

MSW Program Field Education Manual



March 2017

Contents

SECTION I: GENERAL INFORMATION.....	4
Mission Statement	5
Program Objectives of the MSW Advanced Program	6
Program Objectives of the MSW Foundation year	6
Program Objectives of the MSW (Indigenous Specialization):	6
Field Education in the MSW	7
Introduction:	7
Principles Guiding Field Education	7
The Integrated Practice Seminar	8
Field Education in the MSW Program(s)	8
SECTION II: GENERAL POLICIES	8
Introduction	9
The Faculty of Graduate Studies	9
The Faculty of Human and Social Development	9
Confidentiality	10
Criminal Record Check	10
Equity and Diversi	14

International Practicum Placements	19
Practicum in the Student’s Work Place	19
Inability to Secure a Placement	20
Conflict Management	20
Withdrawal/Termination of Placement (other than medical/parental leave).....	20
Requests for Exceptions to Practicum Policy	21
SECTION IV: BEGINNING FIELDWORK	22
Orientation	23
The Learning Contract	24
SECTION V: THE EVALUATION PROCESS	25
Evaluation	26
Principles Guiding the Assessment of Student Learning	26
Mid-Point Evaluation	26
Unsuccessful Placements	27
Directed Placements	27
Grade Appeals	28
APPENDICES	29
Appendix 1 - Request for Placement Form	30
Appendix 2 - MSWF (SOCW 540 - Foundation Year Practicum)	31
Appendix 3 - MSW (Indigenous Specialization) - SOCW 506A Learning Contract and Evaluation Forms	39
Appendix 4 - MSWA (Advanced Year - SOCW 506)	60

SECTION I: GENERAL INFORMATION

Mission Statement

The emerging vision of the School of Social Work commits us to social justice, anti-oppressive social work practices, and to promoting critical enquiry that respects the diversity of knowing and being.

Our **educational** mission is to prepare generalist social work practitioners skilled in critical self-reflection and in working with individuals, families, groups and communities. In particular, we endeavour to prepare Indigenous social workers and child welfare practitioners and we emphasise structural, feminist, Indigenous and anti-oppressive analyses.

Our **scholarly** mission is to share and create collective knowledge and understanding through engaging in critical enquiry, and by supporting research and innovative curriculum development at the undergraduate and graduate levels.

Our **practice** mission is to act on social justice issues through community change initiatives and anti-oppressive social work.

In all our activities, we aspire to create a supportive environment that promotes equity, respect, responsibility, curiosity, collaboration, flexibility, risk-taking and creativity. We support inter-disciplinary collaboration. We seek to provide accessible and flexible social work education and we are committed to working across differences, such as gender, age, race, ethnicity, class, abilities, and sexual orientation.

The School of Social Work offers graduate programs leading to the degree of Master of Social Work/Master of Indigenous Social Work. The School is fully accredited by the Canadian Association of Schools of Social Work Education (CASWE) and is designed to provide graduate students with the opportunity to reflect on their practice experience in the context of the School's mission statement and to develop critical skills and their application to practice and/or research.

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 (CASWE Standards, 2014 Preamble).

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

contributing to the development of culturally appropriate child welfare policies and practices;
contributing to the development of healthy Indigenous communities;
identifying international connections between I

Coordinator prior to the commencement of the practicum. In order to provide continuity of experience for the student, agency personnel and service users, students should expect to be available for a minimum of 2 days per week. The field practicum placement normally starts the first week of a semester and is normally completed over one term. Extended (two-term) field placements may be arranged in consultation with the Field Education Coordinator and field supervisor/agency.

Introduction

It is the student's responsibility to be familiar with all policies. Field education policies and procedures comply with the Accreditation Standards of for MSW programs as determined by the Canadian Association of Social Work Education); The policies and regulations set by the University of Victoria, the Faculty of Graduate Studies, the Faculty of Human and Social Development and the School of Social Work guide students, School faculty and staff and field work settings during the field education placement process.

Students may also be asked to provide significant additional documentation to agencies that are considering them for a placement. It is the student's responsibility to check with the Field Coordinators to determine which requirements must be met prior to starting placement and to follow through on meeting these requirements prior to beginning the placement.

