

BACHELOR OF SOCIAL WORK

FIELD EDUCATION

MANUAL



Faculty of Social Work Mission Statement

The Faculty of Social Work contributes to critical social work through innovative teaching, research, policy development, and community engagement, thereby preparing students to work towards an equitable, diverse, and inclusive society in Saskatchewan and beyond.

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INTRODUCTION

The field placement component of social work practicum involves a unique collaborative effort between the student, social work faculty, and human service agencies in the community. Since practica represent at least 30% of a student's social work credit requirements for the Bachelor of Social Work program, careful planning is required. This manual is designed to guide students, Field Instructors, and Field Liaisons as they work through the practicum process.

Social work practicum is the part of social work education where the student will integrate theoretical, ethical, and methodological foundations of professional social work practice with practical, hands-on social work experience. A mentorship model, which includes observing professionals in action and completing professional tasks under the supervision of an experienced practitioner, provides students with the necessary experience to begin the process of developing a professional self. Through field experience in the practice community and reflecting on these experiences in a supportive learning environment which includes seminars and other learning activities, students acquire and integrate social work knowledge, skills, and values preparing them to enter professional social work practice.

Content of this manual has been adapted with permission from social work programs at the Universities of Montana, Toronto, and Calgary.

SECTION 1: FIELD EDUCATION IN THE BSW CURRICULUM

The University of Regina’s undergraduate social work degree program is a comprehensive program of professional education designed to graduate generalist social workers. Analysis of the student’s knowledge, skill, and values in light of the field experiences is intended to stimulate the emergence of a “professional self.” This integration takes place in the classroom as well as in field experiences. The social work practicum promotes this integration and a socialization process for initiating students into the social work profession.

The University of Regina Faculty of Social Work’s BSW field education program is developed to align with the standards for undergraduate social work field education set out by the Canadian Association for Social Work Education (CASWE). As per these standards, our BSW field education program consists of 700 hours of direct practice experience through field placements, plus orientation and integrative seminars for each practicum course. For more information about CASWE *Standards for Accreditation* (2021) as they relate to BSW field education, see [Appendix B](#).

Field education is a critical and distinctive aspect of social work education and takes place in the context of field education practicums. The purpose of field education is to integrate theory and practice, enabling students to further develop, refine, and enhance the values, knowledge, and skills reflective of the core learning objectives [of social work education].

(Canadian Association for Social Work Education, 2021, p. 12)

As a generalist social work degree, the Bachelor of Social Work is designed to prepare graduates with a broad range of foundational practice skills. In the field education context, this translates to an emphasis on broadening student experience, knowledge, skills, and abilities to encompass a diverse range of social work practice settings, populations, and roles.

1.1 Roles and Responsibilities

Field Education Coordinator

Guided by the *Standards for Accreditation* (CASWE, 2014) the Field Education Coordinator is responsible for developing, coordinating, administering, and monitoring the field education component of the BSW program. This includes:

- working with Practicum Placement Coordinators to guide and support the placement process
- providing policy and process guidance to Field Liaisons, Field Instructors, and students
- participating in conflict resolution processes relating to field placements
- developing and facilitating Field Instructor Training

- engaging with organizations and communities to promote social work field education

Field Instructor (Agency Supervisor)

CASWE *Standards for Accreditation* (2021) set out requirements for Field Instructors at the BSW level:

- hold, at a minimum, a BSW degree from an accredited social work program, or equivalent education and experience
- have two years of social work practice experience after graduation with a degree from an accredited social work program
- are interested in social work education
- have support from the setting to permit adequate time for assuming field instruction responsibilities.

The *Standards for Accreditation* also provide for placements where appropriate learning opportunities are provided and the Field Instructor does not have a social work degree: “When the field instructor does not have a social work degree, it is expected that the School plays a greater role in the monitoring and supervision of the field experience to ensure that a social work focus is sustained, and that the student has access to a qualified social worker. Alternatively, a faculty member may be designated as the field instructor/supervisor” (CASWE, 2021, p. 9 - 10). It is important to note that, among other criteria for registration, social work regulatory bodies may require an applicant’s BSW field hours to be undertaken with a Registered Social Worker. As registration is not mandatory in Saskatchewan, we are unable to guarantee that a student’s Field Instructor will be a Registered Social Worker. It is the responsibility of each student to be aware of licensing and regulatory requirements in the jurisdiction where they intend to work and/or apply for registration.

The relationship between the student, the Field Instructor(s), and the Field Liaison ensures the student will receive the necessary social work content in their placement. The primary responsibilities of Field Instructors are to facilitate and support student learning in the placement setting, and to assess the student’s performance through the evaluation process.

Field Instructors are expected to model social work values and skills. Additionally, their role is to assist the student in planning appropriate learning activities. The Field Instructor’s role also involves supporting the student in identifying and articulating their learning needs, integrating theory and practice, analyzing practice issues, and relating the *Code of Ethics* (CASW, 2005) and other social work practice documents (*CASW Guidelines for Ethical Practice*, *SASW Standards for the Practice of Social Work in Saskatchewan*, *CASW Social Work Scope of Practice*) to the field experience. Students and Field Instructors may wish to refer to Section 3.5 the *CASW Guidelines for Ethical Practice* (2005), “Responsibilities to Students”, for specific guidance regarding the ethical obligations of Field Instructors when working with practicum students.

Supervision by Field Instructors is an ongoing process, but should also include some structured meeting time, occurring at least weekly (a minimum of 1 hour per week is recommended). During supervision meetings, the student and Field Instructor(s) explore the student's progress and performance, engage in critical reflection on practice, and plan learning activities. It is the student's responsibility to raise any concerns about their practicum with their Field Instructor and/or Field Liaison immediately.

Field Instructor Training is offered in locations throughout the province on an ongoing basis and at no cost to participants. Field Instructor Training hours can be used to meet a portion of the annual Continuing Professional Education requirements of the Saskatchewan Association of Social Workers (SASW). Field Instructors who are Registered Social Workers are also able to claim up to 20 continuing professional education hours per year for supervising and supporting social work students in practicum.

Field Liaison

The Field Liaison is the course instructor for SW 348 or SW 448; this individual may be a faculty member (including the Field Education Coordinator) or a sessional instructor. The Field Liaison's role includes seminar facilitation, participating in student evaluation, developing and reviewing academic assignments, and acting as a resource to Field Instructors and students. Students and Field Instructors who require clarification of program expectations or processes are to contact the student's Field Liaison.

Students and Field Liaisons may wish to refer to Section 3.5 the *CASW Guidelines for Ethical Practice* (2005), "Responsibilities to Students", for specific guidance regarding the ethical obligations of Field Liaisons when working with practicum students.

Practicum Placement Coordinators

There are two Practicum Placement Coordinators on the BSW Field Team – one who oversees the placement process for students seeking field placements in Southern Saskatchewan (dividing line at Davidson), and one who oversees placements in Central and Northern Saskatchewan. The Practicum Placement Coordinators work closely with students and community agencies to facilitate strong placement matches between students and learning opportunities in the field.

1.2 Field Education Courses in the BSW Program

SW 348: Practicum I

SW 348 – Practicum I is taken in one semester over a 15-week period. This is comprised of 230 hours at the field placement, equivalent to two days (approximately 15.5 hours) per week, and 7 seminars, each 2 hours and 45 minutes in length (19.25 hours) occurring at set times throughout the term. Please note that seminar hours are not included in calculating the 230 field placement hours.

Attendance at the orientation session prior to beginning SW 348 is a required component of the course. SW 348 – Practicum I is a 6-credit hour course, which is equivalent to two regular (3-credit hour) courses in terms of determining course load, tuition, and fees. As such, students in Practicum I may enroll in up to 9 credit hours of coursework (three 3-credit hour courses) during their placement.

Goal: To acquaint the student with social work practice via direct involvement in a human service organization.

Objectives:

This course is intended to assist students in:

- broadening their human service experience by engaging with and assisting social workers in direct practice
- demonstrating an understanding of the effective use of self
- examining personal value biases, emotional reactions and the impact they have on others
- applying reflective and critical thinking to:
 - self and the practicum experience within the context of the placement, client population and emerging practice issues
 - social policies and their influence on the agency, clients and community
 - theories of social work practice
 - diversity and forms of oppression

Prerequisites for SW 348:

- SW 100, SW 390, and SW 346

SW 348 PRACTICUM I

OFFERED



Full-time in Fall Term



Full-time in Winter Term

230
FIELD HOURS



15
WEEKS

approximately 15.5 hours per week

7 field seminars



3 hours each

PASS/FAIL COURSE

- field placement evaluation
- seminar engagement
- completion of assignments



- 6 credit hours of social work courses concurrent with or following SW 346
- a minimum 70% GPA on the social work portion of the BSW program

In summary, SW 348 - Practicum I:

- must precede SW 448 - Practicum II
- is offered in Fall and Winter terms; it is not offered during the Spring/Summer term
- is offered on a full-time basis only (approximately 15.5 hours or 2 days per week for 15 weeks)
- is available within the province of Saskatchewan; out-of-province and international placements are not offered for Practicum I
- may be eligible for credit through Prior Learning Assessment and Recognition (PLAR) – see [Section 3.9](#) for details

SW 448 – Practicum II

SW 448 - Practicum II is typically completed in one term over a 16-week period; students may also complete SW 448 part-time over two semesters (see below). This is comprised of 470 hours at the field placement equivalent to four full days (approximately 30 hours) per week, and 7 seminars, each 2 hours and 45 minutes in length (19.25 hours) occurring at set times throughout the term. Please note that the hours in field seminar are not included when calculating the 470 hours for the field placement.




Attendance at the orientation session prior to beginning SW 448 is a required component of the course. SW 448 – Practicum II is a 15-credit hour course, which is equivalent to five regular (3-credit hour) courses in terms of determining course load, tuition, and fees. As such, students in Practicum II are required to apply to the Associate Dean – Undergraduate to enroll in additional coursework during their placement.

Goal: To assist the student’s integration of the theoretical and methodological foundations of social work practice with practice opportunities.

Objectives:

SW 448 PRACTICUM II

OFFERED

-  Full-time in Fall Term
-  Full-time in Winter Term
-  Part-time over two terms, starting in the Fall Term

470
FIELD HOURS



16
WEEKS*

approximately 30 hours per week*

7 field seminars  **3** hours each

PASS/FAIL COURSE

- field placement evaluation
- seminar engagement
- completion of assignments



* Part-time practicum is approximately 15.5 hours per week over 32 weeks.

