

B.S.W. Program

Practicum Manual

for Indigenous and
Indigenous Child Welfare
Specializations



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The University of Victoria resides on the Traditional Territories of the Songhees Lekwungen and Esquimalt Wyomilth First Nations of the Coast Salish speaking peoples. The Indigenous faculty, staff and students would like to take the opportunity to remember where we are studying, working, playing and raising our families, and to acknowledge the Land and Lekwungen, Wyomilth, Xwsenac Peoples of the Coast Salish Nation.

This manual could not have been put together without the support and guidance of the Indigenous Circle in the School of Social Work and members of the Indigenous community that have and continue to support the Indigenous Specialization program. The program consists of two specializations, the Indigenous Specialization and the Indigenous Child Welfare Specialization. The Indigenous Circle consists of Indigenous faculty, staff and students of the School of Social Work at the University of Victoria, and our Indigenous Advisory.

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A BASIC GUIDE TO NAMES OF BC FIRST NATIONS

Listed below are the First Nations Peoples as they are generally known today with a phonetic guide to common pronunciation. Newcomers to these phonetic pronunciations may still find a huge gap between what they say and what they hear a native speaker saying. The best way to learn these names is to listen closely when in the presence of someone more familiar, and perhaps even ask for a quick lesson. Also included here are name formerly given these groups, and the language families to which they belong.

People	Pronunciation	Have Been Called	Language Family
Haida	Hydah	Haida	Haida
Ktunaxa	Tun-ah-hah	Kootenay	Ktunaxa
Tsimshian	Sim-she-an	Tsimshian	Tsimshian
Gitxsan	Git-k-san	Tsimshian	Tsimshian
Nisga'a	Nis-gaa	Tsimshian	Tsimshian
Haisla	Hyzlah	Kitimat	Wakashan
Heiltsuk	Hel-sic	Bella Bella	Wakashan
Oweekeno	O-wik-en-o	Kwakiutl	Wakashan
Kwakwaka'wakw	Kwak-wak-ya-wak	Kwakiutl	Wakashan
Nuu-chah-nulth	New-chaa-nulth	Nootka	Wakashan
Tsilhqot'in	Chil-co-teen	Chilcotin	Athapaskan
Dakelh	Ka-kelh	Carrier	Athapaskan
Wet'suwet'en	Wet-so-wet-en	Carrier	Athapaskan
Sekani	Sik-an-ee	Sekani	Athapaskan
Dunne-za	De-ney-za	Beaver	Athapaskan
Dene-thah	De-ney-ta	Slave(y)	Athapaskan
Tahltan	Tall-ten	Tahltan	Athapaskan
Kaska	Kas-ka	Kaska	Athapaskan
Tagish	Ta-gish	Tagish	Athapaskan
Tutchone	Tuchon-ee	Tuchone	Athapaskan
Nuxalk	Nu-halk	Bella Coola	Coast Salish
Coast Salish**		Coast Salish	Coast Salish
Stl'atl'imc	Stat-liem	Lillooet	Interior Salish
Nlaka'pamux	Ing-khla-kap-muh	Thompson/Couteau	Interior Salish
Okanagan	O-kan-a-gan	Okanagan	Interior Salish
Secwepemc	She-whep-m	Shuswap	Interior Salish
Tlingit	Kling-kit	Tlingit	Tlingit

* Although Coast Salish is not the traditional First Nations name for the people occupying this region, this term is used to encompass a number of First Nations Peoples including Klahoose, Homalco, Sliammon, Sechelth, Squamish, Halq'emeylem, Ostlq'emeylem, Hul'qumi'num, Pentlatch, Straits.

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WELCOME

Numekwa! Welcome in Lekwungen

Gilakasla! Welcome in Kwakwala

Yowtz! Hello in Haisla

Ni'it! Hello in Gitxsan

Dalanghl askadung! Welcome to all in Haida

Tlax weak'e hat yiy.adi! We're so happy to see you in Kliget

Weytk! Hello in Secwepemc

Hadi H! Hello in Wet'suwet'en

Tansi! Hello in Cree

Ahnee! Or Boozhoo! Hello in Anishnabe

INDIGENOUS SPECIALIZATION FACULTY AND STAFF

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Sessional Instructors

Please consult the School of Social Work website (www.socialwork.uvic.ca) for a current list of sessional instructors.

Practicum Coordinator

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[Updated: May 26, 2020]

“It is our deep prayer that the Great Spirit will bless and guide your every step on this journey into an ever greater vision of beauty, truth, love, wisdom and justice...”

UVIC SCHOOL OF SOCIAL WORK MISSION STATEMENT

The emerging vision of the School of Social Work commits us to social justice, anti-oppressive social work practices, and to promoting critical enquiry that respects the diversity of knowing and being.

Our **educational** mission is to prepare generalist social work practitioners skilled in critical self-reflection and in working with individuals, families, groups and communities. In particular, we endeavour to prepare Indigenous social workers and child welfare practitioners and we emphasise structural, feminist, Indigenous and anti-oppressive analyses.

Our **scholarly** mission is to share and create collective knowledge and understanding through engaging in critical enquiry, and by supporting research and innovative curriculum development at the undergraduate and graduate levels.

Our **practice** mission is to act on social justice issues through community change initiatives and anti-oppressive social work.

In all our activities, we aspire to create a supportive environment that promotes equity, respect, responsibility, curiosity, collaboration, flexibility, risk-taking and creativity. We support inter-disciplinary collaboration. We seek to provide accessible and flexible social work education and we are committed to working across differences, such as gender, age, race, ethnicity, class, abilities, and sexual orientation.