The Faculty of Graduate Studies

The Faculty of Graduate Studies also has several policies that apply to your graduate program at UVic: These can be found at <http://www.uvic.ca/graduatestudies/>

The Faculty of Human and Social Development

The School of Social Work is housed in the Faculty of Human and Social Development. Students in the MSW program must abide by the Faculty's policies and Procedures (<http://www.uvic.ca/hsd/faculty-staff/policies/index.php>) including the HSD Guidelines for Professional Conduct as noted below:

The Faculty of Human and Social Development expects students to develop and adhere to a professional code of conduct. The faculty supports models for professional conduct based on the following guidelines:

- submission of oneself to a professional code of ethics

- exercise of personal discipline, accountability and judgement

- acceptance of personal responsibility for continued competency and learning

- willingness to serve the public, client or patient and place them before oneself

- ability to recognize the dignity and worth of all persons in any level of society

- willingness to assist others in learning

- ability to recognize one's own limitations

- maintenance of confidentiality of information (including all electronic communication) appropriate to

1 36l0051011 g()T1 0erve011 g()T1 0e-md()51 ID 13BDC m[, S8l1252.B(uding)8(a)4(ll)-3(e)0044e)13(u

legal responsibilities of the university and the field agency. This contract is negotiated by the University Secretary's Office at University of Victoria, not by the School of Social Work. Each affiliation agreement is designed specifically for the host agency and will be sent directly to the agency for review prior to confirmation of a field placement.

Academic Accommodation

In the practicum, academic accommodation is a collaborative process characterized by discussion with the student, Field Supervisor and Faculty Liaison. However, it is the student's responsibility to start this process. Policies for Graduate Students requiring accommodation can be found at http://www.uvic.ca/universitysecretary/assets/docs/policies/AC1205_2340.pdf

Electronic Communications (including Social Media)

Students must follow the [School of Social Work Electronic Communications Policy](#). The policy includes guidelines for the use of electronic communications including social media as it relates to your practicum. Please make sure you have reviewed and understand it.

Safety and Risk Management

Students in practicum settings interact with people who are often experiencing frustration due to life circumstances. All parties in the practicum need to be aware of risks so as to avoid potentially dangerous situations.

All practicum students at UVic are covered by injury insurance and if a student is injured during their practicum they must immediately complete an injury report and advise the Faculty Liaison.

The responsibilities of the Field Supervisor/Agency regarding risk management include:

1. Responding immediately to a student concern about safety. No safety issue can be seen as insignificant.
2. Informing students of safety and security programs/regulations of the agency.
3. Advising against students working alone in the agency, especially during evening hours.
4. Informing the student if an assigned client has a history of violence.

the University's Office for the Prevention of [Discrimination and Harassment](#), (250-721-7007). Any concerns may also be discussed with your faculty liaison.

Students and supervisors should also be aware that The University [policy on religious observance](#) applies to students in practicum.

NOTE: Students have the right to question any potentially unsafe assignment without repercussions from their Field Supervisor 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 Supervisor and Faculty Liaison before proceeding. Likewise, if the Field Supervisor 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 Field Education Coordinator must be notified.

SECTION III: FINDING A PRACTICUM

Accessing Practicum Placements

The number and type of field placements may be limited during some semesters. The School does not guarantee availability of placements each semester and may limit registration. Students will be given recommendations by their field education coordinators and academic advisors regarding timing of their field placements.

Placement opportunities can vary greatly depending on the learning needs and prior experience of students. . Ideally the agencies selected for the practicum should provide clear opportunities to meet the specific learning goals of the student.

While every effort is made to secure placements for all students, negotiating access to practicum placement is a complex and competitive process. Practicum placements may be limited based on availability, geographic location, and the particular requirements of an agency setting or other reasons. The School reserves the right to approve any agency setting that may express an interest in providing practicum placements.

NOTE: If, despite the best efforts of all parties a suitable practicum placement cannot be secured prior to the beginning of the term, the student will be required to withdraw from practicum and wait until the following term to complete practicum.

