UNBC *UNIVERSITY OF*
NORTHERN BRITISH COLUMBIA

HANDBOOK

for

MASTER OF SOCIAL WORK

STUDENTS

2024-2025

School of Social Work
Faculty of Human and Health Sciences

UNIVERSITY OF NORTHERN BRITISH COLUMBIA
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www.unbc.ca/socialwork

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MISSION STATEMENT

SCHOOL OF SOCIAL WORK
UNIVERSITY OF NORTHERN BRITISH COLUMBIA

The UNBC School of Social Work is committed to a program of studies that is informed by a central concern for human rights, empowerment, community change, and social justice. It has as its foundation an analysis of power in relation to class, race, ethnicity, gender, identity, age, and abilities. Incorporating critical social thinking including structural, feminist, and anti-racist analyses, the School of Social Work focuses on social work in northern and remote areas; social work with Indigenous peoples, women and human services; and community practice and research. It will continue to develop in collaboration with regional, national, and global communities.

The School of Social Work seeks to provide its graduates with intellectual, practical, and professional skills and knowledge rooted in progressive values that promote beneficial change. By acknowledging the holistic, interdisciplinary, and activist nature of social work and its commitment to social justice, the curriculum and governance of social work education at UNBC strives to provide a creative self-reflective balance between theory and practice; research, teaching and community service; and critical self-awareness and respect for the ideas of others. The School of Social Work seeks to ensure a safe and stimulating education environment for faculty, staff, and students.

For any MSW Program enquiries, please contact:

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School of Social Work
Email: Susan.burke@unbc.ca

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School of Social Work
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For information on Graduate Admissions, please contact:
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https://www.unbc.ca/graduate-administration/contact
Email: grad-office@unbc.ca

Contact information for all faculty members and staff at all campuses can be found on pages 11-13.

INTRODUCTION

The School of Social Work embraces UNBC's motto, 'En Cha Huná ('En = he/she; Cha = also; Huná = lives), which is from the Dakelh (Carrier) Elders; this motto reminds us that all people have a voice and a viewpoint. Interpreted as "respecting all forms of life," 'En Cha Huná encapsulates the spirit of academic freedom, respect for others, and willingness to recognize different perspectives.

Consistent with the University's central emphasis, the School seeks to provide the highest quality of professional social work education at both the MSW and the BSW levels and thus prepare highly qualified graduates to staff and lead social work and social welfare efforts. In this regard, the MSW Program is to prepare students for advanced social work practice and professional leadership; develop knowledge that supports social work practice and education; enhance the well-being of people by shaping social policies, programs, services and resources; address conditions that undermine human development and affect people adversely; and serve diverse populations locally and nationally.

Note: The Regulations of the Office of Graduate Administration and of the Graduate Academic Calendar take precedence over this document.

Please see their webpages at https://www2.unbc.ca/graduate-programs and http://www.unbc.ca/calendar/graduate respectively.

PROFESSIONAL SUITABILITY POLICY

The School of Social Work of the University of Northern British Columbia requires that students in this program conduct themselves according to the British Columbia College of Social Workers (BCCSW) Code of Ethics (https://bccsw.ca/registrants/code-of-ethics-and-standards-of-practice/) and the Canadian Association of Social Workers Code of Ethics (CASW) (https://www.casw-acts.ca/en/Code-of-Ethics%20and%20Scope%20of%20Practice).

In addition, the School requires that those students admitted to the program conduct themselves in a professional manner at all times, including while in class or in practicum. In most instances, unprofessional behaviour will be covered under the *UNBC Commitment to a Safe and Positive Work and Learning Environment*, in the *Academic and Non-Academic Conduct Student Policy*, and/or by the *Graduate General Regulations and Policies*. These can be found in the UNBC Graduate Calendar and/or on the UNBC website at https://www2.unbc.ca/policy/students-rights-and-responsibilities and https://www.unbc.ca/calendar/graduate/regulations.

The School of Social Work is committed to the development of professional graduates and is dedicated to ensuring the highest quality program for its students. It recognizes that social work students have responsibility for:

  ➢ Taking full advantage of the education, training and service opportunities the Program offers;
  ➢ Their conduct in all situations associated with their program of study;
  ➢ Respecting and treating others without discrimination, harassment, intimidation, or physical or psychological abuse as it relates to their participation in the program.

Prohibited Conduct

Prohibited conduct includes, but is not limited to:

  ➢ Any violation of the Student Conduct or Harassment and Discrimination policies or the Graduate General Regulations and Policies, in which case those policies shall be followed;
  ➢ Demonstrated behaviour with respect to other students, faculty, colleagues, school or the public which is harmful or destructive;
  ➢ Conduct which, if participated in by practising social workers, would result in a serious violation of the relevant codes of ethics.

Review Mechanism of Professional Suitability

When circumstances arise which do not fall within the scope of other University policies relating to student behaviour, concerns about student behaviour will be dealt with under the following procedures:

Step 1   Where an instructor believes that a student has been involved in prohibited conduct, they must forward that concern in writing to the Chair of Social Work within 15 working days.

Step 2   In investigating the complaint, the Chair will meet with the instructor, the student, and any other person necessary in order to ascertain the basis of the allegations/counter allegations. Then, together with the student's faculty advisor, the Chair will meet with the two parties to see if the issue can be satisfactorily resolved on an informal basis. If deemed necessary, the Chair will also involve the Dean in these discussions.

Step 3   If the matter can be resolved informally, the resolution will be final and there shall be no

further proceedings.

Step 4   However, if the matter cannot be resolved informally, it will be referred to the Registrar and Director, Student Success. The Registrar and Director, Student Success will assess the complaint according to the criteria established in the policies and procedures of this document and, in consultation with the Faculty Dean where appropriate, make a recommendation to the Vice President, Academic & Provost who may decide on any disciplinary action to be taken.

Step 5   The student has the right to appeal the decision of the Vice President, Academic & Provost and can exercise this right through the normal appeals procedures of the University.

LIABILITY AND INSURANCE FOR PRACTICUM STUDENTS

Affiliation Agreement:

Under the University, Colleges and Institutes Protection Plan, the University is covered against the liability imposed at law, or assumed under contract, for damages to third parties arising from personal injury or property damage caused by a student's negligence.

Prior to the commencement of a practicum placement, a fully signed **Affiliation Agreement** between UNBC and the Agency must be in place. The contract clearly articulates the responsibilities of the University and the Agency.

Please consult with your Academic Supervisor regarding this requirement. They in turn will consult with the Field Education Director/Coordinator regarding the status of an agreement. If an agreement is not in place, an agreement will be requested. As this process can take some time, early notification of a practicum location is appreciated.

A practicum placement cannot commence until the Affiliation Agreement is in place.

WorkSafe BC:

The current policy for WorkSafe BC is to extend coverage to all students while they are participating in the practicum component of programs offered by the provincial colleges, institutes, and UNBC (regardless of the source of funding for the programs). For coverage, a "practicum" is defined as:

  ➢ An integral component of a program;
  ➢ Unpaid and supervised work experience;
  ➢ Which takes place at the host employer's place of business.

To ensure that students' claims will be accepted, an Affiliation Agreement must be in place.

Please note: If an out-of-province placement is being considered, WCB coverage may not be available. Should there be an option to purchase WCB coverage, this cost will be borne by the student.

Agency and Faculty Field Instructors must report all incidents and accidents to the UNBC Security Office (if on campus: call **3333**; for non-emergency call: **250-960-7058** or long distance call: **1-800-307-1699**) in accordance with the Incident/Accident Reporting and Investigation Policy of the University (https://www2.unbc.ca/safety/incidents/accidents). This process will ensure that any necessary documentation is completed and submitted to WorkSafe BC. It will also ensure that

accidents are appropriately investigated. Note that physical or emotional injury arising out of client violence against a student on a practicum placement is reportable and may be compensable.

Despite the coverage which exists, all students are encouraged to have their own medical insurance, such as BC Medical Services Plan.

The UNBC Incident/Accident Reporting and Investigation Policy requires that all incidents or accidents must be reported within 24 hours. Accident investigations, which are an important element of the University's overall health and safety program, are normally required. The purpose of an accident investigation is to identify the causes of an accident as well as measures to prevent its reoccurrence.

Vehicle:

While the University insurance policy covers the activities and legal liabilities of students while engaged in their practicum training, it does NOT include their vehicles. If a student has an accident driving to or from a practicum setting, or driving in the course of their practicum activities, their liabilities MUST be covered under their own personal insurance policy. Students should review their individual policies and consider whether they have adequate coverage for the use of their vehicle.

GUIDELINES ON CONFIDENTIALITY FOR PRACTICUM STUDENTS

When social work students begin their practicum, they must adhere to the principles of confidentiality. They shall protect the confidentiality of all information acquired from the client or others regarding the client and the client's family during the professional relationship.

Students should review the relevant Code of Ethics on Confidential Information (e.g., BCCSW, CASW). They must also become familiar with and follow the confidentiality policies of the agencies in which they are placed.

Additionally, the following guidelines on confidentiality are designed to protect client confidentiality:

1. No identifying information (names, addresses, telephone numbers, etc.) regarding clients is to be revealed outside of the agency;
2. Students must have signed letters of consent from clients for use of any case material where there is a possibility of identification of clients (for an example, see **Appendix H: Consent to Make an Audio and/or Video Recording and/or to Photograph**);
3. Students should protect the confidentiality of clients' written and electronic records and other sensitive information. They should take reasonable steps to ensure that clients' records are stored in a secure location;
4. Students should not remove records containing confidential information from their placement agency;
5. Students should feel free to seek consultation and advice from agency supervisors and the Faculty Field Instructor on any confidentiality issue.

USE OF SOCIAL MEDIA

Students should be vigilant and appropriate in their use of electronic communication (email, Facebook, twitter, etc.). Remember that while a student at the University of Northern British Columbia you must abide by the UNBC "Code of Conduct" in all forms of communication. Further information is available at: http://www.unbc.ca/communications/unbc-social-media

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As a student in the UNBC School of Social Work, you have the additional responsibility to abide by the professional standards as set forth by the BCCSW and CASW codes of ethics. While adherence to these standards is mandatory throughout your role as a UNBC Social Work student, you must be particularly vigilant when in practicum placements or other experiential settings.

Violation of professional standards - including when using social and electronic media - may result in suspension or dismissal from the School of Social Work or the University.

HARASSMENT, DISCRIMINATION AND DIVERSITY INITIATIVES

UNBC is committed to providing a working and learning environment in which all students, staff and faculty are treated with respect and dignity. UNBC protects the right of all individuals in the University community to work or learn without discrimination or harassment due to their race, colour, ancestry, place of origin, religion, family status, marital status, physical disability, mental disability, sex, age, sexual identity, political beliefs or criminal or summary conviction offense unrelated to their employment.

An approved policy on equity and inclusion, available at https://www2.unbc.ca/equity-diversity-inclusion, applies to all members of the UNBC community. For further information or assistance please call 250-960-5878 or email edi@unbc.ca

UNBC policies on harassment, discrimination and diversity apply to field placements.

INVOLVEMENT IN GOVERNANCE

There are two MSW student representative positions available each year, one as MSW School Representative and one as MSW Committee Representative. Both of these positions provide valuable opportunities to give a voice to your fellow students, gain insight into the workings of the MSW Program, and add to your resume. Please contact the MSW Coordinator if you are interested in serving for the next school year.

ACCESS RESOURCE CENTRE

The Access Resource Centre (ARC) provides services to students with documented health conditions and/or disabilities. The conditions can range from temporary to permanent and include but are not limited to:
• chronic health issues (e.g., Crohn's, Diabetes, HIV, Lupus)
• hearing and visual impairments
• learning disabilities
• mental health challenges (e.g., anxiety disorder, borderline personality disorder, depression disorder)
• neurological disabilities (e.g., ADHD/ADD, Autism Spectrum Disorder, Epilepsy, Concussion, Migraines, Multiple Sclerosis)
• mobility and other physical disabilities.
ARC staff are available, by appointment, to meet with you to determine which academic accommodations can be put in place to support you in achieving their academic goals, provide referrals, and help advocate for you. Students who may have a need for academic accommodation are encouraged to contact ARC: Email at arc@unbc.ca, Phone at 250-960-5682 (toll free 1-888-960-5682), or stop by 5-157.

SCHOOL OF SOCIAL WORK - FACULTY AND STAFF

Prince George – Faculty

Susan Burke	**RSW, Associate Professor, and MSW Coordinator**
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	Indigenous mental health, therapeutic art in mental health & building resiliency , crisis response & trauma , land-based healing in social work, Indigenous social work, self care

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	Spirituality in Practice, Arts/Movement Therapy, Girls' and Women's Embodiment, Arts-based Inquiry

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Perry	BA Hons (University of Guelph), MSW (University of Flinders), PhD (University of Missouri)
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	Cooperation in the Family, Conflict in the Family, Non-parental Caregiving, Fosterage and Adoption, Spousal and Family Homicide, Grandparenting and the "Matrilateral Bias", Immigration and Family Functioning, Extractive Industries and Associated Impacts on Family and Child Development.

Christa	**RSW, Lecturer, Northwest Region**
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	Intergenerational trauma, resistance, healing; Diasporic experiences of FIlipina/o/x in Canada; Community mental health and wellness; Community-based research and interventions; Social work praxis with immigrant and racialized populations; Qualitative and mixed-methods research; Children and youth-in care; IPV

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Regional – Support Staff

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                                Peace River-Liard Region
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                                South Central Region
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Shammi Bowal   **Student Success Coordinator**
                                Northwest Region
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Julie McRae   **Student Success Coordinator**
                                South Central Region
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THE MASTER OF SOCIAL WORK (MSW)

THERE ARE TWO ENTRY ROUTES TO THE MSW PROGRAM:

1. Entry from a CASWE-accredited BSW leads into the Advanced Year of the MSW Program.

2. Entry from a Bachelor degree in a related area and two years (24 months full-time equivalent) of human service experience leads into the Foundation Year of the MSW Program. This year is completed prior to beginning the Advanced Year.

The Master of Social Work (MSW) is available on a full- or part-time basis. The MSW consists of required and elective courses, including a thesis or a practicum option, totalling 33 credit hours. Students entering the MSW Program without a BSW are required to complete a Foundation Year of studies, totalling an additional 33 credits, for a total of 66 credit hours overall. The number of spaces in the MSW Program are limited and admission is competitive. We have one intake every September.

