SCHOOL OF COMMUNITY STUDIES
Social Service Worker &
Social Service Worker- Gerontology
Programs

FIELD PRACTICUM MANUAL
2017-2018
Faculty of Applied Health and Community Studies
Social Service Worker and
Social Service Worker – Gerontology Programs
Field Practicum Manual

Field Practicum Manual is provided for information purposes only.
All policies and procedures referred to in this guide are subject to change without notice.
Students should refer to Sheridan College’s official policy and procedure
documents for the most current information. If there is any discrepancy or
conflict between the contents of this field manual and the official policies and procedures
of Sheridan College, then the official policies and procedures of
Sheridan College shall govern.
Faculty of Applied Health and Community Studies

School of Community Studies

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Welcome to Field Work Education,

The Social Service Worker (SSW) and Social Service Worker – Gerontology (SSW-GER) Programs prepare students to develop and implement a range of intervention and prevention strategies that both support and promote human well-being and affirm the strengths and capacities of individuals, families, communities and older adults in their environments. An integral part of the SSW and SSW-GER Programs, is field work education. Indeed, the field practicum component of the programs is often described as the most enjoyable and rewarding part of students’ educational experience.

The practicum model is a three-way learning partnership between the student, the field practicum setting and Sheridan College. As learning professionals, students prepare for their careers in their chosen field through integrating theory and knowledge with their profession’s skills, values and ethics. Hundreds of diverse community partners in the Halton, Peel and Greater Toronto Areas partner with Sheridan College to provide students with unique learning opportunities that foster competency and skills first learned in the classroom.

This Field Practicum Manual informs Students, Faculty, Field Liaisons and Practicum Supervisors about the expectations, policies and procedures that are designed to make field work education a rewarding experience for all partners. In addition to the manual; dedicated professionals including the Field Practicum Coordinators and Field Liaisons are valuable resources and sources of support. We wish you all the best in your studies at Sheridan College.

Warmest Regards,

James Humphreys
James Humphreys, PhD
Dean

Mary Louise Noce
Mary Louise Noce, MSW, PhD
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1.0 INTRODUCTION

The information contained in this Manual is essential for student success in the SSW and SSW-GER Programs’ Field Practicum. It is recommended that students read the contents over carefully to understand the expectations of practicum. This Field Practicum Manual is designed to address field practicum policies, protocols, practices and issues for students, while they are working in partnership with our community partners and organizations, as a "learning professional".

2.0 SOCIAL SERVICEWORKER AND SOCIAL SERVICE WORKER - GERONTOLOGY PROGRAMS

2.1 Vocational Learning Outcomes

The following vocational learning outcomes are reproduced from “Social Service Worker and Social Service Worker - Gerontology Programs Standards,” published by the Ministry of Training, Colleges and Universities in March 2007 © 2007, Queen’s Printer for Ontario. These are the Program Standards for all Social Service Worker and Social Service Worker- Gerontology programs of instruction leading to an Ontario College Diploma delivered by Ontario Colleges of Applied Arts and Technology (MTCU funding code 50721 SSW Program; MTCU funding code 50728 SSW GER Program):

The graduate has reliably demonstrated the ability to:

<table>
<thead>
<tr>
<th>MTCU funding code 50721 – 9 vocational learning outcomes of SSW Program</th>
<th>MTCU funding 50728 – 8 vocational learning outcomes of SSW-GER Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. develop and maintain professional relationships which adhere to professional, legal, and ethical standards aligned to social service work.</td>
<td>1. identify needs, strengths and resources of older adults to assist them in setting goals that promote their optimal functioning, well being, and quality of life.</td>
</tr>
<tr>
<td>2. Identify strengths, resources, and challenges of individuals, families, groups and communities to assist them in achieving their goals.</td>
<td>2. plan, implement and evaluate services and programs in response to identified needs and goals of older adults.</td>
</tr>
<tr>
<td>3. recognize diverse needs and experiences of individuals, groups, families, and communities to promote accessible and responsive programs and services.</td>
<td>3. function effectively as a member of a multi-disciplinary and intercommunity partner team, in the development and provision of relevant services and programs for older adults.</td>
</tr>
<tr>
<td>4. identify current social policy, relevant legislation, and political, social, and/or economic systems and their impacts on service delivery.</td>
<td>4. record information accurately and communicate effectively in oral, written and electronic formats, in adherence to privacy, and freedom of information legislation.</td>
</tr>
<tr>
<td>5. advocate for appropriate access to resources to assist individuals, families, groups and communities.</td>
<td>5. establish and maintain helping relationships which adhere to professional, legal and ethical standards aligned to social service work.</td>
</tr>
<tr>
<td>6. develop and maintain positive working relationships with colleagues, supervisors and community partners.</td>
<td>6. recognize diverse needs and experiences of individuals, groups, families, and communities, to promote accessible and responsive programs and services.</td>
</tr>
<tr>
<td>7. develop strategies and plans that lead to the promotion of self-care, improved job</td>
<td>7. develop strategies and plans that lead to the promotion of self-care, improved job</td>
</tr>
</tbody>
</table>
2.2 Essential Employability Skills

2.2.1 SSW GER PROGRAM

“Essential Employability Skills (EES) are skills that, regardless of a student’s program or discipline, are critical for success in the workplace, in day-to-day living, and for lifelong learning.” All Essential Employability Skills must be met by the end of the program.

Students must be able to reliably demonstrate the ability to:

The teaching and attainment of these EES for students in, and graduates from, Ontario’s colleges of applied arts and technology are anchored in a set of three fundamental assumptions:

• These skills are important for every adult to function successfully in society today.
• Our college is well equipped and well positioned to prepare graduates with these skills.
• These skills are equally valuable for all graduates, regardless of the level of their credential, whether they pursue a career path, or they pursue further education.

The following six categories define the essential areas where graduates must demonstrate skills and knowledge.

• Communication
• Numeracy
• Critical Thinking & Problem Solving
• Information Management
• Interpersonal
• Personal

Application / Implementation

In each of the six skill categories, there are a number of defining skills, or sub skills, identified to further articulate the requisite skills identified in the main skill categories. The following chart illustrates the relationship between the skill categories, the defining skills within the categories, and learning outcomes to be achieved by graduates from all postsecondary programs of instruction that lead to an Ontario College credential. EES may be embedded in General Education or vocational courses, or developed through discrete courses. However these skills are developed, all graduates with Ontario College credentials must be able to reliably demonstrate the essential skills required in each of the six categories.

<table>
<thead>
<tr>
<th>SKILL CATEGORY</th>
<th>DEFINING SKILLS: Skill areas to be demonstrated by graduates:</th>
<th>LEARNING OUTCOMES: The levels of achievement required by graduates. The graduate has reliably demonstrated the ability to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMMUNICATION</td>
<td>• Reading • Writing • Speaking • Listening • Presenting • Visual literacy</td>
<td>1. communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience. 2. respond to written, spoken, or visual messages in a manner that ensures effective communication. 3. execute mathematical operations accurately.</td>
</tr>
<tr>
<td>NUMERACY</td>
<td>• Understanding and applying mathematical concepts and reasoning • Analyzing and using numerical data • Conceptualizing</td>
<td>4. apply a systematic approach to solve problems. 5. use a variety of thinking skills to anticipate and solve problems.</td>
</tr>
<tr>
<td>CRITICAL THINKING &amp; PROBLEM SOLVING</td>
<td>• Analyzing • Synthesizing • Evaluating • Decision making • Creative and innovative thinking</td>
<td></td>
</tr>
<tr>
<td>INFORMATION MANAGEMENT</td>
<td>• Gathering and managing information • Selecting and using appropriate tools and technology for a task or a project • Computer literacy • Internet skills</td>
<td>6. locate, select, organize, and document information using appropriate technology and information systems. 7. analyze, evaluate, and apply relevant information from a variety of sources.</td>
</tr>
<tr>
<td>INTERPERSONAL</td>
<td>• Team work • Relationship management • Conflict resolution • Leadership • Networking</td>
<td>8. show respect for the diverse opinions, values, belief systems, and contributions of others. 9. interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.</td>
</tr>
<tr>
<td>PERSONAL</td>
<td>• Managing self • Managing change and being flexible and adaptable • Engaging in reflective practices • Demonstrating personal responsibility</td>
<td>10. manage the use of time and other resources to complete projects. 11. take responsibility for one’s own actions, decisions, and consequences.</td>
</tr>
</tbody>
</table>
2.2.2 SSW PROGRAM

Students must be able to reliably demonstrate the ability to:

1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.

2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.

3. Execute mathematical operations accurately.

4. Apply a systematic approach to solve problems.

5. Use a variety of thinking skills to anticipate and solve problems.

6. Locate, select, organize, and document information using appropriate technology and information systems.

7. Analyze, evaluate, and apply relevant information from a variety of sources.

8. Show respect for the diverse opinions, values, belief systems, and contributions of others.

9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.

10. Manage the use of time and other resources to complete project.

11. Take responsibility for one’s own actions, decisions, and consequences.

2.3 General Education Standards

2.3.1. SSW GER Program

All graduates of SSW -GER program must have met the general education requirement described on the following pages, in addition to achieving the vocational and essential employability skills learning outcomes.

**Requirement:** The General Education Requirement for programs of instruction is stipulated in the Credentials Framework (Appendix A in the Minister’s Binding Policy Directive Framework for Programs of Instruction). In programs of instruction leading to either an Ontario College Diploma or an Ontario College Advanced Diploma, it is required that graduates have been engaged in learning that exposes them to at least one discipline outside their main field of study, and increases their awareness of the society and culture in which they live and work. This will typically be accomplished by students taking 3 to 5 courses (or the equivalent) designed discretely and separately from vocational learning opportunities. This general education learning would normally be delivered using a combination of required and elective processes.

**Purpose:** The purpose of General Education in the Ontario college system is to contribute to the development of citizens who are conscious of the diversity, complexity, and richness of the human experience; who are able to establish meaning through this consciousness; and, who, as a result, are able to contribute thoughtfully, creatively, and positively to the society in which they live and work. General Education strengthens student’s essential employability skills, such as critical analysis, problem solving, and communication, in the context of an exploration of topics with broad-based personal and / or societal importance.
Themes: The themes listed below will be used to provide direction to colleges in the development and identification of courses that are designed to fulfill the General Education Requirement for programs of instructions. Each theme provides a statement of Rationale and offers suggestions related to more specific topic areas that could be explored within each area. These suggestions are neither prescriptive nor exhaustive. They are included to provide guidance regarding the nature and scope of content that would be judged as meeting the intent and overall goals of General Education.

