TABLE OF CONTENTS

SOCIAL WORK PROGRAM STUDENT HANDBOOK

SOCIAL WORK PROGRAM STUDENT HANDBOOK & PRACTICUM MANUAL 2017 ................................................................. 1

SOCIAL WORK PROGRAM .................................................................................................................................................. 7

STUDENT HANDBOOK ....................................................................................................................................................... 7

ALBERTA SOCIAL WORKERS DECLARATION .................................................................................................................. 9

WELCOME TO THE SOCIAL WORK PROGRAM AT MOUNT ROYAL UNIVERSITY ............................................................. 10

COORDINATOR, ADVISING AND PRACTICUM .................................................................................................................. 10
ADMINISTRATIVE ASSISTANT TO THE CHAIR ................................................................................................................ 10
CHAIR ............................................................................................................................................................................. 10
PROGRAM COORDINATOR .............................................................................................................................................. 10
1ST YEAR FIELD DIRECTOR ......................................................................................................................................... 10
2ND YEAR FIELD DIRECTOR .................................................................................................................................... 10
FACULTY .......................................................................................................................................................................... 10
SOCIAL WORK PROGRAM MISSION ................................................................................................................................ 10
PROGRAM OUTCOMES .................................................................................................................................................. 10
FOUNDATIONAL KNOWLEDGE ..................................................................................................................................... 10
PRACTICE SKILLS ............................................................................................................................................................ 10
CRITICAL THINKING/ ANALYSIS ...................................................................................................................................... 10
ACADEMIC SKILLS ........................................................................................................................................................... 11
PERSONAL & SOCIAL RESPONSIBILITY .......................................................................................................................... 11
REQUIRED COURSES ......................................................................................................................................................... 11
COURSE DESCRIPTIONS .................................................................................................................................................... 12
LEADERSHIP OPPORTUNITIES FOR STUDENTS .................................................................................................................. 16
SOCIAL WORK PROGRAM POLICIES .................................................................................................................................. 17
ESSENTIAL SKILLS AND ABILITIES REQUIRED FOR SOCIAL WORKERS ................................................................. ERROR! BOOKMARK NOT DEFINED.
STUDENT CONDUCT .......................................................................................................................................................... 17
ACADEMIC PERFORMANCE REQUIREMENTS ..................................................................................................................... 18
APPEAL PROCESS FOR THE “REQUIREMENT TO WITHDRAW FROM PROGRAM” (RTWP) .................................................. 19
UNIVERSITY POLICIES ....................................................................................................................................................... 21
OFFICE OF STUDENT CONDUCT ...................................................................................................................................... 21
HEALTH AND SAFETY HUMAN RIGHTS POLICY 1702 .................................................................................................. 21
PERSONAL HARASSMENT POLICY 1704 ............................................................................................................................ 21
UNIVERSITY GRADING SYSTEM ........................................................................................................................................ 22
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIVERSITY RESOURCES FOR STUDENTS</td>
<td>23</td>
</tr>
<tr>
<td>CLOSING COMMENTS</td>
<td>24</td>
</tr>
<tr>
<td><strong>SOCIAL WORK PRACTICUM MANUAL</strong></td>
<td>25</td>
</tr>
<tr>
<td>WELCOME</td>
<td>26</td>
</tr>
<tr>
<td>PRACTICUM: WHAT IS IT?</td>
<td>26</td>
</tr>
<tr>
<td><strong>GENERAL PRACTICUM INFORMATION</strong></td>
<td>27</td>
</tr>
<tr>
<td>PRACTICUM I AND II</td>
<td>27</td>
</tr>
<tr>
<td>PARTICIPANTS ON THE PRACTICUM TEAM</td>
<td>27</td>
</tr>
<tr>
<td>PREPARING FOR PRACTICUM</td>
<td>28</td>
</tr>
<tr>
<td>PRACTICUM PLANNING TIMELINE FOR STUDENTS</td>
<td>28</td>
</tr>
<tr>
<td>POLICE INFORMATION AND INTERVENTION RECORD CHECK</td>
<td>29</td>
</tr>
<tr>
<td>INFORMATION SESSIONS</td>
<td>30</td>
</tr>
<tr>
<td>THE INTERVIEW EVENT</td>
<td>30</td>
</tr>
<tr>
<td>STEPS FOR EXPLORING YOUR PRACTICUM OPTIONS</td>
<td>31</td>
</tr>
<tr>
<td>IDENTIFYING YOUR LEARNING GOALS</td>
<td>31</td>
</tr>
<tr>
<td>LOCATING POTENTIAL AGENCIES</td>
<td>31</td>
</tr>
<tr>
<td>WHAT DO YOU BRING TO THIS EXPERIENCE?</td>
<td>32</td>
</tr>
<tr>
<td>WHAT ARE YOUR PERSONAL CIRCUMSTANCES?</td>
<td>32</td>
</tr>
<tr>
<td>PRACTICUM RESOURCES</td>
<td>32</td>
</tr>
<tr>
<td>SLWK PRACTICUM I AND PRACTICUM II</td>
<td>33</td>
</tr>
<tr>
<td>PRACTICUM PREPARATION AND DOCUMENTATION CHECKLIST</td>
<td>33</td>
</tr>
<tr>
<td>SECURING YOUR PRACTICUM</td>
<td>34</td>
</tr>
<tr>
<td>MAKING CONTACT WITH THE AGENCY</td>
<td>34</td>
</tr>
<tr>
<td>ADVANCE PREPARATION FOR THE INTERVIEW</td>
<td>34</td>
</tr>
<tr>
<td>NEW PLACEMENT SETTINGS</td>
<td>35</td>
</tr>
<tr>
<td>PLACEMENTS IN A STUDENT’S WORKPLACE</td>
<td>35</td>
</tr>
<tr>
<td>THE WRITTEN AGREEMENT BETWEEN STUDENT AND AGENCY</td>
<td>35</td>
</tr>
<tr>
<td>ROLES AND RESPONSIBILITIES</td>
<td>36</td>
</tr>
</tbody>
</table>
COORDINATOR, PRACTICUM AND ADVISING 36
FIELD DIRECTORS 36
FACULTY LIAISONS 36
FIELD INSTRUCTORS 37
STUDENTS 37
PROFESSIONAL ASSOCIATION REQUIREMENTS 38
ALBERTA COLLEGE OF SOCIAL WORKERS FUNDAMENTAL COMPETENCIES 38

PLACE OF PRACTICUM IN THE CURRICULUM 39

SPRING PRACTICUM 40

STRUCTURE OF SPRING PRACTICUM 40
CRITERIA FOR SELECTION OF STUDENTS FOR SPRING PRACTICUM 40
RESPONSIBILITY OF THE SPRING PRACTICUM STUDENT 40