ACCREDITATION

The MSW Program at UNBC is fully accredited and was granted the maximum eight-year re-accreditation by the Canadian Association for Social Work Education (CASWE) in June 2018.

APPLICATION DEADLINE - December 15th of each year

Information on UNBC Graduate Admissions can be found here:
https://www.unbc.ca/apply/graduate. For further information call (250) 960-5125 or email futuregradstudents@unbc.ca.

REGISTRATION

Refer to the Graduate Calendar for Admission and Regulation 2.0 Registration Procedures and Status for details.

UNBC Policy on Continuity of Registration

All students are required to either register in every semester (September, January, May) from the time of admission until the requirements of the degree have been met, or formally withdraw in accordance with Regulation 2.5, "Withdrawal from the University" (see Regulation 2.5 in the current UNBC Graduate Calendar for more details).

Students who have withdrawn with permission from their graduate program and later wish to return can only do so if, inclusive of their time away from their graduate program, they have not exceeded the time limit applicable to their graduate program (see Regulation 4.2 and 7.7). Students must **a)** submit a new Application for Admission to Graduate Programs form and pay the reapplication fee **b)** provide a letter to UNBC Graduate Admissions in the Office of the Registrar stating their rationale for wishing to return to their graduate program and **c)** provide proof of supervisory support for their reinstatement. See Regulation 2.0 "Registration Procedures and Status" for further details. The UNBC Graduate Calendar may be accessed online at www.unbc.ca/calendar/graduate.

UNBC Policy on Academic Performance

There are stringent guidelines around academic performance for graduate students. According to Regulation 4.3 "Academic Performance of the UNBC Graduate Calendar:

A student who fails to meet academic standards, or whose thesis, project, practicum, or comprehensive examination is not progressing satisfactorily, may be required to withdraw by the Dean on the advice of the supervisor and supervisory committee.

4.3.1 Students must attain a Semester GPA of at least 3.00 (B) for every semester in which they are registered. Individual programs may set higher standards. Any student with a Semester GPA below 3.00 may be allowed to register in the next semester while their academic performance is reviewed by their supervisory committee. Continuation in their Graduate Program is recommended by the supervisory committee subject to approval by the Dean.

Students who were registered in one course in a semester that resulted in a Semester GPA less than 3.00 based on a B- grade may be allowed to continue in their graduate program. However, if the student's Cumulative GPA is lower than a 3.00, a continuance review is required.

4.3.2 A grade of F in a course taken for credit in a Graduate Program must be reviewed by the supervisory committee and a recommendation must be made to the Dean concerning continuance of the student in the program. Such students will not be allowed to register in the next semester until approved to do so by the Dean.

4.3.3 Graduate students may not repeat graduate courses except under exceptional circumstances if recommended by the supervisory committee subject to approval by the Dean.

4.3.4 Progress report requirements vary by program and deadlines are posted on the Graduate Administration website. If the progress report indicates a second Needs Improvement or Unsatisfactory progress, the program reviews the student's continuation in a formal continuance review meeting and submits recommendations to the Dean. 4.3.5 Conditions may be imposed by the Dean for continuation in the program. The conditions normally must be met within the next semester or the student will be required to withdraw.

ACADEMIC SUPERVISION

On entry to the MSW Program, students are assigned an Academic Supervisor who they can consult with on all matters relating to their studies. The functions of the Academic Supervisor include:

1. Providing information about the MSW Program
2. Providing advice on course selection
3. Reviewing student's progress yearly with the student
4. Signing off on all required graduate studies documentation.

The Academic Supervisor assigned upon admission is chosen to align with the student's stated research interests. This supervisor typically remains as the student's supervisor throughout their studies. However, there are instances when a student or faculty member may request a change in supervision and/or when a faculty member may decline to supervise a student. Reasons could include:

1. A faculty member is already at the maximum number of students that they can supervise according to School guidelines;
2. The student's topic of study does not match the faculty member's interest or knowledge;
3. The faculty member will be away on leave;
4. The is an issue of compatibility between the student and the faculty member.

If such a change in supervision occurs, it should ideally take place prior to the start of the practicum or research process.

ACADEMIC SUPERVISION DURING SABBATICAL

Your faculty supervisor continues their supervisory role with you even while on sabbatical and will make necessary arrangements with you in order to do so.

TEACHING ASSISTANTSHIPS (TAs)

Graduate students may be eligible for a teaching assistantship (TA) within the School of Social Work. Graduate Teaching Assistantship opportunities are available at
https://www2.unbc.ca/career-opportunities/current-graduate-teaching-assistantship-postings

Please note: Foundation Year students are only eligible for TA positions after they have completed the Foundation Year coursework.

GRADUATE PROGRAM APPROVAL FORM

A Graduate Program Approval form is required to be completed **within the first semester** of attendance in the MSW Program. The form can be found here: http://www.unbc.ca/graduate-programs/program-study-forms. Once complete, forward to your academic supervisor for discussion and/or review and signature.

Any changes to this form require completion of a Revision of Program of Study Form available at http://www.unbc.ca/graduate-programs/graduate-forms.

PROGRESS REPORT FORM

A Graduate Progress Report is required of all MSW students by **June 30th** of each year.

The form can be found here: http://www.unbc.ca/graduate-administration/progress-report-requirements
Please complete it and then forward to your supervisor for discussion and/or review and signature. You will be required to send your supervisor an electronic copy of your unofficial transcripts at the same time.

SUPERVISORY COMMITTEE APPROVAL FORM

A Supervisory Committee Approval form is required to be completed for all graduate students in the Master of Social Work program **within one semester of first registration in the thesis or practicum.** The form can be found here: https://www.unbc.ca/graduate-administration/graduate-forms.

Changes to the supervisor committee can be made through the Supervisory Committee Revision Form, found here: https://www.unbc.ca/graduate-administration/graduate-forms**.**

Note: When an MSW practicum student is being supervised by supervisor without a MSW, the student's Academic Supervisor is responsible for arranging for an MSW qualified consultant. The consultant will not be part of the supervisory committee but must be noted on the supervisory committee approval form.

MSW FOR STUDENTS WITH A CASWE-ACCREDITED BSW

The Master of Social Work Program for **Practicum** students requires the successful completion of a minimum **coursework** of 24 credit hours comprised of five required courses, three elective courses **and** a practicum. **Thesis students** require the successful completion of a minimum **coursework** of 21 credit hours comprised of five required courses, two elective courses **and** a thesis.

The MSW course requirements appear below and are followed by a MSW Degree table.

REQUIRED COURSES:

Practicum students must take the following required courses:

SOCW 602-3	Indigenous Peoples: Advanced Social Work Practice
SOCW 609-3	Advanced Quantitative Research
HHSC 703-3	Advanced Qualitative Research Approaches in Health and Human Sciences
SOCW 704-3	MSW Integrative Seminar
SOCW 732-9	MSW Practicum II

Thesis students must take the following required courses:

SOCW 602-3   Indigenous Peoples: Advanced Social Work Practice
SOCW 609-3   Advanced Quantitative Research
HHSC 703-3   Advanced Qualitative Research Approaches in Health and Human Sciences
SOCW 704-3   MSW Integrative Seminar
SOCW 700-12 MSW Thesis

All students must take one of the following courses:

SOCW 601-3   Issues in Northern and Remote Social Work
SOCW 603-3   Women: Policy and Practice issues
SOCW 605-3   Community Work and the Politics of Change

Please note: Although students must take one of the above-listed courses (SOCW 601, 603, 605), they may decide to take all of these courses, using two as electives.

ELECTIVE COURSES:

Practicum students must take a total of three (3) electives, and thesis students must take a total of two (2) electives. One must be a Social Work course and come from the list below, or the list immediately above (SOCW 601, 603, 605). With approval from the Academic Supervisor, two may come from other UNBC graduate programs, and/or from other accredited Canadian universities via approved transfer agreements (see Graduate Academic Calendar 2.7 and 2.7.1).

    SOCW 604-3 Directed Readings
    SOCW 610-3 Wellness: Alternate Approaches
    SOCW 613-3 Clinical Social Work Practice
    SOCW 640-3 Social Work Supervision and Leadership
    SOCW 670-3 Indigenous Peoples in Canada: Past/Present/Future
    SOCW 671-3 Reflections on Practice: Indigenous Child/Youth Mental Health
    SOCW 672-3 Social Work/Counselling Skills with Indigenous Children/Youth
    SOCW 673-3 Mental Illness and Addictions Among Indigenous Children/Youth
    SOCW 674-3 Crisis Work with Indigenous Children/Youth: Restoring Balance
    SOCW 675-3 Community-based Prevention with Indigenous Peoples: Creating Balance
    SOCW 698-3 Special Topics
    SOCW 701-3 Research Practicum

MSW DEGREE TABLE (FOR STUDENTS WITH A BSW)		
Courses	**THESIS Option**	**PRACTICUM Option**
Required Courses	SOCW 602-3 SOCW 609-3 SOCW 704-3 HHSC 703-3 SOCW 700-12	SOCW 602-3 SOCW 609-3 SOCW 704-3 HHSC 703-3 SOCW 732-9
	Take **at least one of**: SOCW 601-3 SOCW 603-3 SOCW 605-3	
Elective Courses	**Two** Electives	**Three** Electives
MSW Credits:		
Coursework …….....	21	24
Practicum………….	0	9
Thesis……………....	12	0
Total Required	**33 Credit Hours for either Option**	

MSW FOR STUDENTS WITHOUT A CASWE-ACCREDITED BSW

REQUIRED COURSES:

All MSW students completing the Foundation Year of studies must take the following courses:

SOCW 630-3	Communication Skills in Social Work Practice
SOCW 631-3	Critical Social Work Practice
SOCW 632-9	MSW Practicum I (three days per week, fall & winter terms)*
SOCW 633-3	Critical Social Policy
SOCW 634-3	Social Work Research/Policy/ Practice
SOCW 635-3	Social Work Philosophy and Ethics
SOCW 637-3	Advanced Practice Methods (every other week, fall & winter terms)*
	Two 600 level Social Work Electives

Co-requisites

After completing Foundation Year courses, students move on to fulfil the same MSW Program requirements as Advanced Year students.

MSW DEGREE TABLE (FOR STUDENTS WITHOUT A BSW)

MSW FOUNDATION YEAR

Semester	Fall Term	Winter Term
Required Courses	SOCW 630-3 SOCW 631-3 SOCW 633-3	SOCW 634-3 SOCW 635-3
	SOCW 637-3 SOCW 632-9	
Elective Courses		**Two** MSW Electives
Foundation Year	**33 Credit Hours**	

Followed by:

MSW YEAR

	THESIS Option	PRACTICUM Option
Required Courses	SOCW 602-3 SOCW 609-3 SOCW 704-3 HHSC 703-3 SOCW 700-12	SOCW 602-3 SOCW 609-3 SOCW 704-3 HHSC 703-3 SOCW 732-9
	Take **at least one of**: SOCW 601-3 SOCW 603-3 SOCW 605-3	
Elective Courses	**Two** Electives	**Three** Electives
MSW Credits:		
Coursework……..	21	24
Practicum ……….	0	9
Thesis……………	12	0
	33 Credit Hours for either Option	
Total Required	**66 Credit Hours**	

LENGTH OF TIME TO COMPLETE STUDIES

Full-time Students:

To maintain full-time status, students must enrol in a minimum of 6 credit hours per semester and/or be enrolled in their thesis or practicum.

Part-time Students:

To maintain part-time status, students must enrol in a minimum of 3 credit hours per semester and/or be enrolled in their thesis or practicum.

Time Limit:

Students are referred to section 4.2.1 in the UNBC Graduate Calendar for regulations governing time limits for graduate students. Normally, a student will be required to complete all the requirements for the degree within five years (60 consecutive months) from the date of first registration in the Master's degree. This timeline applieS to both full-time and part-time students.

Time Required for Practicum or Thesis:

For full-time students taking the thesis route, a reasonable time limit to complete the MSW is 24 months. Coursework can be completed between September and mid-April of the first year. Thesis research and writing may take an additional 18 months.

For full-time students taking the practicum route, a reasonable time to complete the MSW may be slightly fewer than 24 months. Students generally start their practicum preparation in the spring following their first year of courses. Normally, students need a minimum of seven months to complete the practicum and three to four months to write the final evaluative report.

You will need to think carefully about the time commitment before applying to our MSW. Do not underestimate the time, motivation, and commitment it takes to write a thesis or practicum report!

The following two pages provide a suggested schedule. This schedule may look different depending on whether a student is full- or part-time, etc. and is only offered to give an idea of how courses could be completed.

SUGGESTED SCHEDULE FOR FOUNDATION YEAR STUDENTS

***This schedule is subject to change. The final course schedule is released each summer (for the September/January semesters) and early spring (for the spring/summer semesters).

MSW FOUNDATION YEAR	
First Fall Term	**First Winter Term**
SOCW 630-3 SOCW 631-3 SOCW 633-3	SOCW 634-3 SOCW 635-3
SOCW 637-3 SOCW 632-9	
Two Electives	
Total = 33 Credit Hours	

Followed by:

MSW ADVANCED YEAR	
Thesis Route	
Second Fall Term	**Second Winter Term**
SOCW 602-3 HHSC 703-3	SOCW 609-3 SOCW 704-3
Take at least one of: SOCW 601-3 SOCW 603-3 SOCW 605-3	
Two Electives	
First Spring/Summer Semester and Ongoing to Completion	
SOCW 700-12	
Total = 33 Credit Hours	
Practicum Route	
First Fall Term	**First Winter Term**
SOCW 602-3 HHSC 703-3	SOCW 609-3 SOCW 704-3
Take at least one of: SOCW 601-3 SOCW 603-3 SOCW 605-3	
Three Electives	
First Spring/Summer Semester and Ongoing to Completion	
SOCW 732-9	
Total = 33 Credit Hours	

SUGGESTED SCHEDULE FOR ADVANCED YEAR STUDENTS

***This schedule is subject to change. The final course schedule is generally released each summer (for the September/January semesters) and spring (for the spring/summer semesters).

