



FACTOR-INWENTASH
FACULTY OF SOCIAL WORK
UNIVERSITY OF TORONTO

Practicum Guidebook

SWK4701 • SWK4702

Spring / Summer



Introduction

Welcome to Summer Practicum at the Factor-Inwentash Faculty of Social Work!

SWK4701 and SWK4702 are courses where field instructors provide MSW students with the opportunity to integrate theory with practice through education and evaluation.

This Practicum Guidebook is meant to accompany students and field instructors during their practicum. It includes a suggested practicum model (Bogo, 2010) that can be used as a visual aid for conceptualizing the stages of the practicum. It also includes a milestones section. Using a week-by-week format, it suggests the milestones that should be completed at each stage of the practicum. A timesheet is provided by the Practicum Office to facilitate the progress of student activities as well as supervision with the field instructor. The Guidebook timelines follow an 18-week practicum but allow flexibility in spring/summer.

Integrated within the milestones are direct examples of positive statements derived from the Practice-Based Evaluation (PBE) Tool (Regehr, Bogo, & Regehr, 2011), which both students and field instructors complete at the mid- and final-points of the practicum. We acknowledge the varied experiences that students bring to the practicum and therefore value the distinct nature of their continuous professional growth. These statements function as benchmarks for students to foster self-reflection throughout their practicum.

Principles of Equity, Diversity, Indigeneity, Inclusion, Accessibility (EDIIA) are integrated throughout the Guidebook. This Guidebook also contains links to required forms, documents, important resources, and Practicum Office contact information. We hope you find it helpful.

— The Practicum Office Team

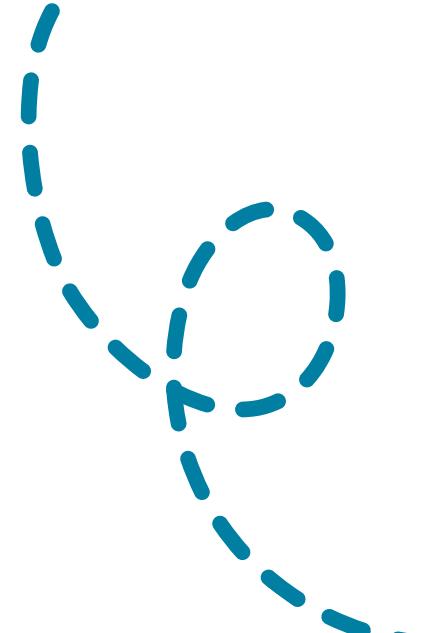
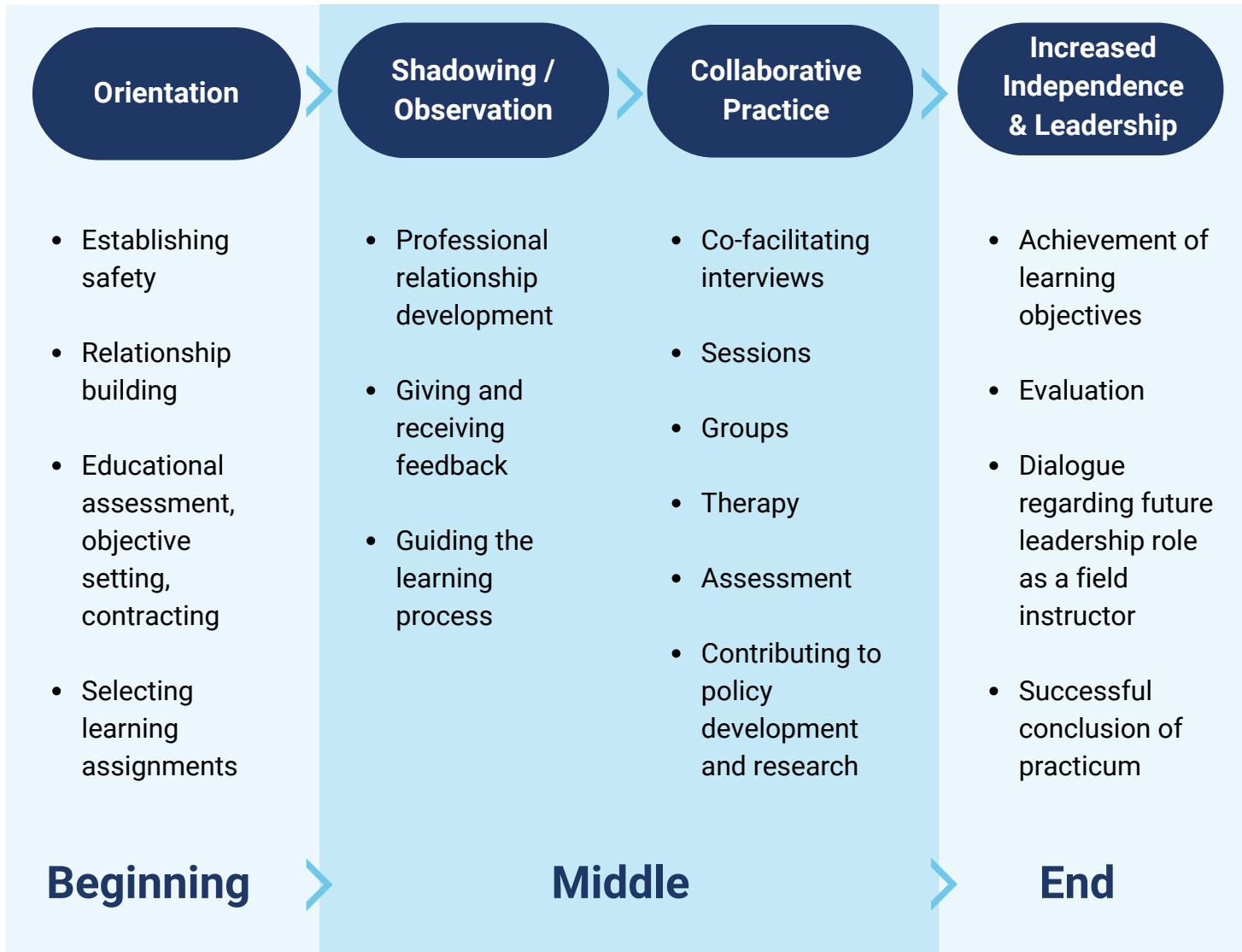