PRACTICUM LEARNING OUTCOMES: SOCIAL WORK PRACTICUM I AND II 41

SOCIAL WORK PRACTICUM LEARNING OUTCOMES 41
PRACTICUM I 41
PRACTICUM II 42
PLACEMENT HOURS 42
TRAINING ACTIVITIES AS PRACTICUM HOURS 43
INTEGRATION SEMINARS 43
FACULTY LIAISON CONTACTS 43
THE FIRST MEETING: THE LEARNING CONTRACT 43
THE SECOND CONTACT: THE MID TERM REVIEW 44
THE THIRD CONTACT: THE FINAL EVALUATION 44
WRITTEN REQUIREMENTS 44
PLACEMENT LEARNING CONTRACTS 44
MID-TERM AND FINAL EVALUATIONS 45
INTEGRATION SEMINAR ASSIGNMENTS

EVALUATION OF PRACTICUM 45

THE EVALUATION PROCESS 45
PURPOSES OF EVALUATION 45
EVALUATION IS A CONTINUOUS PROCESS 45
EVALUATION GUIDELINES AND MARKING SCHEME 46
MID-TERM EVALUATION 46
FINAL EVALUATION 46
THE INTERN PLACEMENT TRACING (IPT) ONLINE DATABASE 47

SUPERVISION OF PRACTICUM 48
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE ROLE OF THE STUDENT</td>
<td>48</td>
</tr>
<tr>
<td>THE ROLE OF THE FIELD INSTRUCTOR/SUPERVISOR</td>
<td>48</td>
</tr>
<tr>
<td>NON-TRADITIONAL SUPERVISION (ALTERNATE FORMS/Non-RSW)</td>
<td>49</td>
</tr>
<tr>
<td>PROFESSIONAL DEVELOPMENT</td>
<td>50</td>
</tr>
<tr>
<td>ALBERTA COLLEGE OF SOCIAL WORKERS</td>
<td>50</td>
</tr>
<tr>
<td>SOCIAL WORK LINKS</td>
<td>50</td>
</tr>
<tr>
<td>THE SOCIAL WORK PODCAST</td>
<td>50</td>
</tr>
<tr>
<td>PRACTICUM POLICIES</td>
<td>51</td>
</tr>
<tr>
<td>POLICE INFORMATION AND INTERVENTION RECORD CHECK</td>
<td>51</td>
</tr>
<tr>
<td>STUDENT INSURANCE AND LIABILITY COVERAGE</td>
<td>52</td>
</tr>
<tr>
<td>PROTOCOL FOR STUDENT ACCOMMODATION</td>
<td>52</td>
</tr>
<tr>
<td>TO CONTACT ACCESSIBILITY SERVICES AT MRU</td>
<td>52</td>
</tr>
<tr>
<td>PROGRAM POLICY ON PRACTICUM ATTENDANCE</td>
<td>53</td>
</tr>
<tr>
<td>INTEGRATION SEMINAR ATTENDANCE REQUIREMENTS</td>
<td>53</td>
</tr>
<tr>
<td>ABSENCE FOR PERSONAL EMERGENCY</td>
<td>53</td>
</tr>
<tr>
<td>CHANGE OF PLACEMENT</td>
<td>54</td>
</tr>
<tr>
<td>TERMINATION OF PLACEMENT</td>
<td>54</td>
</tr>
<tr>
<td>REASONS FOR TERMINATION</td>
<td>55</td>
</tr>
<tr>
<td>PRACTICUM COMPLAINT PROCEDURES</td>
<td>55</td>
</tr>
<tr>
<td>PROFESSIONAL BEHAVIOUR</td>
<td>55</td>
</tr>
<tr>
<td>CONFIDENTIALITY WITHIN THE FIELD</td>
<td>55</td>
</tr>
<tr>
<td>DUAL RELATIONSHIPS</td>
<td>56</td>
</tr>
<tr>
<td>SOCIAL MEDIA</td>
<td>56</td>
</tr>
<tr>
<td>NON-PROFESSIONAL BEHAVIOUR</td>
<td>57</td>
</tr>
<tr>
<td>PERSONAL SAFETY AT THE PRACTICUM AGENCY</td>
<td>57</td>
</tr>
<tr>
<td>HEALTH AND WELL-BEING</td>
<td>57</td>
</tr>
<tr>
<td>EMOTIONAL/PSYCHOLOGICAL HEALTH</td>
<td>58</td>
</tr>
<tr>
<td>PHYSICAL HEALTH</td>
<td>58</td>
</tr>
<tr>
<td>APPENDICES</td>
<td>63</td>
</tr>
<tr>
<td>APPENDIX A: SOCIAL WORK CODE OF ETHICS</td>
<td>64</td>
</tr>
<tr>
<td>APPENDIX B: SOCIAL WORK STANDARDS OF PRACTICE</td>
<td>65</td>
</tr>
<tr>
<td>APPENDIX C: CASW GUIDELINES FOR ETHICAL PRACTICE</td>
<td>66</td>
</tr>
<tr>
<td>APPENDIX D: INTERN PLACEMENT TRACING (IPT) ONLINE DATABASE</td>
<td>67</td>
</tr>
<tr>
<td>APPENDIX E: PRACTICUM LEARNING CONTRACT</td>
<td>68</td>
</tr>
<tr>
<td>APPENDIX F: PRACTICUM MID-TERM/FINAL EVALUATION</td>
<td>71</td>
</tr>
<tr>
<td>APPENDIX G: MOUNT ROYAL UNIVERSITY SOCIAL NETWORKING GUIDELINES</td>
<td>78</td>
</tr>
<tr>
<td>APPENDIX H: ACSW LETTER OF UNDERSTANDING</td>
<td>80</td>
</tr>
<tr>
<td>Appendix</td>
<td>Title</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>I</td>
<td>APPENDIX I: CASW Social Media Use and Social Work Practice</td>
</tr>
<tr>
<td>J</td>
<td>APPENDIX J: Practicum Worksite Proposal</td>
</tr>
<tr>
<td>K</td>
<td>APPENDIX K: Practicum Confirmation Form</td>
</tr>
<tr>
<td>L</td>
<td>APPENDIX L: Practicum Student Non-Disclosure Agreement</td>
</tr>
<tr>
<td>M</td>
<td>APPENDIX M: Practicum Intent Form</td>
</tr>
<tr>
<td>N</td>
<td>APPENDIX N: Student Evaluation of Practicum Agency</td>
</tr>
<tr>
<td></td>
<td>UNIVERSITY POLICIES</td>
</tr>
<tr>
<td></td>
<td>Human Rights Policy</td>
</tr>
<tr>
<td></td>
<td>PERSONAL HARASSMENT POLICY</td>
</tr>
<tr>
<td></td>
<td>CODE OF STUDENT CONDUCT POLICY</td>
</tr>
</tbody>
</table>
IN APPRECIATION OF THESE LANDS

“Mount Royal University is built upon the traditional lands of the Blackfoot People. It is important that we always take time to acknowledge and honor the Blackfoot Peoples and territory. It is an honor to teach, speak, write, work, and share on these traditional lands of the Blackfoot People Nii-tsi-tapii-ksi – Real People. We are all guests and visitors to the Blackfoot territory upon which the MRU social work program is on.”