MSW ADVANCED YEAR	
Thesis Route	
First Fall Term	**First Winter Term**
SOCW 602-3 HHSC 703-3	SOCW 609-3 SOCW 704-3
Take at least one of: SOCW 601-3 SOCW 603-3 SOCW 605-3	
Two Electives	
First Spring/Summer Semester and Ongoing to Completion	
SOCW 700-12	
Total = 33 Credit Hours	
Practicum Route	
First Fall Term	**First Winter Term**
SOCW 602-3 HHSC 703-3	SOCW 609-3 SOCW 704-3
Take at least one of: SOCW 601-3 SOCW 603-3 SOCW 605-3	
Three Electives	
First Spring/Summer Semester and Ongoing to Completion	
SOCW 732-9	
Total = 33 Credit Hours	

MSW FOUNDATION YEAR COURSE DESCRIPTIONS

REQUIRED COURSES

SOCW 630-3 Communication Skills
This is an introductory course that aims to increase skills and analysis in the diverse cultural settings that are appropriate to social work among Indigenous Peoples and remote, northern and rural communities. Learning to recognize the contradictions in people's experiences and to maximize the possibilities, resources and strengths in their lives are critical aspects of a social worker's practice. This course emphasizes the integration of interpersonal and analytical skills. Students learn effective helping strategies within a structural framework that acknowledges the influence of class, race and gender in shaping personal and social well-being. This course includes a skills laboratory.

SOCW 631-3 Critical Social Work Practice
This course critically examines the historical origins, value, methods and applications of various social work practice approaches. With an emphasis on structural, feminist, and Indigenous social work strategies, the course includes the application of these approaches to women, minority groups, Indigenous Peoples and residents of northern and remote communities. These approaches are contrasted with other models of social work practice including general systems theory, ecological theory, and case management.

SOCW 632-9 MSW Practicum I
This field placement introduces MSW students who do not have a BSW to the social work role and organizational settings. The field placement consists of 450 hours and provides students with an opportunity to enhance and refine their generalist social work skills. The focus of the placement is on the development of generalist skills, however, where possible, students are matched to a placement that broadly meets their area of interest.

This practicum is required for all students enrolled in the MSW Foundation Year. It represents the major practicum before moving on to other degree requirements. This course gives students an opportunity to recast their practice experiences into a social work practice and policy theoretical framework. It is geared to the student's social work thinking and skill development with communities, individuals, families and groups within a field practice setting in this region of British Columbia. Students will usually become involved in the professional practice and delivery of social work within the setting of an agency. A bi- weekly Seminar/Skills Review Lab permits students to reflect on their practice experience. This seminar assists in the integration of theory and practice by broadening the professional knowledge base through the sharing of experience and practice. Practicum 1 normally takes place three days per week during the Fall and Winter Semesters.
Co-requisite: SOCW 637-3

SOCW 633-3 Critical Social Policy
This course examines the development of social policy in Canada, including current debates from conventional and critical perspectives, and invites students to consider the relationship between research, policy and social work practice. The course reviews ideologies of social welfare policy, its formulation and implementation and consequences for people in need. Policy formulation is analyzed from a critical perspective that examines the role of power and privilege in the construction of social policy. Alternative social arrangements and models of policy and practice are explored.

SOCW 634-3 Social Work Research/Policy/Practice
This course introduces research methods and analysis techniques that are used to examine issues in the policy and practice of social work and social welfare. It reviews qualitative and quantitative approaches with an emphasis on community needs research, participatory

research and the development of interview schedules and questionnaires. The methods examined in this course are linked to substantive policy and practice issues that reflect the economic, social and personal circumstances of people and communities in northern, remote and Indigenous communities. ***Note: SOCW 634 must be successfully completed prior to enrolling in SOCW 609 and HHSC 703.***

SOCW 635-3 Social Work Philosophy and Ethics
This course critically assesses the ethical issues involved in carrying out the tasks of social work practice, policy and research. Using the Social Work Code of Ethics as a starting point, these practice, policy and research roles are considered in the context of northern and remote Social Work. The course reviews different theoretical approaches to social work.

SOCW 637-3 Advanced Practice
This course is designed for graduate students who have worked in social work practice settings but who do not have formal social work training. The historical and cultural development of social work practice models is surveyed with emphasis on contemporary models of practice such as constructivism, anti-oppressive practice, feminist practice, Indigenous practice approaches and structural practice. Key components of practice such as assessment, intervention planning, advocacy, organizing, recording, confidentiality, evaluation, case management, interdisciplinarity and termination are studied.
Co-requisite: SOCW 632-9

MSW ADVANCED YEAR COURSE DESCRIPTIONS

REQUIRED COURSES (choose 1):

SOCW 601-3 Current Issues in Northern/Remote Social Work
This course unravels, explores and analyzes the linkages between community issues, personal presenting problems, and global, national and regional historical, economic and social developments. It focuses on public issues and personal problems as they affect different demographic groups and Indigenous populations that live in the central and interior of British Columbia. This course examines the formulation of changes in social work practice and policy that give a greater voice to the consumers of welfare and the social and personal services of the welfare state.

SOCW 603-3 Women: Policy/Practice Issues
This interdisciplinary course explores the historical nature of the role of women and women's struggles in Canada with particular focus on the role of women in northern, remote and Indigenous communities. The exploration also includes a review of feminist perspectives and the meaning and application of feminist practice for social work in the areas of policy, research, counselling and direct service. While gender relations are the focus, they are analyzed as they intersect with issues such as race, class, ability, sexual orientation, and aging.

SOCW 605-3 Community Work/Politics of Change
Community Work and the Politics of Change is based on theories of social change and interactive problem solving skills with groups and communities is the main focus of this course. Critical analysis of selected field experiences will be examined in relation to the values of participatory democracy, co-operation, empowerment, mutual aid and a social justice vision of genuine community. Issues to be examined include developing grass roots leadership, valuing undervalued persons and building a community culture of hope. The methods of popular education, participatory action research and other forms of qualitative research directed to the politics of change will be examined.

SOCW 602-3 Indigenous Peoples: Advanced Social Work Practice
This course investigates conceptual, policy and practice issues that help professionals in the human services develop an appropriate role for social work in Indigenous cultures. Government and legal processes, values, economic factors, policies and practices are examined. The course examines issues such as racism, the position of women and children in relation to reserve, town and city life, autonomy, integration, underdevelopment and the transfer of social services to Indigenous peoples. ***Note: this is a required course effective the September 2018 intake and onward.***

SOCW 609-3 Advanced Quantitative Research
Advanced Quantitative Research in social policy and social work Practice covers a range of quantitative methods, research designs, statistical analyses and measures. The course explores social policy and social work issues in comparative, national and provincial contexts and links measures, methods and analyses to current issues and debates in social work policy and practice. The course prepares students with the research tools necessary to undertake their thesis and /or practicum projects.
Prerequisite: MSW students in their Foundation Year must successfully complete SOCW 634-3 prior to taking SOCW 609-3.

HHSC 703-3 Qualitative Research Approaches in Health and Human Sciences
This course explores various approaches to qualitative research in the health and human sciences. These approaches are discussed in light of the epistemological and ontological commitments, their methods and their demands upon the researcher. Included is an

examination of inherent issues of ethics and rigour. The approaches examined normally include: phenomenology, interpretive phenomenology, participatory action research, feminist research, grounded theory, Indigenous methodologies and institutional ethnography.
Prerequisite: MSW students in their Foundation Year must successfully complete SOCW 634-3 prior to taking HHSC 703-3.

SOCW 704-3 MSW Integrative Seminar

MSW Thesis/ Practicum/Project Proposal Development/Integrative Seminar has two dimensions. One is the focus on the relationship between theory, ideology, policy and practice in the study of social welfare. Its objective is to enable students to acquire, develop and apply analytical Course Descriptions: SOCW 134 UNBC 2019-2020 Graduate Course Descriptions Course Descriptions: SOCW, STAT, VRES approaches to the social policy. The second dimension focuses on the development of thesis/practicum/project proposals. Students are encouraged to use theoretical approaches in the formulation of the MSW research for thesis, practicum and project. It examines the steps used in the development of thesis, practicum and project proposals. It gives the students an opportunity to present their proposals and thesis/practicum/project plans with other students and faculty.
Note: Normally taken as the last course or one of the last courses in a student's program of study.

ELECTIVE COURSES:

SOCW 604-3 Directed Readings

Directed Readings enables students to undertake an independent reading course in an area that fits a chosen MSW research/policy/practice concentration. **Students may take a maximum of one Directed Readings course as an elective.**

SOCW 610-3 Wellness: Alternate Approaches

This course introduces and explores a variety of techniques in expressive arts, movement and process-oriented therapeutic approaches in working with individuals, couples, families and groups. Themes and exercises focus on addictive behaviours, mental health and wellness. Exercises are interwoven throughout the course. These incorporate the materials taught and provide students with the opportunity to practice the different techniques examined in this course.

SOCW 613-3 Clinical Social Work Practice

Critical analysis of psychotherapy and counselling, particularly by women and ethnic/ racial minorities has had an influence on how psychotherapy is organized and how values are expressed. Psychotherapy and counselling have also been influenced by the reality of restructuring in health care, education and social services. Social workers have been faced with the challenge of delivering service in environments that are increasingly restrictive. These developments have encouraged the implementation of new therapeutic approaches which emphasize brevity, respect for clients, client strength and collaborative approaches to problem solving. This course explores clinical practice within this context with emphasis on issues that pertain to northern British Columbia. The course requires critical analysis as well as practice skills.

SOCW 640-3 Social Work Supervision and Leadership

This course examines leadership and supervision from a social work perspective and it also draws on interdisciplinary knowledge from related fields of practice in health, education, business, and human services. The course emphasizes social justice and the effective and responsible use of human and material resources. Components of supervision and leadership such as administration, support, education, clinical supervision, performance management, recruitment and retention of employees, organizational context, interdisciplinary practices, and problem solving are addressed in this course. The course also encourages the development of styles of leadership and supervision that are respectful and anti-oppressive in nature.

SOCW 670-3 Indigenous Peoples in Canada: Past/Present/Future
This course examines the history of Indigenous Peoples in Canada and its current and future impacts on Indigenous children and youth. A particular focus is on the importance and knowledge of traditional family systems, parental attachment and evolving methods and practices. Discussions also include managing personal issues in professional practice, self-care and the intersection of Indigenous and Western frameworks for physical and mental health.
Prerequisites: BSW, Bachelor of Child & Youth Care or other bachelor-level degree subject to Chair Approval

SOCW 671-3 Reflections on Practice: Indigenous Child/Youth Mental Health
This course provides an opportunity to reflect on practice. The course surveys the historical and cultural development of Social Work practice, emphasizing contemporary models such as anti-oppressive practice, constructivism and feminist practice. The students study assessment, intervention, planning, advocacy, organizing, recording, confidentiality, evaluation, case management, interdisciplinary environments, and termination.
Prerequisites: BSW, Bachelor of Child & Youth Care or other bachelor-level degree subject to Chair Approval

SOCW 672-3 Social Work/Counselling Skills with Indigenous Child/Youth
This course examines practice and intervention skills for working with Indigenous children and youth. Topics include: basic issues of child development; communication skills that are effective in working with younger people; and specific therapeutic assessments and interventions. The importance of balancing the relationship between Western and traditional treatment and intervention approaches is also explored.
Prerequisites: BSW, Bachelor of Child & Youth Care or other bachelor-level degree subject to Chair Approval

SOCW 673-3 Mental Health and Addictions among Indigenous Children/Youth
This course focuses on common types of mental illness with an overview of substance misuse and addictions. Students are introduced to structural elements impacting mental health such as poverty, racism, and isolation, in addition to biological, traumatic, attachment, and familial factors. Epidemiological and etiological related mental illness among Indigenous children and youth is examined. Pharmacological interventions are considered.
Prerequisites: BSW, Bachelor of Child & Youth Care or other bachelor-level degree subject to Chair Approval

SOCW 674-3 Crisis Work With Indigenous Children/Youth: Restoring Balance
This course examines the nature and types of crisis situations faced by children and youth, with special attention to Indigenous children and youth. Basic crisis intervention skills aimed at the restoration of balance are identified. There is a particular focus on suicide including assessment of suicide lethality, intervention skills, skills for working with survivors, cluster suicide and suicide epidemics, and prevention work. The course addresses other trauma or crisis work, critical incident debriefing with children and youth and individual, family and community risk and protective factors.
Prerequisites: BSW, Bachelor of Child & Youth Care or other bachelor-level degree subject to Chair Approval

SOCW 675-3 Community-Based Prevention with Indigenous Peoples: Creation Balance
This course examines community-based prevention strategies and risk reduction as it applies to child and youth mental health and highlights the role and restoration of traditional activities that promote wellness for Indigenous children and youth. Interventions and practical application of prevention strategies in relation to suicide, parenting, disability, and other issues are addressed. The course emphasizes approaches to identifying and building on existing

community programs and community strengths. **Prerequisites: BSW, Bachelor of Child & Youth Care or other bachelor-level degree subject to Chair Approval**

SOCW 698-3 Special Topics
This course number designation will be available to permit faculty to offer courses in areas of specialization.

SOCW 701-3 Research Practicum (See Appendix E, F, and G for details)
This course is a research-based practicum that provides students with the opportunity to enhance and refine their research skills. It normally takes place two days per week over one semester. This elective is available to both practicum and thesis route students.

PRACTICUM AND THESIS

SOCW 732-9 MSW Practicum II
This field placement requires students to perform in a social work role or organizational setting. Field education provides students with an opportunity to enhance and refine their social work skills and focus on an area of particular interest. Students are normally placed in an agency or organizational setting that matches their specific learning needs.

SOCW 700-12 MSW Thesis
Students taking this route will register for a thesis leading to a written report of high academic quality that demonstrates mastery of the field specified and an ability to undertake research. The thesis may be based on research about models of advanced practice, policy and/or evaluation in the thematic areas of the MSW Program.

Part II:

A Detailed Guide to MSW Practicum and Thesis Options

General Glossary of Terms

Examining Committee - The role of the Examining Committee is to assess the thesis and to conduct an oral examination based on that scholarly work. The Examining Committee consists of the Supervisory Committee and at least one other examiner, called the External Examiner, who must be from outside the School of Social Work and who may not have had any previous involvement with the student or the thesis research.

Final Evaluative Meeting - The final evaluative meeting consists of a brief, non-public presentation of the practicum report by the student, followed by questions from, discussion with, and adjudication by the members of the Practicum Supervisory Committee.