By the end of this course, the student should be able to:

- apply social work practice skills in the planned change process, including engagement, assessment, planning, implementation/intervention, evaluation, and termination
- demonstrate entry level social work skills and competencies
- describe the field placement in terms of philosophy, structure, policies, and relationship with clients and the community
- integrate theory and practice in a specific problem area
- critically analyze the placement experience in terms of personal values, impact, and reactions and in terms of social work knowledge, skills, and ethics

SW 448 is required of all students, and it is not eligible for prior learning assessment or credit.

Prerequisites for SW448 for students admitted after May 01, 2003:

- completion of ALL required SW courses (SW 100, SW 346, SW 347, SW 350, SW 390, SW 451, SW 460, and SW 469), including SW 348 (regular or PLAR credit)
- a minimum 70% average on the social work portion of the BSW program

Note: Students admitted after January 2012 will be required to have completed SW 202; students admitted after January 2013 will be required to have completed SW 421.

In summary, SW 448 - Practicum II:

- must be completed by all BSW students (SW 448 is not eligible for Prior Learning Assessment and Recognition - PLAR)
- is offered in Fall and Winter terms; it is not offered during the Spring/Summer term
- is offered on a full-time or part-time basis
- is available within the province of Saskatchewan, out-of-province, or and internationally

Part-Time Practicum II Placements

The part-time offering of SW 448 (SW 448 AA & AB), which is completed over a 32-week period beginning in the Fall term and concluding at the end of the Winter term, is contingent upon availability of appropriate field placement(s). Part-time students attend practicum orientation prior to beginning their placements in the Fall term. Students are assigned to a Field Liaison and seminar group; seminars will take place monthly, with students attending four seminars in the Fall term and three seminars in the Winter term.

Academic credit is granted (15 credit hours) after the successful completion of the second semester. Tuition is assessed in two blocks: 9 credit hours in the Fall term, and 6 credit hours in the Winter term.

Completing Practicum I and II in the Same Agency

As previously mentioned, the Bachelor of Social Work is a generalist degree which is intended to prepare graduates for social work practice in diverse settings and roles. As such, there is a strong emphasis in the field education program on broadening student knowledge, experience, skills, and abilities. Most often, student placements for Practicum I and II will be in different agencies where there are opportunities to explore and learn about various roles, populations, service delivery systems, and social issues. On occasion, it may be determined that having a student complete both Practicum I and II with the same agency will provide the student with a progression of learning opportunities which will foster their development as a future generalist social worker. This is considered on a case-by-case basis, and in consultation with the agency and/or Field Instructor, student, Placement Coordinator, and Field Education Coordinator.

1.3 Practicum Orientation

A mandatory orientation session is held for students immediately preceding the term in which they are completing practicum. Information about the date of this session will be provided to students at Practicum Information Sessions, and students are expected to adjust their work, class, and personal schedules to permit attendance at the full orientation session. This orientation session will discuss relevant field program policies, approaches to integrating theory and ethics in practice, wellbeing and fitness for practice, course requirements, and will address any questions and concerns students may have about their practicum placements.

Attendance at the practicum orientation session is a requirement for all students. If a student is unable to attend the orientation session due to illness, emergency, or other unforeseen circumstance, they will be required to view the recording of the session (if available) and are responsible for contacting their Field Liaison to discuss alternate orientation activities. This can include additional academic assignments and arranging a one-on-one orientation session with the Field Education Coordinator. Students are typically not permitted to begin their practicum placements prior to completing the orientation process.

1.4 Practicum Seminars

SW 348 – Practicum I

For SW 348, practicum seminars take place every other week (7 seminars in total) during the term; seminars are 2 hours and 45 minutes in length.

Seminars provide students with an opportunity to debrief their field placement experiences in a

confidential environment, engage in critical reflection on their practice experience, and integrate theory and practice. The Field Liaison facilitates these seminars, integrating the students' own experiences with theoretical information and the Field Liaison's personal practice experience. Students are required to complete academic assignments that assist with building critically reflective practice skills and integrating social work values, principles, and ethics with their field experiences.

Students receive a grade of either "pass", "fail" or "incomplete" for the course. To receive a grade of "Pass" for the course, students must complete all academic assignments to an adequate standard (equivalent to a numerical grade of 50% or higher) and receive a satisfactory final evaluation in the field portion of the course.

SW 448 – Practicum II

For SW 448, practicum seminars take place every other week (7 seminars in total) during the term; seminars are 2 hours and 45 minutes in length.

In addition to providing an opportunity for students to debrief and critically reflect upon their practicum experiences, students are required to complete academic assignments that complement their learning and critical reflection in the field placement. In SW 448, students are expected to take on leadership roles in their seminar groups and be actively engaged in the learning process.

Students receive a grade of either "pass", "fail" or "incomplete" for the course. To receive a grade of "Pass" for the course, students must complete all academic assignments to an adequate standard (equivalent to a numerical grade of 50% or higher) and receive a satisfactory final evaluation in the field portion of the course.

Seminars for Part-Time Practicum II Placements

Students who are completing Practicum II part-time will register for SW 448AA (Fall term) and SW 448AB (Winter term) and will have a Field Liaison and seminar group. Seminars, which are 2 hours and 45 minutes in length, will take place monthly, with students attending 4 seminars in the Fall term and 3 seminars in the Winter term.

1.5 Assessment and Evaluation in Field Courses

Learning Agreement

The Learning Agreement constitutes an agreement between the student, Field Instructor, and agency, and becomes the foundation of assessment and evaluation in practicum. In the initial

weeks of the field placement, the student and their Field Instructor will collaborate in articulating the student's learning goals, activities, and outcomes; these are to be as specific as possible. This document also includes a section where agency policy and practice regarding reimbursement of student expenses incurred as part of practicum activities, such as mileage or program supplies, is articulated. The completed Learning Agreement is signed by the student and the Field Instructor and returned to the Field Liaison for review and signature. Incomplete or unclear Learning Agreements will be returned to the student for corrections and/or revision.

The student's Learning Agreement is reviewed during the midterm evaluation meeting and, if necessary, changes can be made at that time or as needed throughout the placement.

Student/Field Liaison/Field Instructor Meeting(s)

Periodic meetings may be set up between the student, the Field Instructor and the Field Liaison to discuss the practicum and any concerns or questions that may arise. This is a part of the ongoing process of support for the student in achieving learning and practice goals. Meetings may also occur to discuss the appropriateness and/or availability of learning activities provided by the agency and/or Field Instructor, including access to supervision.

Evaluation of Performance in Field Placement

The student's performance will be evaluated throughout the semester by the student, the Field Instructor and the Field Liaison. The practicum evaluation form will be used at both midterm and final evaluation to provide an indication of progress and growth.

Students in SW 348 and SW 448 will arrange a midterm evaluation meeting with their Field Instructor and Field Liaison. This meeting will focus on the student's progress to date and learning goals for the remainder of practicum. It is expected that the student and the Field Instructor will collaborate on the completion of the practicum evaluation form and provide a copy to the Field Liaison prior to the evaluation meeting. Midterm evaluation meetings will include a site visit when possible; when this is not feasible, midterm evaluation meetings will take place via video or phone call.

During the final two weeks of practicum, the final evaluation form will be completed by the student and Field Instructor. It is recommended that the student and Field Instructor collaborate on the completion of the form. The completed evaluation is then signed and returned by the student to the Faculty of Social Work to be placed in the student's file. For both SW 348 and SW 448, students receive a grade of either "pass" (P), "fail" (F), or "not passed" (NP – typically used in the case of a deferral of field hours or course work) for the course. This grade is determined based on the student's completion of all required components which include satisfactory performance in field placement, participation in seminars, and satisfactory completion of academic assignments.

Evaluation of Academic Work

SW 348 and SW 448 are graded on a pass/fail basis. The Field Liaison is the instructor-of-record and, in consultation with the Field Instructor, is responsible for assigning the final grade for practicum courses. In addition to the evaluation form completed by the Field Instructor, academic assignments will be graded on a pass/fail basis according to university guidelines and the combination of these assessments will be used to determine the student's final grade in the course. Concerns identified with student performance while in the practicum placement, in seminars, or in written assignments may result in the student being at risk for failing practicum.

Concerns with Student Performance

Identified concerns or issues related to a student's progress or performance while in practicum should be directed to the student's Field Liaison immediately. The Field Instructor is advised to document issues or areas of concern and follow-up with the student immediately. At any time, the Field Liaison may be contacted for consultation. If concerns or issues arise that cannot be resolved, the student and/or Field Instructor may request a meeting with the student, the Field Liaison, and, if necessary, the Field Education Coordinator.

Students are reminded that they are to always follow the Faculty of Social Work's Policy and Procedures for Student Performance of Professional Responsibilities during the BSW program, including during the placement planning process, in the field placement, and in seminars. As stated above, concerns identified with student performance while in the practicum placement, in seminars, or in written assignments may result in the student being at risk for failing practicum.

A student may be asked to withdraw from the social work practicum, or be given a grade of "Fail", if he or she engages in unethical behavior. Failure to meet beginning competencies or progressively develop skills during the practicum may also result in withdrawal and/or failure. The BSW Field Education Coordinator will collaborate with the student and her supervisors to identify a plan to address concerns. Criteria for successful completion of practicum will be provided to the student and his/her supervisors in writing. Unsatisfactory completion of this plan may result in the student's discontinuation from the field placement.

Appeal Procedures

Practicum grades may be appealed. Students who are not in agreement with their final evaluation or grade may request a reassessment or an appeal of the assigned grade. Reassessment and appeal procedures are clearly defined in the *University of Regina Undergraduate Calendar*. The procedure includes first appealing to the Field Education Coordinator who has approved the final grade and then the Associate Dean – Undergraduate with the Faculty of Social Work.

Field Instructors are responsible for maintaining documentation supporting their evaluation of student performance. Similarly, Field Liaisons are responsible for maintaining documentation supporting the grades assigned to written work and seminar participation. In the event of an appeal, this documentation may be required to assist in coming to a decision.

Students are also encouraged to seek assistance from the Student Advocate's office of the University of Regina Student's Union. The student advocate can assist students to objectively evaluate their concerns and develop a plan of action.

1.6 Rural/Remote and Out-of-Province Placements

Rural/remote placements are defined as placements within Saskatchewan, but **outside** the following communities:

- Swift Current
- Weyburn
- Estevan
- Yorkton
- Melville
- Moose Jaw
- Prince Albert
- North Battleford
- Melfort
- Lloydminster
- Buffalo Narrows
- Meadow Lake
- LaRonge
- Humboldt

These placements are available for both SW 348 – Practicum I and SW 448 – Practicum II.

Out-of-province placements are defined as placements outside of Saskatchewan, but within Canada. These placements are only available for SW 448 – Practicum II.

