demonstrate professionalism in the practicum setting.

PRACTICE OBJECTIVE 2: International/Community Development Practice

Learners demonstrate advanced-level knowledge and skills in the area of international and/or community development practice. Learners will be able to:

- Gain an understanding of the community/organization in relation to the local, national and international context
- Integrate social work theories, knowledge and practice approaches or models to guide practice in an international/community development setting
- Evaluate western social work theories, values and skills in relation to their importance and relevance to an international/community development setting or context
- Critique the practicum in light of different models of international/community development and the power issues
- Apply appropriate intervention strategies given international/community contexts and needs
- Perform complex international/community development roles that are transferable across settings and populations (e.g., facilitator, advocate, educator, consultant, resource developer, researcher).
- Contribute a social work perspective to inter-professional, international/community development contexts.

PRACTICE OBJECTIVE 3: Collaborative Practice

Learners demonstrate the ability to develop collaborative and supportive professional relationships within international/community development contexts. Learners will be able to:

- Articulate the structure of the agency, its programs, and its relationship to other international/community programs.

- Build effective working relationships, networks and partnerships with individuals, groups and communities at all levels of the organization and/or community through engagement, cooperation, and fostering the development of others (coaching/mentoring).
- Develop sustainable professional networks for the purposes of support, networking, consultation, and supervision.
- Incorporate research, evaluation and community feedback into practice.
- Communicate effectively orally and in writing.

PRACTICE OBJECTIVE 4: Facilitating Change

Learners demonstrate the ability to think critically and strategically, applying a preferred model of practice with and on behalf of the community and specifically related to their agenda for change.

Learners will be able to:

- Identify how the various elements of a community and its environment interconnect to achieve organizational and community goals.
- Analyze and assess community assets as well as the need for change.
- Implement, manage and evaluate development within the organizations or communities according to their perceptions of strengths, deficiency and priority.
- Analyze the impact of change on individuals and groups within the organization or communities.
- Make recommendations for the sustainability of change.
- Think creatively when addressing community issues.
- Deal effectively with conflict situations.

PRACTICE OBJECTIVE 5: Diversity, Oppression & Social Justice

Learners demonstrate an appreciation and critical analysis of human diversity, the dynamics and intersections of oppression, and the implications of social and economic injustice. They will demonstrate the ability to work effectively with diverse individuals and groups within an international/community development context using an anti-oppressive framework. They will advocate for appropriate and relevant action at individual, organizational and systemic levels. Learners will be able to:

- Identify how personal identities, values, experiences, socialization, attitudes, biases and patterned responses to human diversity intersect with professional values and impact their international/community development practice.
- Describe how they, as social workers, show respect for and work effectively with diverse individuals and populations (e.g., diversity of race, class, gender, religion, culture, sexual orientation, age, ethnicity, national origin, or ability).
- Use an anti-oppressive lens to analyze agency/social policy with regard to diversity, inclusion, oppression and social justice, and make recommendations for change.
- Identify systemic barriers in the organization and/or community that perpetuate oppression and social injustice.
- Discuss potential social action strategies.
- Articulate how they incorporate anti-oppressive frameworks, strategies and skills in their practice to value diversity, promote inclusion, reduce oppression and advocate for organizational and/or social change.

APPENDIX 5: AGENCY AFFILIATION AGREEMENT



**UNIVERSITY OF
CALGARY**

**FACULTY OF SOCIAL WORK
OFFICE OF FIELD EDUCATION**

AGREEMENT BETWEEN FACULTY AND FIELD PLACEMENT AGENCY

Faculty of Social Work

Agency: _____

The University of Calgary

Address: _____

WHEREAS the Faculty of Social Work is desirous of utilizing facilities of the Field Placement Agency for students enrolled in Field Instruction courses; and WHEREAS, the agency has such facilities and is desirous of cooperating with the University in making them available for educational purposes; THEREFORE it is understood and agreed as follows:

A. The Faculty of Social Work and the Field Placement Agency jointly agree:

- (1) To cooperate in the placement of students, each sharing responsibility for the selection of students. The agency has no obligation to work with students who are initially considered to be, or are later found to be, unsuited to the agency program.
- (2) To adhere to the Social Work Code of Ethics (Canadian Association of Social Workers).
- (3) To cooperate in the exchange of information relevant to ensuring quality field education.

B. The Faculty of Social Work agrees:

- (1) To consult with the Field Placement Agency about educational goals and objectives, appropriate learning opportunities, and expectations for student performance; and the roles and responsibilities of key persons in the field education process, as referred to in the Field Education Manual.
- (2) To provide students with a curriculum of social work knowledge, values and skills to assure students perform within the normative parameters of professional social work competence.
- (3) To provide consultation, information, and training as required through the Office of Field Education.
- (4) To respond as soon as possible to any concern regarding the student's learning.