Dion Simon, Medicine Trail Coordinator – The Iniskim Center, Mount Royal University
ALBERTA SOCIAL WORKERS DECLARATION

The Department of Child Studies and Social Work at Mount Royal University is pleased to welcome you as a student in the Social Work Diploma program. Over the next two years, you will have the opportunity to make new friends, learn new skills, and develop as a beginning social work practitioner. The following section provides a brief introduction to your faculty and staff. Thank you for making Mount Royal your choice for post-secondary education.

The social work diploma program at Mount Royal University is an approved program accredited by the Alberta College of Social Workers (ACSW). Social work students should be familiar with, understand, and adhere to the values and standards outlined in the Canadian Association of Social Workers’ Code of Ethics (2005) (Appendix A) and the Alberta College of Social Workers Standards of Practice (2013) (Appendix B). Both documents are available at http://www.acsw.ab.ca/.

The ACSW offers student memberships. These memberships are available at: http://www.acsw.ab.ca/students/student_membership_application
WELCOME TO THE SOCIAL WORK PROGRAM AT MOUNT ROYAL UNIVERSITY

The main office of social work is located in the T wing of Mount Royal campus on the 3rd floor. Students are encouraged to stop by and meet faculty and staff in person. All faculty members in the social work program are Registered Social Workers (RSW) with a minimum educational qualification of a Master’s degree in Social Work (MSW).

COORDINATOR, ADVISING AND PRACTICUM

Gina Adams, RSW
Telephone: 403.440.6997, Email: gcoupland@mtroyal.ca,

CHAIR

Yasmin Dean, PhD, RSW
Telephone: 403.440.6441, Email: ydean@mtroyal.ca,

SOCIAL WORK PROGRAM MISSION

Transformative education for exceptional social work practice.

PROGRAM OUTCOMES

The Social Work program has identified specific learning outcomes for our students. The following section describes these outcomes. By program completion, students will demonstrate an introductory understanding of:

FOUNDATIONAL KNOWLEDGE

Understand the historical, philosophical, ethical, and theoretical perspectives of social work practice.

PRACTICE SKILLS

Skills to engage, assess, advocate, and intervene at the micro, mezzo, macro level in an inclusive manner.

CRITICAL THINKING/ANALYSIS

Understand and articulate the multiple causes and impacts of social issues.
**ACADEMIC SKILLS**

Organize written materials and oral presentations to communicate effectively for academic and professional purposes.

**PERSONAL & SOCIAL RESPONSIBILITY**

Engage in reflexive practice through active involvement with diverse communities and contemporary social issues.

**REQUIRED COURSES**

The following courses are required to meet the program outcomes. In order to earn a diploma in Social Work, students must successfully complete the following courses within six years of being accepted into the program.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 1 - Fall Term</th>
<th>Year 1 - Winter Term</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Required Social Work Courses</td>
<td>Required Social Work Courses</td>
</tr>
<tr>
<td></td>
<td>INTS 1240 Fundamentals of Interpersonal Communication</td>
<td>SLWK 1215 Social Work Methods</td>
</tr>
<tr>
<td></td>
<td>SLWK 1114 Introduction to Social Work Practice</td>
<td>SLWK 1216 Counselling Skills</td>
</tr>
<tr>
<td></td>
<td>SLWK 2224 Practicing Social Work from a (Canadian) Indigenous Perspective</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Required Non-Social Work Courses</td>
<td>Required Non-Social Work Courses</td>
</tr>
<tr>
<td></td>
<td>PSYC 1105 Introduction to Psychology</td>
<td>PSYC 2235 Lifespan Development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GNED 1401 (formerly ENGL 1101)</td>
</tr>
<tr>
<td>Credits</td>
<td>15</td>
<td>18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Year 2 - Fall Term</th>
<th>Year 2 - Winter Term</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Required Social Work Courses</td>
<td>Required Social Work Courses</td>
</tr>
<tr>
<td></td>
<td>SLWK 2218 Social Work with Groups</td>
<td>SLWK 2217 Leadership in Social Work</td>
</tr>
<tr>
<td></td>
<td>SLWK 2221 Community Development</td>
<td>Organizations</td>
</tr>
<tr>
<td></td>
<td>SLWK 2222 Social Work with Families</td>
<td>SLWK 2223 Social Work and Mental Health</td>
</tr>
<tr>
<td></td>
<td>General Education Courses</td>
<td>SLWK 2297 Social Work Practicum II</td>
</tr>
<tr>
<td></td>
<td>GNED Cluster 1</td>
<td>General Education Courses</td>
</tr>
<tr>
<td></td>
<td>GNED Cluster 2</td>
<td>GNED Cluster 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GNED Cluster 4</td>
</tr>
</tbody>
</table>
In addition to Social Work (SLWK) course requirements the Social Work program also requires students to complete 4 General Education Courses, 2 Psychology courses and a foundation cluster 4 course (English). The General Education program at Mount Royal is organized around four thematic clusters which constitute groups or streams of courses. These include:
Cluster 1 Numeracy and Scientific Literacy,
Cluster 2 Values, Beliefs and Identity
Cluster 3 Community and Society
Cluster 4 Communication.

Specific information about these clusters is available in the MRU calendar. Except for GNED 1401, Diploma students are not required to take foundation level General Education courses. For students planning to complete their degree at other universities, tier 2 or 3 courses generally have established transfer agreements. Students applying to the University of Calgary BSW must ensure all General Education courses transfer to the university.

The social work diploma at Mount Royal is eligible for transfer credits at the following educational institutions: The University of Calgary, Thompson Rivers University, the University of Victoria, Dalhousie University. Students are responsible for ensuring that the courses they take are transferable for the program to which you may apply.

**COURSE DESCRIPTIONS**

**SLWK 1114 Introduction to Social Work Practice**
Provides an introduction to all aspects of social work practice. Social Work principles, ethics, theories and models of practice are discussed, while an understanding of oppression and social justice are emphasized.

**SLWK 1187 Social Welfare and Policies**
Examines the evolution of the Welfare State and how social welfare policy is developed. The course will review and analyze contemporary social problems, policies and issues relevant to Social Work practice in the context of social justice and advocacy for change.