Participants in the Practicum Process

The Student

Students are encouraged to be active, self-directed learners. In addition to developing professional knowledge and skills, students should be preparing to be critically reflective social workers.

The student is expected to:

Ensuring that a faculty liaison is assigned to each student,
Providing resources and information to faculty liaisons,
Arranging an MSW consultant to the student and agency, if required,
Assisting students and faculty liaisons in addressing and resolving any serious conflicts and disputes that might arise prior to or during the field placement.

Field Supervisor

An onsite field supervisor will provide the student with daily supervision throughout the field placement. Normally, the field supervisor in a graduate level practicum will hold an MSW degree. In the case where the practicum supervisor does not have a MSW, a consultant social worker with a MSW will be involved with the student and agency personnel (see below).

Specifically, the field supervisor will:

- Provide the student with an orientation to the agency and ensure that the student has sufficient knowledge of and resources needed to meet all relevant agency based requirements for a successful placement;
- Work with the student to clarify and further develop the learning contract;
- Provide relevant and intentional learning opportunities for students;
- Provide ongoing support and feedback with respect to student strengths, challenges and progress
- Engage with the student and the faculty liaison in a mid-point and final evaluation process
- Make a final recommendation regarding the student's completion of the practicum.

Faculty Liaison

The faculty liaison is the instructor of record and links the university and agency contexts by maintaining cooperative relationships with field supervisors, ensuring information is exchanged, and consulting with the student and field supervisor regarding

Normally, students do not contact agencies directly to discuss practicum, without checking in with the appropriate practicum coordinator first.

7. Prepare for the Next Steps

In most cases students can expect to be formally interviewed by the potential practicum placement(s). Prepare for this!

8. Finalize your placement

When an agency offers you a placement it is important to contact your Field Education Coordinator immediately and complete any requirements that the School, the University and the practicum setting may require. This includes (but is not limited to) criminal records check, proof of immunization, signing confidentiality forms, completing pre-placement orientation training etc.

NOTE: Failure to complete any of these requirements prior to the beginning of the placement will result in a delay or cancellation of the placement.

Before your placement can be confirmed you will need to provide the Fieldwork Coordinator with the details of your precise start date and location, your schedule outlining the days in which you will be in the placement, the duration of the placement and the correct full (email and telephone) contact information for you and your fieldwork supervisor.

any form of workplace harassment or discrimination

This change must be discussed and approved by the faculty liaison. If a change in practicum is required, the first placement must be properly and respectfully terminated before any negotiations begin for a second placement. Any change in placement may also require that the student complete extra hours in order to allow sufficient time to demonstrate competence in the new setting and be evaluated on the current learning. The student has the right to be informed in writing of the reasons for any change in placement.

Requirement to register on external database

When an agency uses an external database system to place students, a student will be asked to sign a consent form that outlines the conditions and confidentiality commitment of the external site. The signed consent form will be placed on the student's file. A student may withdraw their application for an agency if they do not wish to have their personal information placed on an external database.

International Practicum Placements

International placements are only permitted for the final field placement. Student must plan a minimum of two semesters ahead for this placement. The School will provide the student with a comprehensive preparation package that must be completed and given to the director for final approval. University policies for international travel apply.

Practicum in the Student's Work Place

Normally, a social work practicum is an unpaid educational experience in an agency other than a student's place of employment. Placements that are in a student's place of employment and/or paid must comply with the policies of the School of Social Work and CASWE accreditation standards. In particular, the workplace practicum must meet the usual criteria for being an approved practicum placement and have an available MSW supervisor to work with the 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.

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?

Any student who is interested in a workplace placement must consult the Field Education Coordinator and complete a proposal that is signed by the prospective field supervisor and the current workplace supervisor. A proposal for an employment practicum must address the following points:

All parties may agree that the practicum placement has not provided the learning environment necessary for the student.

Students requesting a termination of the practicum, must do so in writing and obtain the consent of the faculty liaison prior to withdrawing from the placement. When the field supervisor has requested the termination of a placement, a report outlining concerns, efforts made to remedy concerns and other relevant information must be provided in writing to the Faculty Liaison.