MSW Consultant – A social worker with an MSW who is added to the student's committee when their Practicum Supervisor does not have an MSW.

Oral Defence - An oral defence consists of a brief, public presentation of the thesis by the student, followed by questions and adjudication by the Examining Committee.

Practicum - Applied practice-based experience which involves advanced Social Work skills and reflective assessment of the student's learning experiences.

Practicum Supervisor - The Practicum Supervisor is an agency, organization or community representative who provides supervision to the student during her/his practicum placement. The Practicum Supervisor provides direct practice guidance, arranges practice assignments, and liaises with the rest of the Practicum Supervisory Committee regarding the student's performance and progress.

Practicum Supervisory Committee - The Practicum Supervisory Committee is composed of the student's Academic Supervisor, Practicum Supervisor, and one other faculty member from the School of Social Work. The Committee guides the student in creating the practicum proposal and report.

Thesis - A study of high academic quality that demonstrates mastery of the field specified and an ability to undertake research.

Thesis Supervisory Committee - The Thesis Supervisory Committee is composed of the student's Supervisor, one other faculty member from the School of Social Work, and one faculty member from outside the School of Social Work at UNBC.

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MSW Program

PRACTICUM and THESIS OPTIONS

DISTINCTION BETWEEN PRACTICUM AND THESIS

Practicum   Applied practice-based experience which involves advanced social work skills and reflective assessment of student's learning experiences.

Thesis   A study of high academic quality that demonstrates mastery of the field specified and an ability to undertake research.

MSW PRACTICUM II OPTION (SOCW 732-9)

LEARNING OBJECTIVES

Students will engage in a supervised learning activity designed to meet goals of increasing social work knowledge and social work practice skills.

In consultation with their Academic Supervisor, students are required to actively seek their practice learning opportunity by contacting agencies.

The focus is on the acquisition and demonstration of advanced practice knowledge, values, and skills in an agency or community setting.

Students will also have the opportunity to reflect on and test social work theories/intervention methods in their practicum.

The practicum experience will reflect the students' learning agenda - something that relates to their individual learning needs, interests and experiences.

A submission to the Research Ethics Board must be made if there is a research component.

SUPERVISION BY COMMITTEE

Supervision by committee is a tradition within graduate studies and is an effective way to support a graduate student in the development of quality work. The School of Social Work at UNBC has adopted a process that is similar to the process used by other graduate programs at UNBC.

PRACTICUM SUPERVISORY COMMITTEE

Composition of a Practicum Supervisory Committee

A Practicum Supervisory Committee in Social Work is normally made up of three people: 1. The Academic Supervisor who is a tenure or tenure-track faculty member with the School of Social Work, 2. One other tenure or tenure-track faculty member or adjunct from the School of Social Work, 3. The student's Practicum Supervisor.

If a faculty committee member is not in a tenure/tenure track position, they should be in a term position of sufficient duration to ensure they will be able to work with the graduate student through to completion of the student's practicum or they should be a sessional instructor with expertise in the specific practice area and have availability to ensure they will be able to work with the student through to completion of the student's practicum.

Normally, the student's Practicum Supervisor will be external to the University and employed by the organization in which the student is completing their practicum. In some instances, a graduate degree from a related professional discipline may be accepted. If the Practicum Supervisor is new to UNBC supervision, the Academic Supervisor can request a copy of their curriculum vitae.

When an MSW practicum student is being supervised by a non-MSW qualified supervisor, the student's Academic Supervisor is responsible for regular consultation or for arranging for an **MSW Consultant.** The consultant will not be part of the Supervisory Committee but must be named on the Supervisory Committee Approval Form.

Qualifications

A Practicum Supervisory Committee will have the expertise, skills and knowledge base to provide a student with the necessary guidance and support through the practicum experience.

Committee Selection Process

Selecting the second Committee Member from Social Work is usually negotiated between the student and the Academic Supervisor but ultimately is the Academic Supervisor's responsibility. The Academic Supervisor as well as the student will want to ensure that there is an appropriate mix of skills as well as compatibility between committee members. Some Academic Supervisors may ask the student to approach prospective members and in other instances the Supervisor will make the approach. Either option is acceptable, but it is important that the Academic Supervisor be informed and in agreement with the selection of Committee Members.

COMPONENTS OF THE MSW PRACTICUM OPTION (SOCW 732-9)

The MSW Practicum Option involves three components: the practicum itself (including the Learning Contract – see **Appendix A and B**), the practicum proposal and report, and the final evaluative meeting.

1. PRACTICUM

Developing a Practicum

Unlike a BSW practicum and MSW Practicum I (Foundation Year practicum), which are normally developed by the Field Education Director or Coordinator, MSW Practicum II development is initiated by the student in consultation with their Academic Supervisor. The student is responsible for finding a placement that meets the standards as outlined in the practicum supervision section that follows. Students are strongly encouraged to develop a practicum that is outside their current or previous place of employment. Please note that the practicum is required to be unpaid and, if at the student's workplace, cannot be in the student's regular area of work nor supervised by the student's regular (work) supervisor.

Once a practicum location is identified, a standard contract called an Educational Institution Affiliation Agreement must be signed by the University and the agency or organization before the student commences the practicum. A practicum placement cannot commence until the Affiliation Agreement is in place.

UNBC Research Ethics Board

Remember that every project involving research with human subjects is required to have the approval of the University of Northern British Columbia's Research Ethics Board (REB) before the research begins. Students who are in doubt as to whether the research projects within their practicum require REB approval should discuss the matter with their Academic Supervisor. Failure

to obtain this approval will cause delay in completion of the MSW Program.

Duration of Practicum

MSW Practicum II must be made up of at least 450 hours (approximately 13 weeks full-time). It can be completed on a full-time or part-time basis, depending upon a variety of factors including the availability of the onsite Practicum Supervisor.

Practicum Supervisor

The Practicum Supervisor and the student are responsible for developing a clear and unambiguous Learning Contract which lists a series of learning goals and specific knowledge and skills that the student intends to acquire during the practicum. The Learning Contract is signed off by the student, the Practicum Supervisor, and the Academic Supervisor. Sample Learning Contracts can be found in **Appendix A and Appendix B**.

The Practicum Supervisor will normally manage the student's work assignments and must ensure that work assignments and the volume of work support an educational experience. The Practicum Supervisor will provide regular, scheduled supervision sessions. At the mid- and end-points of the practicum, the Practicum Supervisor will provide a written summary of the student's progress in regard to the practicum and the learning goals. Both will be formally reviewed by the student, the Academic Supervisor, and the Practicum Supervisor.

Practicum Evaluation

The practicum will be evaluated at three points:

1. The Learning Contract – approved during the practicum proposal (prior to practicum beginning) by the Practicum and Academic Supervisors;
2. The Mid-Term Evaluation – evaluates the student's progress in meeting the goals set out in the Learning Contract. Practicum and Academic Supervisors, along with the student, must sign off on this document (**see Appendix C**); and
3. The Final Evaluation – as with the Mid-Term Evaluation, except that it is a final assessment of the student's success in the practicum.

Note: Generally, there is a period of time between the student completing their practicum hours and writing their Final Practicum Report. For this reason, the student, Academic Supervisor, and/or Practicum Supervisor may request a check-in meeting at the end of the practicum hours; however, this meeting is not required.

The Mid-Term and Final Practicum Evaluations will be constructed by the Practicum Supervisor in narrative form under three specific sections:

1. The first section will address the knowledge goals stated in the Learning Contract;
2. The second section will address progress toward completion of the tasks listed in the Learning Contract; and
3. The final section will be a summary of the student's overall performance. The Mid-Term Evaluation Report will also list any changes to the stated knowledge and task goals outlined in the original Learning Contract.

> **Where Practicum or Academic Supervisors are aware of student difficulties with the placement activities at the time of the Mid-Term Evaluation, these should be noted on the Mid- Term Evaluation along with a plan for the student to correct any deficiencies. Potential consequences of not correcting deficiencies (such as potential to fail the practicum) should be noted on the Mid Term Evaluation, if known at that time.**

2. PRACTICUM PROPOSAL AND REPORT

Practicum Proposal

The complete Supervisory Committee must be in place before the practicum proposal can be approved. The Supervisory Committee Form must be completed and signed off by the student and Academic Supervisor during the first semester in which the student is enrolled in their practicum (SOCW 732). The practicum proposal is developed by the student with the guidance of the entire Supervisory Committee. However, the main responsibility for guiding the student in this task lies with the Academic Supervisor. The proposal must be reviewed and approved by all the members of the student's Practicum Supervisory Committee before the practicum commences. The proposal serves as the initial chapters of the student's practicum report, which is written upon completion of the practicum. Sections normally included in the practicum proposal are as follows:

1. Introduction
2. Theoretical orientation
3. Literature review
4. Detailed description of practicum, placement agency, and learning goals and activities
5. Conclusion

Individual supervisors and committees may require different content. Students are to work closely with their Academic Supervisors and Committee Members to ensure that the contents of the proposal meet the requirements of the Supervisory Committee.

Process for Approval of the Practicum Proposal

The Practicum Proposal is to be agreed upon by all members of the Supervisory Committee prior to the student starting the practicum. Steps for approval of Practicum Proposal are normally as follows (although each student should check with their Academic Supervisor regarding this process):

1. The student completes a first draft of the Practicum Proposal during SOCW 704 (Integrative Seminar).
2. The student revises this document based on feedback from the instructor for SOCW 704. The student then submits this document to the Academic Supervisor.
3. The Academic Supervisor reviews the document and makes comments for revisions, which are then to be made by the student. This may occur a number of times until the Academic Supervisor determines that the Proposal is ready to be reviewed by other Committee Members.
4. The remaining Supervisory Committee Members then review the Practicum Proposal (given to them by the Academic Supervisor) and make comments for revisions to the student. The student makes these revisions, and/or consults with the Academic Supervisor to ensure revisions are consistent with the intent of the Practicum.

   - Where differences of opinion occur between Committee Members, the student will attempt to negotiate a common ground and ensure communication with all Committee Members.
   - If the student is unable to secure an agreement, then it is the Academic Supervisor's responsibility to negotiate with Committee Members (possibly calling a meeting of the full Committee).
   - It is extremely rare that Committee Members cannot agree on a final draft of the Proposal. If this occurs, it is up to the Academic Supervisor, with the student, to decide next steps. These may include requesting third party intervention (for another opinion) or having a Committee Member withdraw and be replaced. A Committee Member who is not agreeable to the direction of the Practicum Proposal may choose to step down from the Supervisory Committee.
   - If a new member is identified, the new member must review the Proposal and agree to it before the student can continue on to the next steps.

5. When all Committee Members agree that the Practicum Proposal is sufficiently ready to proceed, the student is then ready to begin the placement. This is normally done through the process of a proposal defence, although sometimes an agreement on proceeding without a formal defence may be realized by alternative methods at the discretion of the Supervisor (with Committee input).

Final Practicum Report

The Final Practicum Report follows a format similar to that of a thesis, except that it will not normally include a research component. The practicum report will be approximately 50 to 60 typewritten pages in length (double spaced) and will be written using the APA (American Psychological Association) style. The title page should conform to UNBC standards for title pages, as indicated in the "Formatting Guidelines for dissertations, and projects" (https://www.unbc.ca/academic-success-centre/theses-layout-and-formatting-tips).

The format of the report is flexible, but students may wish to organize it under the following (or similar) chapters (with the first three chapters largely written as part of their practicum proposal). Individual Academic Supervisors may have other preferences and so students should discuss the layout with their Academic Supervisor.

Example of possible chapter titles and organization:

Chapter 1: Introduction – including:
- Description of the practicum setting
- Agreed upon learning outcomes from the Learning Contract (the Chapter should provide an overview of these, with the full Learning Contract attached as an Appendix)

Chapter 2: Theoretical Orientation
- Theory identified in the Practicum Report should be directly relevant to the theory or theories used at the Practicum agency (where applicable). This section should not be unduly complicated; keep the discussion pertinent, clear and simple.

Chapter 3: Literature Review
- To review, discuss, and critically analyze academic literature relevant to the practicum area of focus

Chapter 4: Learning Experiences from the Practicum
- This is not intended to be a rote description of every task engaged in during the placement. Rather it is to provide an overview of tasks and activities, written about in the context of what the student learned and gained from the experience.

Chapter 5: Implications for personal professional practice and Conclusion
- Relevance to the student's future social work practice, whether clinical, community development, research or policy analysis, etc.

List of references

Appendices (i.e. Learning Contract, agency brochures, etc as relevant to the Practicum and Report).

The entire Practicum Supervisory Committee will guide the student in crafting the practicum report. However, the main responsibility for this guidance lies with the Academic Supervisor. Once a draft of good quality has been prepared (and the Academic Supervisor has no more significant changes), it is normally distributed to the Practicum Supervisory Committee members for reading

and comments. Drafting and editing will continue until the entire Supervisory Committee is satisfied that the report is ready for the final evaluative meeting.

3. FINAL EVALUATIVE MEETING

Once the practicum report is ready for final evaluation, a Final Evaluative Meeting time is agreed upon by the student and Supervisory Committee. It is the responsibility of the student to ensure that have completed the relevant forms, including applying to graduate by the deadline. More information can be found here: https://www.unbc.ca/graduate-administration/other-completion-routes.

The Academic Supervisor and student should agree on whether the meeting will be held in person or virtually, booking a room/setting up a virtual meeting link as appropriate. The student should book any necessary equipment directly with Information Technology Services (ITS).

At the Final Evaluative Meeting, the student presents their work for about 20 minutes and then responds to questions from the Supervisory Committee as well as engaging in discussion arising from the questions. This meeting is less formal than a thesis defence. There is no required number of questions or length of discussion. Normally the meeting is expected to be approximately one hour in length. The Supervisory Committee will make any final comments/recommendations for revision of the report and assign a grade of Pass or Fail.

The Committee may approve the report as presented at the Final Evaluative Meeting or determine that changes in the document are necessary. However, having approved the document prior to the Final Evaluative Meeting and given there is no external examiner, it is less likely (than with a thesis) that significant changes will be required. If changes are required, unless Committee Members express a wish to see the Practicum Report again following completion of the changes, Committee Members (with the exception of the student's Academic Supervisor) should sign the Graduate Capstone Grading Form. The Academic Supervisor, working with the student, will determine when the document is satisfactory for submission to the Office of Graduate Administration. Once satisfactory, the Academic Supervisor signs the Graduate Capstone Grading Form.