SECTION I – GENERAL INFORMATION

Indigenous Specialization

This specialization is a concentration within the BSW program and its intent is to create opportunities for Indigenous BSW students to focus their undergraduate program on preparing for leadership roles as helpers in Indigenous communities. Students will have significant opportunity to learn with other Indigenous students and faculty in the School. This specialization will encourage Indigenous students to:

- Explore and affirm their indigenous identity.
- Work alongside Indigenous human service workers, political leaders and Elders.
- Build a knowledge base that is informed by Indigenous ways of knowing, learning, being, helping.
- Balance the structural, feminist and anti-oppressive social work perspectives available through courses that prepare all BSW students to work with diverse populations of students, faculty and community groups.

The specialization consists of core and Social Work (SOCW) Human and Social Development (HSD) elective courses. All courses are offered on campus and by Distance Education. Fourth year courses will be offered exclusively in a distance education format beginning in September 2012.

Third and Fourth Year: (Indigenous Social Work Specialization)

Students in the Indigenous Specializations may complete their third (SW 304) and fourth (SW402, SW 404, SW 404A) year practicum placements in either Indigenous or mainstream agencies. There are no restrictions on where you do your practicum as long as the placement fits your learning goals.

Prerequisites for all courses: SOCW 200A and SOCW 200B.

Course requirements and names change frequently. You should make an appointment to talk to your advisor to ensure that you have all the courses you require for graduation. It is also advisable to check the university calendar to ensure that you have done the prerequisites required to register for the third or fourth year practicum.

- This is a link to the latest May 2017 course calendar <http://web.uvic.ca/calendar2017-05/undergrad/hsd/socw.html#>

As noted, course requirements change frequently. The following is a list of core courses as listed at the time this manual was written.

Third Year

- SOCW 311 (1.5) – Understanding Oppression: Social work values, theories and skills explored through looking at and understanding power and oppression of critical social work.
- SOCW 312 (1.5) – Collaborative Conversations: Working within Communities: Develops social work practice skills and will critically analyze and develop their own understanding of communities/agencies in a social justice framework.
- SOCW 319 (1.5) - Research for Social Change: This course explores critical, Indigenous, and anti-oppressive strategies for social work research and evaluation.
- SOCW 304 (4.5) - 3rd year Practicum, or SOCW 304A (4.5).
- SOCW 356 (1.5) – Human Development and the Social Environment within a Global Context. This course provides an overview of human development within a global context with a focus on social

justice and diversity related to gender, race, class, ethnicity, culture, sexual orientation, and disability.
Note: This course meets the Child Welfare Specialization requirements.

- SOCW 350A (1.5) - Law and Social Services: Understanding laws and ethics in social work.
- SOCW 354 (1.5) - An Introduction to Indigenous Issues & Human Services: Examining the historical process of colonization and its current legacy in the lives of Indigenous people.
- SOCW 391 (1.5) - Indigenous Approaches to Healing and Helping: Exploration of traditional and contemporary approaches used by Indigenous peoples to help and heal in their communities.

Fourth Year

Students will do one of the following three practicums depending on their specialization.

- SOCW 402 (4.5) - 4th Year Practicum for the Indigenous Specialization.
Or
- SOCW 404 (4.5) – 4th Year Practicum for the Indigenous Child Welfare Social Work Specialization under the supervision of a mandated child protection setting with the BC Ministry of Children and Family Development.
Or
- SOCW 404A (4.5) – 4th Year students in the Indigenous Child Welfare Specialization also have the option to choose a non-ministry practicum under the supervision in a child and/or youth and/or family serving agency.
- SOCW 413 (1.5) – Critical Social Work Practices: provides students with an opportunity to critically analyze the limitations and strengths of these practices when working with issues of marginalization and difference by applying types of practices such as narrative, feminist, strengths-based and Indigenous ways of practicing.
- SOCW 451 (1.5) - Indigenous Policy Issues in Social Work: Exploration and critical analysis of past and present government policies and Indigenous responses and initiatives.
- SOCW 491 (1.5) - Integration of Indigenous Approaches to Healing and Helping: Students will continue to explore traditional and contemporary approaches to helping and healing in their communities that they began in 391. Students will also be challenged to critically and holistically integrate these approaches into an examination, articulation and development of their own ethical perspectives. Students will look at ethics, protocol, practice standards and policies that are relevant to healing work in our communities.
- SOCW 492 (1.5) - Protecting Indigenous Children: This course will provide students with an opportunity to explore the unique policy and practice considerations to providing child and family services in Indigenous communities in British Columbia. Students will be challenged to synthesize the demands of provincial child welfare legislation with emerging Indigenous practices and policies in a way that protects the identity, cultures, and social structure of Indigenous children and families.

*Admission to the Indigenous Specialization is limited to students of Indigenous ancestry. We do not apply colonial definitions of Indigenous Peoples for entrance and welcome to students who come from various nations that are Indigenous to Turtle Island (North America). We are further inclusive of various identifications of Indigenous including Métis, & Inuit Peoples.

Indigenous Child Welfare Specialization

The fourth year practicum will take place in an Indigenous child welfare agency that is delegated by MCFD or a First Nation's child welfare service agency. Students have an opportunity to obtain this Indigenous CWS degree in a protection agency or a First Nation's child welfare agency that is not protection focused.

Students must have taken a Human Development course approved by the School upon entry or complete one during the course of their BSW Program.

Fourth year Indigenous CWS Practicum requires a number of prerequisites: SOCW 311, 312, 304, 319, 350A, 350B, 354, 356, 391, 491, and 492.