1. Arts in Society:

Rationale: The capacity of a person to recognize and evaluate artistic and creative achievements is useful in many aspects of his/her life. Since artistic expression is a fundamentally human activity, which both reflects and anticipates developments in the larger culture, its study will enhance the student’s cultural and self-awareness.

Content: Courses in this area should provide students with an understanding of the importance of visual and creative arts in human affairs, of the artist’s and writer's perceptions of the world and the means by which those perceptions are translated into the language of literature and artistic expression. They will also provide an appreciation of the aesthetic values used in examining works of art and possibly, a direct experience in expressing perceptions in an artistic medium.

2. Civic Life:

Rationale: In order for individuals to live responsibly and to reach their potential as individuals and as citizens of society, they need to understand the patterns of human relationships that underlie the orderly interactions of a society’s various structural units. Informed people will have knowledge of the meaning of civic life in relation to diverse communities at the local, national, and global level, and an awareness of international issues and the effects of these on Canada, and Canada’s place in the international community.

Content: Courses in this area should provide students with an understanding of the meaning of freedoms, rights, and participation in community and public life, in addition to a working knowledge of the structure and function of various levels of government (municipal, provincial, national) in Canada and/or in an international context. They may also provide an historical understanding of major political issues affecting relations between the various levels of government in Canada and their constituents.

3. Social and Cultural Understanding:

Rationale: Knowledge of the patterns and precedents of the past provide the means for a person to gain an awareness of his or her place in contemporary culture and society. In addition to this awareness, students will acquire a sense of the main currents of their culture and that of other cultures over an extended period of time in order to link personal history to the broader study of culture.

Content: Courses in this area are those that deal broadly with major social and cultural themes. These courses may also stress the nature and validity of historical evidence and the variety of historical interpretation of events. Courses will provide the students with a view and understanding of the impact of cultural, social, ethnic, or linguistic characteristics.

4. Personal Understanding:

Rationale: Educated people are equipped for life-long understanding and development of themselves as integrated physiological and psychological entities. They are aware of the ideal need to be fully functioning persons: mentally, physically, emotionally, socially, spiritually, and vocationally.

Content: Courses in this area will focus on understanding the individual: his or her evolution; situation; relationship with others; place in the environment and universe; achievements and problems; and his or her
meaning and purpose. They will also allow students the opportunity to study institutionalized human social behaviour in a systematic way. Courses fulfilling this requirement may be oriented to the study of the individual within a variety of contexts.

5. Science and Technology:

**Rationale:** Matter and energy are universal concepts in science, forming a basis for understanding the interactions that occur in living and non-living systems in our universe. Study in this area provides an understanding of the behaviour of matter that provides a foundation for further scientific study and the creation of broader understanding about natural phenomena. Similarly, the various applications and developments in the area of technology have an increasing impact on all aspects of human endeavour and have numerous social, economic, and philosophical implications. For example, the operation of computers to process data at high speed has invoked an interaction between machines and the human mind that is unique in human history. This development and other technological developments have a powerful impact on how we deal with many of the complex questions in our society.

**Content:** Courses in this area should stress scientific inquiry and deal with basic or fundamental questions of science rather than applied ones. They may be formulated from traditional basic courses in such areas of study as biology, chemistry, physics, astronomy, geology, or agriculture. As well, courses related to understanding the role and functions of computers (e.g., data management and information processing), and assorted computer-related technologies, should be offered in a non-applied manner to provide students with an opportunity to explore the impact of these concepts and practices on their lives.

2.3.2. SSW Program

The Government of Ontario has established that each college postsecondary program shall include a minimum of one three-hour-per-week general education course of approximately 45 instructional hours per semester. Learners should experience a breadth of goals through their general education studies; and, wherever possible, they should have the opportunity to exercise choice in the selection of their general education courses.

The general education requirements are an integral component of the Social Service Worker Program Standard, along with the vocational and generic skills learning outcomes.

The general education requirements shall be met consistent with the following guiding principles:

1. General education in the colleges shall identify and deal with issues of societal concern in a manner relevant to the lives of students. General education courses shall be structured in such a way as to guide students through the historical context of such issues, their theoretical bases, and application to contemporary life.
2. All general education courses offered in the colleges shall be designed to provide benefits to one or more of the three areas: learners' personal growth and enrichment, informed citizenship, and working life.
3. An essential component of the mission of Ontario's colleges is the encouragement and support of continuous learning. This commitment to lifelong learning shall be reflected in each of the general education courses offered in the colleges.

General education appropriate for Ontario colleges is defined as those post-secondary learning experiences that enable learners to meet more effectively the societal challenges which they face in their community, family, and working life. General education in the colleges provides learners with insight into the enduring nature of the issues being addressed and into their particular relevance to today and the future. It is intended to encourage and support continuous learning. It is delivered as discrete courses that are designed to address one or more of the following goals and associated broad objectives established for general education.
3.0 SOCIAL SERVICE WORKER AND SOCIAL SERVICE WORKER

GERONTOLOGY CURRICULUM

Preparation for the practicum starts as soon as the student begins their studies in the SSW programs. In order to ensure that students possess the attitudes/values, skills and knowledge required to enter into the field, significant in-class preparation is necessary before the formal practicum begins. Therefore, the practicum is best understood as a continuum of learning grounded in program curriculum.

Please find course maps for SSW and SSW-GER attached to Appendix of this manual.

4.0 THE FIELD PRACTICUM EXPERIENCE

A critical component of the SSW and SSW-GER Program is field practicum. It is designed to assist students with acquiring direct field experience as “learning professional”.

The field practicum fulfills a number of essential functions, including:

- Requiring students to integrate theory with practice
- Meeting the program vocational outcomes
- Preparing students for their careers in the SSW and SSW-GER Fields

4.1 FIELD PRACTICUM MODEL AND PROCESS – 3 WAY PARTNERSHIP

The field practicum component is best understood as a 3-Way partnership between Sheridan’s SSW and SSW-GER Programs, Students and the Field Practicum Setting/Community Partner. Each party has a distinct role with overlapping responsibilities both to the institution, student and to the community partner.

The 3-Way Field Practicum Partnership Model

4.2 Self-Directed Learning

The Field Practicum experience fosters self-directed learning. This form of learning encompasses four criteria: being ready to learn; setting learning goals; engaging in the learning process and evaluation of learning. Students are responsible for their learning, which includes identifying how they will meet their learning needs as set in their learning contract and following through with Sheridan and community partner expectations and requirements. The role of Sheridan College is to facilitate this learning process by partnering with community partners that can provide experiential learning opportunities for our students in their role as “learning professional”. Students play an active role in choosing their practicum sites from the four practicum learning criteria designated for the SSW and SSW-GER professions. Students are responsible to:
Select specific community partners to contact for Field Practicum interviews by using the processes discussed in their lab classes. (E.g. research, Field Practicum Website, specific school lists, networking, etc.)

Complete a personal learning contract by choosing and implementing the appropriate strategies to achieve the domains of learning as outlined on the field practicum learning contracts.

Prepare an up to date resume and cover letter.

Attend community partner interviews

Confirm their field practicum selection online and by completing and submitting their field practicum confirmation forms

Participate actively in their learning in the Professional Practice Issues classes at Sheridan College.

Identify and communicate their learning needs, issues, concerns and problems as they arise.

Follow Sheridan College and Field Community Partner policies, procedures, protocols, expectations and requirements.

The role of Sheridan College is to facilitate this learning process by partnering with community partners that can provide practical and meaningful learning opportunities for our students in their role as “learning professional”.

### 4.3 Field Practicum Criteria

#### 4.3.1. SSW-GER PROGRAM

**LEARNING CRITERIA:** The following criteria are intended to develop and promote field practicum sites that can provide an optimal learning environment for students and to be a benefit to the community partner. An ideal practicum would be able to provide the learning opportunities below;

<table>
<thead>
<tr>
<th>Foundational</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Writing Skills</td>
<td>Working with persons with dementia in 1 to 1 way</td>
<td>Leadership skills</td>
</tr>
<tr>
<td>Oral Communication Skills</td>
<td>Assessment intakes</td>
<td>Case management</td>
</tr>
<tr>
<td>Goal oriented</td>
<td>Communication skills on all levels</td>
<td>Planning and co-facilitation</td>
</tr>
<tr>
<td>Empathy, compassion</td>
<td>Creative programming ideas</td>
<td>Interest in group facilitation</td>
</tr>
<tr>
<td>Time Management</td>
<td>Making referrals</td>
<td>Research skills interests</td>
</tr>
<tr>
<td>Organized</td>
<td>Group facilitation</td>
<td>Volunteer recruitment/training/</td>
</tr>
<tr>
<td>Use of Technology</td>
<td>Working with volunteers</td>
<td>Supervision</td>
</tr>
<tr>
<td>Understanding diversity</td>
<td>Co-facilitation</td>
<td>Ethical decision making</td>
</tr>
<tr>
<td>Observe facilitation</td>
<td>Family dynamics</td>
<td>Setting boundaries</td>
</tr>
<tr>
<td>Ability to set boundaries</td>
<td>Presentations</td>
<td>Counselling skills</td>
</tr>
<tr>
<td>Maturity</td>
<td>Contributing to grant writing</td>
<td>Intervention evaluations</td>
</tr>
</tbody>
</table>
PRACTICUM HOURS & DURATION: During terms 2, 3 and 4; a total of 600 unpaid practicum hours need to be completed for the Social Service Worker – Gerontology Program. Students are required to:

- Complete a total of 200 hours in each term; terms 2, 3, and 4
- Complete 14 hours per week
- **Practicum training hours, only count towards total after the commencement of the term**

A regular work day would be 7 hours excluding lunch/dinner and break

- Ensure that the community partner has enough meaningful and productive work for 14 hours per week (2 days), for a total of 600 hours
- Inform the community partner that you (student) will attend practicum for 14 hours per week (e.g. Monday and Tuesday, or Thursday and Friday – to be determined when you register and receive your class and practicum schedule) – per campus.
- Students have the ability to conduct practicums with up to 2 different community partners/settings. 1st practicum from January-April; 2nd practicum from September-December.