One PDF copy of the final practicum report is to be submitted by the student, by email, to the Office of Graduate Administration at grad-office@unbc.ca along with the UNBC Partial Copyright License form. For timeline and process information please see: https://www2.unbc.ca/graduate-administration/other-completion-routes

Traditionally, students have provided Committee Members with a copy of the final document; however, some Committee Members now prefer electronic copies. You can check with your Academic Supervisor regarding this step. The student may wish to order additional copies for their own purposes. The student is responsible for any costs associated with these documents.

It is important to note that generally committee members are given 2-3 weeks to review a draft proposal/final report, although exceptions can be agreed upon when necessary.

MSW THESIS OPTION (SOCW 700-12)

Students should discuss their interests and thesis option possibilities with their Academic Supervisor.

SUPERVISION BY COMMITTEE

Supervision by committee is a tradition within graduate studies and is an effective way to support a graduate student in the development of quality work. The School of Social Work at UNBC has adopted a process and structure that is similar to those used by other graduate programs at UNBC. Please note that the Regulations of the Office of Graduate Administration take precedence over the School of Social Work guidelines that follow.

THESIS SUPERVISORY COMMITTEE

A Thesis Supervisory Committee in Social Work is normally made up of three members. The first is the student's Academic Supervisor. The second is one other faculty member from the School of Social Work who is in a tenured, tenure track, or adjunct position. If the Committee Member does not meet these criteria, they should be in a term position of sufficient duration to ensure that they will be able to work with the graduate student through to completion of the student's thesis. The third member of the Committee must be a tenured or tenure-track faculty member from outside the School of Social Work at UNBC or, if appropriate, from another university.

Selection Process

Selection of Committee Members is usually negotiated between the student and their Supervisor, but ultimately is the Supervisor's responsibility. The Supervisor as well as the student will want to ensure that there is an appropriate mix of skills as well as compatibility between Committee Members. Some Supervisors may ask the student to approach prospective members; in other instances, the Supervisor will make the approach. Either option is acceptable, but it is important that the Supervisor be informed and in agreement with the selection of Committee Members. There may be occasions when a student or Supervisor might wish to add a fourth Committee Member. This is acceptable, though not encouraged. The member does not have to be from the School of Social Work. Adding a fourth Committee Member must receive the approval of the Dean of Graduate Programs.

Responsibilities of the Thesis Supervisory Committee

There are some responsibilities that need to be addressed as the student progresses through the process, and Committee Members have particular responsibilities associated with various stages of thesis development. After the Committee is formed, the student, working closely with the Supervisor with input from Committee members, will concentrate on developing the thesis proposal. Once it is developed, the proposal must be reviewed by all Committee Members. The Committee Members are expected to read the proposal and make suggestions regarding modification or change. Normally, the suggestions will be made at a proposal defence, although it is acceptable to provide individual feedback to the student and Supervisor. The suggested changes will be debated and, if accepted, incorporated into the proposal. The proposal is read again, and there may be another meeting of the Committee to finalize the proposal. Normally this meeting is constructed in a formal manner as a proposal defence. When the proposal is finalized, it can then be submitted for review by the Research Ethics Board. If further changes are recommended following review by the Research Ethics Board, it is important to share the changes with all Committee Members.

Once the proposal receives approval from the Research Ethics Board, the student can begin the research process. Usually, the student will work closely with the Supervisor, although other Committee Members may be brought in if they have particular expertise that is required.

Following data gathering and analysis, the student and Supervisor may choose to have a meeting with the Committee to discuss preliminary findings, although this is not a requirement. The Supervisor will work with the student to prepare a draft document that must follow the accepted format for a social work thesis. The most current APA (American Psychological Association) style must be used, along with a document organizational structure that normally includes an introduction, literature review, methodology, results, discussion (or implications for practice and policy), and conclusion.

THE PROPOSAL

The complete Supervisory Committee must be in place before the thesis proposal can be approved. The Supervisory Committee Form must be completed and signed off by the student and Supervisor during the semester in which the student is first registered in their thesis (SOCW 700).

A suggested outline or guide for writing and submitting a research proposal follows.

The Title Page

The title of the research project should be as specific and descriptive as possible, without being too lengthy. The title page should include the name of the student and may include the names of the Supervisor and other members of the Supervisory Committee. It should conform to UNBC standards for title pages, as indicated in the "Formatting Guidelines for dissertations, and projects" (https://www.unbc.ca/academic-success-centre/theses-layout-and-formatting-tips).

Introduction (of the Research Problem)

The introductory pages of the proposal should contain a clear statement of the problem or problems the student will be examining in their study. At this point, the presentation of the problem should be briefly described in terms of its theoretical, substantive, policy and/or practical significance. How will the study contribute to the above areas?

The following are some examples of the criteria that may be used to discuss the significance of the research problem. Note: Depending on the student's approach to the topic, not all of these criteria may be applicable.

1. Its timeliness.
2. Its relation to a practical problem or practice issue.
3. Whether or not it fills a research gap.
4. Whether it relates to an influential, critical or problematic population.
5. The implications of the study for social policy and Social Work issues.
6. The extent to which the analysis may sharpen the definition and measurement of important concepts.
7. The contribution of the research to the testing or building of theory.
8. The way the study creates or improves on special measurement techniques or instruments for observing and analyzing data.
9. The extent to which the study explores new areas.
10. The implications of the research for new practice developments.
11. The importance of the study for evaluating a new form of policy or practice.

The introduction also normally contains the research question or questions that will guide the study.

Theoretical Orientation

Every research project needs to be grounded in a theoretical orientation. In this section the theory guiding the research is to be identified and discussed, with an explanation for its relevance to the research project. Do not make this section more complicated than it needs to be by incorporating too many theories. Keep your selection of theory or theories pertinent, clear, and simple.

Review of the Literature

Knowledge of the literature related to the issue the student is examining is important. Before writing a proposal, it is necessary to search the literature. It will tell the student what has been done up to now—what theoretical, practice, policy developments, measurement and conceptual issues have been looked at. Knowledge of past research saves a lot of time. It directs the student to the areas which have already been studied as well as to those which have yet to be examined.

In the proposal, the literature review contains an analysis of past studies and findings related to the stated problem. It is useful to use this review to show what needs to be done and how past studies have influenced the student's selection of important variables and the way the student will be looking at the problem.

Research Design

The following illustrate some examples of the type of questions that need to be dealt with in this part of the proposal. These will vary depending on the student's selection of a qualitative or quantitative approach to the issue.

Will new information be collected or will secondary sources be used? What is the unit of study (e.g., government documents, social welfare clients)? What data gathering techniques will be used (e.g., an interview schedule, questionnaire, content analysis, and documentary analysis)? What is the population to be studied? Will a sample be collected?

What are the important concepts? How will they be looked at? What nominal and operational definitions will be used to define these concepts?

How will the findings be classified and presented? Will the analysis be qualitative or will the student rely on descriptive and/or inferential statistics? Will hypotheses be tested? Also, what are the hypotheses and what level of significance will be used in these tests?

Budget and Time Schedule

This section involves a brief but realistic account of the amount of time the student expects will be needed to complete the study. The student should be specific in terms of the time required for information and data collection, analysis, and writing.

References

As with all formal proposals, a complete list of references must be included with the student's presentation.

PROCESS FOR APPROVAL OF THE THESIS PROPOSAL

The Thesis Proposal is to be agreed upon by all members of the Supervisory Committee prior to the student submitting the Research Ethics application form and before starting the data collection. Steps for approval of the Proposal are normally as follows (although each student should check with their Academic Supervisor regarding this process):

1. The student normally completes a first draft of the Proposal during SOCW 704 (Integrative Seminar).
2. The student will revise this document based on feedback from the instructor for SOCW 704, as is relevant. The student then submits this document to the Academic Supervisor.
3. The Academic Supervisor reviews the document and makes comments for revisions, which are then to be made by the student. This may occur a number of times until the Academic Supervisor determines that the Proposal is ready to be reviewed by other Committee Members.
4. The remaining Supervisory Committee Members then review the Proposal (given to them by the student when the supervisor indicates the proposal is ready) and make comments for revisions to the student. The student makes these revisions, and/or consults with the Academic Supervisor to ensure revisions are consistent with the intent of the Practicum.
   - Where differences of opinion occur between Committee Members, the student will attempt to negotiate a common ground and ensure communication with all Committee Members.
   - If the student is unable to secure an agreement, then it is the Academic Supervisor's responsibility to negotiate with Committee Members (possibly calling a meeting of the full Committee).
   - It is rare that Committee Members cannot agree on a final draft of the Proposal. If this occurs, it is up to the Academic Supervisor, with the student, to decide next steps. These may include requesting third party intervention (for another opinion) or having a Committee Member withdraw and be replaced. A Committee Member who is not agreeable to the direction of the Proposal may choose to step down from the Supervisory Committee.
   - If a new member is identified, the new member must review the Proposal and agree to it before the student can continue on in the next steps.
5. When all Committee Members agree that the Thesis Proposal is sufficiently ready to proceed, the student is then ready complete and submit the Research Ethics application to UNBC's Research Ethics Board for approval.
   - Students should note that it can take several weeks to receive ethics approval, and data collection cannot begin until approval is received.
6. Once the REB approves the research ethics application, the student can begin data collection.

DEVELOPMENT AND EVALUATION OF THESIS DRAFT

The Supervisor will work with the student to prepare a draft document that must follow the accepted format for a Social Work thesis.

It is normal for students to submit more than one draft of a thesis to the Academic Supervisor for discussion and revisions before submitting the thesis to the remaining Committee Members. The Supervisory Committee has the responsibility to read the draft(s) thoroughly and make comments for revisions in order to prepare the thesis for examination.

Once a draft of good quality is prepared and the Academic Supervisor indicates it is ready for the next step, it should be distributed to all Committee Members for reading and comment. Upon receiving the feedback, the student will make the necessary changes and the revised document will be distributed to all Committee Members for further careful review.

Once all Committee Members have read the document and are satisfied that the document is ready for defence, the student and/or Supervisor should download the *Request for Oral Examination Form available at https://www.unbc.ca/graduate-administration/thesis-oral-examination, c*omplete the form (including signatures of all Committee Members and naming the proposed External Examiner), and submit the document to the Grad Office at least six weeks before the agreed date for the defence. Further information, including deadlines to request an oral exam, can be found at https://www.unbc.ca/graduate-administration/thesis-oral-examination.

EXAMINING COMMITTEE AND IDENTIFYING AN EXTERNAL EXAMINER

According to Regulation 4.5.2, "Examining Committees", of the UNBC Graduate Calendar, the role of the Examining Committee is to assess the dissertation or thesis, and to conduct an oral examination based on that scholarly work. The Examining Committee will consist of the Supervisory Committee and at least one other examiner, called the External Examiner, who must be from outside the School of Social Work and who may not have had any previous involvement with the student or the thesis research.

The Supervisor selects the External Examiner based upon the following criteria:

1. Normally, the External Examiner must have a PhD (or be ABD) and hold an appointment as an Associate Professor or full Professor;
2. The External Examiner must have the knowledge to fairly evaluate the thesis; and
3. The External Examiner must be from outside the School of Social Work and not have had any previous involvement with the student's thesis research.

UNBC POLICY ON THE APPOINTMENT OF AN EXTERNAL EXAMINER

As mentioned previously, six weeks prior to the proposed defence date, the student or Supervisor must submit the Request for Oral Examination and Appointment of an External Examiner form and two copies of the thesis to the Office of Graduate Administration. The proposed date and time for the defence should be noted on the form and the Supervisor, not the student, should have made contact with the proposed External Examiner to ensure that they are available either to attend in person or via video conference. The Supervisor should also make it clear to the External Examiner that their name has been recommended to the Dean of Graduate Programs and is subject to approval. It is also the Supervisor's role to confirm the date and time proposed for the defence with the other members of the Supervisory Committee and the student prior to submitting the form.

Personal Contact with the External Examiner

To ensure that an arm's length, independent review is possible, the External Examiner should not have participated directly in supervising the student or directing the work. Any contact initiated by the External Examiner should be directed either to the Office of Graduate Administration or to the Supervisor. The Supervisor should not communicate views of the External Examiner to the student prior to the defence.

Once the External Examiner is approved and the date and time of the defence are confirmed, the Office Graduate Administration will book a room and any required AV equipment. As well, a Chair will be selected. The office of Graduate Administration will send an announcement of the defence in an email to faculty and graduate students, and will also post the announcement on UNBC's general email list. Any additional advertising of the defence is the responsibility of the Program, the Supervisor, or the student.

ORAL EXAMINATION

The Examining Committee is comprised of the student's Thesis Supervisory Committee, as well as an External Examiner. A Chair presides. Students are expected to make a brief presentation that summarizes their thesis and the key findings of the research. This presentation should take no longer than 15 or 20 minutes. Presentations that run longer run the risk of being cut short by the Chair. The presentation is for the benefit of the audience and the External Examiner. It should focus on the essential ingredients of the research. A good presentation should make effective use of technology, but above all it should be clear and succinct.

Usually, questions begin with the External Examiner and then move to the external Committee Member, the program Committee Member, and lastly, the student's Supervisor. There are usually three rounds of questions. After the third round, if time permits, the audience is asked if they have any questions. On rare occasions, the Chair may ask a question. When the question period has been completed, the audience and the student are asked to leave the room. The Examining Committee evaluates the thesis and the oral defence and comes to a decision. The student is called back in and notified of the Committee's decision. The different decisions that can be made by the Examining Committee are found in Regulation 4.5.4, "Results of Oral Examinations", of the UNBC Graduate Calendar. These are listed below in the section entitled "Results of Oral Examinations for Thesis".

It is the Supervisor's responsibility to gather the concerns to be addressed by the student that are identified by the Committee Members. It is helpful if Committee Members clearly identify the required changes because this makes it easier for the student to complete the work. Once a student has successfully defended their thesis and made any changes to the document that resulted from the defence, they must submit a PDF copy to the Office of Graduate Administration, along with a UNBC Distribution License Form. Traditionally, students have provided Committee Members with a bound copy of the final thesis; however, many members now prefer an electronic copy. Students can check with the Academic Supervisor regarding preferences. The student may also wish to order additional copies for their own purposes.