Careful pre-planning and preparation is required for rural/remote and out-of-province placements. Students are expected to locate their own placement, and an appropriate Field Instructor. Field Instructors must have a minimum of a Bachelor of Social Work, or equivalent combination of education and experience. Field placements outside of Saskatchewan must be approved by the Placement Coordinator and/or Field Education Coordinator prior to being finalized. Note that placements in health authorities and government ministries are typically not available to out-of-province students, as these are prioritized for social work students in programs within each province or territory. Student suitability for an out-of-province practicum will be determined by the Field Education Coordinator, in consultation with members of the field team and/or other faculty members as needed.

Students in rural/remote and out-of-province placements will enroll in a “distance” section of SW 448, participate in seminars remotely through Zoom, and complete the similar academic

assignments to their peers. Students completing their field placements outside Saskatchewan are covered for general liability and malpractice insurance.

Students seeking rural/remote or out-of-province placements must submit their regular practicum application by the deadlines listed in [Section 4.3](#) as well as an [Out-of-Province/Rural Practicum Proposal](#) (see [Appendix H](#)) by:

- March 31 for Fall placements
- June 30 for Winter placements

1.7 International Placements

International placements are defined as placements outside of Canada. These placements are only available for SW 448 – Practicum II.

Students in international field placements enroll in a “distance” section of SW 448, participate in seminars remotely through Zoom, and complete similar academic assignments to their peers.

Field Instructors must have a minimum BSW level of education or equivalent combination of education and experience. Because of the distance involved, international Field Instructors are often required to be more engaged with the student to ensure they receive support and instruction to successfully integrate the knowledge, values, and skills of social work. As with practicum placements within Canada, evaluation of the student’s performance in the practicum placement is a collaborative process between the student, Field Instructor(s), and Field Liaison.

Careful pre-planning and preparation is required for international placements. Students are expected to locate their own placement, and an appropriate Field Instructor. International Field Instructors must have a minimum of a Bachelor of Social Work. Field placements outside of Canada must be approved by the Placement Coordinator and/or Field Education Coordinator prior to being finalized. Student suitability for an international practicum will be determined by the Field Education Coordinator, in consultation with members of the field team and/or other faculty members as needed.

Students seeking international placements will submit a regular application for practicum (see [Section 4.3](#) for application deadlines) and must also submit *their* [International Practicum Proposal](#) by:

- March 31 for Fall practicum placements
- June 30 for Winter practicum placements

For additional information, refer to [Appendix H International Practicum Proposal](#), and [Appendix D Assumption of Risks, Release of Liability, Waiver of Claims and Indemnity Agreement](#).

Students seeking international field placements are also expected to contact [UR International](#) for assistance and guidance in planning their international placement, including completion of required pre-travel documents, information on resources in their placement country, and opportunities for university funding.

SECTION 2: PROFESSIONAL RESPONSIBILITIES IN FIELD PLACEMENTS

2.1 Student Performance of Professional Responsibilities

Students applying for a practicum placement must meet standards of professional suitability as defined by [Policy and Procedures for Student Performance of Professional Responsibilities](#) (refer to [Appendix C](#)). This document defines standards for professional conduct of students in the Bachelor of Social Work program. Violation of these standards at any point in the student's program may be grounds for rejecting a practicum application and/or dismissal from the social work program, including dismissal from a practicum placement.

2.2 Communication, Social Media, and Technology

Communication in all forms – verbal or written, formal or informal – should always reflect the values of social work and the standards of professionalism expected throughout the BSW program. In addition, students are expected to adhere to the placement agency's policies and procedures relating to communication, social media, and appropriate use of technology.

Practicum students are expected to familiarize themselves with the Faculty of Social Work [Ethical Use of Social Media Policy](#) (2015), as well as the Canadian Association of Social Workers (CASW) document, [Social Media Use and Social Work Practice](#) (2014). These documents provide guidelines designed to help students make appropriate professional decisions about online etiquette, ethical use in of social media in social work practice contexts (including practicum placements), as well as the content of personal blogs, websites, and content shared via Facebook, Twitter, Instagram, and other widely used social media platforms.

If concerns arise regarding misalignment or conflict between the CASW *Code of Ethics* (2005), *Standards of Practice* (2005), and/or Faculty of Social Work *Policy and Procedures for Student Performance of Professional Responsibilities* and practicum agency policies or procedures, students and/or Field Instructors are responsible for bringing their concerns to their Field Liaison's attention as soon as possible.

2.3 Professional Dress and Appearance

Expectations regarding appropriate dress and appearance vary from setting to setting and there may be variations within each placement setting dependent on role and plans for the day. When attending placement interviews at the agency, students are encouraged to inquire about appropriate dress and appearance.

It is important to reflect on the impact of our appearance on the people with whom we work. Wearing clothing that is viewed as “business” attire is appropriate in some settings, such as going to court. However, this same attire can create barriers between the student and people who access services, so it is usually best to dress more casually when attending home visits or meeting with people accessing services. It is also important to consider the impact of wearing visible brands, expensive jewelry, and other physical signs of privilege or affluence, as these may alienate some people.

When determining what type of dress is appropriate, it is also wise to consider the nature of the activities in which a student will be participating – choice of footwear, clothing, and accessories will be dictated by activity levels and location of practice (e.g., in office, in community). Safety is also a consideration when assessing appropriateness of clothing, footwear, and accessories. As such, it is recommended that students consult their Field Instructors about safety concerns and level of risk prior to the beginning of the placement or, at the latest, during the first few days of practicum.

Most human service agencies now have a fairly accepting culture when it comes to visible piercings, tattoos, and other body art, and some view it as a way of reducing barriers and building rapport with people who access services. Due to health concerns, students may be asked to remove their body piercings. It is important that students check with their Field Instructor to ensure that visible body art is acceptable in the agency and identify any situations where this may need to be covered.

Most human service agencies and public institutions now have “scent free space” policies. *These are not gentle suggestions* and should be taken seriously as many colleagues and people you work with will have some degree of sensitivity to scent. Scent is also a powerful memory trigger and can have very negative implications for survivors of trauma. For these reasons, students should refrain from using scented products whenever possible, regardless of whether their agency has a policy. This usually does not mean that you cannot use any scented products; rather, it typically refers to use of scented body spray, perfume, cologne, essential oils, hair or body products, and lotions that are applied after showering or bathing. If a student is unsure if their particular product is included in this, they are advised to refrain from using it until they can consult with their Field Instructor.

2.4 Fitness for Practice and Impaired Ability to Perform Professional Responsibilities

Social work is a self-regulated profession where we hold significant power and authority and, as such, have a duty to protect people we serve and to serve the public interest. The safety of people

and communities we serve and support, students, faculty members, Field Instructors, and colleagues in field agencies is of paramount importance. Attending to student professional wellbeing – sometimes referred to as “fitness for practice” – is an essential aspect of providing safe and competent social work services.

All social workers (including social work students) are responsible and accountable to maintain and ensure their own fitness for practice, which includes taking reasonable action to prevent impairment and/or intervene if an individual’s ability to ethically perform their professional duties is impaired. In addition to being included in the Faculty of Social Work *Policy and Procedures for Student Performance of Professional Responsibilities*, Sections F.4.A and F.4.B of the SASW *Standards of Practice for Social Workers in Saskatchewan* state that social workers (and, by extension, social work students) have the responsibility and ethical duty to “... maintain a reasonable level of self-awareness necessary to appropriately manage personal needs, feelings, values and limitations in the context of a professional relationship [and] ... maintain reasonable health and well-being as a recognized component of competent practice” (SASW, 2020, p. 22). It is the expectation that all students will ensure their own fitness for practice before and while participating in all practice environments.

As students are still learning and developing as emerging professionals, Field Liaisons and/or Field Instructors may need to assist students in recognizing, reporting, and addressing their fitness to practice issues or concerns. This requires careful, context-sensitive judgment and fairness when helping students be accountable to these requirements. The processes for assessing and communicating professional wellbeing issues or concerns are time consuming and can be anxiety-provoking for students. It is important that these processes be timely, collaborative, cooperative, collegial, and supportive. Procedures and processes for responding to concerns are outlined in [Appendix C - Policy and Procedures for Student Performance of Professional Responsibilities](#).

Accommodating Student Needs in Field Placements

For additional information about disability accommodations in practicum, see [Section 3.10](#).

2.5 Attendance

The Bachelor of Social Work provides students with an induction into the profession of Social Work. Social work students are expected to demonstrate levels of professionalism similar to practicing social workers. This professionalism is demonstrated in part by regular attendance in classes and in practicum. Prior to both entering practica and the awarding of a degree, the Faculty of Social Work attests through its evaluations that not only has the student completed all required course learning components, but also the student has participated in the entire educational

experience offered by courses, which includes the demonstration of professional responsibility and accountability through regular attendance.

It is a program expectation that students will attend *all* classes which, in the case of SW 348 and SW 448, includes orientation sessions, seminars, and the field placement. When absenteeism is unavoidable, students are requested to communicate in writing their absence to their Field Instructor and/or Field Liaison prior to the day(s) they will be absent, or as soon as possible in the case of unavoidable emergencies.

Student absences from orientation sessions and seminars are excused for medical or compassionate circumstances, family emergencies, religious observance, or university representation *only*. Absences for other reasons are considered unexcused, e.g., work/practicum, vacation, travel, volunteering, and attendance at training, conferences, or workshops.

Students registered with the U of R Centre for Student Accessibility (CSA) must consult with their Field Liaison and Field Instructor regarding their accommodations. Accommodations may include exemptions from class (which may include seminars), but students are still required to inform their Field Liaison of any absence. However, CSA accommodations do not supersede the University of Regina and Faculty of Social Work attendance regulations and policy.

Students whose absences are excused are responsible for missed content and learning experiences and for completing any make-up assignments by the instructor. Students who miss three classes, *excused or unexcused*, may be asked to withdraw from the course. This is consistent with the University of Regina policy on attendance.

Students may not miss more than 23% of class time; the equivalent of one and a half field seminars. Completion of 700 hours in practicum is mandatory.

The attendance policy applies to synchronous classes and synchronous components of classes that include:

- Face-to-face delivery;
- Remote delivery (RD) – a class that was scheduled as face-to-face or blended but will now be offered as a Zoom-based course;
- The synchronous component of remote learning web (RW) classes – a class that was scheduled as face-to-face but is now offered via UR Courses/online (asynchronous) with Zoom components (synchronous);
- Web and live-streamed classes.