4.3.2. SSW PROGRAM

LEARNING CRITERIA: Ideal Practicum learning objectives in the following four areas would include:

1. **One-on-one individual contact** – allowing the student to interact with clients of the community partner to practice and develop appropriate helping relationship skills, including but not limited to ongoing client communication and therapeutic intervention skills.
2. **Group facilitation** – allowing the student to observe, co-lead and/or facilitate client group programming, both formal and informal, within the community partner.
3. **Documentation** – allowing the student to learn and execute the community partner’s documentation protocols and procedures. This can include intake and assessment documentation, case notes, progress reports, meeting minutes and any other reports performed by SSW staff.
4. **Special Projects** – allowing the student to participate in special SSW projects with community partner staff. This can include working with outside community partners, and service providers in relation to client programming.

PRACTICUM HOURS & DURATION: During the 8 month practicum a total of 600 unpaid hours need to be completed. Students are required to:

- Complete a total of 300 hours in each term; September-December and January-April
- Complete 21 hours per week
- A regular work day would be 7 hours excluding lunch/dinner and break
- **Practicum training hours, only count towards total after the commencement of the term.**

- Ensure that the community partner has enough meaningful and productive work for 21 hours per week (3 days).
- Inform the community partner that you will be in Practicum for 21 hours per week (e.g. Monday, Tuesday and Wednesday, or Wednesday, Thursday and Friday: to be determined when you register, receive your class and Practicum schedule) - remember that this is a two semester Practicum that is continuous from September to December for Semester 3 (300 hours) and January – April (300 hours) for a total of 600 hours.
5.0 FIELD PRACTICUM PROCEDURES

5.1 Field Practicum Search

As students begin their Field Practicum search, reviewing and following this quick reference guide, will help students to ensure they have covered the basic steps and protocols in securing their practicum. 

*Remember…*

- The Field Practicum experience is a **3 way partnership** with you (the Student), the Community partner and Sheridan College – please be aware of your roles and responsibilities in Practicum and your Professional Practice Issues class.

- You are not only representing yourself as a “learning professional” but you are acting as an ambassador for Sheridan College as well.

- Sheridan fosters **self-directed learning** for Field Practicum therefore before deciding on which community partner you want to complete your field experience in, the student needs to think about:
  - Which field setting meets my learning goals?
  - What kind of an organization/community partner interests you? (Formal/casual, large/small)
  - Where would you like to work? (Geography, access by car/transit)
  - What are your learning needs and goals?
  - What are your strengths and challenges?
  - What is your passion?

- **Strategies to researching a practicum:**

  1) Students are expected to **engage in researching** alternate, potential practicum opportunities. Some websites may include:
     - [www.pinet.on.ca](http://www.pinet.on.ca)
     - [www.211toronto.ca](http://www.211toronto.ca)
     - [www.peel.edu.on.ca](http://www.peel.edu.on.ca)
     - [www.charityvillage.com](http://www.charityvillage.com)
     - [www.swatijobs.com](http://www.swatijobs.com)
     - [http://search.hipinfo.info](http://search.hipinfo.info)
     - [www.halton.ca](http://www.halton.ca)
     - [www.211ontario.ca](http://www.211ontario.ca)
     - [www.informationniagara.com](http://www.informationniagara.com)
     - [www.settlement.org](http://www.settlement.org)

  2) **Use your local community resources** (e.g. library, community center, online websites)

  3) **Network** with family, friends, peers, professors, teachers, community leaders

  4) **Field Practicum Website** – This system is designed to facilitate practicum search processes for students as well as mimic a ‘job board’ to prepare students for job search after they graduate from the SSW and SSW-GER Programs. Practicum postings are posted online with open and closing dates; along with practicum descriptions outlining some roles and/or responsibilities that students may partake in if they successfully confirm a practicum with a community partner. All students are expected to confirm and secure their practicum through this system. **Please ensure to apply to postings as directed in the practicum description on the Field Practicum Website.**
Please refer to the resources below to assist you in understanding how to utilize the Field Practicum Website:

1) Field Practicum Website Online Tutorial: https://www.youtube.com/watch?v=rBHDpWw8CJA

2) Step-by-Step Written Guide, see Appendix 11.0, pages 36-39, in this manual

5.2 Field Practicum Interview

When interacting with professionals and community partners in the field, please remember to use professional telephone etiquette and follow up (e.g. thank the interviewer for their time and the opportunity for the interview, ask when do you call back to find out if you are accepted for the Practicum?)

Students need to be prepared to discuss the following during a practicum interview;

- Updated resume and cover letter
- Professional references
- Professional Portfolio (optional)
- Student Interview Feedback Form, see Appendix
- Your learning goals, discuss responsibilities and practicum schedule with practicum supervisor
- A list of questions (e.g. ask about police check, health requirements, practicum description, role of SSW and SSW-GER of community partner(s), additional special requirements, who will be your supervisor, learning opportunities available, discuss areas of learning, orientation, hours of work, location of practicum, etc.)

5.3 Field Practicum Confirmation Protocol

- If student receives multiple practicum offers, student is expected to only accept one offer. Please note, your acceptance of the offer is a binding contract. Please consult with your professors/field practicum coordinator for support, if required.

- Once you are successful in a practicum interview, you must connect with your respective Field Practicum Coordinator to receive a formal offer and applicable confirmation forms via the Field Practicum Website. **Confirmation Form(s) are mandatory and thus required to be submitted by student to Field Practicum Coordinators by specified due date.** Please note: Hours in practicum will NOT be counted until the practicum is confirmed on the Field Practicum Website and when your respective Field Practicum Coordinator receives your Confirmation Form(s).

- Please ensure to have the required criminal reference check, medical clearances and any other requirements by the community partner prior to commencing practicum.

- Confirm with your practicum Supervisor the schedule of your practicum days and hours, supervision sessions, community partner orientation, communication protocols, practicum description and other essential information that you need to know, prior to commencing practicum.

5.4 At Field Practicum

- On the start date of Practicum, ensure that you are punctual, professionally dressed and report to your practicum supervisor with the required forms and documentation that Sheridan College requires to be filled out (e.g. learning contract draft, other forms assigned by your professor)
Approach your practicum supervisor as soon as any concerns, questions, issues arise in the field. You should have supervision at least once a week, one on one time for a minimum of 30 minutes to discuss positive and any challenging experiences you are having, the practicum and Sheridan College requirements that need to be met and to ask for as well as provide feedback.

If you are experiencing challenges in your field practicum, it is expected that students are to refer to The Practicum-in-Difficulty Process in section 7.10 of the manual.

Students are not to leave their Practicum before going through the Practicum-in-Difficulty process.

Communicate, confirm and clarify information to avoid misunderstandings and potential concerns. Ask questions if you are in doubt, both in class and at your Practicum site.

The Practicum experience needs to be treated as a “job” requiring students to perform as a “learning professional” and meet the community partner and Sheridan College requirements.

If a termination takes place, please refer to section 10.0 PRACTICUM TERMINATION PROCESS, pages 33-35

Faculty and staff at Sheridan College are available to provide support and assistance to ensure students' success. It is important for students to be self-directed in identifying any areas of development and utilize the numerous resources at Sheridan College, to assist in being successful academically and in Field Practicum.

In addition to the mentioned benefits, the practicum experience provides students the ability to recognize that there are also tangible benefits for the other partners (i.e. the College and Practicum Community Partners).

6.0 Benefits of Practicum

It is important to recognize the tangible benefits that Field Practicum provides to all three partners in the field experience; students, community partners and Sheridan College.

6.1 Students

Field Practicum provides students with the opportunity to:

- Integrate their academic theory with practical hands on experience in the field;

- Develop the required knowledge, skills, attitudes, values and experience to become a fully qualified professional SSW and SSW-GER Professions;

- Implement the learning required through the use of a learning contract;

- Gain exposure to the field that is not possible through any other involvement in the profession.

Students have the unique experience of being able to work as a “learning professional”. This is different from a volunteer position, as the responsibilities of the student in Practicum are more in keeping with the roles and responsibilities of the community partner and the learning criteria of Sheridan College. Throughout the duration of SSW and SSW-GER programs, there is an expectation that students will take on increasingly more responsibilities in Practicum as they develop their knowledge, skills and abilities through SSW-GER Foundational, Intermediate and Advanced criteria and the SSW four Learning Criteria.
6.2 Community Partners

Community partners and site supervisors who participate in practicum benefit from student involvement as:

- Students bring new energy and enthusiasm, a fresh perspective and new ideas to the setting, which can enhance the services and programs provided to the older adult clientele.
- Community partners can develop and build a professional partnership with Sheridan College.
- Community partner personnel can actively participate in the SSW and SSW-GER Programs Advisory Committees and/or attend SSW and SSW-GER classes as guest speakers.
- Site supervisors have the opportunity to communicate current trends and needs in the field as well as learn about the latest intervention theories that are being taught in the SSW and SSW-GER Programs.
- Community Partners are able to develop potential employees for the future.

6.3 Sheridan College

Field Practicum benefits Sheridan College in numerous ways:

- Sheridan College continually engages in outreach activities with community partners in surrounding communities to build new professional partnerships.
- Sheridan College is able to be connected with the realities, trends and needs of the SSW and SSW-GER fields.
- Able to apply knowledge from the field in teaching students the required vocational outcomes of the SSW/SSW-GER programs, including learning how to integrate theory with practice, and bring learning to the field.
- Allows Sheridan College to expose students to potential employers, thereby increasing the employability of program graduates.

7.0 ROLES AND RESPONSIBILITIES IN FIELD PRACTICUM

This section identifies the participants involved in the three-way partnership model and their associated roles and responsibilities.

7.1 Field Practicum Coordinators, have a responsibility towards:

1) Field Practicum Community Partners

- Serve as the primary point-of-contact for existing and new community partners offering field practicum opportunities.
- Develop and maintain relationships with field community partners.
- Ensure practicum positions are suitable for student learning requirements.
- Develop and facilitate training and orientation for site supervisors.
- Work in partnership with community partners regarding the practicum process.