Some courses can be taken as prerequisites OR concurrently with SOCW 402: SOCW 319 and 451.

Principles and Objectives within the Indigenous Specialization

Students within the Indigenous Specialization are expected to incorporate Indigenous principles and objectives into an anti-oppressive social work framework. Students are encouraged to learn about their personal history, family and community.

Indigenous Principles and Objectives

The practicum experience provides students with the opportunity to ‘practice’ working within community, while encouraging them to incorporate the following Indigenous principles:

- Explore and affirm their indigenous identity.
- Work alongside Indigenous human service workers, political leaders and Elders.
- Build a knowledge base that is informed by Indigenous ways of knowing, learning, being and helping.
- Balance the structural, feminist and anti-oppressive social work perspectives available through courses that prepare all BSW students to work with diverse populations of students, faculty and community groups.

Social Work Principles and Objectives

Students in the Indigenous Specialization are expected to incorporate the above principles into their practicum experience, while keeping in mind the following Social Work objectives:

- To develop the ability to engage in and integrate critical self-reflection.
- To engage in critical inquiry.
- To develop the ability to articulate and critique various relations of power.
- To strengthen understanding of, and ability to engage with, Indigenous communities and concerns.
- To strengthen understanding of, and commitment to, social justice.
- To develop the ability to effectively engage in anti-oppressive practice.
- To develop the ability to work effectively as a generalist practitioner.
- To develop the ability to engage with and apply social work values and ethic

Traditional First Nations Code of Ethics

1. Give thanks to the Creator each morning upon rising and each evening before sleeping. Seek the courage and strength to be a better person.
2. Showing respect is a basic law of life.
3. Respect the wisdom of people in council. Once you give an idea it no longer belongs to you, it belongs to everyone.
4. Be truthful at all times.
5. Always treat your guests with honor and consideration. Give your best food and comfort to your guest.
6. The hurt of one is the hurt of all. The honor of one is the honor of all.
7. Receive strangers and outsiders kindly.
8. All races are children of the Creator and must be respected.
9. To serve others—to be of use to family, community, or Nation is one of the main purposes for which people are created.
10. Observe moderation and balance in all things.
11. Know and practice those things that lead to your well-being and avoid those that lead to your destruction.
12. Listen to and follow the guidance given to your heart. Expect guidance to come in many forms—in prayer, in dreams, in solitude and in the words and actions of Elders and real friends.

SECTION II – FINDING A PRACTICUM

Learning Objectives

In setting out your learning objectives for your practicum it is important to find balance between the needs and requirements of the agency/community you are working with and your personal learning journey. This is your opportunity to integrate learning objectives that you have set out for yourself into this process and learning opportunity. It is also important, that within the Indigenous Specialization, you incorporate and reflect upon Indigenous teachings that are relevant and meaningful to you as you are developing your practicum contract.

You are encouraged to review the areas in which your process will be visited and re-visited in your mid-point and final evaluation. At these times your practicum supervisor, faculty liaison and yourself will discuss how you have met the learning objectives that you have set out for yourself.

Your faculty liaison is here to support you in developing a practicum contract that reflects the learning objectives that you have set out for yourself. Do not hesitate to contact your faculty liaison to seek support and guidance in developing a practicum contract that is personally, culturally and professionally relevant to you.

A sample practicum contract is provided to offer you some guidance as to how you may choose to incorporate Indigenous teachings that have been introduced in Social Work 391: Integrating Indigenous Ways of Healing and Helping, and that flow from the teachings of the Four Posts of the Big House: Uy'skulum...Hul'qumin'um' for being and living in the world. Tsawalk...Nuu-chah-nulth for everything as one.

These teachings comprise key attributes of knowing and being in the world, including:

- Self, family, community and nation.
- Culture, language, community and nation.
- Place and environment.
- Power, protocol and ethics.

Teachings emphasized in Social Work 391:

- The importance of self-care.
- The importance of relationship.
- Knowledge of cultural ethics, etiquette and protocol.
- Reflections on your personal ethic in relation to social work and community ethics and values.

The premise is that the relationships between all of these forces influence how an individual understands the world. For those engaged in practicum, this is an opportunity for us to contemplate how we know ourselves in relations to these attributes and how we present ourselves to the world around us.

Participants in the Practicum Process

Student

The student plays an active role in securing a practicum placement that best matches his/her personal and professional learning objectives.

Practicum Coordinator

The Practicum Coordinator supports the student to secure a practicum placement that best matches their personal and professional learning objectives. S/he facilitates the practicum placement process by connecting with the student; helping them to clearly identify their learning objectives, and based on these conversations facilitate a connection between the student and agency.

Faculty Liaison

The Faculty liaison maintains a connection with both student and agency throughout the practicum placement. S/he is responsible for carrying out the mid-point and final evaluation with the student and agency. S/he also facilitates the Web-based Integrative Practice Seminar.

Agency Supervisor

The Agency Supervisor plays a day-to-day supervisory role to the student throughout their practicum placement.

Consultant

The consultant provides additional social work support to students in placements where the supervisor does not have a social work degree.

Practicum Assistant

The practicum assistant handles your paperwork and updates the database.

