

LAKEHEAD UNIVERSITY
School of Social Work
MSW Field Practicum– SW 9601

Course Outline

Instructors: Jenna Garlick - Thunder Bay, Jill Archer - Orillia
E-mail: jdgarlic@lakeheadu.ca, jarcher@lakeheadu.ca
Office Hours: Appointments can be scheduled as needed

Description of Course

An advanced supervised social work practice experience in an approved setting provides an opportunity for students to apply and advance their knowledge of theories and skills for social work practice in their area of interest. The purpose of the MSW practicum is the guided and systematic application of theory to practice with individuals, families, small groups, organizations or communities. This practicum experience requires students to take on a greater role in the placement setting, enhancing their skills and ability to be critically reflective of their work in the field with continued focus towards competency development in generalist social work practice.

The faculty supervisor, with the assistance of the Graduate Practicum Coordinator, is responsible for assisting the student to arrange an appropriate practicum setting and is also responsible for the student's supervision and evaluation on placement. The faculty supervisor and Graduate Practicum Coordinator will provide and/or arrange for appropriate supervision for all aspects of the student's practicum based CASWE accreditation guidelines. Onsite or offsite practicum supervisors must hold an MSW degree with two years post graduation experience.

Core Learning Objectives

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;
- 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;
- 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;
- 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;
- 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;
- 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;
- 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 Canadian society and globally;
- 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;
- 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 ecosystems 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 marginalized in relation to environmental degradation and hazards;
- c) Advance environmental sustainability across individual, organizational, and professional contexts;
- 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;
- 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;
- 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 well-being 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;
- 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

CASWE-ACFTS Standards for Accreditation – 2021 <https://caswe-acfts.ca/wp-content/uploads/2021/08/EPAS-2021-1.pdf>

Field Practicum (9601) Student Agreement

Students should remember that their conduct on placements and the expectations with regard to their MSW placement are subject to the MSW Field Practicum Student Agreement form that they are required to sign as part of the planning process. That form covers the following areas: professional conduct, adherence to practicum policies, sharing of information/confidentiality, potential conflict of interest issues, professional suitability and social media policies, a criminal record search requirements and medical requirements.

Time Frame

Students are required to complete 450 hours of placement. The time frame in which this is completed will be based on the student's academic plan and in consultation with their faculty supervisor. The practicum may be done as a "block" or several hours or days a week over a longer period of time, however, students normally register for and complete the practicum in the spring term of the first year. Students must continuously be registered in SOWK 9601 throughout their time in the MSW program even when they are not completing placement hours. It is strongly encouraged that students complete their required courses prior to entering placement.

Placement Planning Process

The student will discuss their practicum interests, goals, preferred setting, and timing with their Faculty Supervisor. At least three months' notice is required for the Graduate Practicum Coordinator to secure a placement.

The student should schedule a meeting with the Graduate Practicum Coordinator to align on goals and agency options. The coordinator will then initiate the placement search, following agency protocols, and will communicate agency preferences. Students must not contact agencies directly.

The student will attend an interview at the community agency. If a placement is offered, it must be confirmed with Faculty Supervisor involvement to ensure it

aligns with the student's goals.

Agency/School of Social Work MSW Practicum Agreement

A written agreement between the School of Social Work and the practicum agency will accompany the Student Learning Contract according to the forms and instructions provided in the MSW Program Student Guide.

Learning Plan

Students will complete a learning plan according to the forms and instructions provided in the MSW Program Student Guide. The learning plan will provide a clear statement of the general purpose of the practicum and the specific learning objectives related to the student's educational concentration. The specific learning objectives should address professional knowledge, values and advanced level skills to be gained during the practicum. Use the core learning objectives above as a guide. Students will discuss with their supervisor what learning experiences they will have to achieve these learning objectives.

^[L]_[SEP] Progress on achieving these learning objectives is the basis for the mid-term and final of the student evaluation. At mid-term, the learning objectives may be revised if the student, faculty supervisor and agency supervisor agree it is appropriate.

Evaluations

Students' progress will be evaluated at both mid and end term in consultation with respective field instructors and their faculty supervisor. The format and requirements of this process are at the discretion of the faculty supervisor.

^[L]_[SEP] When the placement has been completed, a final evaluation meeting will take place. At this meeting, the student's learning goals, experiences and achievements will be reviewed and discussed. Written or verbal evidence of learning could also be presented by the student. ^[L]_[SEP] A record of the final evaluation process should be placed on the student's file by the faculty supervisor. This record could be the completed MSW Field Practicum Evaluation Form or a letter provided by the Agency supervisor.