2) Sheridan Faculty and Administration
- Serve as the primary point-of-contact for Sheridan Field Liaisons; for support and clarification with regard to their roles, responsibilities, policies and procedures.
- Provide consultation and support in the event of a “practicum in difficulty”.
- Develop and facilitate training and orientation for existing and new field liaisons.
- Provide support and consultation to college faculty and field liaisons regarding community partner information, and policies and procedures.
- Consult with faculty and administration regarding policies, procedures, processes and curriculum related to Practicum

3) Students
- Meet with students on an “as needed” basis related to field practicum issues and concerns, in consultation with their Field Liaison and/or Program Coordinator/Associate Dean

4) Data Management
- Develop and manage all practicum related data including Field Practicum Website, Field Practicum Manual, Field Practicum Confirmation Forms and processes, student files and other related practicum documentation and duties.

7.2 Field Liaison, has a responsibility towards:

1) Field Practicum Coordinators
- Provide the Field Practicum Coordinators with field practicum/student information and/or documents as required.
- Communicate concerns and “Practicum in difficulty” situations to the Field Practicum Coordinators in a timely manner.
- Inform Field Practicum Coordinators of issues and/or concerns related to suitability of community partners as practicum sites, as they arise.
- Complete all required documentation and ensure that it is placed in students file.

2) Field Supervision and Community Support Function
- Serve as the primary link between students, site supervisors and Sheridan College.
- Serve as the first point-of-contact to prevent and/or resolve problems, enhance learning and support the student and the site supervisor as needed.
- Establish and maintain contact with site supervisors and students.
Be available for ongoing consultation to students and site supervisors.

Document and follow up with concerns in Practicum, raised by students and/or supervisors.

Follow the “practicum in difficulty” policies and procedures as outlined in this manual.

Maintain relevant documentation on all issues pertaining to students in Practicum.

Arrange a minimum of one personal visit per semester with each student and their practicum supervisor.

Conducts follow up and/or additional field visits as required.

Ensure the student completes the Practicum Site Visit Form and distributes copies to their site supervisor and field liaison who will insert the form into the student’s file at Sheridan College.

Discuss with students and site supervisors the practicum requirements and confirm that students are being provided with sufficient client contact, appropriate responsibilities and supervision as required by the program.

3) Instruction and Evaluation

Facilitate the field practicum related classes every week as assigned.

Follow course outlines for specific field practicum related classes.

Assist students to integrate theory with practice and to make the connections between the program curriculum and the practicum experience.

Generate a forum for students to discuss field related issues, concerns and experiences.

Mark and provide feedback on assignments as submitted by students.

Provide students with meaningful feedback on assignments, reports and learning outcomes.

Assign the final practicum grade based on written evaluations, practicum reports and field visits, in accordance with course outlines.

Ensure any existing student grade issues are resolved. It is the responsibility of liaisons to follow through with any incomplete elements of the student’s practicum including: additional site visits; field documentation; and/or notifying the academic advisor, field practicum coordinators and the office of the registrar if a grade needs to be revised.

Ensure that all relevant documentation is placed in the student’s file each semester. (e.g. MTCU insurance form, signed learning contracts, practicum time sheets, tracking tool, practicum site visit forms, evaluation forms, other relevant forms/documentation related to practicum)

Ensure that your class lists are updated and that students’ files are maintained as required, in the centralized filing system at Sheridan College.
7.3 Community Partner, is responsible to:

- Provide students with related learning opportunities in the development and application of skills and intervention strategies in all related practicum courses offered in the SSW/SSW-GER Programs.
- Create a positive learning environment by accepting the student as a “learning professional” and a team member.
- Provide an environment conducive to the student's learning and development as a “learning professional”
- Provide sufficient time for the site supervisor to carry out his/her student supervision duties.
- Provide the facilities and resources necessary for the student to fulfill his/her duties.
- Provide the student with compensation for expenses incurred during practicum hours (i.e. travel costs related to travel on behalf of the community partner as previously agreed upon, or other pre-approved out-of-pocket expenses) (if agreed upon).
- Comply with the Occupational Health and Safety Act and other relevant provincial acts.
- When a community partner is not able to provide the necessary learning environment as agreed upon with Sheridan College, students may be moved to an alternate practicum opportunity at the discretion of the Field Practicum Coordinators.

7.4 Practicum Supervisor

Qualifications

Practicum supervisors' qualifications would include - SSW, SSW-GER, BSW or MSW or a qualified professional supervisor having knowledge of and experience with the requirements of the profession and roles in their respective program.

Practicum Supervisor is responsible for the following:

1) **Student Orientation**

- Provide students with an orientation to the practicum setting, their role and responsibilities, daily routine, reporting procedures, lines of accountability, communication expectations with supervisor and other relevant practicum protocols and procedures.
- Introduce the student to staff members.
- Familiarize the student with the community partner's policies and procedures. Discuss these to ensure understanding.
- Ensure the student is fully aware of, and agrees to community partner expectations.

2) **Communication and Documentation**

- Complete the Practicum checklist and other Sheridan College documentation requirements (e.g. field practicum site confirmation form, MTCU insurance form, learning contract, monthly time sheets, final evaluation etc.) with the student. Practicum Supervisors are expected to keep a copy for their own records.
Discuss, confirm and sign-off on the completed practicum learning contract. Please ensure that the contract is signed by the due date, which the student needs to submit to their Field Liaison.

Notify the Field Practicum Coordinators or the student's Field Liaison when there is a change in supervisors and or a switch in practicum programs.

Collaborate with the student to complete the mid-semester report and evaluations.

Confirm practicum hours by signing the monthly time sheet by supervisor and back-up supervisor.

Contact the Field Practicum Coordinators regarding program/practicum questions; contact the Field Liaison regarding questions/concerns that relate to your specific student and their practicum performance.

Inform the student and Field Liaison as soon as possible about practicum issues or concerns.

Contact the Field Practicum Coordinators regarding any serious concerns when the Field Liaison is not available.

Refer to and follow the “Practicum in Difficulty” policy and process, when there are concerns about a student in practicum.

Address practicum performance and behavior issues as soon as possible with students in supervision meetings, to allow students the opportunity to improve. If students are at risk of termination, ensure that documentation of behavior and performance concerns are on file.

3) Supervision and Evaluation

Students require a minimum of 30 minutes per week for direct one-to-one supervision to ensure that practicum and Sheridan College requirements are discussed and met. At the beginning of a practicum, more time may be required for orienting the student to the community partner.

Provide the student with direct and specific feedback, both positive and constructive, on behavior, performance, assigned tasks, deliverables, expectations and evaluations.

It is suggested, that site supervisors document issues addressed with the student on their weekly supervision forms.

Facilitate student learning by assigning tasks and responsibilities related to the student’s learning contract and in the following areas/skill set where appropriate: foundational, intermediate and/or advanced level(s).

Communicate feedback as appropriate, at all times.

Participate in the field site visit with the Field Liaison and student to review the student’s progress. Information and feedback discussed should be previously documented in collaboration with the student prior to the Field Liaison’s visit.

Contact the Field Liaison immediately if there are serious concerns related to the student’s behavior and/or progress that cannot be addressed or resolved in the workplace.

Model the practical application of Social Service Worker practices and professionalism.
7.5 Student, responsibilities include:

The student is expected to be self-directed in their learning, during their field practicum search. The student is to consider oneself as a “learning professional” in their field practicum setting.

Preparation for Field Practicum

Students are NOT permitted to begin field practicum until all the requirements below are completed.

- **FIELD PRACTICUM CONFIRMATION FORM** – Once students have been accepted and confirmed for practicum, they must submit, as instructed by their respective Field Practicum Coordinator, completed and signed copy of the Field Practicum Confirmation Form(s) to their respective Field Practicum Coordinator by the designated due date; generated from the Field Practicum Website. Please refer to section 5.3 FIELD PRACTICUM CONFIRMATION MANDATORY PROTOCOLS, page 16 of this manual. Students are to review and discuss all of the information on this form with their site supervisor before signatures are obtained. For students in the SSW Program; confirmation processes and forms must be submitted and students must have secured a Practicum by the second week in September, otherwise they will be withdrawn from their PP and Practicum courses for the current semester. For students in the SSW-GER Program, all students must pass their Introduction to Gerontology and Field Practicum in term 1, with a minimum grade letter B and have secured a practicum, otherwise, they will not be enrolled in practicum related courses for the following terms.

- **POLICE CHECK** - Students must provide the appropriate Police Check (e.g. CPIC (Criminal Records Check), VPIC (Vulnerable Sectors Police Check) or OESC (Ontario Education Services Corporation) to their community partner/site supervisor upon request as Sheridan College does not screen students based on their criminal records or involvement with police authorities. Such checks are a requirement of community partners. It is important to confirm which police check is required and the accepted valid date to ensure that students have the appropriate documentation to begin their field practicum on time. Students who are unable to provide the appropriate Police Check, are at risk of delaying the start of their practicum and losing valuable practicum hours. Any costs associated with obtaining a police check are the responsibility of the student. All documentation related to the students’ police check should be submitted to the community partner via the site supervisor, NOT to Sheridan faculty. It is at the discretion of the community partner to determine the level of risk to their clients and decide whether to accept a student. Factors to consider would include the nature of involvement, how long ago the involvement was, and the risk it may pose to the clients and/or community partner. Students who have had involvement with the police may experience challenges in obtaining a Practicum. It is not uncommon that community partners will not accept students with police involvement and more so with regard to convictions. Therefore, Sheridan cannot guarantee Practicum options for students with a criminal record or previous police involvement. It is recommended that students with such circumstances consult their Lab instructor or Field Liaison for assistance on how to deal with this matter.

- **HEALTH CLEARANCE** - All community partner health requirements must be completed prior to starting practicum, if required. Any costs associated with the medical clearance will be the student’s responsibility. Students may use the Sheridan Health Centre on campus to fulfill this requirement and must provide the health center with the requirements as outlined by the community partner. Students need to confirm what tests, doctor’s notes, and/or immunizations, etc. are required by the community partner, preferably when they sign their Field Practicum Confirmation Form and prior to commencing.

- **FIELD PRACTICUM MANUAL** – Students are to read and become familiar with the contents of the Field Practicum Manual. This manual provides essential information on the field practicum experience and the protocols that students need to follow in order to be successful in securing and completing their field practicum as a “learning professional”.