Procedure:

1. A student who anticipates missing a class, arriving late or leaving early will inform their instructor in writing through email.
2. Students may be required to provide the instructor with substantiating evidence, e.g., doctor's note, for their absence.
3. If a student's unexcused or unsubstantiated absence falls on the day of a scheduled exam or assignment, the instructor is not obliged to reschedule the exam or assignment.
4. Students may be required, by the instructor, to complete a makeup assignment to demonstrate their knowledge of the missed course content.
5. When a student misses two classes without communicating with the instructor, the instructor may forward the name of the student to Student Services, who will send a letter by email to the student reminding them of the U of R attendance requirements and policy.
6. Student absence from three classes may result in a letter from the instructor notifying the student to drop the course and that they may be barred from writing the final exam or submitting the final assignment, and from attending a class or components of a class.
7. The Associate Dean may be consulted as necessary.

University of Regina Undergraduate Calendar Academic Regulations

Attendance

Regular and punctual attendance at classes provides a foundation for academic success and is expected of all students. When the persistent lateness or absence of a student jeopardizes the learning or the evaluation of the work of other students in the course, the student may be subject to penalty. One written warning will be provided to a student before action is taken.

This includes but is not limited to: being dropped from the course; being barred from writing the final exam; being barred from attending a class or components of a class (U of R, 2020-2021, p. 42).

Course Work

Course work comprises all assignments, exams, labs, and tests that are conducted during the term and contribute to the student's final grade in a course but excludes the final exam. All course work will be completed no later than the last day of regularly scheduled classes of the relevant term or part-of-term (U of R, 2020-2021, p. 42).

2.6 Conflict of Interest

A conflict of interest occurs when a person has a duty to more than one individual, group, or organization and cannot easily manage the adverse or opposing interests of the parties. Social

workers – and social work students – have an ethical obligation to be aware of and prevent such conflicts. In the context of field education, there are several areas where conflict of interest can occur, including in the placement process, the field placement, and the classroom.

During the placement process, we aim to prevent conflicts of interest and dual relationships for students and community agencies by avoiding placements in settings where a student:

- has work or volunteer experience (currently or in the recent past)
- has a close personal contact (family, friend, colleague) who would be supervising or directly involved with your placement
- has already completed a practicum (in the BSW or other program)
- is accessing services or have recently accessed services
- has requested not to be placed due to conflict of interest

In the field placement and seminar settings, potential conflicts of interest can include providing service to a person with whom the student has a pre-existing business, social, or personal relationship, having access to files of others with whom the student has had a pre-existing business, social, or personal relationship, and/or encountering classmates who are accessing services in their field placement. The *CASW Guidelines for Ethical Practice (2005)* state that, “social workers inform clients when a real or potential conflict of interest arises, and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client to another professional” (p. 12). In this case, “social workers” includes social work students, who are advised to immediately inform their Field Instructor and/or Field Liaison of potential conflicts of interest and follow their guidance regarding the appropriate course of action.

2.7 Conflict Resolution

The student and Field Instructor are expected to work to address any difficulties that may arise within their professional relationship. If a resolution cannot be reached through this process, the Field Liaison may be required to mediate. In situations where the student and Field Instructor are unable to resolve issues or concerns with the support of the Field Liaison, the Field Education Coordinator will be consulted to determine a plan of action, which may include removing the student from the placement.

SECTION 3: FIELD PROGRAM POLICIES AND PROCEDURES

All rules and regulations of the University of Regina and the Faculty of Social Work apply to students in practica. Although practicum students spend much of their time in an agency setting and may feel somewhat disconnected from the University community, they still have the same rights and responsibilities as other students. Students are encouraged to familiarize themselves with the requirements of the University as described in the [University of Regina Undergraduate Calendar](#), the rules and regulations of the Faculty of Social Work, and the specific policies of the BSW field education program as expressed in this document.

3.1 Continuing Professional Education and Training during Field Placements

While in practicum, students often have opportunities to participate in agency training and continuing professional education (CPE). Establishing a practice of integrating ongoing learning into one's professional practice is an important aspect of a social worker's commitment to competence in professional practice, and Registered Social Workers in Saskatchewan are required to complete a minimum of 40 hours of CPE each year.

Students are supported in seeking out and integrating continuing professional education (CPE) into their practicum experiences. Ideally, these learning opportunities are included in the student's Learning Agreement and are related to their learning goals for practicum. The BSW field education program encourages and supports student participation in agency training and CPE and considers these activities as field hours, if:

- Training and CPE are in alignment with the student's learning goals and the objectives and competencies for their course (i.e., SW 348 or SW 448)
- Training and/or CPE activities are approved by the student's Field Instructor
- Whenever possible, training and/or CPE activities do not interfere with the student's regularly assigned learning activities in practicum
- Participating in agency training expands and/or facilitates the student's capacity to engage in learning activities during their practicum placement

Students may also seek out and participate in CPE activities outside their regularly scheduled field hours; these activities will not be considered as part of their required field hours unless the conditions listed above have been met.

3.2 Financial Compensation and Reimbursement of Student Expenses during Field Placements

Practicum placements in the BSW program are unpaid. As such, students are not permitted to receive financial or in-kind compensation from their field agency while they are completing their practicum placement.

Students are permitted to be reimbursed for reasonable, out-of-pocket expenses incurred during their placement, such as program materials, mileage for using their personal vehicle to complete work at the request of their field agency or Field Instructor, and per diems and accommodation expenses when traveling for practicum-related activities (including agency training). Reimbursement of student expenses is done according to the field agency's policies and procedures. Expectations, requirements, and processes surrounding out-of-pocket expenses and travel should be discussed by students and Field Instructors early in the placement, and any financial arrangements disclosed on the signature page of the student's Learning Agreement.

Students have the right to decline to use their personal vehicle for practicum-related activities and are not expected to cover field agency programming or other expenses; these are both voluntary and, whenever possible, alternate arrangements for transportation (i.e., CVA or Field Instructor's vehicle) and purchasing (i.e., petty cash) are to be made.

3.3 Student Employment in their Placement Agency

The transition from practicum student to employee of an agency is a change in relationship, which includes shifts in roles, rights, responsibilities, expectations, and power. When this shift does not include adequate attention to these changing relationship dynamics and roles, there is increased potential for conflicts of interest, boundary crossings or violations, and role confusion. Section 3.5.9 of the *CASW Guidelines for Ethical Practice* (2005) states, "Social workers do not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate and culturally sensitive boundaries" (p. 16).

As such, the following guidelines will be used when students are exploring or applying for employment within their current, or immediately following their most recent, field placement:

- Students may apply for and/or explore employment possibilities (including attending job interviews) with their field agency while they are in practicum if roles and expectations are clear and both parties are comfortable with such.

- Students and Field Instructors/agencies will wait until the final evaluation has been submitted and approved before negotiating employment details or signing an employment contract.
- If the student's Field Instructor will be involved in interviewing, selecting, and/or supervising the student in a paid position following their placement, a clear transition plan will be developed to ensure the student's role of learner is clear and protected until the end of the field placement.
- Under no circumstances are students able to receive compensation for their time while they are completing their practicum, *even when a student's field hours have been completed but the final evaluation has not been approved and/or a final grade has not been assigned.*

3.4 Completion and Documentation of Field Hours

Practicum is about more than completing the required number of field hours; field-based learning is a process. In general, learning should be gradual and well-paced throughout the term.

Student Availability during Practicum

While efforts are made to accommodate student requests regarding scheduling and availability during practicum (including the placement process), it is important for students to make every effort to be available during weekday and daytime hours, as this is when most field agencies operate and placements outside these hours are very limited. Students are also asked to consider whether they can shift or reduce work, personal, and other commitments during practicum, as balance and wellbeing are important aspects of professional social work practice.

Documentation of Field Hours

It is the student's responsibility to document their hours, and they must be able to provide proof of their completed and remaining hours when requested by their Field Instructor, Field Liaison, and/or the Field Education Coordinator. The Faculty of Social Work does not have a standard form for tracking student field hours – some agencies ask that students use a time sheet or similar form to document the time they spend in their placement and may request that this documentation be submitted to the Field Instructor on a regular basis.

Scheduling and Completion of Field Hours

Details of student hours are negotiated between the student and the placement agency – some students and/or agencies will need more lead time in terms of scheduling, so expectations about this should be discussed at the placement interview, or as early in the placement as possible. For students in SW 348 – Practicum I, they will complete an average of 15.5 hours in their placement each week over a 15-week term; in SW 448 – Practicum II, students complete an average of 30

hours (typically 4 days) each week over a 16-week term. Students and Field Instructors are strongly encouraged to strive for balance in how field hours are completed over the term to take a proactive approach to preventing burnout and compassion fatigue by keeping weekly hours within a reasonable range. Occasionally, students will complete their field hours before the official end of practicum, but it should *not* be their intent or plan to finish field hours early.

Student Absences, Days Off, and Agency Closures

Students in the BSW program must complete 700 hours of field education. This means that statutory holidays, sick days, midterm break, and other times when students are not in their placements *do not* count towards their total field hours; nor do lunch breaks or regular travel between a student's residence and their field agency. However, if a student is required to travel as part of their placement, time spent traveling will count as field hours. If a student is absent from practicum due to illness, injury, or medical appointment, they will make up any hours missed. Similarly, if the student's placement agency is closed on a day when the student would usually attend (i.e., statutory holidays, professional development days, school break), they will need to make alternate arrangements to complete their regular hours.

3.5 Safety in Field Placements

Student Rights

The *Saskatchewan Employment Act* provides students in practicum with three basic rights as a student worker:

1. The right to *know* about the things that could hurt them at work and how to deal with these safety risks. Practicum students have the right to get information about how to be safe in their placement. If the Field Instructor doesn't tell the student, they are expected to ask. Students have a right to know what can potentially hurt them at their field placement, and ensure they understand the right way to stay safe.
2. The right to *participate* in finding and controlling field placement safety issues: If a student's Field Instructor is unable to help them address their safety concerns, they are to discuss the concerns with their Field Liaison or the Field Education Coordinator.
3. The right to *refuse* work that a student has reasonable grounds to believe is unsafe. An unusual danger could include:
 - A danger that is not normal for the job (e.g., outdoor activities or travel in inclement weather).
 - A situation for which a student is not properly trained, equipped, or experienced to do the work assigned (e.g., dealing with an aggressive person, working alone or in an isolated area without means of communication).