RESULTS OF ORAL EXAMINATIONS FOR THESIS

The decision of the examining committee shall be based on the content of the scholarly work or thesis as well as the candidate's ability to defend it. After the examination, the committee shall recommend to the Dean one of the following results (for further details, please refer to the Graduate Academic Calendar):

Clear Pass: This decision is selected when the thesis, project or practicum is acceptable as presented, and the oral defence is acceptable. The only alterations to be made are grammatical, labelling, numbering changes or the correction of typographical errors.

Pass with Minor Revision: This decision is selected when the thesis, project or practicum is acceptable subject to minor revision, and the oral defence is acceptable. Minor revisions are defined as any change beyond the correction of typographical errors that entails the reorganization of portions of the manuscript or the rewriting of minor portions of the thesis. It is within the discretion of the examining committee to determine whether the quantity or number of minor revisions proposed make the outcome "pass with major revisions" more appropriate.

Pass with Major Revision: This decision is selected when the thesis, project or practicum is acceptable subject to major revision, and the oral defence is acceptable. Pass with major revisions means that a complete chapter or chapters must be rewritten, additional data is to be presented and/or interpreted, or the general format must be changed. Alternatively, the cumulative number of minor revisions is sufficient to merit a pass with major revisions.

Adjournment of the Examination: This decision is selected when the examination is adjourned. Reasons to adjourn the examination include, but are not limited to, the following: further research or experimentation is required; the thesis is acceptable but the student has failed the oral defence; or the external examiner casts the lone dissenting vote.

Failure: This decision is selected when the thesis, project or practicum is unacceptable, and the oral defence is unacceptable. If two or more members of the examining committee are opposed to passing the student, the student will not be recommended for the degree.

It is important to note that generally committee members are given 2-3 weeks to review a draft proposal/final report, although exceptions can be agreed upon when necessary.

Part III:

**Foundation Year Field Education Manual
MSW Practicum 1 (SOCW 632-9)**

GLOSSARY OF TERMS

Agency Supervisor- Is an agency, organization or community representative who provides supervision to the student during her/his field education placement. The Agency Supervisor provides direct practice guidance, arranges practice assignments, and liaises with the Faculty Field Instructor regarding student's performance and progress.

Client - The person, family, group of persons, incorporated body, association or community on whose behalf a social worker and/or social work student provides or agrees to provide a service.

Field Education Coordinator - Acts as a liaison person between the agencies and the University and provides all the administrative functions of Field Education.

Field Education Director - The faculty person responsible for coordinating the development, maintenance, assignment of students to agencies, and evaluation of all field placements.

Faculty Field Instructor - The assigned faculty person who is responsible for advising and evaluating the student in the field as well as establishing the necessary liaison between the University and the field education agency or organization.

Harassment and Discrimination Policy - The University has a defined policy on harassment and discrimination. The spirit of this policy not only applies to students and faculty but also to agency-based supervisors and agency personnel. Violation of these provisions is regarded as a serious matter.

High Risk - High risk situations can apply to the client, the agency or organization and the student social worker. Situations that might be considered high risk for the purpose of social work students are those where there is a reasonable expectation of physical danger or damaging publicity (I.e., Investigating and making a disposition decision in an alleged case of child abuse; working with a person who is a high risk for suicidal behaviour; making a presentation on behalf of an organization that will determine allocation of vital funding). Such situations might not be viewed as high risk for the students if they work conjointly with an experienced agency social worker.

SECTION 1: Information for Agency Supervisors

SUPERVISORY TRAINING AND ORIENTATION

Orientation is available in December for all first time and returning supervisors. If that timing does not work, the Field Education Team is available to provide one-on-one information to Practicum Supervisors. The focus of this is to:

1. Describe the UNBC School of Social Work
2. Provide an overview of social work supervision
3. Highlight the differences and similarities between field staff supervision and student supervision
4. Discuss models and approaches to supervision
5. Describe the specific responsibilities of the Agency Supervisor
6. Review and discuss Learning Contracts and evaluation procedures
7. Discuss procedures for problem solving and trouble shooting
8. Discuss appropriate case assignments

During orientation, experienced supervisors may offer suggestions to new supervisors to help enable supervisors to develop further skills in the area of student supervision. Supervisors can share ideas, experience and some specific student supervision strategies.

STUDENT SUPERVISION

Regular supervision provides an opportunity for Agency Supervisors to guide students through the practicum requirements and provide an opportunity for feedback and processing of the theory and practice integration. Agency Supervisors should establish consistent and regular times for supervisory contact with the student. We suggest agreeing upon a regular protected period of time which is established in the Learning Contract. During placements, students may also meet with their Faculty Field Instructor as needed.

POTENTIAL PLACEMENT DIFFICULTIES

While we all hope that every field placement results in a positive experience for the student, the Agency Supervisor, and the Faculty Field Instructor, this may not always be the case. If there are problems that cannot be quickly resolved, then it is important to alert the Field Education Faculty Field Instructor or the Director of Field Education as quickly as possible. The matters of concern should be well documented. In most cases, it will be possible to resolve the problems but there may be times when the placement is simply not going to work. In these situations, it will be important to make the necessary changes expeditiously and in a way that protects clients, the student, the Agency Supervisor, and the agency.

In very few cases there are students who are simply not suited to the profession of social work. This is always a difficult matter to manage and if it becomes apparent that this is the issue then the University does not expect the Agency Supervisor to deal with students regarding their professional suitability.

SECTION 2: Information for MSW Practicum Students and Agency Supervisors

MSW Practicum I (SOCW 632-9)

The MSW Program at UNBC has an emphasis on practice in northern and remote areas, Indigenous Peoples, women, and community practice and research. These areas combined with an analysis of class, gender and race relations are emphasized throughout social work courses and in the MSW Practicum I. Students at the MSW level have the opportunity to develop advanced skills and knowledge in these core areas.

MSW Practicum I (SOCW 632-9) is compulsory for all MSW students who are completing the Foundation Year. It offers them an opportunity to develop their social work practice skills within an agency or community setting. A variety of placements are available and whenever possible the student's interests and learning needs will be matched with a suitable placement opportunity. The placement experience involves the student, Faculty Field Instructor, and Agency Supervisor in a partnership which is intended to facilitate the student's learning.

For field education in the Foundation Year (SOCW 632-9), all students are required to work in a practice setting three days per week throughout two semesters (September to April). This course is graded on a pass/fail basis.

The intent of MSW field education is to:

- ➢ Facilitate students' familiarization with practice environments
- ➢ Assist students' development in intervention, evaluation and termination skills
- ➢ Encourage students to develop independent decision-making skills
- ➢ Encourage students in critical thinking about service delivery and practice issues
- ➢ Provide an opportunity for students to link Social Work concepts and values with practice skills
- ➢ Help students develop record keeping and case management skills
- ➢ Help students develop social work analytical skills (i.e., view the client/community issues from a social work perspective that emphasizes a structural analysis)
- ➢ Assist students to foster the integration of theory and practice

In order for MSW students to think reflectively about their practice experience, it is essential that they have sufficient time. Therefore, while students will perform actual social work within organizations and agencies, students will not be expected to carry a full workload.

ROLES AND RESPONSIBILITIES

Field Education Director

The Field Education Director has overall responsibility for the development, maintenance, recruitment, coordination and evaluation of field education placements as well as updating the Field Education Manual. Specific responsibilities for the Field Education Director include:

1. Recruiting of agencies and organizations for field education placements
2. Recruitment of Agency Supervisors with suitable qualifications and background experience
3. Providing training and orientation to Agency Supervisors and Faculty Field Instructors
4. Assigning social work students to field placements
5. Providing agencies with criteria for student evaluations and appropriate evaluation forms
6. Providing opportunities for Faculty Field Instructors, and Agency Supervisors to have access to emerging trends, professional resources, and research in social work
7. Establishing and maintaining relationships and open communication with the agencies used by the School
8. Overall supervision of field placements and student appeals on the respective campuses.

Field Education Coordinator

The Field Education Coordinator is familiar with the agencies and social service organizations in Northern British Columbia and has a list of contact people who can be accessed for placement information and opportunities. The Field Education Coordinator acts as a liaison between the agencies and the University and provides all the administrative functions of field education. Specific responsibilities include:

1. Initial contact of agencies and organizations for field education placements.
2. Coordination of the maintenance and publication of the field education manual.
3. Administration and maintenance of the online Intern Placement Tracking database, IPT.
4. Ensuring Affiliation Agreements are current with agencies utilized for student placements. Coordinate with Contract and Supply Chain Management department.
5. HSPnet (Health Science Placement Network) – Input and monitoring for any/all Health Authority placement requests for UNBC School of Social Work students.
6. Compilation of the Field Education "Expression of Interest" forms in IPT.
7. Whenever possible, assistance in matching students with their field education preference.
8. Ensuring that evaluations of placements are uploaded in IPT, completed, and summarized, and the results are recorded.
9. Maintaining appropriate correspondence with the agencies.
10. Organizing agency orientation and appreciation events.
11. Maintaining records and files pertaining to the field education experiences.

Faculty Field Instructor

The Faculty Field Instructor is the faculty person who is responsible for liaising field education between field placements and the School of Social Work. Specific responsibilities include:

1. Meeting with Agency Supervisors and students in the beginning of the term and informing about the expectations and responsibilities involved in field education
2. Ensuring that there is a good match between the student and the placement
3. Ensuring that the student's work contract is realistic and achievable

4. Ensuring the student's performance and discussing the student's progress at the end of fall semester and the end of winter semester or whenever necessary
5. Being available for consultation on field education matters including problem mediation between students and Agency Supervisors or other field practicum related concerns
6. Maintaining regular contacts with the Agency Supervisor and the student when there is any concern over the student's performance; participating in a review of the situation and formulating an intervention plan with specific objectives; and reviewing the progress on a regular basis
7. Ensuring completion of required documents and the return of all forms to the School at designated times

In addition to these specific requirements, the Faculty Field Instructor will attend field meetings as required and participate in the overall development of the field education component. It is important that the Faculty Field Instructor strives to facilitate the student's ability to link practice experience with the theoretical concepts discussed in other coursework.

Agency Supervisor

The Agency Supervisor is the agency, organization or community representative who supervises students during their field education placement. This person is not a University faculty member but agrees to meet the terms and conditions of field education supervision. Ideally the person will have a social work degree, though this is not an absolute necessity. People with extensive experience in social work positions will also be eligible to provide supervision to students. Specific responsibilities include:

1. Meeting with a representative from UNBC School of Social Work to discuss the nature of the field education opportunity. This discussion will examine the type of work, the appropriateness of that work, time commitment on the part of the agency and Agency Supervisor and various internal administrative issues such as transportation arrangements and clerical support.
2. Meeting with the student and Faculty Field Instructor to discuss the practice opportunities in the placement
3. Providing the student with an orientation to the agency
4. Providing practice assignments which are consistent with the expectations of the UNBC School of Social Work
5. Providing supervision and feedback to the students on a consistent, regular basis. Consultation and supervision should relate to the provision of information and education regarding administrative tasks and the development of skills and knowledge specific to Social Work practice. The Agency Supervisor should also provide support relating to time and stress management.
6. Liaising with the Faculty Field Instructor regarding the student's performance and progress. If there are difficulties or issues of concern, the Faculty Field Instructor should be informed immediately.
7. Participating in review and evaluation meetings with the student and Faculty Field Instructor (at the end of the fall semester and at the end of the winter semester), or as required
8. Evaluating the placement experience (the form to be returned directly to the Field Education Coordinator)
9. Having current knowledge of the relevant Code of Ethics

In addition to the above requirements, it is recommended that the Agency Supervisors attend information meetings or orientation sessions offered by UNBC School of Social Work.

Student

Field education is an essential part of the student's social work education. It provides the student with an opportunity to apply theory to practice through direct work with people and organizations. It is an opportunity for students to become familiar with some of the settings in which Social Workers are employed. Within this context students have certain responsibilities:

1. Adherence to the standards set forth by the Canadian Association of Social Workers (CASW) and British Columbia College of Social Workers (BCCSW) codes of ethics
2. Participation in the pre-placement meeting (preferably in the summer)
3. Adherence to the agency protocol (i.e. dress code, hours, information sharing, etc.)
4. Attendance and participation at the scheduled seminars
5. Completion of required assignments according to the time frame
6. Participation in the student evaluation process
7. Completion of the field placements evaluation forms

Leaves

Sick days, personal leave days and holidays are issues that arise periodically during the course of field education placements. Students are allowed to be excused for illness and serious personal or family issues. Normally students may not be absent from field education for any other reason. Exceptions may be made if the reason for the absence is first discussed with the Faculty Field Instructor and the Practicum Supervisor. If the accumulated period of absence (for any reason) totals more than two days, the student will be required to make this time up during study break or at the end of the field education placement. Students who are absent from field education placements without valid reasons may receive a fail grade in field education.

Practicum Hours

Normally, MSW Practicum I is three days per week (Wednesday to Friday). The actual length of the working day varies from agency to agency. As long as actual work time falls within 7 to 8 hours per day, the student will meet the hour requirements for the field education placement.

The minimum requirement for MSW-FY students in the SOCW 632-9 placement is 450 hours (approximately 78 working days) and <u>excludes</u> the mandatory seminars.

FIELD PRACTICUM AGENCY SELECTION

The Field Education Director seeks to develop relationships with social and human service agencies that meet the following criteria:

1. Commitment to training social workers
2. Ability to provide qualified Agency Supervisors who will provide required supervision and complete necessary evaluation forms
3. Willingness to work in accordance with the mission statement and goals of the School of Social Work
4. Ability to provide appropriate and diverse educational experiences consistent with the levels of field practicum
5. Provision of adequate space and supplies for student's assignment
6. Commitment to employment of social workers where appropriate
7. General objectives and operational standards consistent with the goals of Social Work education and the School of Social Work
8. Commitment to professional values consistent with the BCASW Code of Ethics
9. Commitment to principles of non-discrimination and affirmative action including, but not limited to, people of colour and women, people with disabilities, gay and lesbian individuals
10. Commitment to social and economic justice

PRACTICUM I PLACEMENT PROCEDURES

Foundation Year MSW students must take SOCW 637-3 (Advanced Practice Methods) as a <u>co-requisite at the same time</u> they are doing their MSW Practicum I (SOCW 632-9).