Practicum Process

1. Spend some time reflecting about your personal and professional learning objectives. What do you want to learn from your practicum experience?
2. Complete the application for practicum on the school of social work website two semesters in advance of your <http://www.uvic.ca/hsd/socialwork/current/bsw/practice/index.php>
3. Email your resume to the practicum assistant swfield@uvic.ca
4. Consult UVic's Career Services website for information on how to write resumes and covering letters if you are uncertain about how to construct a professional resume or covering letter.
<http://careerservices.uvic.ca/>
5. Review practicum information on the School of Social Work website:
6. <http://www.uvic.ca/hsd/socialwork/current/bsw/practice/index.php>
7. Register for the practicum.
8. Apply for your criminal record check. Please see details on the social work website.
9. Make an appointment to speak with the Indigenous practicum coordinator, either in person or on the telephone. Bring any questions you may have about the practicum process and/or practicum expectations.
10. Attend a practicum orientation if available (Victoria and Lower Mainland Students).
11. Submit a practicum application with help from your practicum coordinator. Applications in the Victoria area are submitted by the practicum coordinator. Some organizations require the school to submit the practicum request. Consult your practicum coordinator before contacting agencies.

12. Once you have been contacted for an interview make sure you prepare for the meeting.
 - Think about what you really want to learn from this experience, both personally and professionally.
 - Write down any questions you may have about the potential placement and about the agency.
 - Do research on the web to find out more about the agency or organization.
13. Choose to accept or not to accept a practicum placement.
 - Let your Practicum Coordinator know your decision.
 - Once you have been placed you will be assigned a faculty liaison. This faculty person is the liaison between the agency and the university.
14. Make an appointment to speak with your faculty liaison.
 - Your faculty liaison will be your contact person throughout your practicum experience. They are there to guide you with the development of your practicum contract and provide feedback once it has been submitted.
 - If you have any concerns or questions about your practicum placement do not hesitate to contact your faculty liaison.
15. Make an appointment to meet with your practicum agency supervisor to discuss your practicum start date and discuss your practicum contract details.

Time Frame for the Practicum

Third Year Practicum (Social Work 304 or 304A)

The required time period for Social Work 304 is 350 hours and the course can be completed full-time (35 hours per week for 9 weeks) or part-time.

Students who are working at the practicum part-time must complete at least 14 hours per week and complete the practicum within 30 weeks.

Students are also required to participate in a practice seminar. This seminar will account for 18 hours of the practicum hours in each placement.

Third Year Practicum (Social Work 304A - Prior Learning Assessment)

A second option for completing the 3rd year practicum requirement is the Prior Learning Assessment (PLA). Students may apply to do the PLA if they have 4000 hours of past social work experience. Please contact your practicum coordinator for more information about the application process.

Fourth Year Practicum (Social Work 402/404/404A)

The required time period for the 4th year practicum is 350 hours. Again the practicum can be completed full or part-time. Both the 3rd and 4th year are offered in September, January and May of each year. However, students should know that many agencies take time off in the summer and placements are more difficult to find in the May – August time period.

Thus, it is advised that students complete the bulk of the 3-month practicum from September to April.

SECTION III – GETTING STARTED

Whether or not you are carrying out your practicum in an Indigenous agency, you are working on the Traditional Territory of a local Indigenous community. It is your responsibility to find out whose Territory you are working on and, if appropriate, what the local protocols are for working within that Territory.

You may be in a placement where you have minimal or no contact with the Indigenous community, but you should still keep in mind how this agency does, or does not, acknowledge the local Territory.

If you are carrying out your practicum in a First Nation agency and/or community it is up to you to seek out appropriate guidance, support and local resources.

First Meeting with the Practicum Agency Supervisor

- Bring any question you may have.
- If appropriate, inquire about the agencies relationship with the local Indigenous community.
- If appropriate, inquire about appropriate local Indigenous protocol.
- Discuss your personal and professional learning objectives.
- Establish supervision times.
- Establish working hours.
- Learn where agency policy and safety manuals are.
- Learn about what social policies impact the work that the agency carries out.

During the First Week

- Familiarize yourself with agency policies and appropriate social policies.
- Familiarize yourself with the resources used by most frequently by the agency.
- If appropriate, visit the local resources.
- Inquire about who a 'back-up supervisor' may be in the supervisor's absence.
- Inquire about agency safety protocols.

SECTION IV – PRACTICUM FORMS

Sample Practicum Contract

This is a sample of a past practicum contract. Tasks and Responsibilities and Skills and Knowledge will be unique to each student.

Tasks and Responsibilities

Practicum students will:

- Become familiar with the organizations Constitution and By-Laws, with an emphasis on its goals and objectives.
- Familiarize themselves with the available resources available to the urban Aboriginal population.
- Work both independently and as part of a team supporting, mentoring and advising community members who utilize our agency for support.
- Assist with the development of a parenting program, focusing on traditional Aboriginal child rearing practices.
- Will assist in organizing and co-facilitating focus groups.
- Assist with development and implementation of culturally appropriate activities.
- Research community parenting programs for Indigenous content, approaches and perspectives.
- Provide some administrative work as required (applications, health forms etc.).
- Attend weekly debriefing with on-site staff and prepare short weekly activity reports.

Skills and Knowledge to be Emphasized

Patience is the number one virtue in this position. Community members may be actively adversarial or passively resistant – it takes time and persistence to make connections.

Respect for where community members are at – student must let go of personal judgements and expectations and be willing to support the community according to their own perceived needs.

Personal boundaries- student are present to support the community, not enable co-dependent relationships. The goal of our program is to prepare clients to care for themselves and their children once they leave the program.

Community net-working – student will research and reach out to programs, facilities and funders to create bridges between community members, the program and the community at large.

Communication skills – student will be expected to practice respectful communication skills, and show a willingness to learn and grow in the areas of individual and group counselling skills.

Awareness- student will be expected to have a good knowledge and sensitivity to aboriginal people's issues and cultural norms/practices. It is expected that these skills would be improved in the course of placement.