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Practicum model



Note: **Protected supervision** occurs one hour per week. Ongoing observation, feedback, and evaluation of the student's progress occurs throughout the phases.

Reference: Bogo, M. (2010). *Achieving competence in social work through field education*. University of Toronto Press.

Practicum success factors

What field instructors appreciate

Proactive and engaged learning

Understanding agency mission, values, services, asking questions, seeking clarification, taking initiative, seeking out learning opportunities, overseeing practicum requirements, and engaging with the team.

Effective time management and self-care

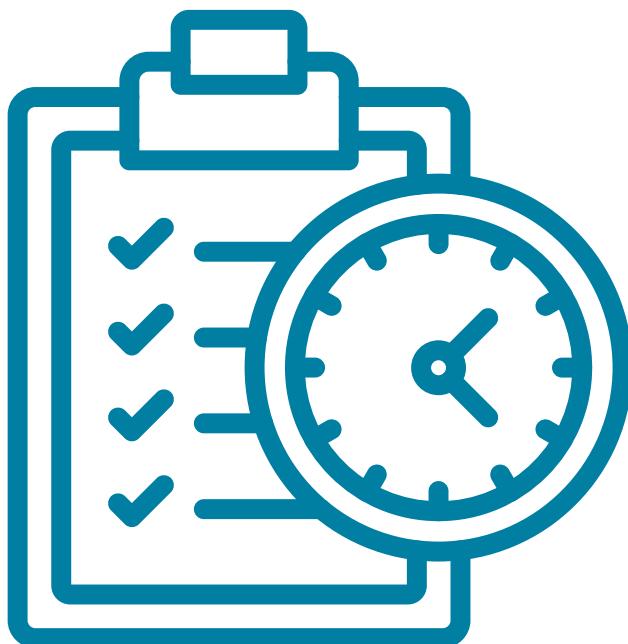
Balancing academic, personal, and practicum responsibilities while implementing self-care practices, using University or personal resources for mental health and wellness, and openly communicating time management challenges.

Ethical practice, professionalism, and accountability

Demonstrating punctuality, reliability, policy adherence, maintaining confidentiality, completing documentation promptly and accurately, upholding professional boundaries, and seeking guidance for ethical issues.

Effective communication and receptiveness to feedback

Communicating accommodations and learning preferences early, implementing professional feedback, clarifying expectations and goals with the field instructor, and actively preparing for and participating in supervision.



Self-reflection and critical thinking

Reflecting on experiences, identifying growth areas, bringing self-reflective insights to supervision, and articulating theory to practice.