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- **COURSE WORK** - Students must have successfully completed course prerequisites in the Social Service Worker – Gerontology (SSW-GER) and Social Service Worker (SSW) Program Maps for each semester, in order to move forward in the Practicum process.

- **FIELD PRACTICUM LEARNING CONTRACT** – The Field Practicum Learning Contract has predetermined/set goals for each semester. Students are expected to identify appropriate strategies, evidence and timelines to meet those learning goals. The learning contract is to be discussed, reviewed and signed by the practicum supervisor and student; it is to be submitted to Sheridan’s Field Liaison on the designated due date. It is important for the student to advise their field supervisor that they will be bringing their learning contracts when they begin their practicum to ensure that their learning goals can be met at this particular site. Learning goals need to be discussed at the initial interview.

- **TRANSPORTATION COSTS** – Students need to ensure that they can access their field practicum/community partner via public and/or personal transit, as they are responsible for transportation and costs associated with getting to and from field practicum.

**Student Responsibilities in Field Practicum**

1) **Policies and Procedures**

- Read, familiarize and follow community partner policies and procedures.
- Read, familiarize and follow all Sheridan College policies and procedures as outlined in this manual.
- Seek clarification from site supervisor and other appropriate community partner staff when unsure of policies and procedures.
- Maintain the confidentiality of the community partner, its’ employees, volunteers, other staff and clients, both verbally and in written documentation.

2) **Documentation**

- Complete all the required Sheridan field practicum documentation requirements with the site supervisor.
- Provide liaison with all required documentation as outlined in the Practicum Orientation Checklist next scheduled class.
- **Hours in Practicum will not be counted until the practicum is confirmed online, and when your respective Field Practicum Coordinator receives your field practicum confirmation form(s), prior to commencing practicum.**
- All required documentation must be submitted by required deadlines.
- All forms and documents should be completed in full and with legible writing.
- Share all documentation, forms, reports and evaluation forms with their site supervisor.
- Notify practicum supervisor of deadlines for documents, meetings, reports and evaluations allowing sufficient time for them to participate as required.
- Prepare and submit Practicum reports, time sheets and evaluations using the prescribed forms
to the site supervisor and liaison on time.

- **Insurance** - Students are to complete the current Student Declaration Agreement form on the first day of classes and return it in class to their Field Liaison. A copy will be placed in the student file on site at Sheridan.

- **Learning contract** - A finalized learning contract with the required signatures, is due to the field liaison no later than week 4. **Failure to do so will result in the withdrawal from Practicum.** Attach revisions to the original learning contract as they arise. Students are to provide copies of the learning contract to their site supervisor.

- **Time sheets** – Time sheets are to be submitted to the field liaison for each month by the designated due date - each time sheet is to be signed and dated by the site supervisor. Students are required to make a copy of all time sheets for their personal records. All absences and missed hours/days are to be recorded on the timesheet.

3) **Supervision**

- Confirm weekly 30-minute formal one-on-one supervision meetings with site supervisor.

- Prepare an agenda for supervision to cover the necessary items for discussion, decisions and feedback (ask for feedback from your supervisor and provide feedback to your supervisor) - ensure you bring along your questions, concerns and issues to this meeting and discuss them in a timely and professional manner.

- Document supervision meetings with the site supervisor using supervision form.

- Document supervision and staff direction for own records and learning.

- Develop an open, receptive and flexible attitude in order to accept appropriate feedback, make the necessary adjustments and cooperate with the supervisor.

4) **Staff Direction and Communication**

- Ask for and follow site supervisor and relevant staff direction (confirm with supervisor whose direction to follow if you are unsure or confused)

- Ask for and accept feedback from community partner staff and faculty in a professional manner.

- Bring Practicum related concerns to the site supervisor in a timely and professional manner especially during your weekly supervision meetings.

- Fulfill the obligations and responsibilities of the Practicum as outlined in the learning contract, including goals, hours, and days of Practicum and tasks as assigned by site supervisor.

- Follow through with requests by site supervisor in regards to hours and work performed while in Practicum.

- In cases of emergency or personal circumstances that may lead to being late or absent, students are required to notify their practicum supervisor and field liaison as soon as possible and arrange to make up time at the convenience of the community partner. Please refer to the emergency leave policy, section **8.2 ATTENDANCE AND ABSENTEEISM** on page 27 of this manual for more information.
5) Field Liaison Visit

- Prepare for and actively participate in the field site visit with the practicum supervisor and field liaison.
- Review and fill in the field visit form, in preparation for the Sheridan Field Liaison visit with you and your Practicum Supervisor.
- Sign the final form and keep a copy for your records and provide the original to your Field Liaison.

6) Communication and Professionalism

- As a “learning professional”, students need to understand that as challenges arise, it is important to not only identify challenges and/or issues but also to find solutions. It is expected that students communicate concerns, struggles and difficulties, and possible solutions to resolve them, with their site supervisor in a timely and professional manner.
- Consult with the field liaison where a resolution is not possible with the practicum supervisor.
- Field liaisons are available for consultation in strategizing a solution.
- Students can also use their Practicum-related classes to discuss problem solving with their peers.
- Refer to and follow procedures in section 9.0 PRACTICUM IN DIFFICULTY on pages 32-33 of this manual, to address serious concerns that require a resolution. This is completed in consultation with the Field Liaison and Practicum supervisor.
- Students are not to withdraw from their practicum without consultation and approval from their respective Field Practicum Coordinator.
- Students are expected to behave professionally at all times including dressing appropriately, using professional language (no slang and/or profanity), and following through on commitments.
- Student behavior on field is expected to follow the guidelines as outlined in Student Code of Conduct.

8.0 THREE-WAY PARTNERSHIP POLICIES & PROCEDURES

The following policies and procedures are intended to provide direction and guidance to all of the participants involved in the field Practicum experience. They should be followed to ensure compliance and respect for all partners. Following these policies will ensure a successful experience for all parties involved in the Practicum process. It is the student’s responsibility to understand and follow all policies and procedures.

8.1 Community Partner Policies and Procedures

- Students are required to become familiar with and follow all community partner policies and procedures. It is the responsibility of the student to check for clarification with their site supervisor and/or community partner staff.

- PHYSICAL CONTAINMENT AND SERIOUS OCCURRENCES - While in Practicum, students may witness “serious occurrences” and situations that require staff to physically contain clients. Students are not permitted to physically contain clients. Students are expected to be familiar with and follow all community partner policies and procedures related to physical containment of clients. When such circumstances take place, a debriefing discussion may be requested by staff and student. This may include the staff on duty but also the program management. If a student remains concerned about the manner in which the situation has been addressed, they should approach Field Practicum Coordinator and/or their Field Liaison to debrief the matter further.
8.2 Attendance and Absenteeism

- **FIELD PRACTICUM DURATION – SSW PROGRAM:** In term 3, students begin their field Practicum the second week they return to school and need to complete a total of 300 hours from September to mid-December. In term 4, students would begin Practicum the first week of school and therefore need to complete a total of 300 hours from January to mid-April. **SSW-GER PROGRAM:** In term 2, students begin their field practicum and will need to complete 200 hours from January-April. In terms 3 and 4, students need to complete the remaining 400 hours.

- **PRACTICUM HOURS – SSW PROGRAM:** Students are required to work 21 hours per week within the assigned Practicum days (e.g. Monday, Tuesday, and Wednesday or Wednesday, Thursday, and Friday, as designated by Field Community partner/Sheridan). **SSW-GER PROGRAM:** Students are required to work 14 hours per week within the assigned practicum days. **SSW and SSW-GER PROGRAMS:** Overtime and/or fast tracking of hours are not to be used to shorten the span of time in the Practicum. A regular workday is 7 hours, which does not include lunch/meal breaks. If the student is involved with clients during meal times this may be included as field hours.

- **PRACTICUM SCHEDULING:** The weekly schedule of 21 (SSW); 14 (SSW-GER) hours is to be negotiated between the Site Supervisor and student. Scheduling is to be arranged so that the student is able to fulfill their hour requirements, their learning objectives and community partner needs. Shifts may involve evening or daytime hours. **Overnight shifts are not permitted.** The occasional weekend shift may be negotiated in consultation with Sheridan. Sheridan understands that in settings such as residential, students are expected to complete an entire 7-hour shift, which means they would be working a 24 hr. work week. Therefore, they can negotiate with their supervisor to fix a day every few weeks. As well, students are expected to be in Practicum on team meeting days, so they need to discuss with their site supervisor what Practicum schedule will accommodate the team meeting days.

- **SCHOOL ATTENDANCE:** Students are accountable to Sheridan regarding their activities, learning and performance in Practicum. Courses in the SSW and SSW-GER programs have been specifically designed to complement and enhance the required skills, knowledge and attitudes in Practicum. Students are required to attend all academic classes concurrent to Practicum. Repeated absences could jeopardize a student’s ability to continue with their Practicum.

- **STATUTORY HOLIDAYS:** If the college is closed on a statutory holiday the student is not expected to attend practicum nor make up the hours (e.g. Labor Day, Good Friday, Family Day).

- **SNOW DAYS:** If the college is closed due to a snow day the student is not required to attend practicum nor make up the missed hours. It is student’s responsibility to check the Sheridan website to ensure that the college is closed. If the college is open it is expected that the student attends practicum if the student does not attend they will be required to make up the missed hours.

- **INFLUENZA PANDEMIC/OUTBREAKS:** Although there is no way to predict when this will occur, Sheridan College has developed a contingency plan to ensure that students meet the ministry requirements for field practicum hours. It is the student’s responsibility to immediately inform their field liaison and/or field practicum coordinator to develop a contingency plan. Students are required to adhere to the contingency plan arranged with their field liaison, including requirements to make up hours.

- **COMMUNITY PARTNER STRIKE OR CLOSURE:** In the event of a community partner strike, closure (e.g. loss of funding), it is the students’ responsibility to immediately consult with their field liaison for a contingency plan. Students are required to adhere to the contingency plan arranged with their field liaison, including requirements to make up hours.
EMERGENCY LEAVE POLICY

SSW PROGRAM: This policy provides students 3 (THREE) days of absence from practicum per term, if the absence is due to a personal emergency such as an accident, illness, injury, incidental and/or bereavement. Please note, students are NOT required to make up these 3 (THREE) missed practicum days, however, documentation may be required to substantiate the leave. Please note documentation is a mandatory requirement if a student’s absence exceeds 3 days from practicum.