Students will be expected to grow in their understanding of the similarities and differences between social work practice in dominant culture and aboriginal cultures.

Administrative Arrangements

- Is a driver's license required? No Helpful though!
- Must students have their own vehicle? No
- What are the working hours? Weekday afternoons and evenings
- What workspace and equipment are available to the student? Office space with computer and telephone.

Supervision Format

- How many hours per week for (please enter a number): 5 (flexible)
- One to one: as needed (afternoons and evenings).
- Team approach: weekly team meeting - 2 hours.
- Open door: as needed (afternoons and evenings).
- Who else in the agency may the student consult with during the placement? (outreach worker).

Student/Program Information

Does your agency require personnel to have a criminal record check? (Please circle one or delete the wrong answer). Yes

What information would you like to know about a potential practicum student?

Background experience and education

SECTION V – FOR THE SUPERVISOR

What is Anti-Oppressive Practice?

Since students will be working to integrate their understanding of anti-oppressive practice (AOP) with their work in their field placements, we thought it might be helpful to let those of you who supervise and work with our students know a little more about what they are focusing on in the classroom. Anti-oppressive practice is social work practice which emphasizes the importance of structural inequalities and issues of marginalization, oppression and privilege. It brings a critical perspective to our social institutions, relationships and interactions, necessitating an analysis of power and an examination of the social locations of both client and worker. Anti-oppressive practice emphasizes issues of empowerment and strengths, authenticity and relationship, community and personal transformation. It holds social justice and equality as the goal of social work practice.

In teaching about anti-oppressive practice, we are beginning from an acknowledgement that our society is built around systemic inequality and is structured to benefit a privileged minority at the expense of the majority of the world's population. Within Canada, racism, colonialism, sexism, ableism, heterosexism, classism and the domination of culturally Christian western European values and beliefs remain prevalent.

An AOP framework recognizes that knowledge is a cultural production—that social work knowledge is not objective, neutral or value free but that it reflects particular experiences and values and serves an ideological function. In the classroom, we work together to further develop our awareness of the political implications of our everyday social work practices. The curriculum draws on ideas from structural, critical, anti-racist, Indigenous and feminist approaches to practice.

Depending on how we are situated with respect to class, gender, race, sexual orientation, ability and other factors, we all experience power, privilege and access to wealth and resources, and/or oppression, marginalization, exclusion and powerlessness. These different forms of privilege and oppression intersect and interact in complex and often hidden ways. During the course of their studies, students will have an opportunity to develop their understandings of how they have come to know what they hold as knowledge—how their view of the world and of self is related to their personal history and their location within relations of difference. They will be asked to look at current social work theory and practice from a critical standpoint, to examine how social work practices maintain or challenge power structures and social control. Practicum experiences will greatly enrich their learning and allow students to focus on the integration of theory and practice from an anti-oppressive perspective. From an Indigenous perspective we approach AOP as a way of life. We incorporate a historical analysis of the impact of colonization into our work.

Suggested Readings on Anti-Oppressive Practice

If you are interested in reading more about anti-oppressive practice, the following articles are available for agency supervisors and can be obtained from our Social Work Practicum Assistant at (250) 472-5109 or swfield@uvic.ca Please let us know if you would like copies of these readings:

Burke, B. and Harrison, P. (1998). Anti-oppressive practice. In Adams, R., Dominelli, L., and Payne, M. (Eds.), *Social Work: themes, issues, critical debates*. London: MacMillan, 229-238.

Drumbrill, G. & Green, J. (2008) Indigenous knowledge in the social work academy. *Social Work Education*, Vol. 27, (5), pp. 489-503.

Hart, M. (2002). *Seeking mino-pimatisiwin: An Aboriginal approach to helping*. Halifax: Fernwood Publishing.

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Library Services for Supervisors

As partners in the education of the next generation of Social Workers, agency supervisors are encouraged to use the University of Victoria Library services. For supervisors who are located outside of the Victoria area, that means using the UVic InfoLine. This is a service that enables you to borrow books and articles from the library, and have information and materials delivered to you by mail, courier or fax. In order to access InfoLine services, you must have a library card. To obtain a library card or to get more information about InfoLine, contact our Practicum Assistant at (250) 472-5109 or by email at swfield@uvic.ca.

Getting Started with a Student

The first week of a practicum (or approximately 35 hours) is the orientation phase. During this time the student should be exposed to all facets of the organization.

Supervisors have the responsibility to help acquaint the student with agency policies regarding health and safety, emergency procedures, discrimination and harassment, privacy and confidentiality, and general protocols.

Some of the activities agency supervisors have found to be helpful are the following:

First Day

This is a good time to have an uninterrupted discussion with your student. We would hope that you could spend two hours with the student in this first meeting.

Probable agenda items for that first day:

- The specifics of the office:
 - a tour and introduction of staff—who is on the team, do they know who the student is?
 - the coffee room and how it operates
 - location of the washrooms
 - safety issues and concerns, evacuation route, first aid
 - office rituals, (e.g. monthly potluck, etc.)
- General overview of the functions in the office: roles; identifying key people in the organization; setting up times for the student to spend with key personnel during the orientation phase.

- Decision making process in the office—how to get what you need.
- Supervision process: what is expected from the student; what the student can expect from the agency supervisor; who will be available for back-up supervision.
- Evaluation form and required competencies: student and supervisor need to take a look at the evaluation form and the starred * competencies—what work will be given in order to achieve these and how will that flow.
- Student’s learning interests/needs/style:
 - find out how the student feels he/she learns most effectively, i.e. active participation, observing, etc.
 - how does the student’s learning style fit with your supervision style and/or agency requirements? For example, at what point will the student have direct contact with clients? Is there room for negotiation around these issues?
- A general discussion of attitudes, values, and philosophy: yours and the student’s.