Adaptability and resilience

Demonstrating flexibility, resilience, and openness to new approaches while maintaining positivity, taking appropriate learning risks, and persevering.

Commitment to diversity and inclusion

Respecting and being sensitive to diverse lived experiences, acknowledging the impact of social position on practicum activities, displaying empathy and compassion in client interactions, and applying diversity, equity, and inclusion principles in practice.

Providing feedback for improvement

Offering constructive feedback to the agency, field instructor, and Practicum Office to enhance future student experiences, and promptly notifying FFL of practicum concerns.



What students appreciate

Complete and accurate PAS description

Detailed, current descriptions reflecting actual learning opportunities in the practicum, along with clear outline of pre-practicum and onboarding requirements, and explicit accessibility considerations.

Being prepared

Arranging administrative details such as secure email, key/access, workspace, and supplies, preparing readings, training materials, and resources, and scheduling meaningful activities, while structuring a thorough orientation and introduction to the team.

Observation

Offering ongoing opportunities to observe social work practice and providing regular, constructive feedback focused on developing and demonstrating social work competencies.

Supervision*

Weekly 1-hour structured supervision meetings with constructive feedback, availability and responsiveness beyond scheduled meetings, and delegation of tasks, guidance, and collaboration.

**Further details on page 09.*



Assisting with the learning contract

Supporting the student in establishing learning objectives, providing assignments and activities to achieve objectives, outlining indicators of success and methods for evaluation.

Evaluation

Completing the online PAS evaluation tool (midterm and final) by designated dates, providing constructive comments for future development, and reviewing the student's self-evaluation alongside the field instructor evaluation to identify areas for further elaboration and discussion.

Acknowledging the power imbalance

Demonstrating respect for professional boundaries, establishing clear expectations and roles from the outset, providing opportunities for student input and decision-making, and supporting the student's autonomy and professional growth.

Commitment to diversity and inclusion

Facilitating conversations on cultural competence and inclusivity, exploring how diverse perspectives enrich practice, encouraging reflection on personal biases and assumptions, and promoting awareness of intersectionality and its impact.



Practicum accommodations

FIFSW is committed to removing barriers in experiential learning to foster academic and co-curricular success, while upholding the essential time and competency requirements of the practicum courses. **Students seeking accommodations in their practicum must register with the University of Toronto's Accessibility Services.** An Accessibility Advisor will confirm practicum accommodations by providing a **separate accommodation letter for practicum** directly to the Practicum Office. Once an accommodation letter is received, students can consent to share it with their field instructor and/or FFL. The Practicum Office is available to assist students in communicating their accommodations as needed. Effective communication between students, staff, field instructors, and Faculty-Field Liaisons is essential for the accommodations process.

Adjustments to practicum accommodations may be necessary once the student is in the practicum if unexpected barriers to learning arise. Students are encouraged to discuss any accommodation-related concerns with their Accessibility Advisor.

Additional resources:

[FIFSW Practicum Accommodations Guide](#)

[Accessibility at FIFSW: What You Need to Know](#)

[Accessibility FAQs](#)

[Disclosure and Accommodation Guide for the Workplace](#)



Supervision

The purpose of **protected weekly supervision for one hour** is to offer students a confidential space for reflection on their progress in developing the FIFSW Practicum 1 or Practicum 2 competencies. During supervision, students should have the opportunity for: critical self-reflection, analysis of their practice, consultation regarding service users, and development of their identity as future professionals. Supervision serves as a platform for students and field instructors to collaboratively explore strengths, address challenges, identify areas for growth, and devise strategies for change within the framework of a mutually respectful supervisory relationship.

For supervision to be effective, it is imperative for field instructors to regularly engage in direct observation and evaluation of a student's work and for the student to inform field instructors of their activities and progress. This practice is essential for both teaching and evaluation purposes. The goal is to progressively lead students to independent practice based on demonstrated competence throughout the practicum.



Milestones in detail

Weeks below may vary depending on practicum course and schedule.