SSW-GER PROGRAM: This policy provides students 2 (TWO) days of absence from practicum per term, if the absence is due to a personal emergency such as an accident, illness, injury, incidental and/or bereavement. Please note, students are NOT required to make up these 2 (TWO) missed practicum days, however, documentation may be required to substantiate the leave. Please note documentation is a mandatory requirement if a student’s absence exceeds 2 days from practicum.

In all cases, regardless of the duration and the reason of absence, all students from both the SSW and SSW-GER Programs are expected to follow the mandatory steps below when absent from practicum:

- Immediately notify Community Partner, Practicum Supervisor, and Sheridan Field Liaison of absence and expected return date if possible up to 24 hours’ notice prior to absence.

- Absence needs to be documented on timesheets for sufficient record keeping.

8.3 Client/Community Partner Staff Relationships

Client Relationships

- The student must not become personally involved with clients.

- **Relationships with clients outside of Practicum are not permitted. Under no circumstances may any dating (e.g. cannot plan to meet client for a movie and/or any personal outing) and/or sexual involvement take place.** Such involvement will be grounds for immediate removal from the Practicum and result in a failing grade. Such activity may also be grounds for dismissal from the SSW program.

- Community Partner Staff Relationships
  Students cannot engage in a personal relationship with community partner staff while in Practicum.

8.4 Communication

- Students are responsible for communicating any concerns that may impact their success in their Practicum and/or program to their community partner Site Supervisor, Field Liaison and other instructors as appropriate to the situation.

- Students must respond to all methods of communication in a timely and professional manner. This includes emails, memos and telephone calls from all faculty and administration.

- Students are expected to use their Sheridan email address when communicating via email with the College and community partners.

- At times students will be required to meet with Sheridan faculty. In situations where the only option is to meet during Practicum hours, students will be credited for these hours by their Field Liaison.
Practicum supervisors are responsible to communicate concerns and expectations to students in a constructive and timely manner. When students have questions or concerns regarding student performance or college expectations, site supervisors should contact the field liaison as soon as possible.

Students are responsible for familiarizing themselves with the community partner policies and direction in regards to cell phone and internet usage.

Sheridan does not support use of cell phones, unless the Practicum setting requires it.

Please refer to guidelines of “Acceptable Use Policy” for online and email usage: [http://services.sheridan.edu/Media/Website%20Resources/pdf/its/NW CCD RESNET Rules of Acceptable Use.pdf](http://services.sheridan.edu/Media/Website%20Resources/pdf/its/NW CCD RESNET Rules of Acceptable Use.pdf)

8.5 Confidentiality

Confidentiality must be observed at all times regarding information received while in Practicum. This information may pertain to clients, families, volunteers, documentation, staff, and other community partner sensitive materials (e.g. client files). Students need to discuss the specific areas related to confidentiality with their Site Supervisor.

Under no circumstances should students be in possession of any confidential documents offsite.

In the Professional Practice class in which Practicum issues are discussed, students need to share non-identifying information and respect the confidentiality of such information.

A breach of confidentiality may result in removal of student from Practicum and/or the SSW program.

Students may be expected to sign a confidentiality form by the community partner and one for Sheridan as well.

8.6 Harassment and Discrimination Policy

Sheridan College seeks to create and maintain relationships with its community partners that foster mutual respect and fairness to all in the three-way partnership. Sheridan is likewise committed to supporting students in a learning environment that is free from discrimination and harassment. As such, Sheridan will not tolerate any form of harassment or discrimination as defined by the Human Rights Code. For further information regarding the policy or if you have any questions please contact Sheridan College Human Rights Helpline 905-845-9430, ext. 2229 or see Sheridan College HARASSMENT & DISCRIMINATION POLICY: [https://www.sheridancollege.ca/~media/Files/Sheridan%20College/About/Human%20Rights/Harassmen t%20and%20discrimination%20policy_Aug%202002_verdana.pdf](https://www.sheridancollege.ca/~media/Files/Sheridan%20College/About/Human%20Rights/Harassment%20and%20discrimination%20policy_Aug%202002_verdana.pdf)

8.7 Evaluation

There is a final field Practicum evaluation at the end of each Practicum semester.

Field Practicum and Professional Practice courses are co-requisites. Students must take both courses at the same time. Where a student fails one of the co-requisite courses, both must be repeated concurrently.

Final grades are assigned by the Sheridan Field Liaison based on the Site Supervisor’s feedback, student performance, assignments and required documentation.
8.8 Employment/Volunteering

- Students are not permitted to be paid for their practicum.
- Practicum is a learning experience with different expectations and requirements than those of paid employment.
- Students should not seek a practicum with a community partner where they are currently volunteering.

8.8.1 Employment Offer

If a student is currently in practicum and is offered an employment opportunity with the current community partner (e.g. part time, shift work, relief work, supply work, contract, etc.) then the student must inform their Field Liaison immediately.

Confusion and complications may arise when there is role ambiguity and a student is faced with dual roles. For example, as a learning professional, Sheridan College does not permit students to do any of the following:

- Restraining clients
- Giving out medication
- Driving staff vehicles
- Toileting
- Being alone on shift

Therefore, it is recommended that the above areas are considered, discussed and clarified with the Sheridan Field Liaison and practicum supervisor, to ensure that the practicum agreement is not compromised with the employment offer:

- Ensure that the employment opportunity does not involve the same supervisor, clients, tasks and responsibilities and conflict with the signed practicum learning agreement/contract.

- If a student decides to pursue an employment offer while in practicum, student must complete the Employment Offer Form. Form can be found in APPENDIX 13.0 EMPLOYMENT OFFER FORM on page 42 of this manual; student must complete and submit to respective Field Practicum Coordinator for review and approval.

8.9 Risks and Liabilities

There are four areas where students may be exposed to risk in practicum as follows:

1. Risk of personal injury related to travel to and from the practicum.
2. Risk of personal injury, physical or mental, which may occur in the performance of assigned and prescribed duties, during the course of their practicum.
3. Risk of a suit for negligence where students may be named by a client or clients, with whom they are or have been engaged in their roles as service providers.
4. Risk of a suit for personal liability or property damage, if they have other students, clients and/or community partner staff as passengers in a personally owned vehicle, involved in an accident resulting in person injury and or property damage, while engaged in their Practicum hours and/or responsibilities.
Sheridan’s policy with respect to these four areas of risk is as follows:

- **STUDENTS TRAVELLING TO AND FROM PRACTICUM** - Students travel to and from Practicum at their own risk whether using public or their own private transportation. Students need to provide their own insurance coverage as they see fit.

- **INJURY TO STUDENT** - All injuries must be reported immediately by the student to the Site Supervisor/Mentor/Field Liaison by email and telephone. Field Liaison is expected to email the Field Practicum Coordinator within 24 hours to notify of the injury. Field Liaison is expected to contact the Practicum Community partner to confirm the status of the student’s injury and the filing of the MTCU form. Field Practicum Coordinator to follow Sheridan Internal protocol. The Practicum Community partner is required to submit the MTCU form to the Liaison within 3 business days. Field Liaisons are then to complete their relevant section obtain student signature and submit required MTCU form as per ministry guidelines. For a complete list of instruction and guidelines of how to complete the form see ministry website. [Guidelines for Work Placement Insurance for Post-Secondary Students on Unpaid Work Placements](#). See Section 8 (on MTCU website) for process and links to the MTCU required forms. All parties involved must adhere to critical Ministry timelines.

- **STUDENT NEGLIGENCE AND/OR MALPRACTICE** - Sheridan carries third party liability insurance, which would respond to a suit against Sheridan, its’ employees or students in the event of a claim against any of the above parties resulting from normal legal performance of duties and responsibilities associated with the academic activities Sheridan.

- **TRANSPORTING CLIENTS AND/OR COMMUNITY PARTNER STAFF** - **Students are NOT PERMITTED to transport clients and/or community partner staff in one’s/other’s vehicles.** Students’ are considered primarily responsible and their own insurance would be looked to in the event of an accident. If Sheridan was named in a suit, Sheridan non-owned auto insurance would become operative and protect Sheridan’s interest in such cases, not the student’s interest.

- **AS LEARNING PROFESSIONALS** - Sheridan does not permit students to engage in any of the following:
  - Restraining Clients/Participants/Members
  - Administering medication
  - Driving/transportation clients and/or community partner staff members/volunteers
  - Toileting (without training)
  - Being alone on shift; unsupervised during practicum
  - Fast tracking of practicum hours
  - Receiving financial compensation for practicum hours

***COMMUNITY PARTNER LIABILITY***

The community partner should have property and third party liability coverage to protect itself against possible claims and loss of property. Note: Students are most at risk in the operation of a personally owned vehicle. Students are strongly urged to refrain from using a personally owned vehicle when conducting field Practicum activities. If students have questions or concerns regarding the above, they should discuss these with their Field Liaison and/or the Field Practicum Coordinator.
9.0 PRACTICUM IN DIFFICULTY

At times challenges and concerns may arise during practicum. The problem solving process described below must be followed by all parties in the three-way partnership, including Field Liaisons, Practicum Supervisors, and the students to ensure consistency and the best possible outcome.

It is critical that this policy is followed by all parties involved including field liaisons, site supervisors, and students to ensure consistency and the best possible outcome. Students should consult with their field liaison prior to implementing this process. If a field liaison is uncertain as to how to proceed they should consult with the Field Practicum Coordinator and thereafter the Associate Dean, if required. All steps must be documented by the field liaison. It is highly recommended that the student, site supervisor and field liaison document information related to the process.

