Checklist 1: Practicum Safety and Orientation

Learning is the purpose of the practicum (see Competencies listed). Safety is a priority for MSW students in a practicum. This checklist will assist the student and field instructor with key components to address early in the practicum. It is advised that the student and field instructor periodically during supervision review this document as a tool to ensure core tasks are being completed. Please discuss and initial all items that apply and upload to your student profile on the PAS by the 2nd day of your practicum.

Checklist 2 will be due with the midterm evaluation.

Student: _____   Field Instructor: _____

Item	Field Instructor	Student	Comments
1. Field instructor provides information about risks associated with the community and population served.			
2. Field instructor provides information about the organization's safety and EDI policies, protocols, supports and training.			
3. Field instructor and student agree to exchange information regarding any known risks throughout the placement.			
4. Field Instructor and Student agree to a specified protected one-hour time slot for weekly supervision meetings, which will be recorded in the Learning Contract.			
5. The Field Instructor and student discuss the agency's EDI policies and any potential barriers to accessibility and how to address them to foster inclusive learning.			
6. Student has access to organization personnel for learning and security support at all times.			
7. Field instructor and student share the responsibility of discussing reassignment of learning activities if significant safety concerns arise within the placement.			
8. For Practicum 1: The student has shared the Lab Summary with the Field Instructor.			
9. For Practicum 2: The student has shared Practicum 1 evaluation or recent employment evaluation with Field			
10. The field instructor provides a thorough orientation that includes: • safety (as above) & self-care;			
• an introduction to other members of the team/colleagues, towards developing an understanding of professional relationships;			

• an overview of the organization (including relevant programs and services);			
• social work, professional and organizational expectations & standards (e.g., schedule, writing/record-keeping, confidentiality, privacy, ethical behaviour);			
• revisit the description on the Practicum Administration System (PAS) to determine its relevancy.			

The following are specific to placements where students will be attending home/community sessions:

Item	Field Instructor	Student	Comments
1. Student contacts field instructor or alternate supervisor at organization at commencement and completion of each home/community session.			
2. If student does not have their own, organization provides cell phone for student to stay connected when in the community.			
3. Learning objectives are established prior to each home/community session.			
4. Debriefing is provided after each home/community session.			

Before requiring a student to do a home/community session **independently**, the field instructor will:
- ☐ Assess client's history of violence as part of intake, and communicate any known risks on an ongoing basis
- ☐ Provide shadowing opportunities for the student
- ☐ Provide information on and supervision of work with potentially violent clients
- ☐ Develop a plan of action at the first signs of agitation, including enlisting assistance
- ☐ Define how to immediately exit a potentially dangerous situation/environment
- ☐ Plan for how and when to call security and/or police and when to evacuate facility

Please note, the FIFSW offers Talks & Workshops and Professional Development Workshops throughout the year. Refer to the FIFSW Events Calendar and/or Practicum Schedules for more information and registration links.

Below is a list of the domains / categories in the Practicum Evaluation Tool for <u>Direct</u> and <u>Indirect</u> Practicums

Direct Practicum Domains	Indirect Practicum Domains
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