Requests for Exceptions to Practicum Policy

Field policies are reviewed and approved by the School governing body and director of the School of Social Work. The student should bring any requests for special exceptions to practicum policy to the Field Education Coordinator. The Field Education Coordinator will seek advice and guidance from senior administration. The director of the School receives appeals from students who have not been able to resolve concerns within the field practicum.

Exceptions to some policies may be granted in circumstances of specific educational need or extreme personal circumstances. All exceptions must meet the standards set by the School of Social Work and CASWE.

Conflict resolution and appeals are consistent with the policies of the University of Victoria. Students who have grounds for believing themselves unjustly treated may seek all appropriate avenues of redress or appeal open to them.

SECTION IV: BEGINNING FIELDWORK

Orientation

The first weeks of placement are crucial in terms of orienting oneself to the organization, constructing a learning contract, and developing relationships with the supervisor, other staff, and the community.

Graduate students are expected to take initiative in terms of their own learning needs. Students have found it useful to have a checklist of those things to be considered when starting a practicum.

Checklist for starting a practicum:

a) Find out as much as possible about the organization:

- History
- Mandate
- Funding
- Organizational goals
- Organizational structure
- Personnel
- Operational Policies
- Values
- Service Users
- Partnerships and role in the community

Much of this information will be contained in documents that already exist. Students can ask for copies of policy documents, mission statements, brochures, and/or any other information that is handed out in the community.

b) Find out as much as possible about the work the agency does and what will help facilitate that student learning by:

- Reading files
- Meeting with other staff
- Reading policies
- Attend meetings
- Attend other events that arise such as retreats,
- Observe others working whenever possible.

c) Meet as early as possible with your field supervisor and come prepared to the meetings:

- Find out what the plans are for your orientation/introduction; suggest some ideas that you might have;
- Request any relevant information to help you familiarize yourself to the agency and the work you will be doing;
- Find out the legislation(s) that you should familiarize yourself with;
- Establish supervision times
- Confirm work hours

Let your supervisor know you will be contacting the faculty liaison to set up a meeting ñ find out available times

The Learning Contract

Every student is expected to complete a learning contract in consultation with the field supervisor and faculty field liaison within the first two weeks of placement (or within the first 70 hours if the placement is not full-time).

This learning contract is meant to be a working document and may or may not change over the subsequent weeks of the placement

The learning contract outlines the agreements made between the field supervisor, student and faculty liaison regarding mutual expectations and roles as well as the

SECTION V: THE EVALUATION PROCESS

Evaluation

Principles Guiding the Assessment of Student Learning

Assessment 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

The evaluation forms are designed to document the student's growth and areas of practice strengths and challenges. The evaluation forms specific to SOCW 540; SOCW 506 and SOCW 506A are located in the Appendices of this manual. The evaluation provides the major input for the practice portion of the student's grade for the course.

There are two points of evaluation in the MSW practicum - the mid-

contributions within the practicum as well as the specific challenges they will want to address in the second part. This is also an opportunity to revisit the learning contract and to specify next steps.

Final Evaluation

A final meeting will be held between the faculty liaison, student, and practicum supervisor at the end of the placement. This meeting provides an opportunity for the student to reflect on their learning and for all parties to assess the practicum experience. At this time a final recommendation is made as to the student's success in completing the practicum.

The faculty instructor (liaison) assigns the final grade. The practicum is evaluated on a pass/fail basis.

Unsuccessful Placements

The evaluation of a student whose progress has been determined to be unsatisfactory should be, insofar as possible, a conclusion reached after a full and frank discussion between the student, Field Supervisor 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 Practicum Objectives as specified on the Evaluation form, or at any time if other serious concerns regarding performance, professional practice or misconduct arise.

The Field Supervisor, Faculty 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 Supervisor 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.

If the grade is an INP, N, or F, it must be accompanied by documentation that will provide the information required by the practicum team to negotiate another placement on behalf of the student. This includes:

- A Directed Practicum if there are practice issues and concerns (a Directed Practicum is always required with an F grade);

- A recommendation of the number of hours the student should carry forward (generally a maximum of 20% however it is negotiable based on agency needs, situations, etc);

- Any other recommendations that might assist the student in securing a new placement.