**SLWK 1215 Social Work Methods**
Provides students with an opportunity to develop the knowledge, skills and attitudes to assess client needs and to implement a social work model of intervention.
SLWK 1216 Counselling Skills
Concentrates on the development of social work interviewing and counselling skills, emphasizing strengths-based practice. It is experiential, and students will be required to participate in simulated counselling interviews.

SLWK 1287 Social Work Practicum
Supervised study and practice. Students spend three days a week in a social service agency. After an initial orientation period, students are expected to assume responsibility for assigned agency duties in order to enhance their knowledge and skill in social work methods. During agency work, attention is given to teaching students specific skills, developing competence in terms of offering adequate services to clients and participating in the overall agency program. Seminars will focus on integrating relevant social work knowledge, with students’ work in the field.

SLWK 2217 Leadership in Social Work Organization
Human service organizations require strong and effective leadership. This course will provide students with an understanding of how to organize and lead human service agencies and programs in order to provide a healthy working environment that promotes effective service provision focused on client empowerment.

SLWK 2218 Social Work with Groups
This course is designed to develop social work skills for working with groups through a combination of lectures, observations, and experiential learning. The stages of group development, group roles, and norms, theoretical frameworks. Intervention, group design, implementation and evaluation will be addressed.

SLWK 2221 Community Development
Provides students with an opportunity to develop beginning skills in community organization and development. The focus of the course is on practice rather than theory and students will be evaluated on their ability to practice social work with a community as a client.

SLWK 2222 Social Work with Families
Provides students with a framework for beginning to work with diverse families. The course will help students develop an understanding of the interactive influence of families, individuals, and society, as well as gain an appreciation of the diversity of family dynamics. Students will learn how to engage and assess families as well as apply effective interventions to support them in developing strengths.

SLWK 2223 Social Work and Mental Health
An understanding of the many interrelated factors that affect individuals' mental health. The role of social workers in working with mental health consumers and understanding and addressing mental health issues, across the range of social work practice is examined.

SLWK 2224 Practicing Social Work from an Indigenous Perspective in Canada
Provides first year social work students with an introductory understanding of Indigenous ways of knowing and helping. Important themes and topics covered include: traditional Indigenous lifeways and worldviews including role of spirit, significance of relationships, connection to the past, emphasis on community, respect for cultural practices, and the role of Elders within Indigenous helping practices.

SLWK 2297 Social Work Practicum II
Supervised study and practice. Students spend three days a week in a social service agency. After an initial orientation period, students are expected to assume full responsibility for cases in order to enhance their knowledge and skill in social work methods and actively engage in social work practice. During agency work attention is given to teaching students specific skills, developing competence in terms of offering adequate service to clients and participating in the overall agency program.

**SLWK 3301 – Child and Adolescent Mental Health**
This course provides students with an understanding of many issues that affect the mental health of children including knowledge of the major mental disorders in children, factors contributing to these disorders, therapeutic interventions, suicide and suicide risk assessment, the mental health system for children and the role of social workers.

**INTS 1240 – Interpersonal Communication:**
Fundamentals of Interpersonal Communication: Provides an introduction and overview to aspects of interpersonal communication. Utilizing a mix of theory and application, the course provides students with opportunities to gain an understanding of the elements of interpersonal communication and demonstrate a foundational level of knowledge and skill of the application of interpersonal communication for use in a variety of settings.

**INTS 3331 – International Community Development**
This interdisciplinary course will provide students with an overview of international community development issues such as poverty, health care, education, human rights, foreign aid and controversy. Students will be encouraged to examine topics such as sustainable development, child soldiers, and the world’s AIDS crisis from the unique perspective of their individual field of study.

<table>
<thead>
<tr>
<th>Pre-requisite Chart for Social Work Diploma Courses</th>
<th>Prerequisite (prerequisite checking in place)</th>
<th>Recommended preparation (calendar)</th>
<th>Advising notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTS 1240</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>SLWK 1114</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>SLWK 1187</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>SLWK 2224</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>SLWK 1215</td>
<td>SLWK 1114</td>
<td>-</td>
<td>Recommend SLWK 1215, SLWK 1216 and SLWK 1287 be taken concurrently</td>
</tr>
<tr>
<td>SLWK 1216</td>
<td>INTS 1240, SLWK 1114</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>SLWK 1287</td>
<td>INTS 1240, SLWK 1114, SLWK 1187</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>SLWK 2218</td>
<td>SLWK 1216</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>SLWK 2221</td>
<td>SLWK 1114, SLWK 1187</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Course</td>
<td>SLWK 1215, SLWK 1216</td>
<td>SLWK 1287</td>
<td>SLWK 2217</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>SLWK 2222</td>
<td>SLWK 1215, SLWK 1216</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>SLWK 2217</td>
<td>SLWK 1287, SLWK 2218</td>
<td>SLWK 2221</td>
<td>-</td>
</tr>
<tr>
<td>SLWK 2223</td>
<td>SLWK 1114, SLWK 1215</td>
<td>SLWK 2221</td>
<td>SLWK 2222</td>
</tr>
<tr>
<td>SLWK 2297</td>
<td>SLWK 1287, SLWK 2218</td>
<td>SLWK 2221 or INTS 3331</td>
<td>SLWK 2222</td>
</tr>
<tr>
<td>SLWK 3301</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>INTS 3331</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
LEADERSHIP OPPORTUNITIES FOR STUDENTS

To develop leadership skills, and contribute to the social work community, please consider volunteering for one of the many opportunities available to students. Your service within these leadership opportunities helps to ensure the student voice and perspective is heard throughout the university.

**Health & Community Studies Faculty Council** (1 Student)
The Council normally meets four times each academic year. Among other things, the Council meets to approve new courses, program, and calendar submissions from the Faculty recommended to it by its Standing Curriculum Committee. Council also devotes some of its meetings to panel discussions or for a on topics of major interest and concern without the necessity of immediate decisions but to offer guidance to the Dean and other committees for possible further action. One student from each department within the Faculty of Health & Community Studies is appointed by the Dean.

**Health & Community Studies Scholar’s Council** (1 student)
To support Mount Royal University’s environment of growth and transition, the Faculty of Health and Community Studies established a Scholars Council in fall of 2006. Their mission is to foster a culture of scholarship among Health and Community Studies faculty, staff and students by developing and funding activities such as the Research and Scholarship Showcases and by supporting and funding conferences, workshops and symposia. Committee members meet two to three times a year to plan events and review funding applications.

**The Social Work Advisory Committee** (2 students)
The purpose of this working committee is to help guide the work of the Social Work Program. The committee meets four times per year to discuss course development plans, identify employment needs from the community issues and trends impacting the profession, review program policy and future directions plans, and generally support the social work program and its students. This committee consists of social work agency representatives from across the social service sector, students, an alumni member, the Dean of the Faculty of Health & Community Studies, the Chair of Social Work, Department of Child Studies and Social Work and the Social Work Program Coordinator.

