

## Practicum Orientation Checklist

Learning is the purpose of the practicum (see Competencies listed). This checklist will assist the student and field instructor with key components to address as the practicum commences. It is advised that the student and field instructor periodically review this document during supervision meetings, as a tool to ensure core tasks are being completed. Please discuss and initial all items that apply and return to [practicum.fsw@utoronto.ca](mailto:practicum.fsw@utoronto.ca) by the 2nd day of your practicum.

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

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

Item	Field Instructor	Student	Comments
1. Field instructor provides information about the community and population served. (if applicable)			
2. Field instructor provides information about the organization's policies, protocols and training. (if applicable)			
3. Field instructor and student agree to regularly exchange information regarding the placement throughout the placement.			
4. Field Instructor and Student agree to a specified day of the week dedicated to a protected one-hour time slot for weekly supervision meetings, which will be recorded in the Learning Contract.			
5. For Practicum 2: The student has shared Year 1 evaluation or recent employment evaluation with Field Instructor.			
6. Field instructor and student identify opportunities for the student to develop FIFSW competencies, which are recorded in the Learning Contract and submitted to the FFL by the due date outlined in the practicum schedule.			
7. Field instructor and student agree to debrief after team/client/other meetings. Examples of student objectives include: <ul style="list-style-type: none"> <li>• contributes to agenda and prepares for supervision</li> <li>• communicates professionally verbally and in writing</li> <li>• asks appropriate questions/follows policies &amp; procedures</li> <li>• demonstrates self-reflection.</li> <li>• class readings, which can be counted towards practicum hours.</li> </ul>			
8. Field instructor challenges the student to explore the literature/best practices/relevant class readings.			

<p>9. Field instructor will communicate with student before the midterm evaluation whether the applicable competencies (see list in this document) are at a stage-appropriate level. If progress is not satisfactory, the FFL has been contacted and a plan for success has been put in place.</p>			
<p>10. Students and field instructors consider strategies to remain “present” with each other through email announcements, video recordings, discussion forums and other communication channels as appropriate.</p>			
<p>11. Student will keep field instructor apprised of accumulation of practicum hours. Mid-point of the practicum, student and field instructor will submit the Midterm evaluation on the PAS. At the end of the practicum, the student and field instructor will submit the Final evaluation on the PAS.</p>			

### Competencies in Direct and in Indirect Practicums

<b>Direct Practicum Competencies</b>	<b>Indirect Practicum Competencies</b>
Learning and growth	Learning and growth, and self care
Behaviour in the organization	Behaviour and relationships in the organization
Conceptualizing practice	Leadership
Clinical relationships	Critical thinking/analysis, planning and implementation
Assessment and intervention	Written and verbal communication
Professional communication	Values and ethics