Possible Reasons for difficulties in Practicum:

A practicum may be identified as being in difficulty for a number of reasons including but not limited to:

Student challenges, may include:

- Absenteeism/ lateness
- Failure to carry out assigned responsibilities
- Inability to follow direction
- Non Compliance with community partner and/or college policy and procedures
- Failure to develop appropriate independence and/or relationships within their practicum
- Lack of timely communication
- Display of inappropriate, intimidating behavior towards staff, clients, volunteers
- Other unforeseen circumstances

Practicum Supervisor/Mentors/Community Partner Difficulties:

- Lack of direction and feedback from community partner supervisor to student
- Lack of consistent one on one supervision
- Inability of community partner to provide the required the learning opportunities related to the students learning contract and/or program requirements
- Other unforeseen circumstances

9.1 Procedure for Practicum in Difficulty

Should there be challenges experienced by any party in the three-way partnership, it is recommended that the Practicum in Difficulty Procedure is followed by all parties involved including practicum supervisors, Field Liaisons, Field Practicum Coordinators, and students to ensure consistency and the best possible outcome. If a practicum supervisor, Field Liaison, or student is uncertain as to how to proceed, Field Practicum Coordinator can be consulted. It is highly recommended that the student, practicum supervisor and Field Liaison document information related to the process.

Steps to follow:

1. Identify the issue/concern to the persons involved and attempt to seek a resolution. It is required that such discussions are to be documented for the record.

2. If there is no resolution, it may be necessary to set up a 3-Way meeting within 5 business days. In emergency situations, the Field Practicum Coordinator should be contacted if the Field Liaison is not available.
3. If meeting is scheduled, a discussion between the student, practicum supervisor and Field Liaison is to take place and an Action Plan would be developed to include the following information at minimum:

- Description of the issue/concern
- Identified strategies for success to address the issue/concern
- Timelines and specific dates for strategies to be implemented and/or completed along with a date for a follow up review meeting
- Comment about how progress will be monitored
- An outline of the consequences for not adhering to strategies and/or timeline or if there is unsatisfactory progress concerning the Action Plan; and
- Statement of the final decision at the follow up review meeting.

It is important to note that the information in the Action Plan needs to be dated, clear, detailed and specific and that each participant sign and keep a copy for their records.

4. If the final decision is to terminate the practicum then a formal termination letter outlining the decision needs to be provided to the student and Sheridan by the community partner.

10.0 PRACTICUM TERMINATION PROCESS

Students may be terminated from practicum for the following reasons:

1. Breach of confidentiality, behaviors that disrupt or threaten clients or community partner operations and/or client services provided to clients including insubordination.
2. Violation of community partner policies, procedures, and/or staff direction.
3. Failure to communicate absences to appropriate community partner staff and field liaison.
4. Ongoing patterns of lateness and/or absence.
5. Breach of professional standards
6. Breach of Sheridan and/or program policies and procedures including but not limited to:
   a. Sheridan Student Code of Conduct:
      https://www.sheridancollege.ca/~media/Files/Sheridan%20College/Life%20At%20Sheridan/Student%20Services/Student%20Rights/Student%20Rights%20and%20Responsibilities/student%20code%20of%20conduct%20approvedfinal.pdf
   b. Acceptable Use Policy:
      http://services.sheridan.edu/Website%20Resources/pdf/its/NWCCD_RESNET_Rules_of_Acceptable_Use.pdf
   c. Academic Integrity Policy:
10.1 TERMINATION PROCESS

1. Once the student has been terminated it may be necessary to have a meeting, if so it is recommended to be arranged within 48 hours of termination with the Field Liaison, Practicum Supervisor and student to receive and provide feedback, to clarify and confirm the grounds for termination, if possible.

2. A termination letter is required to clearly outline the reasons for termination. To ensure a professional and fair process has taken place, a termination letter outlining the reasons for terminating the student must be provided to the student and Sheridan by the appropriate community partner staff. (Please see APPENDIX 14.0 SAMPLE TEMPLATE OF COMMUNITY PARTNER TERMINATION LETTER on page 43 of this manual.)

3. The student must reapply to field practicum and seek readmission in the appropriate semester.

10.2 Termination Letter

To ensure a professional and fair process has taken place, a termination letter outlining the reasons for terminating the student must be provided to the student and Sheridan by the appropriate community partner staff. (Please see APPENDIX 14.0 SAMPLE TEMPLATE OF COMMUNITY PARTNER TERMINATION LETTER on page 43 of this manual.)

10.3 Exit Meeting (If applicable)

If a student is at risk of being terminated from their Practicum and/or has been terminated, it is recommended that a three-way exit meeting take place with the student, Site Supervisor/community partner staff, and Sheridan Field Liaison. The purpose of this meeting is for the student, community partner and Sheridan to receive and provide feedback, to clarify and confirm the grounds for termination in order to support student success as future Practicum opportunities if appropriate. Please note, in some instances an exit meeting may not be applicable/required.

10.4 Mandatory Meeting with Field Practicum Coordinator (FPC)

1. FPC will review reasons of termination with student and will provide student with copy of termination letter

2. FPC will review the “Application to Resume Practicum” with student, as this is a mandatory requirement to re-register to Practicum and its co-requisite course

3. An action plan, along with options, will be discussed and developed along with the student, for student to move forward in the program. If student wishes to appeal the academic decision, please note: as per “Academic Appeals and Consideration Policy”, appeals must be made within 5 business days of the notification of the decision provided to you in the mandatory meeting with your respective FPC.

Items of discussion may include:

- Academic Appeals
- Timelines
- Withdrawal deadlines
- Internal referrals

Please note: A termination from practicum cannot be appealed, only academic decisions can be appealed.

Please refer to “Academic Appeals and Consideration Policy” for timelines and processes: https://caps.sheridancollege.ca/~media/FCAPS/Files/Academic%20Appeals%20and%20Consideration%20Policy.pdf
10.5 Reregistering for Practicum and Professional Practise

For a student to move forward in the program to graduate, one must re-register for Practicum and its co-requisite course, and one must do the following:

1. Complete the Application to Resume Practicum, consult with respective Field Practicum Coordinator.
2. Meet with the Field Practicum Coordinator to discuss and review the application.
3. Obtain approval from the Field Practicum Coordinator before moving forward with a new practicum.

10.6 Multiple Terminations

1. If a student has been terminated from practicum 3 times for the reasons noted above, the student is not permitted to continue with practicum/practicum courses at Sheridan.
2. When a student is terminated for breaches of Academic Integrity the sanction of “TM” will be levied.

Please note: A student, who leaves practicum without following Sheridan’s policies and procedures, will receive a failing grade for both the course and Practicum unless they formally withdraw from these courses by the date set by the College.
APPENDIX

11.0 STEP BY STEP WRITTEN GUIDE – FIELD PRACTICUM WEBSITE RESOURCE

This step-by-step guide is provided to all students enrolled in the Social Service Worker (SSW), Social Service Worker-Gerontology (SSW-GER) and Community Worker-Outreach and Development Programs at Sheridan College, to provide directions on how to apply to practicum postings on the Field Practicum Website. **As noted during class visits, please do not contact community partners; please follow the directions provided in the posting as specified by the community partners.** Any questions regarding practicums/community partners, please contact your respective Field Practicum Coordinator (FPC).

**Gentle reminder:** The Field Practicum Website is for Sheridan and Students use only, as practicum postings received from community partners are posted as soon as they are received, thus it is the student’s responsibility to check the website regularly for up-to-date postings.

**TO ACCESS THE FIELD PRACTICUM WEBSITE:**

- Log in page: [https://fieldpracticum.sheridancollege.ca/student/](https://fieldpracticum.sheridancollege.ca/student/)
- Your password is provided to you by your respective FPC.
- If you experience any trouble in accessing the website, please contact your respective FPC immediately. **Please allow for 24-48 hours reply time.**

When logging in, please type:
- Your Sheridan Student Number;
- Your password, provided to you by your FPC;
- Please always select appropriate work term to apply for September-April practicum

**IMPORTANT TABS ON THE WEBSITE:**

1) **YOUR INFORMATION:** Please visit this tab, to ensure that we have your up-to-date contact information such as your home address, telephone number(s) and email address. If your information changes, please inform your FPC via email immediately.

2) **YOUR RESUMES:** When applying to any practicum position, **please ensure to place cover letter (CV) and resume on one document in Word or PDF Format.** To upload CV and resume, please click on the folded “PAGE” button

- Students can store a maximum of 10 documents on this page.
- If students upload 10 documents, and want to add more, please ensure to delete a document, by selecting a document that is already uploaded. Select document by ticking off box with check mark, then clicking on the “X” button to delete.
- Please note: **Students are not limited to only applying to 10 postings;** apply to postings that are of interest to your skills and desired experiences.

3) **POSTINGS:** Please click on this tab to view available and live postings.

- To open a posting, please click on POSTING NUMBER; please review the page accordingly, as well as practicum description; kindly follow guidelines provided to apply.
- Columns provide information regarding community partner name, location, posting open, close dates, # of positions offered to Sheridan students, Status information.
STATUS:
- OPEN: refers to available/awaiting resumes and/or currently interviewing students (when posting closes).
- FILLED refers to: a Sheridan Student has filled the position;
- CANCELLED/CLOSED refers to community partner will no longer take applicants due to various reasons, such as loss of funding, restructuring of staff, etc. Please ensure to not apply as directed in the description. Thank you for your cooperation in this matter.
- OPEN AND CLOSING DATES: Review opening and closing dates columns, if you are interested in a posting, **you must apply before closing date**. If a mistake is made on your application, please ensure to email your respective FPC prior to the closing date; kindly ensure to be diligent in all of your applications prior to applying to minimize errors.

If you are interested in a practicum posting, kindly tailor your cover letter and resume, then upload in YOUR RESUMES tab, click on appropriate posting of interest, under POSTING Tab, select appropriate resume and cover letter, then click on “Apply”.

4) APPLICATIONS: This page/tab stores all postings student applied to. **This page is very important as information and procedures such as “Deciling an interview/failure to attend/what to do when successful in a practicum interview” – are steps that must be followed to ensure success. Kindly review.**

5) OFFER: Once student is successful in an interview, please follow the steps below:
- Student must inform their respective FPC via email.
- FPC will then present an offer online to student. Student has 48 hours to accept. **Please note, this offer is provided by your respective FPC, not the community partner.**
- Once student accepts the offer, please immediately click on: CONFIRMATION FORM tab.

6) CONFIRMATION FORM: An automated confirmation form(s) will be generated once student accepts the offer online, under OFFER tab. Student must review all details of community partner, future practicum supervisor and student information; student needs to add their Sheridan Access Email, and their telephone number. If information needs to be corrected, please do so on the form, if you experience trouble doing so, please contact your respective FPC.