First Week

After the introductory session, arrange for the students:

- To spend time in each work area—initially as observer but picking up small tasks that can be done by the end of the week.
- To have appropriate reading material: files, policy manuals, agency forms, books and/or articles pertaining to consumers utilizing service, e.g. readings on addictions.
- To observe sessions with professional staff.
- To attend some work meetings to get a sense of the agency.
- To have work assigned to them.
- To take appropriate oaths and complete a criminal record check if necessary.

Supervisors have also found it helpful to arrange a “buddy” system for the initial phase. In large organizations, a memo to staff outlining the student’s schedule for the first week along with a copy of the student’s resume has served as a good introductory tool.

SECTION VI – EVALUATION FORMS

University of Victoria School of Social Work

Indigenous Specialization: Practicum Evaluations

The School of Social Work is informed by a mission statement which emphasizes “critical self-reflection and inquiry; a commitment to social justice and anti-oppressive practice; a power analysis which emphasizes structural, feminist and Indigenous perspectives; and the preparation of generalist practitioners”.

The Indigenous Specialization is intended to encourage Indigenous students to:

- Explore and affirm their indigenous identity.
- Work alongside Indigenous human service workers, political leaders and Elders.
- Build a knowledge base that is informed by Indigenous ways of knowing, learning, being, helping.
- Balance the structural, feminist and anti-oppressive social work perspectives available through courses that prepare all BSW students to work with diverse populations of students, faculty and community groups.

Indigenous helpers in the community are not only expected to follow policy and protocol developed by mainstream society and institutions. We are also expected to follow the teachings and protocols of the communities in which we work. Therefore, it is important to know who we are in relation to the land we work on and the people we work with and for.

For this reason, students within the Indigenous Specialization are evaluated, not only based on the mission statement of the School of Social Work, but also based on Indigenous principles of knowing and being.

Flowing from the teachings is a conceptual model of the Four Posts of the Big House:

- Uy’skulum...Hul’qumin’um’ for being and living in the world.
- Tsawalk...Nuu-chah-nulth for everything as one.

These teachings comprise key attributes of knowing and being in the world, including:

- Self, family, community and nation.
- Culture, language, community and nation.
- Place and environment.
- Power, protocol and ethics.

The premise is that the relationships between all of these forces influence how an individual understands the world. For those engaged in practicum, this is an opportunity for us to contemplate how we know ourselves in relations to these attributes and how we present ourselves to the world around us.

The Evaluation Process

Evaluations are typically done at the midway and final stages of the student’s practicum. Supervisors, students and faculty liaisons complete midterm and final evaluation forms. PDF fillable forms will be emailed to you at the start of the practicum. Supervisors are encouraged to meet with the student to discuss their progress before completing the online form. The evaluations provide the major input for the practice portion of the student’s grade for the course. As well the evaluations provide students with the opportunity to discuss their progress in the practicum with their supervisor and faculty liaison.

Before the mid-term evaluation you can review the student’s contract. Do you have evidence of work done by the student? Have you observed the student interacting with individuals, families or community in ways that are

consistent with Indigenous ways of knowing, being and helping? In sections of the evaluation you are asked to comment on the student's progress and you may comment using a storytelling approach.

An evaluation meeting will be held between the student, supervisor and faculty liaison, either in person or by teleconference. The student and supervisor should have completed the online evaluation forms prior to this meeting. This is the time for an overview of the student's learning with a focus on identified areas for further learning and involvement. At the mid-term point the student and supervisor may see a need to modify the practicum contract. Sections of the mid-term and final evaluation are similar, so that you may carry your comments concerning the student's progress forward from the mid-term to the final. In some areas the student may not have had an opportunity to demonstrate their ability in the first half of the practicum. If you see an area where the student has not demonstrated a particular ability you may suggest that this is an area that requires more work. The work plan section of the mid-term evaluation provides space to comment on areas that need further development.

If any one of the parties, either student, agency supervisor or faculty instructor, identifies any significant concerns or problem areas, then further and immediate three-way consultation will take place to assess the issues involved and to identify a work plan with a clearly defined time frame.

As the final evaluation approaches, both the agency supervisor and the student need to again review the practicum contract. During the final evaluation session, the student and agency supervisor are encouraged to be clear, specific and concrete about the student's performance. It is by this kind of feedback that a student learner can fully understand the range and depth of what she/he has learned and also what new learning needs and goals have emerged.

The evaluation addresses the student's aptitude for practice in the following key areas.

Social Work 304 & 402 Indigenous Specializations Practicum

On completion of the practicum, the following outcomes should be evident:

1. The student demonstrates the ability to engage in and integrate critical self-reflection.
2. The student engages in critical inquiry.
3. The student is able to articulate and critique various relations of power.
4. The student demonstrates an understanding of, and the ability to engage with, Indigenous communities and concerns.
5. The student demonstrates an understanding of, and a commitment to, social justice.
6. The student demonstrates the ability to effectively engage in anti-oppressive practice.
7. The student demonstrates the ability to work effectively as a generalist practitioner.
8. The student demonstrates their ability to engage with and apply social work values and ethics.

Pass/Fail

In order to successfully pass SOCW 304 the student must have demonstrated her/his ability to successfully complete each of the asterisked competencies in the final evaluation form.