Student Responsibilities

Students are responsible for following safe work procedures set out by the University of Regina, Faculty of Social Work, and/or their placement agency, including:

- Using safety equipment/devices, practices, precautions, and personal protective equipment as instructed
- Finding out how to report unsafe situations
- Reporting incidents and dangerous occurrences, injuries, or illnesses immediately to their Field Instructor and Field Liaison
- Working and acting safely and helping others work and act safely
- Co-operating with committees and others on health and safety issues
- Refraining from causing or participating in the harassment of another worker or student

Reporting Incidents and Safety Concerns Occurring in Field Placements

Should a student be involved in an incident (including near-miss safety incidents and situations where no one is injured) or have a safety concern relating to their practicum placement, they are to follow the following process for documenting and reporting the incident or concern:

- Report the incident or concern to their Field Instructor, including completing any documentation or reporting processes required by the field agency.
- As soon as possible, contact their Field Liaison and provide them with a copy of any field agency incident reports or documentation. The Field Liaison will contact the Field Education Coordinator to inform them of the incident or concern.
- Complete the University of Regina [Incident Report Form](#).
- If the student is involved in an accident or has been injured, an [Employer's Report of Injury](#) (Appendix I) and [Worker's Report of Injury](#) (Appendix J) must also be completed and submitted to the Worker's Compensation Board.
- Copies of all incident-related reports must also be provided to the student's Field Liaison and/or Field Education Coordinator.

Students are strongly encouraged to maintain their own documentation of the conditions leading up to or contributing to the incident, any attempts to address safety concerns, and measures taken prior to, during, or after a safety incident or concern, and keep copies of all official reports and related communication.

3.6 Insurance and Liability

Students registered in practica are insured against any claims or liability, including personal injury. General liability insurance covers students as representatives of the University both on and off campus. The insurance premium for all insurance coverage itemized above is included in

student fees, which are paid as part of tuition. This coverage begins on the first day of the term and ends on the last day of the term. As such, students are not permitted to begin their field placement before the first day of classes or extend their placement beyond the last day of classes, nor are students allowed to attend their placement if they have not been officially registered in the course. Worker's Compensation Benefits (WCB) may be provided for students injured while performing duties related to their studies. This coverage is supplemental to provincial government health care insurance.

Practicum students are also covered against claims incurred while traveling in the performance of practicum related duties; however, clients transported by a student are *not* covered for liability or personal injury by the University of Regina. Students and Field Instructors are advised to check if the agency's insurance policy covers students transporting clients, whether in personal or agency vehicles. If a student will be using their personal vehicle for practicum-related activities, or if they will be transporting other people in agency-provided transportation or their personal vehicle, it is strongly recommended that they consider purchasing additional liability coverage through their local insurance agency.

Practicum students placed within Saskatchewan are eligible for no-cost insurance coverage offered through the Ministry of Advanced Education and Learning and the Workers' Compensation Board (WCB). Prior to the start of practicum, students must complete a form to register for Workers' Compensation coverage while in practicum; this is completed as part of the placement process (refer to [Appendix F- Schedule C – Work-Based Learning Consent and Agreement](#)). Agencies are required to complete and submit the *Student Work Placement Health & Safety Checklist* (refer to [Appendix E](#)) prior to the start of the placement. As WCB coverage only applies to students completing practicum within Saskatchewan, students who are in placements outside the province are provided with insurance coverage that is equivalent to that which is provided by WCB.

Students who are involved in an incident that requires an insurance claim or medical care should contact their Field Liaison and Field Coordinator immediately. If the student is involved in an accident or has been injured, an *Employer's Report of Injury* (refer to [Appendix I](#)) and *Worker's Report of Injury* (refer to [Appendix J](#)) must be completed and submitted to WCB. A copy of both reports must also be provided to the student's Field Liaison and/or Field Education Coordinator.

3.7 Criminal Record Checks, Agency Screening Processes, and Additional Placement Requirements

Prior to accepting a practicum student, most placement agencies require the student submit a copy of their current criminal record check. Standards for the length of time a criminal record

check is considered current or valid vary greatly, so students are advised to wait until their placement agency advises them on their policies and process.

A criminal record check can be obtained from the police department in your city, or from an RCMP detachment in rural areas. You must request the criminal record check in the location where you are currently living. Payment of fees charged for this service is the responsibility of the student.

Students may be asked to provide other types of security checks or undergo additional screening, including a Vulnerable Sector Check and/or Canadian Police Information Centre (CPIC) Check. While rare, some agencies may require students to undergo drug testing prior to beginning their placement.

As these screening processes are not requirements of the BSW program, students may decline to complete any pre-placement screening requested by a placement agency. However, agencies have the right to decline a potential student placement should the student refuse to complete any part of their screening process(es).

Students with Criminal Records

If you have a criminal record and are concerned about how it might affect your practicum placement, please discuss this with your Placement Coordinator or Field Education Coordinator. Students have the right to choose whether to share information about their criminal record, how much information to share, and when/how/if information is communicated with the agency and/or potential Field Instructor as confidential information will not be disclosed by the Field Education Coordinator and/or Placement Coordinator.

Placement agencies vary greatly in their criteria for accepting students for practicum. In many agencies, decisions regarding whether to accept a student who has a criminal record are made on a case-by-case basis, taking into consideration the nature of the conviction(s), how much time has passed since the offence(s), context surrounding the offence(s), and how the student frames past experience in relation to their emerging social work practice.

Additional Agency Placement Requirements

Some agencies may require that placement students complete or are up to date on immunizations, and that documentation of immunization status be produced prior to beginning a practicum or upon request.

Although possession of a valid driver's license is not a requirement for placement, having a driver's license can be advantage for students as some agencies may request that students are able to operate a vehicle during their field placement.

Most agencies require practicum students to sign a confidentiality agreement or similar document; some organizations, such as Saskatchewan Health Authority, require this to be submitted in advance of the first day of practicum, while others have the student complete required documents on the first day of their placement.

As these are not requirements of the BSW program, students may decline to meet additional requirements as requested by a placement agency. However, agencies have the right to decline a potential student placement should the student refuse to complete any part of their screening process(es) or meet their placement requirements.

3.8 Remote Learning

In situations where students are advised by their health care provider, agency, Field Instructor, and/or government (ie. provincial Public Health Order and/or directive from Public Health Services) to not attend their field placement, or if safety concerns warrant a temporary disruption in field placement, students will:

1. immediately consult with their Field Instructor(s) and Field Liaison to discuss the need for a Remote Learning Plan (RLP)
2. in consultation and collaboration with their Field Instructor, develop a Remote Learning Plan that will support the student in achieving the learning outcomes for their practicum course. The Faculty of Social Work will provide students and Field Instructors with suggested alternative learning activities that can be completed off-site to support students meeting the learning objectives of the practicum.
3. submit their completed RLP to their Field Liaison within one week of the transition to remote learning (or as otherwise requested by the Field Liaison). The Field Liaison will review the document for completeness and advise the student if it meets program requirements.
4. provide written RLP reports on their hours, learning activities, and identified concerns to their Field Instructor and Field Liaison on a weekly basis.

Remote Learning Plans will vary from student to student, and placement to placement. For some students, they will be transitioning to full-time remote learning for a specific period, while others will be engaging in remote learning periodically (e.g., on a rotation, or only in their placement settings for a portion of their weekly field hours) and/or as an open-ended plan. RLPs are intended to address short-term field placement disruptions of up to 30 days (or equivalent). If changes in the field placement impact the student's ability to complete regular learning activities for more

than 30 days, the Field Liaison and Field Education Coordinator will review the situation to determine next steps to support students in completing their field placement requirements.

The remote learning plan will include:

- a clear outline of the learning activities in which the student intends to engage, and how these relate to the student's learning goals, activities, and outcomes as expressed in their original Learning Agreement
- plans for remote supervision, including completion of evaluation forms and meetings (as required). For students who are shifting to full-time remote learning, supervision meetings with their Field Instructor will take place via phone or video call during the remote learning period.
- an estimate of the number of hours which will be spent learning remotely each week

3.9 Prior Learning Assessment and Recognition (PLAR)

Learning does not always take place in the classroom: it also happens on the job, at home, and in the community. The recognition of prior learning is a process that takes into consideration *a//* learning by examining what a person knows and can do.

In consultation with appropriate members of departments/programs, the Faculty of Social Work may evaluate and grant credit for qualifying informal/non-academic learning up to a maximum of 15 credit hours. Credit may be granted on a case-by-case basis and according to the Prior Learning Assessment & Recognition (PLAR) process. *Credit will only be awarded for demonstrated learning which includes knowledge, skills, and abilities. It will not be awarded for experience alone.*

SW 448 - Practicum II (470 field hours) cannot be considered for PLAR credit due to CASWE *Standards for Accreditation (2021)*. CASWE standards require students to complete a minimum of 700 field hours at the BSW level, and prior learning credit may be granted for a maximum of fifty percent of the required field hours. Standard SB 3.1.4 states:

When academic credits are given for previous work and/or relevant experience in lieu of BSW field education practicum hours, the academic unit has a written policy that specifies clear criteria and procedures used to assess skills and knowledge normally obtained through the field education practicum. Academic credit for previous work and/or relevant experience may be provided for a maximum of one half of the required hours of field education practicum (i.e., 350 hours of 700 required hours). (CASWE, 2021, p. 11)

All other undergraduate social work courses are eligible to be challenged for PLAR credit, including SW 348 – Practicum I.

Students applying for credit for SW 348 - Practicum I, must:

- have a minimum of 2 years of full-time waged or unwaged human service experience (approximately 4000 hours), which has been completed in the past 10 years
- have successfully completed the prerequisites for the course (currently SW 390, SW 346, and SW 100, 6 additional SW credit hours, plus a minimum grade point average of 70% in the Social Work portion of their BSW) *prior to credit being granted*
- contact the appropriate Practicum Placement Coordinator *prior to the relevant practicum application deadline* to discuss their intent to apply for PLAR credit
- clearly demonstrate in their PLAR application how they have met the objectives and competencies for SW 348

The Faculty of Social Work recognizes that human service work occurs in a variety of settings including organizations, systems, and communities. A diversity of experience is highly valued in the PLAR process. Students who have completed practica in a diploma or certificate program may draw from their learning from these practice experiences in their applications.

Students who submit PLAR applications for SW 348 by the 15th of the first month of every semester can expect a response by the end of that semester. Application deadlines are:

- Fall: September 15th
- Winter: January 15th
- Spring/Summer: May 15th

Note: There is a fee associated with PLAR assessment. For details, please refer to the 'other fees' section of the University of Regina's undergraduate domestic or international [fee schedules](#).

3.10 Disability Accommodation in the Field Education Program

The University of Regina aims to provide services that will enable students with disabilities to approach their studies with minimal difficulty. As such, the University of Regina Faculty of Social Work is responsible to take all reasonable steps to accommodate student learning in the field setting, in partnership with the placement agency and Field Instructor, according to the following principles:

- Accommodations must reasonably ensure the safety of the people and communities we serve, the student, and all others in the field education setting.
- The requested accommodation must be acceptable to the placement agency.

- The Faculty of Social Work will support accommodations to the point of undue hardship to either the educational institution or the placement agency.