Criminal Record Check

A British Columbia Criminal Record Check for working with children and / or vulnerable adults, through the Ministry of Justice is required following acceptance of an Offer of Admission into the program. Details on this process would have been forwarded to you by the UNBC Office of the Registrar.

If a student has a criminal record, the Registrar's Office will inform the Field Education Director. The Field Education Director will meet with the student to consider such factors as the offence and the length of time since the offence and to determine potential professional suitability. If the Field Education Director decides that the criminal record is such that it does not constitute a risk to clients or agencies, the student will proceed to placement. However, any agency in which the student is scheduled for placement will be advised of the findings and the agency has the right to refuse the proposed placement. Some agencies require an additional internal check of criminal records through the Attorney General's Office.

Field Education Placements

The Field Education Coordinator will maintain a list of available field education opportunities for students. As much as possible, an attempt will be made to match students with a field education experience that meets their interest.

Prior to the beginning of the placement the student must arrange to meet with the potential Agency Supervisor (preferably in summer). This pre-placement visit will allow for a preliminary discussion regarding the specific tasks and learning opportunities available at the agency. It should be noted that some agencies require a formal interview of the prospective students before agreeing to the placement. If there are any difficulties encountered during this process, the student should address these with the Field Education Director.

MSW WORKPLACE PRACTICUM I POLICY
** For students enrolled in the MSW Foundation Year only **

Because Field Education is aimed at providing students with new learning opportunities, normally a practicum at a student's place of work will not be approved. In some circumstances, the Field Education Committee may approve a workplace practicum if the following conditions are met:
- The student must articulate clear, <u>learning-related</u> reasons why a workplace practicum is more appropriate than a practicum in another setting
- The supervisor for the workplace practicum must be a different individual from the normal supervisor for the student's employment
- The tasks for the practicum must be outlined and must be <u>materially</u> different from the student's regular employment tasks, which also must be outlined (through a job description, if available)
- Division of time for the practicum and time for the student's employment must be clearly delineated

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Please note: A workplace practicum is **not** a paid practicum.
A student in the MSW program will NOT be paid for a practicum.

Procedure:
- At least four months prior to the anticipated start of the practicum, the student will submit, in writing, to the Field Education Director a request for a workplace practicum, outlining how the proposed practicum meets the guidelines above
- The Field Education Director will consider the request and inform the student of their decision.
- If the student does not agree with the Field Education Director's decision, they can appeal to the Chair of Social Work.

PRACTICUM I PLACEMENT OBJECTIVES

MSW Foundation Year students are placed in an agency or organizational setting where they have an opportunity to directly apply theory and knowledge to actual practice situations. Students may work with individuals, families, groups or communities in order to develop a range of advanced social work skills and competencies. While students will be able to assume some of the agency workload, the primary focus of a placement is on the student's development of Social Work skills. Consequently, the assignment of work must be balanced in such a way that the student is actively engaged in the work process but has time to think and reflect on the nature of her/his activities.

Skills MSW Foundation Year students should have an opportunity to develop include:
- advanced interviewing and helping strategies
- in-depth reflective and analytical skills
- advanced community development practices
- in-depth understanding of models of service delivery and agency structure
- in-depth thinking on professional values
- advanced case management skills

The exact nature of these skills will be dependent upon the nature of the agency and the work that it performs. However, it is expected that students will develop the ability to critically analyze structures and processes occurring at the individual, agency and community level. Where possible, in a practical sense, students are expected to actively promote change on the clients' behalf.

During this placement, Foundation MSW students are expected to build upon the skills that they have gained from their previous work experience. The fact that students will be in the placement for three days per week over two semesters will allow for work assignments that are more complex, more demanding of the student's time, and require a more advanced level of skills than a shorter practicum placement. The work expectations will be more extensive and the nature of the work will have a higher risk factor than the BSW level, although the risk factor should still not be regarded as "high". High risk situations include those where there is a real and immediate threat to the person's physical safety or an organization's viability. Examples of high risk situations might include assessment and intervention in child abuse, working with a person who is actively suicidal, or representing an agency in an appeal to a major funding body.

In this placement, MSW students have an opportunity to develop, refine and apply advanced generalist practice knowledge, skills, values and ethics under supervision in social service agencies. They should develop or demonstrate the following skills at an advanced level:

- Ability to integrate into the work of an agency, and/or encourage changes in service delivery systems
- Independent decision-making skills
- Professional practice consistent with BCASW Code of Ethics
- Ability to apply social work theories and critical thinking to social work practice
- Ability to establish linkages between assessment and effective intervention
- Ability to master a repertoire of assessment, intervention and termination skills
- Ability to work effectively with clients and diverse populations
- Ability to evaluate effectiveness of practice
- Effective use of supervision
- Understanding of oppression and discrimination and a commitment to social and economic justice

Examples of appropriate work assignments might include carrying general child protection cases, support and maintenance of clients with mental health problems, and consultative preparation of organization program proposals. All of these assignments would be consistent with the expectations placed upon a new worker in these types of agency or organization situations.

OUTLINE FOR FIELD EDUCATION PLACEMENT

The following outline is followed to ensure that the expectations of field education will be met.

Spring

Once admitted into the Program, the student will meet with the Field Education Director to discuss areas of interest and to begin the placement matching process.

Summer

An interview/pre-placement visit may occur; a specialized criminal record check may need to be completed.

Sept./Oct.:

Placement begins. During the first two weeks there should be an orientation to the agency and development of a Learning Contract for presentation to the Faculty Field Instructor. The student should develop an awareness of the services provided by the organization or agency, including the personnel who deliver these services and the client group being served. Work or case assignments will be discussed with the Agency Supervisor and the student should review files and pertinent documents. The student will accompany agency staff on work assignments. By the end of the first month, there will be case assignment of clients/community projects. The student will make contact with clients/community projects and begin the assessment and case/community planning process.

Nov./Dec.:

Student will work on development of assessment skills, file recording skills, interview skills, intervention plans, group/meeting facilitation skills, community liaising and organizing skills, and policy/political analysis skills.

The student will clearly establish the nature of the work to be done with the assigned clients/community projects and complete assessments of clients/projects/present circumstances and needs and enter appropriate file recordings. The student can examine existing intervention plans and discuss proposed changes with the Agency Supervisor. At the beginning of December, there will be a formal evaluation (end of fall semester) of student progress in the placement.

Jan./March:

Students will further develop their interview, community organizing and policy analysis skills and concentrate on self-evaluation of their own work with clients/communities.

The student will continue to work with clients and may have additional case or work assignments in order to maintain workload levels. During the first week of March, there will be a focus on preparing clients or groups for termination. All assignments should be completed by the end of March.

April:

Students will use their analytical skills to examine the structure and operation of a social service agency or organization. They will critically examine their use of self in the Social Work process and they will formalize termination skills.

The placement ends during the second week in April. All MSW Students are responsible for terminating with clients, groups, and/or communities. This includes completion of all necessary agency/organization documentation. The student should complete the self-evaluation by the end of the first week in April. The formal evaluation (end of winter semester) of the student's progress will occur by the end of the second week in April.

FIELD EDUCATION CONTRACT

The Field Education Contract (**see Appendix D**) is a formal agreement developed in partnership between the student, the Agency Supervisor, and the Faculty Field Instructor and it is contingent on each one to be aware of its contents. The contract should be generated within the first three weeks of beginning the placement and the student should consult with the Agency Supervisor during the development of the contract. This will ensure that the goals and tasks specified in the contract are realistic and achievable. If the student wishes to set goals that are outside of the agency's parameters or resources, it will be contingent upon the Agency Supervisor to guide the student around this issue.

The Field Education Contract will serve as a guide for the student's learning objectives and it will also be used as part of the evaluation component. The contract can be modified once the student is in the placement but any changes must be reviewed with the student's assigned Faculty Field Instructor and the Agency Supervisor.

The field education contract should include:

1. Dates specifying the duration of the placement
2. The learning goals that the student has during the field education
3. The specific tasks that the student will be undertaking in the field education placement
4. The specific skills and knowledge that the student will demonstrate while accomplishing the tasks and achieving the learning objectives
5. The type of supervision that will be provided
6. The general administrative details including hours of work, place of work, transportation, dress code, and procedures regarding absences due to illness or personal issues

The contract should be as specific as possible and, where practical, tasks and objectives should be described in a manner that provides for specific measurement. Students and Agency Supervisors will collaboratively set realistic, concrete objectives that can be measured or observed. Achievement of success, by way of attaining goals, is vital for the development of student confidence and competence. Once the contract is completed in IPT,* it should be signed by the student, the Agency Supervisor and the Faculty Field Instructor. The contract will be used as a component in the evaluation and it can also become an important learning tool.

Please see the Intern Placement Tracking (IPT)* instruction book for details on how to complete the learning contract in IPT.

* **IPT is an online field education database**. This database will allow students, Agency Supervisors, Faculty Field Instructors, the Field Coordinator and Field Director to more efficiently and effectively complete administrative tasks relating to field education. The Field Education Coordinator will provide you with your IPT access default settings. Once you have received that information, please login to IPT via http://www.runiptca.com to update your information and to complete all forms required for Field Education.

EVALUATIONS

Evaluation of SOCW 632-9 is extremely important. Field education is the place where theory and practice are integrated, and each component is important to the development of professional Social Work. While the program recognizes that expectations and skill development may be different between agencies, the fundamental competencies of Social Work occur across various practice settings. In order to ensure consistent skill development, the Faculty Field Instructor assesses each individual student in conjunction with the identified Agency Supervisor.

There are two stages to evaluation: 1. End of Fall Semester
                                        2. End of Winter Semester

Agency Supervisors are not expected to evaluate the student's course (SOCW 637-3) assignments but may give the student feedback if this is negotiated as part of the Learning Contract.

SOCW 632-9 is a pass/fail course. All components (attendance, field learning and field practice) must be completed to an acceptable level in order to receive a pass.

1.   END OF FALL SEMESTER EVALUATION

Expectations

a) Completion of agency Learning Contract on time
b) Completion of required tasks or assignments as set for mid-term evaluation
c) Completion of evaluation form by Agency Supervisor

Procedure

The Agency Supervisor and the student will complete the Fall Semester (Mid-Term) Evaluation Form. The student will also document additional information in IPT by completing a paragraph outlining his/her perceived strengths, as well as a paragraph on the areas that need continuing development. The Faculty Field Instructor will attend the mid-term evaluation meeting with the student and the Agency Supervisor.

A joint meeting will be scheduled (early December) in order to review the evaluation and modify the Field Education Contract where necessary. If issues are raised, a clear plan will be developed to provide the student with an opportunity to show progress. The completed evaluation form will be signed in IPT.

Following the joint meeting, the Faculty Field Instructor will write a summary memo to be placed in the student's file. It will provide a brief synopsis of the student's performance to-date. The end of fall term summary memo will cover the following:

➢ Attendance
➢ Progress in agency placement
➢ Planning for the second half of the practicum
➢ Any identified issues and areas of particular concern

Outcome

Passing at mid-term: Student has met or surpassed all requirements. The placement is progressing satisfactorily and there are no issues raised at the evaluation.

Needs Improvement at mid-term: Student is having some difficulty in some areas. For example, the student can describe the activities, and/or describe the theory but does not provide a linkage. These difficulties should be clearly articulated to the student. At this time, clear objectives and plans for improvement should be developed in writing in order for the student to be able to successfully complete SOCW 632-9. A further evaluation may be requested.

Failing at mid-term: If there are severe discrepancies between the objectives of the program, and/or the objective of the worksite and the student's progress, the student should be made aware of these. The concerns should be well documented and be reported to the Faculty Field Instructor or the director of field education. The outcome will depend on the nature of these discrepancies.

2.   END OF WINTER SEMESTER EVALUATION

Expectations

   a)   Completion of practice assignments to an acceptable level
   b)   Integration of theory and practice
   c)   Completion of evaluation form by Agency Supervisor

Procedure

Similar to the end of fall semester evaluation, the Agency Supervisor and the student will complete the end of winter semester (end-term) evaluation form located in IPT, which will be reviewed together by the Agency Supervisor and student prior to the end-term evaluation meeting. The completed evaluation form will be signed in IPT and a copy placed in the student's field education office file.

The Faculty Field Instructor will attend the end-term evaluation meeting with the student and the Agency Supervisor.   Following the joint meeting, and upon completion of all the practice assignments, the Faculty Field Instructor will write a final summary memo to be placed on the student's file. It will provide a brief synopsis of the student's performance. A final summary memo will cover the following:

   ➢ Attendance
   ➢ Performance in the agency placement
   ➢ Any identified issues and areas of particular concern

Outcome

Pass: Student is consistently involving her/himself actively in their own learning. They can describe an activity or event and articulate the prevailing theory that may be driving the action. They can provide an analysis or generate alternative suggestions based on other knowledge and articulate how that might change the outcome. The final self-evaluation is thorough and shows both a high degree of self awareness and overall learning from the placement.

Fail: Student shows an unsatisfactory or inconsistent level of integration between theory and practice. There is evidence that the student requires excessive feedback or monitoring of his/her integration of knowledge and practice. The student is unable to consistently connect practice with theory. The final self-evaluation does not meet the standards expected.

STUDENT PLACEMENT EVALUATIONS

At the conclusion of field education, the placement will be evaluated by the student, the Agency Supervisor and the Faculty Field Instructor. The evaluation forms are located in IPT. All information is confidential and will be reviewed by the Field Director for future practicum development.

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Appendix A: MSW Practicum II - Learning Contract - Example A

Student: _____

Practicum Supervisor: _____

Academic Supervisor: _____

Agency: _____

Length of Placement: From: _____   To: _____
                                             Day/Month/Year   Day/Month/Year

Hours of Work: _____

Learning Objectives

List what you hope to achieve given the opportunities available within the organization and your needs and interests. The learning objectives must be clearly stated.

For each learning objective, specify

    i.   how you will achieve it (tasks or activities to be completed)
    ii.   what will be the evidence of achievement

Signatures

Student: _____ Date: _____

Practicum Supervisor: _____ Date: _____

Academic Supervisor: _____ Date: _____

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Appendix B: MSW Practicum II - Learning Contract – Example B

Learning Goals	TASKS, ACTIVITIES AND STRATEGIES To assist in achieving goal	PERFORMANCE INDICATORS Observable indicators of achievement

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Appendix C: MSW Practicum II - Mid Term Evaluation

Student: _____

Practicum Supervisor: _____

Organization: _____

Length of Placement: From: _____   To: _____
                                   Day/Month/Year   Day/Month/Year

Hours of Work: _____

---

1. **Learning Objectives:**

   See the Learning Contract for details.