These particular Skills are seen to represent core anti-oppressive social work values and practices. They will be marked as demonstrated unless the opportunity to demonstrate the practice skill did not arise, in which case the rating no opportunity will apply. In the case of SOCW 304 a rating of not demonstrated in any asterisked practice skill and/or six or more non-asterisked practice skills on the final evaluation form will constitute a failure of the practicum.

Social Work 404 Child Welfare Specialization

Mandatory Tasks

On completion of the practicum, the student will:

1. Be familiar with the mandates of the child protection agency including policy, procedures, standards and guidelines. This will be accomplished through direct observation, reading manuals and other documents, attending team meetings and staff discussions/consultations.
2. Be able to articulate and explain, to clients, coworkers and other, the mandates of the child protection agency including policy, procedures, standards and guidelines.
3. Become familiar with the risk assessment model and risk reduction service plans.
4. Demonstrate a working knowledge of services available to clients including their role and relationship to the child protection agency.
5. Develop an understanding of any protocol agreements in place between the child protection agency and local Indigenous communities. Demonstrate the ability to articulate and explain these protocols to clients, coworkers and others.
6. Become familiar with agencies that provide services to Indigenous people by meeting directly with members of these agencies to discuss their roles, and their relationships to the child protection agency, in providing services to children and families.
7. Be able to articulate and grapple with the reasons why a child may be deemed to be 'in need of protection'.
8. Develop a beginning understanding of practice standards. Be able to articulate a respectful critique of practice standards and their application.
9. Develop a beginning understanding of alternative dispute resolution and family group conferencing policies, procedures and practice.
10. Develop a beginning understanding of the meaning and operation of the child protection agency delegation process. Understand the meaning of and responsibilities attached to student, partial and full delegation status.

Skills:

1. The student demonstrates the ability to engage effectively in anti-oppressive practice.
2. The student is able to articulate and critique various relations of power.
3. The student demonstrates the ability to work effectively as a generalist practitioner.
4. The student demonstrates their engagement with and use of social work values and ethics.

Pass/Fail

In order to pass SOCW 404 the student must have demonstrated her/his ability to successfully complete each of the asterisked competencies in the final evaluation form. These particular competencies are seen to represent core anti-oppressive social work values and practices. They will be marked as demonstrated unless the opportunity to demonstrate the competency did not arise, in which case the rating no opportunity will apply.

SECTION V - PRACTICUM POLICIES

(Updated regularly at this link on the School of Social Work website)
<http://www.uvic.ca/hsd/socialwork/home/home/policies/practice/index.php>

Changing Agencies

After practicum commences, changes are only made when the placement is clearly not meeting the student's learning needs. This could occur when there is:

- a previously unidentified learning need which cannot be met in the agency inadequate supervision
- inadequate or inappropriate workload
- personal difficulty of either the student or supervisor which precludes a satisfactory learning experience
- any form of workplace harassment or discrimination

If a change in practicum is required, the first placement must be properly and respectfully terminated before any negotiations begin for a second placement. Any change in placement may also require that the student complete extra hours in order to allow sufficient time to demonstrate competence in the new setting and be evaluated on the current learning.

Health, Safety and Human Rights

Students have a right to a safe working environment, free of discrimination and harassment. The University policy regarding discrimination and harassment, including sexual harassment of its students and employees, applies to students in the practicum setting. The School of Social Work supports this policy and encourages any student who feels that they have been the subject of discrimination or harassment, to discuss the situation with the University's Office for the Prevention of Discrimination and Harassment, (721-7007). Any concerns may also be discussed with your faculty liaison.

Students and supervisors should also be aware that The University policy on religious observance applies to students in practicum.

Inability to Secure a Placement

When seeking a practicum position, students may apply to a maximum of four agencies in any one semester. If the student is unable to secure a placement they will be allowed to withdraw without penalty from the course and advised on how to pursue a placement in the next semester.

Paid Practicum

In general, a social work practicum is an unpaid educational experience. The issue of paid practicum has been raised numerous times and discussed within the school. This issue has also been under study by the CASWE (Canadian Association of Social Work Educators). This issue needs to be looked at closely, as it raises a number of complex questions and considerations. These include:

- Learning needs of students. A practicum is an educational opportunity in which the student is offered tasks to meet specific learning objectives. The student participates in establishing these learning goals and may request assignments which will enhance learning. The student should be able to indicate that they do not want to do certain tasks that they already have a level of skill and experience in, or that do not fit with their learning goals. On the other hand, an employee is hired to perform tasks based on the needs of the employer. In an employment relationship (including most co-op placements), the employee's learning needs are second to the agency's needs.

- Evaluation. When someone is hired to do a job, they are expected to bring a level of competence. In practicum, the purpose is to gain experience and competence. Expectations of students and of employees are different, and a student must be evaluated as a learner.
- Race, class and gender issues. The school recognizes that for many students, there are serious financial barriers to spending an extended period of time in an unpaid practicum. The possibility of receiving payment for time spent in practicum might make social work education more accessible for students marginalized with respect to class, race, socio-economic background and lack of access to financial resources. We are also aware that it is primarily fields of study that are dominated by women that require unpaid practicum work (social work, nursing, child and youth care etc) while other fields (law, public administration, computers) offer paid practicum work or co-op placements).