Directed Placements

A directed placement is a statement signed by both the student and the faculty liaison.

This statement should outline the student's:

- Strengths, knowledge, and skills

- Identified learning needs or areas of concern requiring particular attention during the practicum

- Specific learning goals

- Specific requirements

This statement should include (if possible) feedback from the field supervisor.

This statement, signed by both student and faculty liaison, is placed on the student's file and shared with prospective agencies. Where the student has a different perspective of his/her learning goals, needs or concerns,

APPENDICES

redressing structural inequalities.

Mid-point Evaluation	Final Evaluation
Student:	Student:
Field Instructor/Supervisor:	Field Instructor/Supervisor:

ADDITIONAL COMMENTS

Student Comments:	
Field Instructor/Supervisor Comments:	

4. The student demonstrates skill in socially just and decolonizing approaches to practice(s).

- a) Engages individuals and communities in a respectful way and follows the appropriate protocols.



Student:	Student:
Field Instructor/Supervisor:	Field Instructor/Supervisor:

Summary Comments

:	

Development

:	

Signatures:

<i>(Click to sign the Mid-point Evaluation)</i>

Comments

:	

Development

:	

77 13.8 9

Appendix 3 - MSW (Indigenous Specialization) - SOCW 506A Learning Contract and Evaluation Forms

PROPOSAL FOR PRACTICUM CONTRACT MSWI Social Work 506A

Date: _____

Agency's (Name) _____

Address:

Supervisor: _____

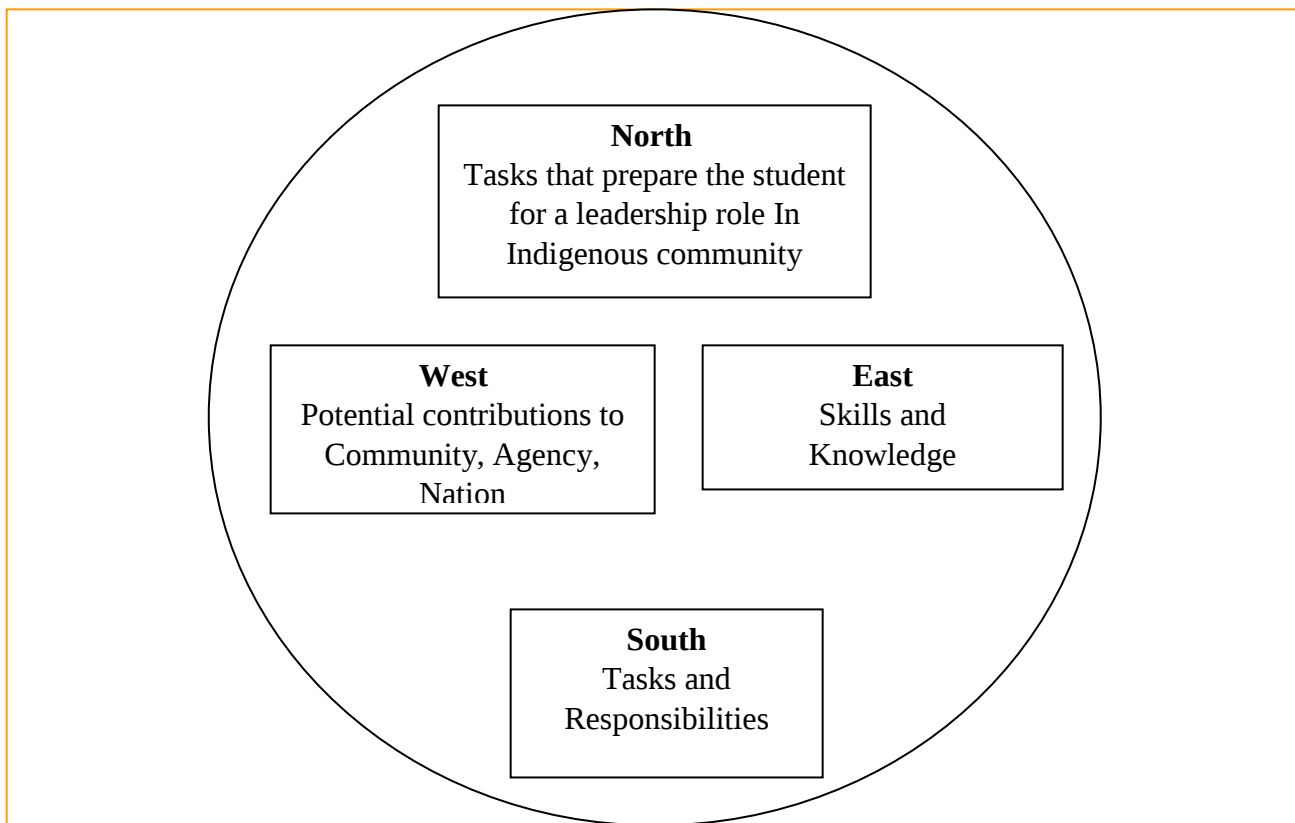
Educational Background: _____

Student's Name: _____

Date of Practicum: _____

Mid-term Date: **Final Evaluation Date:**

Practicum Contract: The Four Directions provides an excellent framework for constructing your MSW Practicum Contract.



Please ensure items listed here are explicit and measurable as they will form part of the student's evaluation.

Through the Eastern Doorway

Please list the skills and knowledge that will be emphasized in this practicum.

Through the Southern Doorway

Please list the tasks and responsibilities that will be accomplished in the practicum.

Through the Western Doorway

Please list the tasks that you will engage in that will contribute to agency (e.g.) workshops, professional development, community education, resource development, etc...

Through the Northern Doorway

Please list the tasks that you will engage in that will prepare you to take a leadership role in the Indigenous community.

Administrative Arrangements

MSWI SW 506A MID-POINT EVALUATION



Student:

Agency:

Supervisor:

Faculty Liaison:

Introduction

Purpose

The purpose of the mid-point evaluation is to confirm the student's growth and areas of practice strength in the placement, as well as the challenges the student will want to address in the second half of the practicum. In order to successfully complete the practicum the student must achieve a **pass in all**

Feedback Regarding Evaluation Forms

These forms are currently being revised to compliment the Indigenous Master of Social Work Program. Your feedback is valuable to us. If you would like to see any specific changes to this evaluation form, please comment below. If oral feedback is more convenient please indicate that you would appreciate a telephone call.

1. Practicum Contract -- Tasks and Responsibilities

Please enter below the tasks and responsibilities identified in the practicum contract and comment on the student's progress including areas for ongoing work.

* Note - Tasks and Responsibilities can be cut and pasted from the practicum contract.

a)

Comment:

b)

Comment:

c)

(Please use other side of page if necessary)

2. Skills and Knowledge

Please enter below the skills and knowledge identified in the practicum contract and comment on the student's progress including areas for ongoing work.

* **Note** - Skills and Knowledge can be cut and pasted from the practicum contract.

a)

Comment:

b)

Comment:

c)

Comment:

d)

Comment:

e)

Comment:

f)

Comment:

3. Contributions to Practicum Agency

Please comment on the contributions the student is making to your agency (see practicum contract).

4. Leadership Role in Indigenous Community

Please discuss the student's relationship with the local community. How is the student demonstrating leadership in their current role?

1. Integration of Indigenous Worldview and Knowledge into Professional Practice

- A). Comment on the ways that the student engages in strength base practice.
- B). Discuss the ways that the student's practice contributes to the development of healthy Indigenous communities?

2. Initiative / Ability to Challenge

- A). Comment on the student's ability to constructively critique the practicum settings policies, and practices and the ways in which policies and practices impact Indigenous people.
- B). Discuss the student's ability to know when to take independent initiative and when to consult.

3. Ability to Link Theory to Practice

- A). Using specific examples, comment on the student's ability to integrate traditional and contemporary Indigenous approaches to healing and helping into their practice.