C. The Field Placement Agency agrees:

- (1) To designate a field instructor acceptable to the faculty whose qualifications are appropriate to the role and responsibilities of a field instructor as referred to in the Field Education Manual.
- (2) To afford time for field instruction and supervision of the student in accordance with the educational objectives, learning opportunities and performance expectations as referred to in the Field Education Manual.
- (3) To provide educationally focused learning opportunities and not use students to replace regular staff.
- (4) To provide orientation, regularly scheduled social work supervision, and evaluation in accordance with accepted procedures of the faculty; to enhance the student's integration of theoretical knowledge with the practice of social work.
- (5) To integrate the student into the normal activities and operations of the agency.
- (6) To provide a reasonable working space for the student.
- (7) To communicate as soon as possible any concern regarding the student's learning.

D. The Faculty of Social Work agrees to inform the student:

- (1) To follow agency and faculty policies, procedures, programs and operating standards.
- (2) To complete all documentation as required by the faculty and the field instructor.
- (3) To prepare for, and participate in regular supervision and evaluation conferences.
- (4) To be responsible, to act professionally and ethically, to maintain confidentiality and to give priority to the client's rights and needs.
- (5) Generally, the placement is viewed as an educational opportunity and as such the student is not an agency employee and is not entitled to financial remuneration. Exceptions are made for workplace practica that are approved by the Faculty. The agency may reimburse the student for travel expenses incurred in fulfilling duties at the agency.

E. List any addenda to this agreement.

Agency

Director

Dean or Designate

Date

_____ 20____

Date

_____ 20____

APPENDIX 6: APPLICATION FOR FIELD INSTRUCTOR STATUS



FACULTY OF SOCIAL WORK
OFFICE OF FIELD EDUCATION

FIELD INSTRUCTOR INFORMATION

Name: _____

Agency: _____

Position: _____ Phone: _____

E-mail: _____ Registered Social Worker #: _____

As per Alberta College of Social Workers' requirements, **all field instructors must hold a RSW designation.**

A curriculum vitae or resume may be submitted in place of this form as long as it contains the following information and this form is signed and returned with the curriculum vitae.

1. Professional work experience.

Position	Where	Dates
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. Formal education.

Institution	Diploma/Degree	Date Received
_____	_____	_____
_____	_____	_____
_____	_____	_____

3. Continuing professional education (e.g., workshops, seminars, courses).

Title

Dates

4. Volunteer work (e.g., boards, associations, organizations).

Title

Dates

5. Present work-related responsibilities and workload.

Statement of Intent

I understand the expectations and requirements of a field instructor and I am willing and interested in being designated a Field Instructor by the Faculty of Social Work, University of Calgary

Date

Signature

APPENDIX 7: GUIDELINES FOR USE OF CASE/AGENCY MATERIALS IN THE CLASSROOM

These guidelines include, but are not limited to, the following type of material: social history, case plan, video or audio recording, process recording.

The following sections in the *ACSW Standards of Practice* (2019) apply to social work educators, practitioners and students:

Standard D

...Social workers will protect the confidentiality of all professionally acquired information and will disclose such information only when properly authorized or obligated legally or professionally to do so.

Section D.5.a, b., d., e. and h

A social worker will safeguard the confidentiality of the information obtained in the course of practice, including while teaching, providing supervision, conducting research or other professional duties.

Except [in exceptional circumstances], a social worker will disclose information about a client to others only with the documented informed consent from the client

A social worker will promote the adoption of contracts, reasonable policies and procedures both in the workplace and academic institutions, concerning confidentiality guidelines for students who take material from the field into the classroom.

When a case report or other confidential information is used as the basis of teaching, research or other published report, a social worker shall ensure that the information does not identify the client.

A social worker will inform clients that supervision and professional consultation are part of professional social work practice and that confidential information may be shared as part of the process.

Therefore:

1. Precaution must be taken and indicated to preserve confidentiality such as changing names and other identifying data.
2. If the agency also has guidelines, select the strictest ones to guide in the preserving of confidentiality.
3. Share knowledge with the client regarding how the information is recorded and to be used. It shall not be used in an unethical manner or without the knowledge and consent of the client for purposes other than agreed upon by written consent.
4. The client, and agency or field instructor must also give consent for materials to be used for classroom purposes.
5. Materials and recordings are the property of the agency and should not be retained or copied by the student or faculty. Dating materials with a time limited consent should be considered.
6. All video and audio recorded material must have the client's written permission. Special consideration needs to be taken for concealment of client identity in the use of video recordings.

APPENDIX 8: CONSENTS FOR AUDIO OR VIDEO RECORDING CLIENTS

CLIENT CONSENT FOR RECORDING

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

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

_____ (name of agency) recognizes that clients have a right to decide whether or not they wish to have a session recorded. The recordings are made only with client consent.