2. **Summary of progress toward completion of Learning Objectives:**

3. **Summary of student's overall performance to mid-point of practicum:**

4. **Focus of placement activities for the remainder of the practicum:**

Signatures:

Student: _____   Date: _____

Practicum Supervisor: _____   Date: _____

Academic Supervisor: _____   Date: _____

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Appendix D: MSW Practicum I Field Education Contract (SAMPLE)

This contract serves as a guide for the student's learning objectives. To complete the learning contract login in to your IPT account and submit electronically by the third week of placement. It should be developed collaboratively by the student and the Agency Supervisor.

Agency Name:
    Program:
    Address:
    Phone: Fax:

Agency Supervisor: **Educational Degrees:**
    Phone: E-mail:

Student's Name:
    Phone: E-mail:

Faculty Field Instructor:
    Phone: E-mail:

A.   Administrative Arrangements

Practicum Start Date:

Weekdays and Hours of practicum:

Spring Study Break - student will continue _____ or take a break _____

Supervision schedule:

Office space:

Administrative support:

Transportation:

Other:

B.   1. Define below the Knowledge and Skills to be developed.
            2. Follow by a list of Tasks and Responsibilities to achieve above.

1. Communication and intervention skills

a) The student will develop knowledge of the agency environment:

      - Review agency policy
      - Learn the process of service provision specific to the agency
      - Learn how the agency connects to the larger community
      - Integrate a generalist perspective on case assessment

  b) The student will develop effective working relationships with clients, co-workers and field supervisors:

- Work on my engaging and rapport building skills with clients
- Learn about effective working relationships through observation and discussion with my Agency Supervisor and co-workers
- Reflect on my working relationship skills through journaling

c) The student will develop effective communication skills (verbal and non-verbal) with clients, co-workers and supervisors:

- Learn about effective verbal and non-verbal communication skills with individuals through observation and reading related articles, and self-refection through journaling
- Learn to develop effective listening and reframing skills
- Tape (audio or video) one interview session with client so that my Agency Supervisor and Faculty Field Instructor can provide feedback on my communication skills

d) The student will develop an understanding of various counselling approaches and their effectiveness with particular client groups or agency settings:

- Read related articles on various counselling approaches
- Integrate various intervention approaches to my practicum work
- Reflect about the strengths and limitations of the various intervention approaches in Social Work practice settings
  Observe 1 or 2 intake sessions with my Agency Supervisor
- Conduct 2 to 3 intakes and complete intake reports on these interviews

2. Knowledge and Use of Community Resources

a) The student will develop good knowledge on the available community resources:

- Collect information on the available services at local, provincial, and national level
- Visit local agencies, or support services and learn the various mandates and service provision options

b) The student will develop effective utilization of related community resources:

- Make necessary referrals for clients to related community resources
- Advocate on the behalf of clients for adequate accessibility and availability of necessary resources

3. Agency/Organizational Dynamics

a) The student will develop good understanding on the agency's mandate and related policies:

- Read the agency's annual reports, and available documents on the agency's policies or procedures manual.
- Organize meetings with my Agency Supervisor, and/or co-workers to understand the agency's mandate and related policies such as the confidentiality policy and dress code

b) The student will develop initiation and self-directness for field supervision:

- Identify areas for discussion during field supervision sessions
- Seek both formal and informal meetings with my Agency Supervisor and Faculty Field Instructor for consultation
- Students will actively identify both their strengths and areas which the student would like to improve practice skills

c) The student will develop good understanding on the administrative functions:

- Read about the various job descriptions for the agency
- Ask my Agency Supervisor and co-workers about the role and functions as they see them
- Reflect on my own role and functions as a practicum student in the agency setting

d) The student will develop good record or report writing skills:

- Keep proper records of contacts with clients, their family members or collateral workers.
- Learn proper report writing by reading available reports or case files.
- Submit 2 or 3 reports to the agency-supervisor for feedback

4. Professional values

a) The student will develop a professional understanding of Social Work values and the Code of Ethics:

- Read the BCASW and CASW Code of Ethics in the first month of my practicum
- Reflect on any ethical and Social Work value related issues throughout my practicum and discuss these issues with my agency-supervisor
- Re-visit the Code of Ethics at the end of the fall term

b) The student will develop a strong understanding of professional Social Work practice:

- Read related articles or documents on Social Work policy at mezzo and macro level
- Communicate with other professional Social Workers as well as other helping professions to better understand the role and functions of Social Work at a micro, mezzo, and macro level

c) The student will develop a strong understanding of the diversity issues facing clients from diverse backgrounds:

- Read related readings of diversity issues in Social Work practice
- Initiate discussions with my agency-supervisor and co-workers about cultural sensitivity practice when working with clients and their families
- Reflect on all diversity issues through journaling

d) The student will seek information about inequalities and discrimination that affect individuals and their families:

- Read newspapers and related articles on current issues impacting on people accessing support services
- Listen to clients, their family members, or co-worker on issues related to inequalities and discrimination
- Select at least one example/issue to discuss during field supervision
- Advocate on the behalf of clients around issues related to inequalities and discrimination

e) The student will develop self-awareness of his or her own strengths and limitations:

- Reflect on my strengths and limitations.
- Discuss my strengths and limitations during field supervision including a plan where appropriate

f) The student will develop self-awareness of personal values, beliefs, biases, culture, ultimately achieving an understanding of the diversity of others:

- Reflect on my personal values, beliefs, biases, and culture and identify differences, with clients, co-workers, or agency-supervisor.
- Read articles on issues and perspectives from different cultures.
- Discuss the cultural differences specific to the agency during field supervision

THE FOLLOWING PAGE PROVIDES AN EXAMPLE OF A STUDENT PRACTICUM CONTRACT

The below chart is a brief practicum contract example to provide students with a sample of how to develop a detailed practicum contract. Your final version should have several more points in both the Mid and End term objectives and further details specific to your agency setting.

PLAN FOR MEETING THE ABOVE GOALS AND OBJECTIVES:

By the Mid Term Evaluation   Time Line (Sept – Dec)

1. **Learn the agency mandate, policy, and process for services provision**	**Sept 13-20th**
2. **Read the agency's annual reports, and available documents on the agency's policies or procedures manual**	**Sept 13-20th** **Sept ….**
3. **Meet with my supervisor to create and confirm learning goals**	**Sept/Oct….**
4. **Learn the process of service provision specific to the agency**	**Sept…**
5. **Understand how the agency connects to the larger community**	**Sept….**
6. **Demonstrate effective working relationships through observation and discussion with my Agency Supervisor and co-workers**	**Sept/Oct**
7. **Work on my engaging and rapport building skills with clients**	**Sept/Oct**
8. **Observe 1 or 2 intake sessions each week with my Agency Supervisor**	**Nov**
9. **Conduct 2 to 3 intakes each week and complete intake report on these interviews for review and feedback**	**Nov/Dec**
10. **Begin to Integrate various intervention approaches to my practicum work**	**Nov/Dec**
11. **Reflect on my strengths and limitations for discussion with my supervisor during weekly supervision meetings.**	**Ongoing/weekly**
12. **Discuss my strengths and limitations in preparation for the Mid-term evaluation, including a plan where appropriate**	**December Mid-term**

By the End Term Evaluation   Time Line (Jan - April)

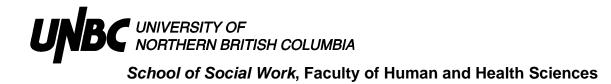|	
1. Continue numbers 7 to 11 above	**January-April**
2. Make necessary referrals for clients to related community resources	**Ongoing, Jan – April**
3. Advocate on the behalf of clients for adequate accessibility and availability of necessary resources	**Ongoing, Jan – April**
4. Advocate on the behalf of clients around issues related to inequalities and discrimination	**Ongoing, Jan – April**
5. Keep proper records of contacts with clients, their family members or collateral workers.	**Ongoing, Jan – April**
6. Learn proper report writing by reading available reports or case files.	**Ongoing, Jan – April**
7. Submit 2 or 3 reports to the agency-supervisor for feedback	**March**
8. Organize visits with Social Work agencies and communicate with other professional Social Workers as well as other helping professions to better understand the role and functions of Social Work at a micro, mezzo, and, macro level	**Ongoing, Jan – April**
9. Review practicum placement experience and articulate the learning across the placement, including strengths, skills developed, areas of interest, continued development, and prepare to facilitate the final evaluation.	**March/April End-term**

Learning Contract Signatures

Student: _____

Agency Supervisor: _____

Faculty Field Instructor: _____

Date: _____

_____

Appendix E: RESEARCH PRACTICUM INSTRUCTIONS (SOCW 701-3)

Practicum or thesis students may opt to take SOCW 701: Research Practicum, a research-based practicum, as an elective. This field placement will provide students with an opportunity to enhance and refine their research skills. Following admission to the MSW Program, students may consult with their Academic Supervisor about the research-based practicum option. Every effort will be made to match students with a research opportunity that meets their interests.

A. Learning Objectives of the Research Practicum

  i.   The focus is on acquiring, enhancing, and developing applied research skills.
  ii. Students will have the opportunity to actively participate in a research process.
  iii. Students will have the opportunity to experience research from an institutional or organizational perspective.

B. Duration

Normally, the research practicum runs for two full days per week over one semester.

C. Roles

The MSW Coordinator is responsible for approving the research practicum site. The Academic Supervisor will assist in developing the student's Learning Contract, and the Academic Supervisor will evaluate the student's two written assignments, as well as coordinate the mid-term evaluation and final evaluation of student performance (see **Appendix G**).

Practicum Supervisors will normally be based in a research institute or organization or research team that undertakes research. Ideally, they will hold a graduate degree in Social Work, but graduate degrees in related disciplines are acceptable. The Practicum Supervisor is responsible for assisting the student in developing the Learning Contract, work assignment, technical support, and will develop the mid-term and final evaluation reports in consultation with the student.

The student is responsible for developing a Learning Contract in consultation with the Practicum and Academic Supervisors, and fulfilling the terms of the contract, as well as completing two written assignments evaluated by the Academic Supervisor.

D. Learning Contract

The student will develop a Learning Contract. The contract follows the outline found in **Appendix F** and will be drafted and finalized by the student in consultation with the Practicum and Academic Supervisors.

E. Evaluation

The research practicum (SOCW 701-3) is evaluated on a pass/fail basis. Evaluation takes place at the mid-term and completion of the practicum placement. There are two components that are part of each of these evaluations:

1. The Practicum Supervisor will provide a brief written assessment of the student's progress toward achieving the learning objectives prepared in consultation with the student. One written assessment will be prepared for the mid-term meeting, and one written assessment will be prepared for the end-of-term evaluation meeting. The outline for the assessments follows on page 33. These will be presented and discussed at each of the two evaluation meetings.
2. As well, prior to each evaluation meeting (mid-term and end-of-term), the student will submit (to their Academic Supervisor) a ten-page overview and summary paper about the placement activity to date. These papers will follow normal academic requirements. The Academic Supervisor will read and evaluate the papers prior to each evaluation meeting. In the paper, students will:

    i.   describe the activities they undertook, with particular emphasis on the nature and scope of the research;
    ii. evaluate their progress toward achieving the learning objectives; and
    iii. provide relevant references and supporting documents as appropriate.

F. Evaluation of Practicum Setting

At the end of the practicum, the Academic Supervisor will contact the Practicum Supervisor and the student to review the practicum experience.

UNBC Research Ethics Board

Remember that every research project involving human subjects is required to have the approval of the University of Northern British Columbia's Research Ethics Board (REB) before the research begins. Students who are in doubt as to whether their research projects should be reviewed by the REB should discuss the matter with their Academic Supervisor. Failure to obtain this approval will cause delay in completion of the MSW Program. Students taking SOCW 701 may be engaged in research projects that have already received Ethics Approval, but students and their Academic Supervisors need to ensure this is the case prior to the start of any research activities.

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Appendix F: MSW Research Practicum - Learning Contract

Student: _____

Practicum Supervisor: _____

Organization: _____

Length of Placement: From: _____   To: _____
Day/Month/Year   Day/Month/Year

Hours of Work: _____

Learning Objectives

List what you hope to achieve given the opportunities available within the organization and your needs and interests. The learning objectives must be clearly stated.

For each learning objective, specify

      iii.   how you will achieve it
      iv.   what will be the evidence of achievement

Signatures

Student: _____   Date: _____

Practicum Supervisor: _____   Date: _____

Academic Supervisor: _____   Date: _____

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Appendix G: MSW Research Practicum - Evaluation Report

Student: _____

Practicum Supervisor: _____

Organization: _____

Date: _____

Summary of Progress:

_____

_____

_____

_____

Grade (pass/fail): _____

Signatures

Student: _____   Date: _____

Practicum Supervisor: _____   Date: _____

Academic Supervisor: _____   Date: _____

UNBC UNIVERSITY OF
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School of Social Work, Faculty of Human and Health Sciences

Appendix H: Consent to Make an Audio and/or Video Recording and/or to Photograph

Social Work Student: _____

Agency: _____

Agency Supervisor: _____

Faculty Field Instructor: _____

I, _____ hereby authorize _____
  (client's name - printed)   (student's name - printed)

to make an audio and/or video recording, and/or take a photograph of me with my full and complete awareness. I understand that before the recording and/or photograph is used, that I will be offered the opportunity to review the photograph and/or the entire recording and erase any parts thereof. I also understand that the recording and/or photograph will not be used for any commercial purposes or public broadcasting whatsoever. The recording and/or photograph may only be used by the School of Social Work at UNBC for education and evaluation purposes. I also understand that I am free to impose additional restrictions upon the use of this recording and/or photograph if I so choose.

Additional Restrictions
_____
_____
_____

_____   _____
Client's Signature   Witness (not related to client)

_____   _____
Date   Signature of Parent or legal Guardian
                                                                 (if client under 18 years of age)

I, _____ (student) have explained this Consent Form to the client and I am satisfied that the client understands this Consent Form and possesses the capacity to grant consent.

_____   _____
Signature of Student   Date