Accommodations for students with disabilities are facilitated by:

Centre for Student Accessibility
Rm. 251, Dr. William Riddell Centre
University of Regina
Phone (voice/TTY): 306-585-4631
Email: accessibility@uregina.ca

Students who require disability supports or accommodations during the placement planning process and/or in their field placement should discuss their needs with the Field Education Coordinator or Placement Coordinator as early as possible. To receive academic accommodations, students must be registered with the Centre for Student Accessibility (CSA). Information regarding required accommodations for a particular class will only be released to the instructor (i.e., Field Liaison) using U of R e-mail and/or the URegina CSA *Accommodate* system and only should the student desire accommodations for a particular class.

Students who require accommodation in a practicum placement have the right to choose whether to share information about their disability, how much information to share, and when/how information is communicated with the agency and/or potential Field Instructor as confidential information will not be disclosed by the Field Education Coordinator and/or Placement Coordinator. Every attempt will be made to place a student in a setting that will meet their individual learning goals and interests, while also facilitating access to, and active participation in, the placement. Some agencies, however, have requirements that may limit their ability to accommodate during a practicum placement (i.e., driver's license).

Should a student require assistive technology to be able to participate fully in their practicum learning experience, the Centre for Student Accessibility may be able to direct the student and/or field agency to sources of funding to obtain or install assistive technology devices. Agencies who demonstrate financial need may also be eligible to apply for funding for other disability accommodations, such as accessible transportation. Field instructors and/or agencies are advised to contact the CSA to learn more about funding opportunities and eligibility requirements.

Students registered with the URegina [Centre for Student Accessibility \(CSA\)](#) must consult with their Field Liaison and Field Instructor regarding their accommodations as they relate to their field placement and other course requirements, including academic assignments and attendance at seminars. Accommodations may include exemptions from class (which may include seminars),

but students are still required to inform their Field Liaison of any absence. However, CSA accommodations do not supersede the University of Regina and Faculty of Social Work attendance regulations and policy.

Disability accommodations are intended to support the academic and performance capabilities of the student and remove barriers to the student's success. Disability accommodations do not lower performance standards and expectations of the program, course, or field placement, nor do they relieve the student of the responsibility to develop the essential competencies and skills required to be successful.

3.11 Discrimination and Harassment

The University of Regina policy on harassment and discrimination states that all members of the University community are entitled to a professional working and learning environment free of harassment and discrimination. Harassment and discrimination are prohibited in human rights legislation on the following grounds: race; creed; religion; color; sex; sexual orientation; receipt of public assistance; physical size or weight; and age. The University policy also prohibits personal harassment which is objectionable, threatening or intimidating, and unwanted behavior towards another person or group of people that is not based on a prohibited ground. The full policy can be found at <https://www.uregina.ca/hr/respectful-university-services/policy-procedures.html>

This policy is extended into the field placement. Both the student and the Field Instructor(s) have rights and responsibilities under this policy. Those who believe that harassment or discrimination have occurred in the practicum are encouraged to contact the Field Liaison, Field Education Coordinator, and/or the Coordinator, Respectful University Services, at 306-585-5400 or respect.matters@uregina.ca

Students and Field Instructors are to maintain a professional working relationship, as are students and the individuals and communities they support or with whom they work. Students are to maintain professional helping relationships, which excludes sexual relationships, dual relationships, lending/borrowing from clients, and/or other non-professional relationships.

3.12 Job Action at Field Placements

If job action occurs while students are in placement, the student will be advised by the Faculty of Social Work that they are not to cross and/or join the picket line. The University of Regina will not be liable for any mishap or injury while engaged in collective action.

Any hours/days spent engaged in work which would normally be the responsibility of unionized social workers will not be acknowledged as practicum hours. Alternate activities related to the student's placement practice area will be assigned. These activities are to be approved by the Field Education Coordinator.

No make-up time will be required for those students who participate in alternate activities during a strike. If the strike continues for an extended period, alternate learning activities to meet course requirements will be provided by the student's Field Liaison and/or BSW Field Education Coordinator following consultation with the Associate Dean - Undergraduate and students directly impacted.

In cases of illegal strikes, students in placement will be assigned alternate learning activities. Students should not cross or join illegal picket lines.

Professional conduct between a student and Field Instructor is governed by the same principles that govern conduct in worker - client relationships. Field Instructors and other agency employees are expected to meet professional practice standards for social workers in relationships with students. Students are encouraged to contact their Field Liaison immediately if they are experiencing difficulties because of agency/worker conduct.

Field Instructors should be familiar with the Faculty of Social Work *Policy and Procedures for Student Performance of Professional Responsibilities* (refer to [Appendix C](#)). As outlined in the policy, unprofessional behaviour or misconduct while in practicum could result in disciplinary action by the Faculty of Social Work and the University of Regina. Students are also expected to adhere to the standards of ethical practice during their practicum as defined by the Canadian Association of Social Workers in the *Social Work Code of Ethics* (2005).

3.13 Registration and Payment of Fees

Registration for practicum courses is completed by Faculty of Social Work Student Services. Deadlines for late registration and payment of fees apply just as they apply to registration for other courses. Refer to the current [University of Regina Undergraduate Calendar](#) for specific information regarding registration dates and deadlines for payment of fees.

For liability insurance reasons, students *must* be registered prior to attending their practicum placement.

SECTION 4: THE PRACTICUM PLACEMENT PROCESS

Throughout their BSW program, students are expected to meet standards of professional conduct and ethical behaviour; this includes the placement planning process. For additional details regarding expectations for student conduct during the placement process, refer to the *Student Professional Conduct Agreement in Practicum*, which is signed as part of the *Practicum Application Form*.

4.1 Sharing of Student Information

The Faculty of Social Work and the agencies providing field instruction to students share responsibility for the education of the students in the Bachelor of Social Work program. An important aspect of this collaboration is the sharing of information about student learning goals and needs during the placement process, and information about student performance in the practicum.

Personal information that you provide to the Faculty of Social Work may be used and disclosed as necessary for official program purposes, including the coordination of activities that are part of your classroom and field education. Your personal information is only shared within the university on a need-to-know basis to university officers, employees, or instructors, including Field Instructors, who require the information in the performance of their duties.

Sharing information may be for the purpose of:

- facilitating classroom or field education experiences for you while in the program
- mobilizing appropriate resources to support your success in the program
- evaluating your progress in the program
- providing letters of reference

4.2 Applying for Practicum

Application for practicum consists of three steps:

1. complete and submit the practicum application form to the Practicum Placement Coordinator by the relevant deadline (see [Section 4.3](#))
2. attend a practicum information session (see [Section 4.4](#))
3. prepare for and attend a placement planning meeting (see [Section 4.6](#))

Once students have completed the application process, they will be provided access to Intern Placement Tracking (IPT), a computer software program the Faculty of Social Work uses to manage placement-related information.

Applications for Rural/Remote, International, and Out-of-Province Placements

International, rural/remote, and out-of-province placements must be discussed with the Field Team. Additional application materials may be required, and the Placement Coordinator will submit applications to the Field Education Coordinator for approval. These students are expected to find their own placement opportunities and submit the appropriate documentation to their Placement Coordinator for approval.

4.3 Application Deadlines

Deadlines fall in the term/year *prior* to the placement start date:

- May 15 for Winter placements
- January 15 for Fall placements

Deadlines for rural/remote and out-of-province placements:

- March 31 for Fall placements
- June 30 for Winter placements

Deadlines for international placements:

- March 31 for Fall placements
- June 30 for Winter placements

Application forms are submitted to the Practicum Placement Coordinator before the application deadline of May 15 for Winter practicum and January 15 for Fall practicum.

4.4 Practicum Information Sessions

As part of the practicum application process, all students will attend a practicum information session. Students are expected to adjust work and personal schedules to attend this session. The Information Sessions provide information and direction on BSW field program-related policies, procedures, and processes – particularly as they pertain to the practicum placement process. Sessions are held in late January/early February and late May/early June each year – approximately two weeks following the January 15 and May 15 practicum application deadlines.

Students who submit their practicum application form by the deadline listed in [Section 4.3](#) will receive communication from the Practicum Placement Coordinator regarding Practicum Information Session dates and registration methods.

4.5 Uploading Documents to Intern Placement Tracking (IPT)

Prior to their placement planning meeting (see [Section 4.6](#)), students will complete and upload their *Areas of Interest Form*. This form asks students to identify three areas of interest, in order of preference. Each area of interest on the form will list organizations in that practice area - note these are *not* your agency choices, only examples. Students are also able to identify up to three agencies where potential for conflict of interest exists and provide information regarding their availability during practicum. Students are asked to upload this form to IPT before their placement planning meeting and bring a copy with them to this meeting.

Students will also upload their cover letters and resumes to IPT prior to their placement planning meeting. Note that there are [specific requirements for resumes and cover letters](#) used in the practicum placement process – information about this is provided at the Practicum Information Sessions. Students are responsible for ensuring that their resumes and cover letters are meeting professional standards and are free from errors; documents which do not meet these requirements will not be distributed to placement agencies, which may adversely impact the student's placement process and outcome. Additional support and resources on preparing resumes and cover letters for social work practicum are available through the [University of Regina Career Centre](#).

Practicum Placement Coordinators may also request that students prepare and submit additional documents, such as letters of intent, which are required by some agencies.

4.6 Placement Planning Meetings

Placement planning meetings take place in the weeks following the Practicum Information Session and are an opportunity for the student and Placement Coordinator to discuss the student's areas of interest, previous human service experience, and learning needs. During the practicum information sessions, students will be informed of the dates for these meetings and the process to book a meeting time. Note that placement planning meetings typically 30 minutes in length and take place during office hours (Monday – Friday, 9:00 a.m. – 4:00 p.m.), and students are expected to adjust their schedules to be available to attend.

Students are expected to prepare for their placement planning meeting by revising their resume and cover letter, completing their *Areas of Interest* form, and uploading both to their IPT profile a minimum of 24 hours before their scheduled meeting time. Meetings will be rescheduled if these steps have not been completed.

If a student is unable to attend their placement planning meeting as scheduled, they are responsible for rescheduling their meeting via the online scheduling system and/or contacting the Placement Coordinator as soon as possible to inform them of the cancellation.

4.7 Placement Matching

To ensure an ethical placement process guided by principles of equity and transparency:

- **students are *not* to approach agencies for placements.**
- **students' friends, family members, co-workers, or other individuals who are known to the student are *not* to approach agencies to inquire about placements for a student**
- **agencies *should not* approach students.**
- **if a student is aware of a placement opportunity in their community or is contacted about a potential practicum placement by an individual or agency, they are required to refer them to their Placement Coordinator for follow up.**

The Placement Coordinator receives and reviews applications for practicum and meets with each student to further assess their interests and learning needs. Placement Coordinators then use this information to determine which placement may be suited for each student.