**The Alberta College of Social Workers (ACSW)** (Multiple Student Opportunities): The ACSW is the regulatory body for the profession of social work in the province of Alberta. Student memberships are available. Periodically, there are times when the ACSW calls for student members to serve on its committees. For example, each year the ACSW requires student volunteers to assist at the ACSW annual conference. In 2004, the ACSW established a bursary to assist social work students in continuing their education. To find out more information, please visit the website: [http://www.acsw.ab.ca/index_html](http://www.acsw.ab.ca/index_html)

**The Social Work Students’ Society (3SW):** The social work students’ society is an official club of the Students’ Association of Mount Royal University (SAMRU). The 3SW organizes activist events for social work students as well as social activities. There are five elected/appointed positions including: President, Vice President, Treasurer, Secretary and Events Organizer. In addition, the 3SW general membership is open to all members of the social work program.

To find out more information, please contact the Social Work Program Coordinator.
SOCIAL WORK PROGRAM POLICIES

The social work program governs itself with program specific policies and practices. For detailed information on policies regarding attendance, late assignments, and assignment extensions, please refer to the course outline for each class you are registered in. The following are general policies that apply to Social Work Students in all courses.

Bona Fide Educational Requirements (BFERS)
for the MRU Social Work Diploma

The Mount Royal University Social Work Diploma program is an accredited program through the Alberta College of Social Workers under the Health Protection Act. Graduates of the program are eligible to be registered as Social Workers in the province of Alberta. As an approved program, the Mount Royal University Social Work program is responsible for providing a program of study to enable students to achieve the knowledge, skills, and attributes necessary to fulfill the expectations associated with professional practice.

Students in the Social Work program will demonstrate the following knowledge, skills, and abilities:

**Foundational Knowledge**
Social work requires the integration of the knowledge, skills, attitude, and values in order to promote the well-being of individuals, families, groups, and communities. Our knowledge base is drawn from critical and practice theories that explain problems and guide the change process from multiple perspectives. Social work students are required to demonstrate a beginning level understanding of the link between theory and practice through careful and critical consideration of lens, self-awareness, location and practice.

**Critical Thinking/Analysis**
The student must be able to critically evaluate personal performance, seek feedback and demonstrate attributes and skills that contribute to a positive, respectful learning and work environment.

**Practice Skills**
Students must be able to participate in situations that require skills in observation, assessment and intervention. In particular, a student must be able to accurately observe the client (individual, family, group or community) and acquire visual, auditory and tactile information. Students must also be able to assess the client’s needs, have the capacity to develop a written plan using an agreed upon format, be able to articulate the plan to colleagues and supervisors/instructors, and to address client needs guided by social work values and ethics. Students are required to be aware of and practice within professional social work boundaries in their relationships with clients, supervisors, colleagues and instructors.

**Academic Skills**
Social work students must be able to speak, listen to, perceive non-verbal communication, respond to, and guide client populations. Students are required to communicate effectively and sensitively with clients and any member of the community, organization or agency staff. Specifically, students must demonstrate the language skills, cognitive skills and memory necessary to reason in order to analyze, integrate and synthesize information. All of these problem-solving activities must be done in a timely fashion.
Personal and Social Responsibility

Social work students must consistently demonstrate the emotional health required for full utilization of their intellectual abilities and to manage personal life issues that affect professional practice. The application of good judgment, and the prompt completion of all responsibilities associated with successful completion of educational requirements including working with others is necessary. The development of mature, sensitive and effective relationships with peers, clients (individuals, families, groups, and communities) and members of agency staff are also required. Students must be able to tolerate the physical, emotional, and mental demands of the program and function effectively under stress. Adaptability to changing environments and the ability to function in the face of uncertainties that are inherent in working with all client groups are necessary. Compassion, integrity, concern for others, interpersonal skills, interest and motivation are all personal qualities that social work students must demonstrate and are expected qualities for professionals as outlined by the Code of Ethics (Canadian Association of Social Workers, 2005) and the Standards of Practice (Alberta College of Social Workers, 2013).

The following sources informed the development of this document:
The Council of Ontario Faculties of Medicine (COFM) [http://www.ouac.on.ca/docs/omsas/COFM Abilities_Sept03.pdf]
MRU Education Department - Essential Skills and Abilities Required for Teachers (Draft 2014)
Suitability Criteria for the Profession Policy Undergraduate Program, School of Social Work, Memorial University of Newfoundland (MUN).

STUDENT CONDUCT

Student misconduct and/or a violation of the Social Work Code of Ethics (CASW) (Appendix A) or Standards of Practice (ACSW) (Appendix B) could result in the failure of a course, or expulsion from the program. If students violate this code they may be reported to the Office of Student Conduct (OSC) for non-academic violations. See University Policies, following Appendices.

ACADEMIC PERFORMANCE REQUIREMENTS

In matters of progression and continuance, there are instances in addition to institutional processes when a student may be required to withdraw from a program. These circumstances are:

a) Violations of a professional code of ethics and/or standards of practice. A committee established by the program will assess violations of relevant codes and standards and whether the student will be required to withdraw from the program based on the seriousness of the violation.

b) Students who are unsuccessful after two registrations in the same core course (as defined by the program) will be required to withdraw from the program. This includes, but is not limited to, the following examples of unsuccessful registration:
   - Students who do not achieve the minimum required grade (as defined by program) in one or both registrations;
   - Students who earn a grade of “F” in one or both registrations; and
   - Students who withdraw from the course with a “W” in one or both registrations.

c) Students who are denied a practicum placement by an external stakeholder because of an assessed detrimental impact on the client, client group, or community being served. Students who are unable to meet clinical or field course requirements on this basis will be required to withdraw from the program.
Students may appeal a “Requirement to Withdraw from Program” decision on two grounds:
a) Medical illness or severe emotional distress which was not previously known, or
b) Extenuating circumstances not previously known.

There is a separate process in place for an appeal of the final grade in a course. This is outlined in the MRU Academic Calendar.