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

_____ an audio recording

_____ a video recording

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

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

_____ the social work student and student's supervisor (field instructor)

_____ other student(s) and staff associated with the agency

_____ the social work student's university instructor

_____ the social work student's class in the Faculty of Social Work

This recording should be:

Erased by: _____ (date)

Kept for educational purpose: Yes _____ No _____

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

Signature of Client

Date

Signature of Student

Signature of Field Instructor

STUDENT’S DECLARATION OF CLIENT AUTHORIZATION FOR RECORDING

Student to submit with recording to the Faculty Liaison (or appropriate course instructor)

The client(s) participating in the:

_____ audio recording

_____ video recording

submitted by _____ (student), has signed a consent form to authorize the student to submit to the Faculty of Social Work the enclosed recording which will be used solely for educational purposes. The client’s consent form is on their agency file.

The client(s) understands that the recording will not be viewed by any person other than:

_____ the social work student and the student's agency supervisor (field instructor).

_____ other student(s) and staff associated with the agency.

_____ the social work student's university instructor.

_____ the social work student's class in the Faculty of Social Work.

_____ The social work student and field instructor are responsible for erasing the recording.

Signature of Student

Date

Signature of Field Instructor

APPENDIX 9: TIPS FOR EXTERNAL CO-SUPERVISION

In practicum, social work students may have an opportunity to work with more than one field instructor (also known as practicum supervisor). Students may be assigned an on-site instructor and be paired with an external field instructor who works outside of the agency. This document outlines some tips for managing student learning in practicum when more than one field instructor is involved in supervision.

Roles

Students in their field education are supported by an entire team, as described below.

Field Education Coordinator

The field education coordinator recruits, approves and organizes social work practicum opportunities relevant to the BSW and MSW practice objectives. They support students throughout the practicum search and confirmation process, and remain available for field database support and consultation.

On-site Instructor

The field instructor is a professional in the practicum agency, providing daily, onsite supervision for the student. They assign tasks, provide feedback and participate in the creation of the student's learning agreement and evaluation meetings. The on-site instructor communicates and consults with the external field instructor regarding the student's progress.

External Field Instructor

The external field instructor is located offsite (outside the agency or organization), and holds a BSW/MSW credential (as well as RSW in provinces where required). They provide educational supervision from a social work perspective, supporting students in integrating theory and practice, critically reflecting on their practicum and practice, and developing as a professional. They provide feedback on the creation of the learning agreement and participate in evaluation meetings. They do not directly observe the students in practice, or assign students roles or tasks in the agency. They, in some cases, could be 'at a distance' and use email, phone, Skype or other forms of technology in order to communicate with and supervise the student. The external field instructor communicates and consults with the on-site instructor regarding the student's progress.

Faculty Liaison

The faculty liaison is the instructor-of-record for the practicum course and the integrative seminar. They provide support and consultation to the on-site instructor, external field instructor and student, arrange and complete evaluation meetings and teach the integrative seminar for the practicum. They are responsible for awarding academic credit for the practicum courses.

Student

The student is completing the practicum component of their social work degree based in the context of practice in the agency. They are responsible for professional social work conduct and ethics, and participation in the learning process, assigned tasks and evaluation meetings.

Supervision

Regular, on-going supervision is critical in supporting the learning, skill development and professional growth of students in practicum. Field instructors provide at least 1 hour of supervision for every 15 hours spent in practicum. This can be a blend of informal and formal supervision, and in an external co-supervision model it is expected that the on-site instructor and external field instructor would share the student supervision time about equally. This work holds shared and individual responsibilities.

Shared supervision responsibilities

- Develop a plan to work together and communicate as co-instructors throughout the practicum
- Support students in the creation of the learning agreement offering feedback, edits and suggestions
- Provide regular supervision to students and coordinate supervision meetings with co-instructors
- Participate in the mid-term and final student evaluation meetings
- Provide ongoing feedback and support to students such as strengths-based and developmental feedback
- Complete written evaluations of student progress in the field education database (called [IPT](#)) through individual login profiles including:
 - ✓ Preliminary Impressions
 - ✓ Timesheet and Supervision
 - ✓ Learning Agreement

Individual supervision responsibilities

- **On-site instructors:**
 - ✓ Provide an orientation and answer questions for students
 - ✓ Offer daily or weekly on-site supervision
 - ✓ Assign students tasks and projects
 - ✓ Supervise students offering feedback and guidance, increasing responsibilities as appropriate
- **External field instructors:**
 - ✓ Be aware of the tasks and projects students are assigned
 - ✓ Meet with students regularly for supervision
 - ✓ Encourage students to come to supervision meetings prepared to discuss key moments from practicum and to bring issues for discussion
 - ✓ Focus discussions on social work competency and professional identity
 - ✓ Make connections through discussion to social work theory, research, skills, ethics and values in practice.

Resources

Bogo, M., & Vayda, E. (1998). *The practice of field instruction in social work: Theory and process* (2nd ed.). Toronto, Canada: University of Toronto.

Hunter, C. A., Moen, J. K., & Raskin, M. S. (Eds). (2015). *Social work field directors*. Chicago, IL: Lyceum.

Zuchowski, I. (2015). Field education with external supervision: Supporting student learning. *Field Educator*, 5(2). Retrieved from http://www2.simmons.edu/ssw/fe/i/Zuchowski_Support.pdf