The Placement Coordinator initiates contact with a potential agency to determine if a suitable practicum placement is available. Please note: this process usually takes several weeks. *Under no circumstances* are students to contact potential agencies or Field Instructors directly – *all* contact with agencies and Field Instructors is made by the Placement Coordinator. Please note that potential agencies and/or Field Instructors are not permitted to request specific students for placement. This is to ensure an ethical, fair, and equitable process for placing for all students eligible for practicum. If a student is aware of a placement opportunity in their community or is contacted about a potential practicum placement by an individual or agency, they are required to share this information with their Placement Coordinator for follow up.

Once the Placement Coordinator makes the initial contact with the agency, and the availability of student field placement is confirmed, the student's resume, cover letter and additional documentation are forwarded to the potential Field Instructor for review. The resume is the student's initial introduction to the agency.

Considerations in the Matching Process

The matching process is a months-long, complex ‘dance’ where the focus is on balancing needs (and wants) of all students and community agencies - while adhering to BSW program requirements and CASWE accreditation standards.

Student factors considered in the matching process include:

- learning goals and style
- previous experience (work, volunteer, personal, educational)
- availability/scheduling and location needs
- accessibility and disability-related needs
- recommended course sequencing
- location of Practicum I (as applicable)
- quality of resume and cover letter
- potential conflicts of interest

Field agency and Field Instructor considerations include:

- availability of appropriate placement (activities and supervision)
- range of learning opportunities
- scheduling
- accessibility and disability accommodation options
- specific requirements (access to vehicle, availability to travel, etc.)
- potential conflicts of interest

Within our generalist BSW program, efforts are made to provide students with diverse learning opportunities. This means that students will typically complete Practicum I and Practicum II in two different agencies. For more information about this, see the section on [Completing Practicum I and II in the Same Agency](#).

It is important to note that, among other criteria for registration, social work regulatory bodies may require an applicant’s BSW field hours to be undertaken with a Registered Social Worker. As registration with the Saskatchewan Association of Social Workers (SASW) is not mandatory in Saskatchewan, we are unable to guarantee that a student’s Field Instructor will be a Registered Social Worker. It is the responsibility of each student to be aware of licensing and regulatory requirements in the jurisdiction where they intend to work and/or apply for registration, and make placement decisions accordingly.

Matching for Out-of-Province and International Placements

Careful pre-planning and preparation are required for rural/remote, out-of-province, and international placements. Students are expected to locate their own placement and an

appropriate Field Instructor. Suitability for these placements will be determined by the Field Education Coordinator, in consultation with members of the field team and/or other faculty members as needed. For more information, see Sections [1.6](#) and [1.7](#).

Availability of Placements

We believe that learning happens in all types of practice settings and do our best to place students at an agency from one of their identified areas of interest. All approved practicum agencies provide learning opportunities which fit within our core competencies for BSW field education. However, we are unable to guarantee placement availability. If an appropriate field placement is *not* available for a student, the student will be informed in writing, and they will be invited to apply the next semester.

Occasionally, an agency's ability to host a practicum student changes after the placement process has begun. This can result in a student's placement being cancelled or altered in other ways. If this happens, all efforts will be made to match the student with another suitable field placement.

Declining a Placement Match

Should a student wish to decline a potential practicum placement at any stage to the matching process, they must submit a *Decline of Practicum Placement by Student* form to their Placement Coordinator. On this form, the student must clearly outline extenuating circumstances prohibiting the student from completing a practicum with the agency. If the field education team (Placement Coordinator, Field Education Coordinator, and Associate Dean - Undergraduate) approves the *Decline of Practicum Placement* request, the student will be re-matched with another practicum agency, pending placement availability. If the student's request is not approved, the student will need to reapply for practicum the following term. Decisions are final and are not eligible for appeal.

4.8 Agency Interviews

Once the Placement Coordinator has located a suitable agency that is interested in providing a learning opportunity for a student, the student will schedule their pre-placement interview. The pre-placement interview is an opportunity for the student and the agency to meet and further explore the student's learning interests and needs, and opportunities available during the placement. Students are expected to prepare for their interview as they would a professional employment interview by researching the agency or program's services, clientele, and practice setting.

4.9 Placement Agreements and Documentation

If the field placement match is deemed satisfactory to both the student and the agency, the student will then complete any additional screening requirements, as requested by the agency (see [Section 3.7 - Criminal Record Checks and Agency Screening Processes](#) for more information) and complete the *Practicum Agreement* form and upload this to their IPT profile. The student's Field Instructor is then contacted in writing informing them of the dates of the field placement and additional placement-related information as required.

The Field Instructor or agency representative, Dean of the Faculty of Social Work, and the URegina Associate Vice-President – Academic will sign a *Memorandum of Agreement*, which clarifies the relationships, roles and responsibilities of the parties involved. Issues relating to insurance, liability, professional conduct, reimbursement of placement-related expenses, and student expectations are specifically addressed in the agreement. This must be signed by both parties prior to the student beginning their field placement.

International students who are completing practicum as part of their BSW program will also need to apply for a Co-Op Work Permit; this is in addition to their student visa. The approval process for this permit can take up to six months, and as such students are strongly advised to submit their application as early as possible. [UR International](#) is available to support international students in navigating this process.

APPENDIX A: GLOSSARY OF TERMS

Practicum is another word for internship or field work. Its purpose is the practical application of knowledge and skill through an apprenticeship or closely supervised field experience. In the University of Regina’s Bachelor of Social work program, practicum is made up of the following required components:

- Applying for practicum
- Placement process, including matching
- Practicum orientation
- Field seminars, including academic assignments
- Attendance at field placement, including evaluation of student performance

Practicum Information Sessions take place following practicum application deadlines in January and May each year. During the information session, students will receive information and ask questions about field course requirements, application procedures, the placement process, and field program policies. Attendance at an information session is a mandatory step in the process of applying for practicum.

Practicum Orientation is a required component of SW 348 – Practicum I and SW 448 – Practicum II. Orientation takes place the week before the beginning of the field placement component of practicum. The orientation session serves to provide students with information about the policies, processes, and expectations relating to their field experience, and to review practice considerations such as social work theory and ethics.

The **Field Placement** is the practical experience of the practicum. This takes place in a human service agency, preferably under the supervision of a professional social worker. In the field placement, the student will observe agency workers and begins to practice a wide range of social work skills through direct intervention with recipients of human services, community resources, agency policy and administration.

Practicum Seminars are also required for both SW 348 and SW 448 practica. Seminars represent a classroom component of the practicum and provide opportunities for students to discuss and reflect on their fieldwork experiences. The seminars are designed to analyze the integration of social work values, knowledge, theory, and skill with the student’s experience in the field placement.

The **Field Instructor** represents the agency where the student has been placed for the practicum. Field Instructors are employed by human service agencies and provide student instruction, guidance, and supervision in the field setting. Field Instructors are vital instructional links

assisting students with the practical application of social work practice methodologies, ethics, and theories.

Field Instructors will have a minimum of a BSW from an accredited social work program and two years post-BSW experience. Under certain circumstances, the Field Education Coordinator may approve Practicum Supervisors who have not achieved a professional social work degree but have comparable education and experience. In these circumstances, the Field Liaison and/or designate will provide a greater role in the monitoring and supervision of the student.

The Faculty of Social work does not provide financial reimbursement to Field Instructors.

The **Field Education Coordinator** is a faculty member and representative of the Faculty of Social work. The Field Education Coordinator is responsible for the overall coordination of the field education program. The Coordinator of Field Education is responsible for ensuring that there is consistency between the Faculty's mission statement, policies, procedures and objectives and the implementation of the field education program.

The **Placement Coordinator** has the primary role of coordinating and placing students in their agency practicum settings. This role includes ensures all student documentation is completed, students are interviewed to find a suitable match, and liaising between students and prospective agencies throughout the placement process.

The **Field Liaison** is a representative of the Faculty of Social work. The Field Liaison's primary role is as an educator and consultant to the Field Instructor. Field Liaisons will have a minimum of a MSW from an accredited social work program. Their roles include ensuring the student learning agreements are well defined, social work ethics and professional standards are met, facilitation of practicum seminars, counseling students as required, and acting as a resource to both Field Instructors and students. The Field Liaison serves as a catalyst for the integration of social work knowledge, skills, and values with the field experience.

APPENDIX B: CASWE STANDARDS FOR ACCREDITATION – BSW FIELD EDUCATION (2021)

Following are excerpts from the Canadian Association for Social Work Education (CASWE) Standards for Accreditation (2021), as they apply to field education at the undergraduate (BSW) level. The full standards document is available [here](#).

Core Learning Objectives for Students

1. Professional Identity

Social work students have opportunities to...

- a) identify as a professional social worker and adopt a value perspective of the social work profession;
- b) critically reflect on the practice and regulation of social work in Canada;
- c) develop professional identities as practitioners whose goal is to advance social justice and facilitate the collective welfare and wellbeing of all people;
- d) acquire abilities of critical self-reflection as it relates to engaging in professional practice through a comprehensive understanding and consciousness of the complex nature of their own social locations, identities, and assumptions;
- e) foster effective professional attributes such as caring, humility, honesty, integrity, passion, and empathy;
- f) consider their potential contribution to social work education through future service, such as becoming field instructors/supervisors; and
- g) understand the role of social work in combating racism and advancing equitable and just policies, services, and practices.

2. Engagement with Individuals, Families, Groups, and Communities through Professional Practice

Social work students have opportunities to...

- a) develop the knowledge and skills to perform various interactive practices (e.g. intake, assessment, planning, action, evaluation) and relational practices (e.g. engagement, relationship-building, power-sharing, collaboration, accompanying, negotiation, mediation, advocacy and activism);
- b) analyze complex social situations and make professional judgements;
- c) acquire skills to practice at individual, family, group, organization, community and population levels;
- d) attain skills for interprofessional practice, community collaboration and team work;
- e) develop knowledge related to human development and human behavior in the social environment;

- f) gain knowledge and skills in advanced and/or specialized practice with individuals, families, groups, and/or communities; and
- g) reflect on their own social location and implications for their roles and responsibilities in engaging in anti-racism and anti-colonialism practice within their professional practice.

3. Development of a Professional Practice

Social work students have opportunities to...