**Appeal Process for the “Requirement to Withdraw from Program” (RTWP)**

- Complete an appeal form for the “Requirement to withdraw from Program” (RTWP) which is available from the Chair’s Office. The appeal form must include a letter describing the reason/grounds for appeal. If the reason is medical illness or severe emotional distress, the appeal must be accompanied by documentation from a Mount Royal counsellor or other certified health care professional. If the reason is other extenuating circumstances then relevant information must be attached. An appeal will not be considered without supporting documentation.
- At the end of the semester or course, in which the student meets the conditions to be required to withdraw from the program, the Academic Advisor will send an e-mail alerting the student of the requirement. A letter from the Chair will follow confirming requirement to withdraw from the program.
- The letter from the Chair will be considered the official notification of the requirement to withdraw from the program. The letter will be sent by registered mail/courier and by e-mail.
- Students have two weeks (10 business days) from the date on the Chair’s letter to file the appeal.
- Students may continue to attend classes until a decision is made regarding the appeal, except in the following circumstance. Students will not be permitted to remain registered in program specific courses pending the outcome of the appeal, if the reason for appeal was:
  a. Violations of a professional code of ethics (Appendix A) and/or standards of practice (Appendix B) OR
  b. Denial of a practicum placement by an external stakeholder because of an assessed detrimental impact on the client, client group, or community being served.
- The Dean or Director, who is the Chair of the Appeal Committee, will decide based on the documentation whether to convene a committee to review the appeal.
- The Appeal Committee will review the documentation and determine the need for further information from the student, faculty, or other relevant sources.

**Appeal Deadlines “Requirement to Withdraw from Program (RTWP)***”

- Students must submit the appeal within 10 business days of the date on the Chair’s letter.
- The Chair of the Appeal Committee will determine within one week (5 business days) of submission of the appeal if a committee will hear the appeal. Notification of this decision will be sent to the student by e-mail.
- If the Appeal Committee is convened, they will meet within two weeks or 10 business days of the submission of the appeal.
- Students will be informed of the outcome of the appeal within one week (5 business days) of the Appeal Committee’s meeting regarding their decision. Notification will be by email to the student’s MRU account, followed by a letter sent by registered mail or courier.

**Appeal Committee Membership:**
• A representative from the Dean’s or Director’s office will act as chair of the Appeal Committee
• 2 faculty members, appointed by the Chair of the Appeal Committee, from the Department or School
• 1 faculty member from the Faculty of Health and Community Studies
• 1 student from programs belonging to the Faculty of Health and Community Studies, but not from the same program as the student who is appealing the RTWP
• 1 student representative from SAMRU executive or designate
• A representative from clinical practice will serve as a resource when the case involves professional/ethical issues
• Academic advisors will serve as resources
UNIVERSITY POLICIES

OFFICE OF STUDENT CONDUCT

The Office of Student Conduct (OSC) is a resource for students, faculty and staff at Mount Royal University that helps define community standards for academic and personal conduct and facilitates student judicial affairs.

Student misconduct and/or a violation of the Social Work Code of Ethics (Appendix A) (CASW) or Standards of Practice (ACSW) (Appendix B) could result in the failure of a course, or expulsion from the program. If students violate this code they may be reported to the Office of Student Conduct (OSC) for non-academic violations.

HEALTH AND SAFETY HUMAN RIGHTS POLICY 1702

Mount Royal is committed to creating and maintaining a supportive working and learning environment that is free from discrimination and harassment. In keeping with efforts to establish and maintain an environment in which the dignity and worth of all members of the Mount Royal community are respected, it is the policy of Mount Royal that discrimination and harassment of students, employees and visitors to our campus is unacceptable and will not be tolerated.

The fundamental objectives of this Policy are to prevent discrimination and harassment on grounds protected by the Alberta Human Rights Act ("the Act"), and to provide procedures for handling complaints and remedying situations. Concerns regarding discrimination or harassment that do not involve any of the grounds prohibited by the Alberta Human Rights Act are not covered by this Policy. Such concerns may be addressed by other Mount Royal policies or procedures, including the Personal Harassment Policy (POL 1704), the Code of Student Conduct (POL 513) or collective agreements and should be taken to the appropriate supervisor or association or human resources office.

For the full policy, please refer to the University Policies, following the Appendices.

PERSONAL HARASSMENT POLICY 1704

Mount Royal is committed to creating a supportive working and learning environment that is free from personal harassment.

For the full policy, please refer to the University Policies, following the Appendices.

PLAR

The Mount Royal Social Work program does not offer credit for previous work experience in lieu of practicum. Social Work education contributes to eligibility for professional registration and practicum hours, under the supervision of a qualified supervisor, are required to meet accreditation standards. Social work courses taken prior to entering practicum include social work theory, ethics and standards of practice and
help to provide a lens to view practice. Integrative seminars taken concurrently with practicum help students to integrate theory and practice. Without these components, prior work experience cannot be considered equivalent to social work practicum.

**UNIVERSITY GRADING SYSTEM**

The Social Work program follows the official grading system of Mount Royal University. Students require a minimum grade of C for all courses designated as prerequisites. This system is as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Grade Point Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>95 - 100</td>
<td>4.00</td>
<td>Excellent. Superior performance, showing comprehensive understanding of subject matter.</td>
</tr>
<tr>
<td>A</td>
<td>85 – 94</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>80 – 84</td>
<td>3.70</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>77 – 79</td>
<td>3.30</td>
<td>Good. Clearly above average performance with knowledge of subject matter generally complete.</td>
</tr>
<tr>
<td>B</td>
<td>73 – 76</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>70 – 72</td>
<td>2.70</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>67 – 69</td>
<td>2.30</td>
<td>Satisfactory. Basic understanding of subject matter.</td>
</tr>
<tr>
<td>C</td>
<td>63 – 66</td>
<td>2.00</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>60 – 62</td>
<td>1.70</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>55 – 59</td>
<td>1.30</td>
<td>Marginal performance. (Generally insufficient preparation for subsequent courses).</td>
</tr>
<tr>
<td>D</td>
<td>50 – 54</td>
<td>1.00</td>
<td>Fail. Assigned to students:</td>
</tr>
<tr>
<td>F</td>
<td>0 – 49</td>
<td>0.00</td>
<td>a) who do not meet the academic requirements of the course, or</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>b) who cease to continue in the course, but do not withdraw as per Mount Royal University policy.</td>
</tr>
</tbody>
</table>
UNIVERSITY RESOURCES FOR STUDENTS

There are times in your university career that can be made better by accessing some of the free services provided to students. Listed below are a few of the key programs that will benefit you:

Students’ Association of Mount Royal University (SAMRU)
http://www.samru.ca/ - The Students’ Association is a student government body that represents and serves Mount Royal University students. In addition to student leadership, SAMRU also organizes helpful services for students including a Good Food Box program and free breakfasts!

Student Counselling
Student Counselling is here for you so you can continue to enjoy your activities, live well, and have a great Mount Royal University experience. Student Counselling can be reached at 403.440.6362

Student Learning Services
Creating integral learning experiences to develop self-directed learners. Located in T143, Student Learning Services offers many programs to students. Some of these programs are listed below:
  
  **Harry G. Schaefer Mentorship Program**
  Inspiring lifelong learning through transformational mentorship experiences.

  **Peer Tutor Program**
  Enhancing academic achievement by developing and supporting students to help their peers with their learning.