Pre-practicum

- Ensure practicum requirements listed on the PAS description are complete
- Review and familiarize yourself with Practicum Manual and policies
- Students and field instructors (and/or education coordinators) plan for orientation and establish expectations on Day 1

Weeks 1 to 3

Orientation

- Complete Checklist 1 regarding orientation and safety with your field instructor
- Bring a copy of Elements & Lab Summary / Practicum 1 / BSW / employment evaluation
- Introduction to the teams / units / programs within the site
- Review onboarding manual or other agency-specific policies
- Establish clear expectations regarding attendance, **one hour per week of protected supervision**, learning / supervisory styles, requesting personal days
- Discussion about giving and receiving feedback (e.g., how frequently it will be given and how it will be received)
- Learn about documentation requirements and expectations of each team members' role



Apply principles of Equity, Diversity, Indigeneity, Inclusion and Accessibility (EDIIA) in discussions with team members and client populations; using inclusive language, addressing unconscious bias, and reflecting on one's social location. During the feedback process, students and field instructors should strive to establish a safe and inclusive environment by acknowledging and valuing diverse perspectives.

Weeks 1 to 3, continued –

Shadowing & observation

- Participate in a wide variety of shadowing opportunities
- Begin discussing learning opportunities and objectives with your field instructor
- Observation, reflection, analysis, and conceptualization to occur throughout practicum (Bogo, 2010)



Competency development

- Is highly flexible and adaptable to changing demands and circumstances
- Shows respect to other staff and works well within the agency's culture
- Understands the student role and maintains professional boundaries with team members
- Is responsible and respectful with clients and/or external partners
- Prioritizing values of equity, diversity, and individual rights

Weeks 3 to 4

Learning contract

- Direct/Mixed / Indirect evaluation tool is reviewed prior to initiating the learning contract
- Student initiates the development of their learning contract and reviews with field instructor **during practicum time**
- Ongoing collaboration and discussion of the learning contract
- About the learning contract
- Review Practicum 1 or Practicum 2 competencies
- Consider reflective journaling
- Consider creating a portfolio (work samples, omitting personal information)



Apply principles of EDIIA by formulating learning goals focused on cultural competence, prioritizing inclusive practice, incorporating intersectionality, and advocating for equity and social change.



Apply principles of EDIIA by reflecting on unconscious biases, allowing for a balanced exchange of perspectives, offering constructive and specific feedback about skills and behaviours (without making assumptions based on identity) and considering communication styles, values, nonverbal cues, and boundaries that impact the feedback process.

Weeks 4 to 7

Engagement & skill development

- Students should be actively participating in their learning goals as indicated in the learning contract and working towards the development of social work competencies

Giving & receiving feedback

- Giving and receiving feedback should be ongoing (see Weeks 1 to 3)
- Review the contents of the evaluation

Weeks 4 to 7 competencies —



Competency development

- Transfers learning and constructive feedback from field instruction to practice
- Works in a responsible manner within the agency to meet the vision of the organization
- Integrates theories in practice using a non-judgmental stance and applying them in a flexible manner
- Understands the differential impact of policy on various communities
- Demonstrates a use of self
- Understands their own personal experiences and draws on these life experiences to understand clients and their life situations
- Reflects on classroom learning to link social work theory and practice

Weeks 7 to 9

Midterm

- Field instructor and student independently complete and submit the mid-term evaluation **during practicum time**
- Midterm is reviewed and discussed during supervision
- Complete Checklist 2 regarding learning and reflection with field instructor

Weeks 9 to 14

Increasing independence & leadership

- Weekly supervision sessions continue
- Focus on increasing independence (i.e., own case load, increased comfort in a leadership role, increased confidence independently or co-facilitating groups etc.)
- Review the learning contract to ensure learning goals are being met
- Revisit areas for growth from midterm evaluation



Apply principles of EDIA by increasing awareness of the unique challenges and strengths that arise from intersecting identities, engaging with clients as active participants, recognizing that interventions may need to be adapted to fit clients' biopsychosocial context, reflecting on biases and power dynamics, and engaging in ongoing self-reflection.



Competency development

- Demonstrates confidence in taking risks and challenging themselves
- Self-identifies skills needing improvement and uses practicum opportunities to address these
- Uses creativity to engage in problem-solving
- Capable of critically analyzing and constructing clear assessments
- Integrates cultural factors in assessment and intervention with diverse clients
- Uses theory flexibly to fit clients' situations
- Effective and confident in case conferences, group facilitation, and team meetings
- Able to link individual or community issues to broader systemic structures
- Assessments are thoughtful and reflect an understanding and application of theory

Weeks 14 to 18

Endings & final evaluation

- Continue strengthening competencies and independent practice
- Have a discussion with your field instructor about practicum endings and tasks that need to be fulfilled before your last day
- Prepare for practicum end and wrap up unfinished work, intentionally handing over client cases/projects; prepare clients for your departure, close files, etc.
- Field instructor and student independently complete and submit the final evaluation **during practicum time**
- Debrief with field instructor about becoming a field instructor in the future



Apply principles of EDIIA when ending practicum by engaging in transition planning in collaboration with clients, reflecting on broader systemic issues that may have influenced client experiences during the practicum and ways to address these issues in future practice, and reflecting on learning and growth during practicum in relation to EDIIA principles.

