

Checklist 2: Practicum Learning & Reflection

This checklist is intended to assist field instructors and students to identify progress with key competencies in the first half of the practicum (see competencies listed below). Please review, discuss, and initial all applicable items, and upload the completed checklist to the student's PAS profile by the second day of the practicum.

Note: For rotational practicums, please complete a new checklist at the start of each rotation.

Student: _____

Field Instructor: _____ **Agency:** _____

	Item	Field Instructor	Student	Comment
1	Field instructor and student identify opportunities for the student to develop FIFSW competencies.			
2	Field instructor provides opportunities for the student to observe their work and the work of others where applicable.			
3	Field instructor regularly directly observes the student's work.			
4	Field instructor and student debrief after team/client/other meetings. Examples of student objectives include: a. contribute to agenda and prepare for supervision; b. communicate professionally verbally and in writing; c. ask appropriate questions/follow policies & procedures; d. demonstrate use of self/reflection.			
5	Field instructor challenges the student to explore the literature/best practices/relevant class readings.			
6	Student demonstrates integration of theory with their practice.			
7	Field instructor and student demonstrate mutual respect for each other's opinions/reflections and feedback.			
8	Field instructor has communicated with student whether the 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.			

Competencies in Direct/Mixed and Indirect Practicums

Direct Practicum Competencies	Indirect Practicum Competencies
Learning and growth	Learning and growth
Behaviour in the organization	Behaviour and relationships in the organization
Conceptualizing practice	Leadership
Relationships with service users	Critical thinking/analysis, planning and implementation
Assessment and intervention	Written and verbal communication
Professional communication	Values and Ethics