  **Writing and Learning Services**
  Empowering students to become strategic learners and confident academic writers.

  **Start Lab**
  The START lab provides technology support for students in learning how to use blackboard, email, and to develop technologically based presentations. The START lab is located in T 115.

Creating Inclusive Education
Mount Royal University has several services dedicated toward creating an inclusive and comfortable environment for its students. Some of these services are listed below:

  **Iniskim Center**
  The Iniskim Centre is an academic support centre for First Nations, Métis and Inuit students (FNMI). It was created specifically to increase enrollment and retention of Aboriginal students. While increasing awareness of distinct cultures, history and protocols, Iniskim Centre offers a wide range of programs and services. These counseling, tutoring, and advising programs and services are available to all students at Mount Royal. The Iniskim Centre is located on the 3rd floor of the main campus, above from Starbucks.
  - Aboriginal Education Program
  - Aboriginal Science and Technology Education Program
  - Aboriginal Student Housing Program
  - Medicine Trail Program
Positive Space
The Positive Space Committee at Mount Royal University aims to education, act, and change through: the promotion of understanding and respect of sexual orientation and gender diversity; the raising of awareness and challenging of the pattern of silence that continues to marginalize lesbian, gay, bisexual, transgendered, two-spirited, inter-sex and queer (LGBTTIQ) individuals; and the transformation of the place in which we live and work to make it a more positive space.

The Positive Space Committee is committed to providing an environment free of discrimination and harassment. The Committee encourages a widespread and visible commitment to welcoming sexual and gender diversity, as well as creating inclusivity in the setting of Mount Royal University. Their goal is a campus free of discrimination on the basis of sexual orientation and gender identity.

CLOSING COMMENTS
We hope that your experience with the Mount Royal Social Work program provides you with a strong foundation to work effectively as an ethical social worker. We encourage you to make use of the many programs and services available at Mount Royal. These services are provided to help you achieve academic and personal success. Please do not hesitate to contact members of your faculty and staff with any questions. We are here to ensure you have a transformative educational experience for exceptional social work practice. Welcome to the Social Work program at Mount Royal!
SOCIAL WORK PRACTICUM MANUAL
Welcome to Social Work. Mount Royal University has been offering social work education for over 55 years. As an approved program of the Professional Social Work Education Board of the Alberta College of Social Workers (ACSW), upon completion of the diploma program, students can apply for provisional registration with the ACSW.

Social Work students join a professional community that includes provincial, national and international associations.

The Diploma in Social Work prepares students for entry into the profession of Social Work. The mission of the social work profession is to enhance well-being and help people meet basic human needs and reach their potential – social functioning. Social work is a rewarding yet demanding profession with a focus on supporting vulnerable populations. The broad scope of practice requires workers to have a wide knowledge and skill base embedded in values and behaviours that are congruent with the profession. We believe that in all learning experiences offered to students during the Social Work program, students have the opportunities to learn, and to be assessed for, their knowledge, skills, and professional behaviours.

**PRACTICUM: WHAT IS IT?**

The mission statement for the Social Work program is: transformative education for exceptional social work practice. A key aspect of this transformative education is the practicum experience. The practicum is your opportunity to gain firsthand experience in the practice of social work. The practicum is a place to begin learning from others and to receive supervision in the development of the core skills for competent practice. This is an exciting opportunity for you to learn about the various areas of social work and to experience the integration of theory into practice in a dynamic and supportive environment. The practicum experience is oftentimes the most memorable part of the student experience. Practicum is also referred to as your “field work” and your “placement” and you will find these terms used interchangeably throughout this manual. Graduates of our program will have completed two practica over the course of study.

Mount Royal University has established relationships with a wide variety of agencies that support student learning through practicum. Your practicum experience begins during the first term when you will be prompted to begin considering where it is that you might like to gain experience.

The Field Directors, Coordinator, Practicum and Advising and faculty in Social Work are available to consult and assist you in exploring your options and making the choice that is best for you. Students enrolled in a social work practicum will be placed in one of a variety of settings, which will provide them with the opportunity to engage in social work practice under the supervision of a qualified individual within the practicum setting (referred to as the agency Field Instructor).
The practicum is offered in both first and second year in the Social Work program. Students are required to complete Social Work Practicum I (SLWK 1287) and Social Work Practicum II (SLWK 2297) to earn their diploma. Each of these courses totals 350 hours and is a combination of:

1) 326 Practicum hours of practice completed at an approved agency
2) 24 hours of Integration Seminars and coursework completed at MRU

Diploma graduates will have completed 700 hours of practicum.

Students are not able to receive previous learning experience exemptions for either social work practicum.

PARTICIPANTS ON THE PRACTICUM TEAM

It is important that you know the terms used to describe the various members on your practicum team. Below is an overview of these roles. A more detailed description of the responsibilities associated with each of these roles is located in a separate section of this manual entitled “Roles and Responsibilities.”

<table>
<thead>
<tr>
<th>COORDINATOR, PRACTICUM AND ADVISING</th>
<th>FIELD INSTRUCTORS (AGENCY SUPERVISORS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>This individual has administrative responsibilities as well as an advising role for students registered in the practicum course. The Coordinator, Practicum and Advising will provide a list of agencies accepting students each year and will support students in the completion of the required paperwork for the practicum course.</td>
<td>This refers to the individual in the agency who is responsible for overseeing learning opportunities and providing regular supervision. The Field Instructor participates in the ongoing evaluation of the student and completes a Learning Contract with the student as well as a Mid-Term and Final Evaluation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FIELD DIRECTORS</th>
<th>STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>These are faculty members who have administrative responsibilities for the coordination and delivery of the practicum course. Each year, both a first and second year Field Directors are appointed.</td>
<td>The majority of the responsibility falls to the student. Each student is expected to manage their practicum process in a professional manner.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FACULTY LIAISONS (MRU INSTRUCTORS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Liaisons are educators and conduct the practicum seminars. These are individuals monitor and support practicum students in their placements.</td>
</tr>
</tbody>
</table>
It is the students' responsibility to follow all of the steps necessary to secure a practicum. The students must remain aware of deadlines, regularly check their MRU email account for related communication, complete necessary paperwork, and communicate challenges to the Coordinator, Practicum and Advising and/or Field Directors in a timely manner.