— Weeks 14 to 18 competencies
on the following page

Weeks 14 to 18 competencies –



Competency development

- Respected and valued by agency staff. Other staff regard them as an asset to the team
- Thinks about and understands practice on multiple levels from instrumental tasks to deeper, therapeutic interventions
- Understands and carries out the mandate of the organization, while remaining sensitive to clients' situations and needs
- Maintains a highly ethical practice and / or displays commitment to community advocacy
- Establishes and sustains effective relationships with diverse clients by drawing on the ability to be genuine, respectful, and client-focused; to use oneself appropriately and differentially
- Performs comprehensive assessments and uses these for goal-directed interventions
- Delivers clearly organized, professional and effective presentations / reports which synthesize information from a variety of sources and meet the needs of the intended audience

Post-practicum

Providing feedback

- Complete and submit a post-practicum feedback survey
- Save evaluation and information from the PAS; the Practicum Office does not save/provide this information to students
- Consider requesting a reference letter from your field instructor; the Practicum Office does not provide this
- Provide your personal email address to stay connected with the Practicum Office

Tasks

- Declaration of Understanding (WSIB)
(Please see email from Practicum Office)
- Timesheet: Practicum 1 or Practicum 2 Summer (please see email from Practicum Office)
- Schedule meeting with FFL to review Learning Contract
- Checklist 1: Practicum Safety and Orientation
- Learning Contract: Direct | Indirect
- Midterm: Direct | Indirect
- Checklist 2: Practicum Learning and Reflection
- Final Evaluation: Direct | Indirect

Timesheet

The Timesheet offers an organized approach for students to track their practice and supervision hours on a weekly basis while having an at-a-glance view of the practicum schedule dates, deadlines, and time management policies.

Students are to send their field instructor the Practicum Timesheet for review on a **bi-weekly basis** to ensure they are meeting the required hours for practicum. The FFL will request to review the Practicum timesheet **only** in cases where there is a dispute concerning the practicum hours. Students should contract with their field instructor when to make up missed practicum hours and notify their FFL.

P = practice hours, when you are completing practicum work
(do not include lunch)

FI = supervision hours, when meeting for formal supervision (minimum of one hour per week)

Insert a numerical value under P and FI for each practicum day (ensuring it totals 21 hours a week). The FI value can remain 0 on days where formal supervision does not occur. We understand that some students may contract different / flexible schedules with their field instructors, the Timesheet is developed with the standard practicum schedule in mind.

Prior to starting their practicum, students will receive an Excel spreadsheet containing the Timesheet from the Practicum Office.

FFL-Student meeting

The purpose of the FFL-Student meeting is to provide students with information, support, and consultation around the practicum process.

Field instructors are encouraged to participate in the Professional Development series designed to equip them with pertinent details regarding these milestones.

Outside of this session, FFLs are available to students and field instructors, either individually or together, for confidential assistance and problem solving for concerns and challenges that may arise in the practicum.



Resources & Important contacts

Resources

- [Practicum Manual](#)
- [Mental Health Resources](#)
- [Accessibility Resources](#)
- [Resolution of Problems](#)
- [Addressing Discrimination and Harassment in Practicum](#)
- [Fields of Study](#)
- [Professional Development sessions for Field Instructors](#)
- [Integrating Theory and Practice \(ITP Model\)](#)
- [Bridging Class and Field Fact Sheet \(for Practicum 1\)](#)
- [Social Identity Wheel](#)
- [Graduate Centre for Academic Communication](#)



Important contacts

- [Practicum Office \(practicum.fsw@utoronto.ca\)](#)
- [Feedback and Support](#)

References

"Equity, Diversity, Inclusion, Indigeneity and Accessibility at FIFSW"
University of Toronto Factor-Inwentash Faculty of Social Work.
<https://socialwork.utoronto.ca/equity-diversity-and-inclusion-at-fifsw/>

Bogo, M. (2010). *Achieving competence in social work through field education*. University of Toronto Press.

Regehr, C., Bogo, M., & Regehr, G. (2011). The development of an online practice-based evaluation tool for social work. *Research on Social Work Practice*, 21(4), 469-475.