Evidence of Learning

Students must produce Evidence of Learning at both the mid-term and end term evaluations that reflects progress in regards to the learning objectives and practicum learning experiences. The Evidence of Learning will be determined between the student, Faculty Supervisor and Agency Supervisor and could include any of the following:

- Summary of practicum activities
- Written evidence related to research activity
- Evidence related to clinical activity.
- Program development material
- Policy developed for the placement setting
- Reflexive writing activity to evaluate the practicum learning experience:

*Reflexive writing activity is required as one of the final pieces of evidence of learning. In this work the student will reflect on their total learning experience over the course of the MSW field practicum and how this learning will be integrated into their ongoing professional development. Once this reflexive writing activity has been reviewed by the student's Faculty Supervisor it will be shared with the Agency Supervisor to provide the Agency Supervisor with feedback about the student's experience in the agency.

Textbook - Required Reading:

Master of Social Work- Field Practicum Manual:

https://e.issuu.com/embed.html?d=msw_field_manual_-_dec_2023&u=lakeheadrecruitment

Attendance

Classes, readings, and assignments are structured to integrate a participatory and educational learning process, which will provide opportunity for personal and professional learning; therefore, attendance is expected (requirement of the program – see School of Social Work Regulations

[\[http://csdc.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=23&chapterid=5692&topicgroupid=18975&loaduseredit=False%5D\]](http://csdc.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=23&chapterid=5692&topicgroupid=18975&loaduseredit=False%5D)

In accordance with the School of Social Work Regulations, item 7.

Attendance:

In order to achieve the course and year level objectives for each year, and to become competent in the required theory and skills, students should maintain a high level of attendance for all social work courses, and especially for theory, skill and practicum courses/sessions. Absence from these may result in failure. Students who repeat this behaviour over more than one course will not be permitted to continue in the program. (See University Regulations, VIII Deficiency (d) and (e))

Accommodations

Lakehead University is committed to achieving full accessibility for persons with disabilities. This commitment includes arranging academic accommodations for students to ensure an equitable opportunity to participate in all academic activities. If you need course adaptations or accommodations due to a documented disability or learning difficulties, please contact the Lakehead University Student Accessibility Services (Student Centre, Room 0003 Tel: 343-8047) to ensure that you are properly registered for services or contact Student Accessibility Services (SAS) at: <http://studentaccessibility.lakeheadu.ca>

Academic Misconduct and Non-Academic Misconduct

Students are expected to adhere to Lakehead's Code of Student Behavior and Disciplinary Procedures. Students are expected to maintain accepted standards of academic integrity, including all rules regarding plagiarism. Students should review Lakehead's Code of Student Behavior for details:

<https://www.lakeheadu.ca/faculty-and-staff/policies/student-related/code-of-student-behaviour-and-disciplinary-procedures>

Student Supports

Detailed information about student support services can be accessed through Lakehead University's website page for current students at:

<https://www.lakeheadu.ca/current-students>

Important Policies

[Professional Suitability Policy](#)

[Social Media Policy](#)

[Appeal Process for Field Placement Courses](#)

[Harassment and Discrimination Policy](#)

[School of Social Work Conflict Resolution Communications Flow Chart](#)

CONFIDENTIALITY POLICY AND GUIDELINES

Confidentiality is a foundational ethic of social work practice. It is imperative that confidentiality be strictly upheld and practiced at all times by undergraduate students, graduate students, faculty and staff of the School of Social Work.

Students are responsible for maintaining the confidentiality of agency records in both print and electronic formats, and for familiarizing themselves with agency policies regarding confidentiality. Placement students will follow the placement setting's policies and procedures regarding confidentiality and will ensure that this confidentiality is upheld both within and outside the field setting. This includes the transmission of information via computers, electronic mail, social media, answering machines and other electronic technology.

Students, faculty and instructors are expected to comply with applicable provincial privacy laws, including The Freedom of Information and Protection of Privacy Act (FIPPA) and The Personal Health Information Protection Act

(PHIPA), and to adhere to the guidelines on confidentiality as outlined in the CASW Social Work Code of Ethics (2005), as well as the OCSWSSW Code of Ethics and Standards of Practice (2008).

The OCSWSSW Code of Ethics and Standards of Practice (2023) states that "College registrants shall hold all client information in strict confidence and comply with any applicable privacy and other legislation. College registrants shall disclose such information only with client consent or when required or allowed by law" (p. 27).

Students and School of Social Work faculty, instructors and staff are responsible for ensuring that no personal information or personal health information that could identify a user of any service system be used in class discussions or written assignments.

Ontario College of Social Workers and Social Service Workers. (2023). *OCSWSSW Code of Ethics and Standards of Practice, Third Edition*. Ontario College of Social Workers and Social Service Workers. <https://www.ocswssw.org>