The School will consider students' proposals for paid practicum on an individual basis. A proposal for paid practicum must address the following points:

- The practicum experience must be different than the student's regular workplace and previous volunteer or work experience. Fourth year practicum must be different than the third year practicum.
- If the practicum is in the student's current field or current place of employment, the practicum position needs to clearly be focused on new learning. The student must be able to leave the "worker" role and step into a new role as a learner. This difference in roles should be reflected in:
 - a change in agency or, in a large agency, a change in program or physical setting.
 - a change in supervisor.
 - a change of responsibilities.
 - an increased complexity of tasks.
- The student needs to demonstrate a plan, developed in collaboration with the agency supervisor, that addresses:
 - how the student and supervisor will ensure that the student's learning needs will remain a priority throughout the course of the practicum;
 - how any difficulties-- such as performance problems-- will be addressed; and
 - how the student will be evaluated—e.g. Are the expectations of the student different than they would be of an employee? Are there any contradictions or dilemmas that arise and how will these be handled?

The agency must indicate their written agreement and assurance that the student's educational needs will be met. To this end, there needs to be a separate supervisor for the educational contract, separate from the usual work supervisor. This separation protects the student, allows them to take risks, and to respectfully be critical of the workplace without putting their employment or their practicum in jeopardy.

Proposals need to be submitted, in advance, to the Field Education Coordinator. These will be brought to the Practicum Team for consideration. You must receive approval from the School before accepting a paid practicum position.

Requests for Exceptions to Practicum Policy

Any requests for special exceptions to practicum policy should be brought by the student to the Field Education Coordinator. The Field Education Coordinator will seek advice and guidance from the Practicum Team and senior administration. Exceptions may be granted in circumstances of specific educational need or extreme personal circumstances.

Sick Time

Students are responsible for completing the required number of hours in their practicum. Two sick days per practicum are allowed without a make-up requirement. If more than two days are missed due to illness, this time needs to be made up. This should be negotiated between the student and the agency supervisor. The student should also notify the faculty instructor of the arrangements made.

Strikes, Job Action and Population Health Directives

When the practicum setting experiences labour disruption in the form of job action and strikes, students are expected to honour and respect any picket lines in their setting. Where this brings undue hardship, students should discuss a plan of action with their faculty liaison. Should a student be in a placement that is closed due to health concerns, they should immediately inform their faculty instructor (liaison). Students are not considered part of essential workplace services during a health crisis. Credit will not be given for any time lost while agencies are out on strike or closed.

University Contracts and Liability Insurance

The University of Victoria requires a Practicum Agreement with agencies which provide practicum opportunities for students. The major reason for such an agreement is to clarify that the University will maintain comprehensive liability insurance, saving harmless the agency against all liability which may result from any negligent acts of the instructors, students and staff of the University. The contract between the University and agency is not student specific but outlines the legal responsibilities of the university and the agency. This contract is negotiated by the General Counsel's Office at UVic, not by the School of Social Work. . Each new affiliation agreement is designed specifically for the host agency and will be sent directly to the agency for review prior to signing.

Denial of Practicum, Withdrawal and Directed Placements

According to the policies of the Faculty of Human and Social Development, a student's application for a placement may be denied if the field coordinator in consultation with the faculty and director of the school deem that a student's preparatory work is insufficient and/or incomplete to reasonably assure they will be successful in their placement. Students will be given the opportunity to work with the school to produce a plan to address gaps in learning which should lead to a greater likelihood of success in their upcoming placement. The student may appeal the denial of practicum.

Students may be required to withdraw from the practicum with a failing grade if their performance in the practicum or their practicum preparation is considered unsatisfactory by their supervisor and faculty instructor (liaison).

If recommendations regarding specific learning needs are encountered in any prerequisite courses the school reserves the right to place the student in a practicum where these concerns would be addressed and monitored. When there is a clear indication of a particular learning need, the student will be guided by the faculty instructor (liaison) and field education coordinator in the choice of a practicum where this learning need could best be met. This is referred to as a directed placement.

Directed placements are also used in the case of missed opportunity. Students and faculty in consultation may wish to ensure that a particular skill or area is available to the student in the practicum and therefore, seek a directed placement.

If a student receives a failing grade for the practicum or if a practicum change is required as described in the above, the following policy will apply in seeking a repeat or directed practicum. A directed practicum is one where the student's choice of placement must be made in consultation with the faculty. A directed placement may be recommended because of a learning need which could not be met in a previous placement or course.

The present course instructor or practicum faculty liaison defines with the student (and the present agency where applicable) a statement of the student's:

- strengths, knowledge, and skills
- identified learning needs or areas of concern requiring particular attention during the practicum
- learning goals
- specific requirements

This statement, signed by both student and faculty instructor, is placed on the student's file and shared with prospective agencies. Where the student has a different perspective of his/her learning goals, needs or concerns, the student will be encouraged to write a statement to this effect which will also be shared with prospective agencies.

The choice of possible agencies and supervisor for a repeat or directed practicum will be based on the student's learning needs. The choice and rationale is discussed with the student by the faculty instructor. The student makes a choice from the identified agencies. A potential agency receives the written statement of learning needs along with any regular documentation for the practicum. The agency then decides whether or not to accept the student for an interview and, if appropriate, subsequent placement.

Up to a maximum of six agencies will be asked to review the application and consider the identified student for placement. If all six agencies do not accept the student the faculty will be asked to assess the situation and make a decision regarding withdrawal.

Following placement, a special contract focused on student learning needs and with special monitoring of progress is arranged between agency, faculty instructor and student.

During the time period of the placement, the student should be free of any encumbrances and duties from their regular workplace. The student should not continue to be responsible for cases or expected to be "called out" while at their field placement.

In general, practicum placements are open to all eligible students. That is, a practicum will not be developed for a particular student to the exclusion of other students. However, a spirit of equity will prevail. There are occasions when a student or group of students may be perceived as at a disadvantage and special arrangements may be necessary. The faculty has the sole authority to make final decisions regarding the suitability of practicum proposals.