Student

Practicum Supervisor

Faculty Liaison

Date

MSWI SW 506A

FINAL EVALUATION

Student:

Agency:

Supervisor:

Faculty Liaison:

SOCW 506A - MSW Indigenous Specialization

The evaluation forms should be completed jointly by the student and supervisor with input from others as agreed. The faculty liaison will meet with the parties to discuss the evaluation. The evaluation is often used later on by the school (with permission from the student) to provide a reference.

Pass/Fail

SW 506A (practicum) is graded on a Pass/Fail basis. All areas of the final evaluation must be rated as a pass in order for the student to successfully complete the practicum.

The following statements are global descriptors and are designed to assist the evaluators in distinguishing between a passing and failing performance in the MSW practicum.

PASS

The student demonstrates an excellent level of understanding and performance of core social work skills and tasks. Positive, consistent use of social work knowledge, values, principles and ethics is demonstrated in the practicum.

The student displays sound professional judgment, independence and uses consultation effectively. The student's performance also includes a consistent open, outreaching approach to learning and critical self awareness.

FAIL

The student shows an unsatisfactory or inconsistent level of understanding and performance of core social work skills and tasks, and/or inadequate application of social work knowledge, values, principles and ethics in the practicum.

The student requires excessive direction or monitoring, demonstrates a non self directed approach to his/her work, is unable to carry a reasonable workload and consistently shows poor professional judgment.

A failing performance may also be indicated by a closed, reactive approach to learning opportunities/feedback and an inability to be critically self reflective.

Feedback Regarding Evaluation Forms

These forms are currently being revised to compliment the Indigenous Master of Social Work Program. Your feedback is valuable to us. If you would like to see any specific changes to this evaluation form, please comment below. If oral feedback is more convenient please indicate that you would appreciate a telephone call.

Skills and Knowledge

Please enter below the skills and knowledge identified in the practicum contract and comment on the student's progress including areas for ongoing work.

* **Note** - Skills and Knowledge can be cut and pasted from the practicum contract.

a)

Comment:

b)

Comment:

c)

Comment:

d)

Comment:

e)

Comment:

f)

Comment:

(Please use other side of page if necessary)

3. Contributions to Practicum Agency

Please comment on the contributions the student is making to your agency (see practicum contract).

4. Leadership Role in Indigenous Community

1. Integration of Indigenous Worldview and Knowledge into

Student

Practicum Supervisor

Faculty Liaison

Date

Appendix 4 - MSWA (Advanced Year - SOCW 506)

Learning Contract and Evaluation Forms

SOCW 506 - Advanced Year Practicum

Purpose

The purpose of evaluation is to confirm the student's areas of practice strength in the placement. In order to successfully complete the practicum the student must achieve a "demonstrated" in all areas on the final practicum evaluation. It is critical therefore, that at the mid-point any areas for work be clearly highlighted and that a plan be identified to implement the required changes/growth. The final evaluation will take place toward the end of the student's placement and will provide summative comments regarding the student's overall learning and development during their practicum.

Grading: Pass/Fail

All practica are graded on a Pass/Fail basis. All areas of the final evaluation must be rated as demonstrated in order for the student to successfully complete the practicum.

Process for Completing the Evaluation

The student should take the lead in the evaluation process. The exact process should be negotiated between the supervisor and the student; however it is important that both parties have the opportunity to discuss the evaluation together before a draft is sent to the Faculty Liaison.

Feedback Regarding Evaluation Forms

These forms were developed in consultation with social work faculty, students and staff as well as experienced practicum supervisors from a variety of settings. We welcome your ideas about what works well and what we might do to improve the forms.

Comments:

PRACTICE OBJECTIVE 4: Student as Social Justice Advocate

Student will demonstrate the application of social justice advocacy through individual, organizational and community actions aimed at reducing the inequities that exist within the service users' experiences of social structures, policies and processes.

Please reflect on the learning component/activity you provided in this area and comment on your progress to date. If you have not met your targets for completion date, need to change the objective substantially and/or wish to make specific references to learning that was significant to you, please do so below. Provide an

Date _____

Final Evaluation Signatures

Date _____