- a) apply social work knowledge, as well as knowledge from other disciplines, to advance professional practice, policy development, research, and service provision;
- b) recognize the importance and legitimacy of multiple approaches to values (axiology), being (ontology), knowing (epistemology), and doing (praxeology) that are consistent with the paradigms of anti-racism and anti-colonialism, and principles of social justice and equity;
- c) know a variety of social work theories, perspectives, and methodologies and use this knowledge to critically analyze professional and institutional practices;
- d) articulate a practice framework to guide their professional work; and
- e) use their professional role to advance equitable and just policies, services, and practices.

4. Colonialism and Social Work

Social work students have opportunities to...

- a) recognize the multiple expressions and experiences of colonialism that exist within Canada and globally;
- b) understand that colonizing narratives, have been, and continue to be embedded in social work practice, policy, research, and education;
- c) recognize and challenge how social work practitioners and the profession have been complicit in historical and current expressions of colonial violence and injustice; and
- d) explore a plurality of worldviews and the implication of the dominance of a Euro-Western worldview.

5. Indigenous Peoples and Communities

Social work students have opportunities to...

- a) incorporate The Royal Commission on Aboriginal Peoples, the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), the Calls to Action of the Truth and Reconciliation Commission, Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls, and the Viens Report from the Commission of inquiry into Aboriginal Relations and certain public services in Quebec: listening, reconciliation and progress in the development of their professional practice;
- b) demonstrate relational solidarity with the self-determination of Indigenous Peoples;
- c) affirm the distinct nature of Indigenous social work and Indigenous healing practices;
- d) understand the role and importance of Indigenous languages in decolonizing; and

- e) affirm the resilience, resistance, and resurgence of Indigenous Peoples, communities, and languages.

6. Francophone Peoples and Communities

Social work students have opportunities to...

- a) Identify and rectify the various forms of disrespect, marginalization and stereotyping towards Francophones, their communities and their cultures;
- b) recognize and advance the constitutional guarantees of status, rights, and privileges of Francophone peoples and communities;
- c) appreciate that the issues, challenges, and realities facing Francophone peoples and communities vary across geographical contexts;
- d) affirm the importance of language and cultural retention and expansion and the importance of active offer in the delivery of social services; and
- e) reflect on the implications for anti-racist and anti-colonialist social work practice in the context of diversity in francophone communities.

7. Equity and Social Justice

Social work students have opportunities to...

- a) identify and address structural sources of injustice and inequities;
- b) understand the role of social structures in limiting and/or advancing human and civil rights;
- c) embrace their professional role in advancing human rights, anti-racism and social justice in the context of the Canadian society and globally; and
- d) recognize that the experience of human beings is shaped by the complex intersection of their social locations and identities.

8. Anti-Racism

Social work students have opportunities to...

- a) learn about the historical context of racism and social work's involvement;
- b) learn about different forms and sources of racism (i.e. systemic, structural, interpersonal, epistemic);
- c) understand the intersection of anti-racism, anti-colonialism, equity and social justice;
- d) understand that white privilege narratives have been, and continue to be, embedded in social work practice, policy, research, and education;
- e) recognize how social work practitioners and the profession have been complicit in historical and current expressions of racial violence and injustice and challenge this involvement; and
- f) develop the knowledge and skills required to recognize and resist all forms of racism, particularly anti-Indigenous, anti-Black and anti-Asian racism, with attention to issues of power and positionality.

9. Environmental Sustainability and Ecological Practice

Social work students shall have opportunities to...

- a) understand the need to create ecologically sustainable communities, economies and natural and built environments, in which all life forms and eco-systems can survive and thrive;
- b) identify and challenge environmental injustice and racism, i.e. the inequitable burdens borne by those who are socially and economically marginalised in relation to environmental degradation and hazards;
- c) advance environmental sustainability across individual, organizational and professional contexts; and
- d) embrace the role of social workers in advocacy for public policies and social practices that will ensure ecological health and environmental sustainability at local, regional, national and global levels.

10. Values and Ethics in Professional Practice

Social work students have opportunities to...

- a) learn about the CASW and other social work codes of ethics and processes of ethical decision-making;
- b) understand the complexities of ethical practice across various professional roles and activities and within spiritual, cultural and institutional contexts;
- c) use a critically reflexive ethical stance to navigate potential contradictions between social work ethics, employment responsibilities, and institutional Codes of Conduct;
- d) understand the ethical responsibility to rectify the historical and current social injustice experienced by Indigenous Peoples and members of equity-seeking groups; and
- e) understand the ethical responsibility to respond to and address racism and colonialism.

11. Research

Social work students have opportunities to...

- a) acquire knowledge and skills to apply, participate in, and critique social work research;
- b) use research to advance professional practice, policy development and service provision;
- c) acquire advanced knowledge and skills in conducting social work research and competence in evaluating professional practices;
- d) develop critical awareness of how research has differentially impacted racialized and other equity seeking groups and the responses that address this inequity; and
- e) demonstrate an understanding of the importance of an anti-racist approach to research methodology, data analysis and the use of evidence, including race-based data to inform practice and address racial inequalities.

12. Policy analysis and Development

Social work students have opportunities to...

- a) know how social policies and laws relate to the wellbeing of individuals, families, groups and communities in Canadian and global contexts;
- b) develop the knowledge and skills to identify positive/negative or equitable/inequitable policies and their implications and outcomes, especially for Indigenous Peoples and members of equity-seeking groups, and to participate in efforts to change these; and
- c) gain the knowledge and skills to contribute to the development and implementation of new and more equitable social policies.

13. Organizational and Societal Systems Change

Social work students have opportunities to...

- a) acquire knowledge of organizational and societal systems and acquire skills to identify social inequities, injustices, and barriers and work towards changing oppressive social conditions;
- b) recognize the role of the state in the structure of service planning and delivery and implications for community;
- c) foster the ability to critically assess the social, historical, economic, legal, political, institutional and cultural contexts of social work practice at local, regional, provincial, national, and global levels; and
- d) become prepared to take leadership ally roles in influencing organizational and societal systems.

Program Policies

SB/M 1.3.9 The academic unit has policies and procedures to ensure physical and educational accessibility throughout the program, including a variety of field education practicum options for students with disabilities.

SB/M 1.3.10 The academic unit has a written policy on field education practicums within a student's workplace. This policy ensures that the student will be considered a learner during the practicum period and articulates a clear distinction between work duties and student learning responsibilities.

SB/M 1.3.11 When the academic unit offers international field education practicums, it has a comprehensive policy to guide such practicums.

Faculty Members and Field Education Personnel

SB/M 2.2.10 The academic unit has at least one designated position, preferably filled by a faculty member, dedicated to fulfilling the responsibilities of a field education director. As there are significant variations in the organizational structure and nomenclature of field education, the titles of this position vary (e.g. field director, field coordinator, field manager). For accreditation purposes, these individuals are designated as having oversight for field education, both educationally and administratively, and will normally have an MSW degree as a minimum qualification. If the position is not filled by a faculty member, the field education director's role in unit governance is equivalent to that of a faculty member.

SB/M 2.2.11 When determining the workload of field education directors, recognition is given to the multiple responsibilities arising from both the pedagogical and administrative functions inherent in the delivery of field education.

SB/M 2.2.12 The workload of field education directors ensures that field education practicums can be successfully established, supported, monitored, and assessed.

SB/M 2.2.13 When determining faculty members' teaching assignments, workload credit is given when faculty assume the roles and responsibilities of field liaison/advisor.

SB/M 2.2.14 Sufficient numbers of field instructors/supervisors are present to adequately meet the obligations of Field Education. Field instructors/supervisors at the BSW level or the Foundation level normally hold, at a minimum, a BSW degree from an accredited program. Field instructors/supervisors in an MSW program normally hold, at a minimum, an MSW degree from an accredited social work program. When the field instructor/supervisor does not have a Social Work degree, it is expected that the academic unit plays a greater role in the monitoring and supervision of the practicum to ensure that a social work focus is sustained, and that the student has access to a qualified social worker. Alternatively, a faculty member may be designated as the field instructor/supervisor.

SB/M 2.2.15 The academic unit provides formal preparation and orientation of new field instructors/supervisors and provides ongoing support and education to experienced field instructors/supervisors.

BSW Curriculum

SB 3.1.1 A BSW is a university degree with a curriculum that provides a balance of general education (at least 40 percent) and professional education (at least 50 percent), including at least 700 field education practicum hours.

SB 3.1.4 When academic credits are given for previous work and/or relevant experience in lieu of BSW field education practicum hours, the academic unit has a written policy that specifies clear criteria and procedures used to assess skills and knowledge normally obtained through the field education practicum. Academic credit for previous work and/or relevant experience may be provided for a maximum of one half of the required hours of field education practicum (i.e., 350 hours of 700 required hours).

Field Education Curriculum

SB/M 3.3.1 Practicum hours are accrued through practicums that, as determined by field education personnel, promote the purpose of field education and assist students in meeting the objectives outlined in a practicum learning contract. All practicums must be supervised and evaluated. The number of hours required for field education practicums are indicated in Accreditation Standards 3.1.1, 3.1.4, 3.2.2, and 3.2.3.

SB/M 3.3.2 Field education practicum objectives, student learning objectives, practicum procedures, expectations, administrative structures, and evaluation processes are published in a Field Education Manual.

SB/M 3.3.3 The field education curriculum at the BSW level includes integrative seminars that offer opportunities for students to integrate the learning from field education practicums with learning from classroom-based courses. The mode of delivery for integrative seminars varies from Academic Unit to Academic Unit; some are offered as additional practicum hours, others as a distinct credit course. Whatever mode of delivery is used, integrative seminars that meet the purpose of field education may constitute no more than 10% of the required field education practicum hours.

Program Evaluation

SB/M 4.1.5 The academic unit has mechanisms for evaluating and providing feedback to practicum settings and field instructors/supervisors.

APPENDIX C: [FACULTY OF SOCIAL WORK POLICY AND PROCEDURES FOR STUDENT PERFORMANCE OF PROFESSIONAL RESPONSIBILITIES](#)

APPENDIX D: [ASSUMPTION OF RISKS, RELEASE OF LIABILITY, WAIVER OF CLAIMS AND INDEMNITY AGREEMENT](#)

APPENDIX E: [STUDENT WORK PLACEMENT HEALTH AND SAFETY CHECKLIST](#)

APPENDIX F: [SCHEDULE C – WORK-BASED LEARNING CONSENT AND AGREEMENT \(WORKER’S COMPENSATION FORM\)](#)

APPENDIX G: [OUT-OF-PROVINCE/RURAL PRACTICUM APPLICATION](#)

APPENDIX H: [INTERNATIONAL PRACTICUM PROPOSAL](#)

APPENDIX I: [EMPLOYER’S REPORT OF INJURY \(E1\)](#)

APPENDIX J: [WORKER’S REPORT OF INJURY \(W1\)](#)