If all is well, student needs to print three copies, meet with future practicum supervisor to sign the confirmation form(s):
- 1st COPY: Provide a signed copy to future practicum supervisor for their records,
- 2nd COPY: Student keeps a copy for their records, and
- 3rd COPY: Needs to be dropped off to their respective FPC’s mail box, locations provided below.

**Davis Campus Students:**
Mailbox is located outside of B294, listed as so: KHALAF, ALAA
Mailbox is located outside of B294, listed as so: ELTOM, DINA

**Trafalgar Campus Students:**
Mailbox is located outside of B326, listed as so: CAMPBELL, DEBORAH

Please connect with your respective FPC if you have any questions or concerns, as we are here to support you in your practicum journeys'! 
12.0 STUDENT INTERVIEW FEEDBACK FORM

**Student Interview Feedback Form**

Feedback to students on the effectiveness of their interviewing skills is an important aspect of their learning experience. Kindly fill out this form for each student interviewed. Please send it to your respective Field Practicum Coordinator. We appreciate your feedback, thank you.

Date: ___/___/_____
Community Partner: ________________________

Interviewer(s): ____________________
Student Name: ________________________

<table>
<thead>
<tr>
<th>ITEM</th>
<th>RATING</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appearance (attire and grooming aligned with the workplace setting)</td>
<td>N S G E</td>
<td></td>
</tr>
<tr>
<td>Cover letter and resume (required documents, accurate content, professional appearance, formatting)</td>
<td>N S G E</td>
<td></td>
</tr>
<tr>
<td>Initial presentation (on time, positively engages the interviewer)</td>
<td>N S G E</td>
<td></td>
</tr>
<tr>
<td>Body language (posture, facial expressions, gestures)</td>
<td>N S G E</td>
<td></td>
</tr>
<tr>
<td>Attitude (positive, energetic, enthusiastic, interested, motivated)</td>
<td>N S G E</td>
<td></td>
</tr>
<tr>
<td>Voice (pace, pitch, volume, clarity)</td>
<td>N S G E</td>
<td></td>
</tr>
<tr>
<td>Confidence (assertive, natural, relaxed, poise)</td>
<td>N S G E</td>
<td></td>
</tr>
<tr>
<td>Self-Awareness (strengths, weaknesses, learning goals, relevant experiences, needs, maturity, contributions to agency)</td>
<td>N S G E</td>
<td></td>
</tr>
<tr>
<td>Knowledge of boundaries (self-disclosing if/when appropriate)</td>
<td>N S G E</td>
<td></td>
</tr>
<tr>
<td>Knowledge of agency (vision/mission, clientele, services/programs)</td>
<td>N S G E</td>
<td></td>
</tr>
<tr>
<td>Response to agency questions (to the point, thorough, concise, accurate, appropriate, AOP language, behavioural – e.g. SAR technique)</td>
<td>N S G E</td>
<td></td>
</tr>
<tr>
<td>Questions to agency (appropriateness, relevance, thoughtful, clear, adequate)</td>
<td>N S G E</td>
<td></td>
</tr>
<tr>
<td>Knowledge and skills align with practicum requirements</td>
<td>N S G E</td>
<td></td>
</tr>
<tr>
<td><strong>Specific requirements</strong> (car, lived experiences, second language, medical requirements, vulnerable sector check)</td>
<td>N S G E</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>Interview end</strong> (appreciation of the interview, sincerity)</td>
<td>N S G E</td>
<td></td>
</tr>
</tbody>
</table>

### Additional Comments

| **Overall Practicum Readiness** | N S G E |

**Key:** N = Needs Development  S = Satisfactory  G = Good  E = Excellent  Please circle the appropriate rating
APPENDIX

13.0 EMPLOYMENT OFFER FORM

School of Community Studies
Employment Offer Form

Date:______/______/______
  D     M     Y

Student Name:________________________ Sheridan ID# _______________________

Community Partner: ______________  Practicum Supervisor:_____________________

Field Liaison: ________________  Practicum Seminar 1___2___3___4___

Job Offer Position:______________  Start date:______/______/______
  D     M     Y

Program: SSW    SSW-GER (circle one)

<table>
<thead>
<tr>
<th>Practicum Supervisor needs to:</th>
<th>Student needs to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Prepare a job description outlining areas of responsibility as a staff that are clearly separate from the placement job description</td>
<td>➢ Consider and discuss with Site Supervisor and Field Liaison, if the reality of balancing the demands of academic work will be affected by extra shifts as an “employee”?</td>
</tr>
<tr>
<td>➢ Clarify role of student in placement vs. employee/staff (e.g. being on shift alone)</td>
<td></td>
</tr>
<tr>
<td>➢ Consider the level of supervision needed for the student versus employee</td>
<td></td>
</tr>
</tbody>
</table>

When difficulties, concerns, issues arise with these dual roles, it is strongly recommended that the student/practicum community partner contact the Sheridan Field Liaison to ensure that the situation can be resolved to everyone’s benefit and to avoid conflict with the placement position.

Student signature: ___________________________ Date: _____/_____/

Practicum Supervisor signature: ___________________ Date: _____/_____/

Field Liaison signature: ________________________ Date: _____/_____/

The signed Employment Offer form needs to be accompanied with a job description and returned to the Field Liaison to verify that areas of responsibility have been discussed with the Site Supervisor and that the practicum agreement is not compromised.
**APPENDIX**

**14.0 SAMPLE TEMPLATE OF COMMUNITY PARTNER TERMINATION LETTER**

To be written on Community Partner Letterhead

Date: ________________

D  M  Y

Re: Termination from Field Practicum

Dear ________________________________:

Name of student

Please be advised that effective immediately (or specify date), your Practicum with our community partner is being terminated for the following reasons:

- For example, breach of community partner policy (specify the policy and student’s actions)
- Lack of professional conduct (e.g. continuous lateness, absences etc.)
- Please site examples with dates that apply

We wish you success in your future endeavors.

Kind regards,

Name

Position

Copies of letter to be sent via email to the following parties:
- Sheridan Field Liaison
- Community partner staff
- Respective Field Practicum Coordinator
APPENDIX

15.0 APPLICATION TO RESUME PRACTICUM AND SEMINAR
(if terminated and returning to complete academic program)

School of Community Studies
Sheridan

APPLICATION TO RESUME PRACTICUM AND SEMINAR

Students wishing to re-enter practicum should complete the following form and provide copies to both the Field Practicum Coordinator and Field Liaison (if applicable) for approval prior to re-entry to practicum.

Student Name: ___________________________ Date: ___________________________

Date Last in Practicum: ___________________________ D/M/Y

Community partner: ____________________________________________________________

Address: ____________________________________________________________

City: _______________________

Supervisor Name: ___________________________ Phone: _______________________

Practicum History
(Check all that apply)

Termination History
D 1st Termination
D 2nd Termination
D 3rd Termination

Unsatisfactory History
D 1st Unsatisfactory Grade
D 2nd Unsatisfactory Grade
D 3rd Unsatisfactory Grade

Issues for Termination (Attach a copy of the termination letter and all related documentation to this application.)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Student Reflection: Attach a two page reflection addressing the following questions:
1. What role did you play in the termination of the practicum?
2. Looking back would you do anything differently now?
3. What have learned from this experience?
4. Why do you feel you are ready to move forward to a new practicum?
5. What advice would you give to other students faced with your situation in practicum?
Action Plan
Students must outline steps they will or have taken to address the specific reasons that led to being terminated from practicum.

Issue 1

Please explain what steps have been taken and the outcome if applicable

Issue 2

Action Plan
Please explain what steps have been taken and the outcome if applicable


Issue 3


Action Plan


Please explain what steps have been taken and the outcome if applicable


Student Signature: ____________________________ Date: _______________
Date of meeting: ________________________________  D/M/Y

Student: ___________________________ ID#: ___________________________

OUTCOME

D  Action Plan Approved  D  Action Plan Not Approved

Field Practicum Coordinator: ___________________ Date: ____________________________  D/M/Y

Field Liaison: _______________________________ Date: ____________________________  D/M/Y

Field Practicum Coordinator Comments

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Field Liaison Comments

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

*****Copies of this action plan and outcome are to be provided to the student.*****
*The original version of this document will be maintained in the School of Community Studies office*
APPENDIX

16.0 APPLICATION TO REMAIN IN GERONTOLOGY PRACTICUM
(For students enrolled in Social Service Worker-Gerontology Program only)

Application to Remain in Gerontology Practicum

The purpose of this application is to provide Social Service Worker Gerontology students the opportunity to request to remain in their current term 2 practicum for terms 3 and 4. Please complete the questions below in sentence format, typed; kindly be detailed in your responses.

Please also include a letter or email from the organization confirming that they approve for you to remain in the current practicum. This is mandatory to include with the “Application to Remain in Gerontology Practicum” when submitting. Once complete, please submit this application to your Field Practicum Coordinator’s mail box. You will receive a response from your respective Field Practicum Coordinator regarding status of application.

DAVIS CAMPUS

Alaa Khalaf, Field Practicum Coordinator
Mail box located outside of B294, listed as so: KHALAF, ALAA

TRAFALGAR CAMPUS

Deborah Campbell, Field Practicum Coordinator
Mail box located outside of B326, listed as so: CAMPBELL, DEBORAH

For questions or concerns, please contact your respective Field Practicum Coordinator.

Alaa Khalaf, Davis Campus                      Deborah Campbell, Trafalgar Campus
Email: alaa.khalaf@sheridancollege.ca          Email: deborah.campbell1@sheridancollege.ca
Tel: 905-459-7533 ext. 5918                   Tel: 905-459-7533 ext. 5451

Student Name: _________________________________________________
Student ID: ________________________________________________
Date: _______________________________________________________

Please answer the following questions in detail:

1) What are some of the duties and responsibilities that you are currently engaging in your practicum?
2) If you were to remain, what roles and responsibilities will you engage in that differ from your current practicum?
3) How will your learning advance? Please list specific skills/tasks that are at a more advanced level.

I acknowledge that there may be drawbacks to continuing in my current practicum, such as not attaining the expected and/or promised learning from the community partner. I will abide by the policies and procedures of both Sheridan College and the community partner. I will submit this “Application to Remain in Gerontology Practicum” to my respective field practicum coordinator, for approval.

Full Name of Student ___________________________ Student Signature ___________________________