**PRACTICUM PLANNING TIMELINE FOR STUDENTS**

- **Police Information Check**
  - The Practicum Coordinator will email a letter confirming student status and information on where and how to apply for a Police Information Check by August 1st. A copy of the completed Police Information check must be handed in to the Practicum Coordinator by October 1st. Failure to meet this deadline will mean that a student is unable to continue to Winter practicum. As well, students are required to present the Police Information Check to potential practica agencies.
• **Child Intervention Check**
  - The Practicum Coordinator will provide information on the process of applying for the Child Intervention Check by August 1. Applications are available in T236, at Orientation for 1st year students, and in SLWK 2222 Social Work with Families for 2nd year students. Students are required to present the completed Child Intervention Check to potential practica agencies.

• **Resume and References (3)**
  - Career Services in Kerby Hall has resources available to help prepare a resume. Students can make an appointment to have their resume reviewed by a Career Services staff person. Students should include references on their resume.

• **Practicum Preferences (3-5 agencies or types of placements)**
  - Students can use the resources provided on the Practicum Blackboard site to research agencies that have indicated they are interested in supervising a practicum student. Students should review the location of the agency, the type of placement, and whether the agency prefers first or second year students.
  - Use the information collected about potential agencies for the Interview Event Sign-Up on September at the end of September. The Interview Event is for students and agencies interested in a Winter term practicum.
  - Students interested in a Winter Practicum (January to April) need to be available Wednesday to Friday, 8 hours per day, to complete the practicum by mid-April. Students interested in Spring Practicum (May and June) need to be available Monday to Friday for 8 hours per day for 9 weeks. The Social Work program reserves the right to restrict the availability of Spring practica. At this time 36 placements are reserved for the Spring term.
  - Students who do not secure a practicum placement during the Interview Event are required to hand in the following information to the Practicum Coordinator by the end of October. Specific date to be identified each year:
    - Name
    - Student ID#
    - Practicum preferences (3-5 agencies or types of placements)
    - Resume

**POLICE INFORMATION AND INTERVENTION RECORD CHECK**

Students in the Social Work Program at Mount Royal University (MRU) are required to complete a Police Information Check (PIC) each fall in preparation for a Winter or Spring practicum. Students will receive a letter verifying that they are a student in the Social Work program. This letter may result in eligibility for a reduced fee for the PIC.

The PIC will include Canada-wide Criminal Record History, Vulnerable Sector Search and Police History, including Local Police Information and Alberta Provincial Court Records produced on a Calgary Police
Service certificate letter. The certificate letter will be provided directly to the student. Upon receipt of the certificate letter, the student is required to provide a copy of the letter to the Coordinator, Practicum and Advising for the Social Work Program by no later than October 1 of each year the student is in the program. Prospective practica agencies may also require the student to provide a copy of the letter.

Students who have not lived in Calgary during the previous six months should contact the Police Service serving their home community for a PIC prior to moving to Calgary.

To obtain a PIC in Calgary, visit a designated Calgary Police Service location and bring two valid pieces of government issued identification and payment. Students are responsible for all costs associated with obtaining a PIC. For more information, please contact the Police Information Check Unit at 403.428.2052 or by email at cps-picunit@calgarypolice.ca or at www.calgary.ca

NOTICE:
The personal information that you provide to Mount Royal University is collected under the authority of the Post-Secondary Learning Act and the Alberta Freedom of Information and Protection of Privacy (FOIP) Act – Section 33(c). The information will be used for the purpose of determining suitability and placing students in practica, which are required as part of the Social Work Program. Copies of the certificate letter will be kept by the Social Work program for a period of ten years and will be destroyed after that time. Access to the PIC certificate letter will be restricted to the faculty and staff of the program.

Collected personal information is protected from unauthorized access, collection, use, and disclosure in accordance with the FOIP Act and can be reviewed on request. Questions regarding the collection of personal information can be directed to the Chair, Department Child Studies and Social Work

MRU Field Directors will review the records and when deemed necessary will meet with the individual student to discuss the possible implications of a record. Field Instructors should always request a copy of the Police Information Check from the student.

**INFORMATION SESSIONS**

First year students will receive direction and support in preparing for practicum during the fall term. Information sessions will be scheduled early in the Fall term for both Practicum I (SLWK 1287) and Practicum II (SLWK 2297) students. These sessions are extremely important as the Field Directors and Coordinator, Practicum and Advising present information, resources, and are available for questions.

**THE INTERVIEW EVENT**

An interview event will be held to facilitate interviews between students and agencies. The event will take place in October and will provide students with the opportunity to interview on campus with several agencies in a timely and efficient manner. More information on the interview event will be provided in the September.
This is your practicum, and your opportunity to learn practice skills in areas that interest you. At the beginning it can seem overwhelming as social work is a diverse profession with many opportunities. The curriculum in our program will expose you to a variety of possible options, you will learn about the multiple roles that social workers can play as well as the many different social issues that impact vulnerable populations.

To assist you in this process the Department has developed a few resources. This section of the manual provides some tips on how to set up your practicum, a checklist of activities that you need to complete, and a link to a series of short videos that have been developed. You can return to these resources as many times as you need to in order to ensure that you are doing everything you can to achieve a successful practicum experience.

**IDENTIFYING YOUR LEARNING GOALS**

Establishing your learning goals is the first step in the practicum placement process. You need to understand what it is you are seeking before you start looking for potential agencies. To begin, think about what it is that you want to learn in your practicum. Imagine it is your last day in practicum – how will you be different than you are right now? What have you learned?. Start by asking yourself the following questions:

- Are there specific skills for practice that you would like to develop?
- Is there a knowledge base that you wish to expand?
- Are there professional skills that you are seeking to develop?
- Are you looking to work directly with a certain population, social issue, or community?
- Are there issues that you would choose to avoid?

**LOCATING POTENTIAL AGENCIES**

Social work is often at the heart of every community. Students can find it helpful to start by looking at what is right in their own backyard. Take time to look at the agencies, programs and services that are located in your community. Expand this by looking beyond to other areas of the city. This is where the internet will be helpful. Here are some ideas for how to use the internet as a tool for locating potential agencies:

- Start by searching a social issue or population that interests you
- Review the resources available in the city
- Read the mission, vision and mandate of the agency
- Consider where it is located
- Write down the agency information and check the agency list that will be posted on the Practicum I and II blackboard sites
**WHAT DO YOU BRING TO THIS EXPERIENCE?**

You come to this work with your own story and life experience. Consider the skills you bring with you as a practicum experience. In your Introduction to Social Work course and throughout your program you will learn how our personal lives affect our professional capacity. This is a good time for you to reflect upon the strengths and challenges that are a part of your personal experience. Start by considering the following:

- What skills have you developed through work experience?
- What life skills do you have?
- What are your strengths?
- How do your life experiences contribute to your strengths as an emerging social worker?
- How might your life experiences challenge your practice as a social worker?

**WHAT ARE YOUR PERSONAL CIRCUMSTANCES?**

As you consider your options for practicum it is imperative that you take time to think about your own situation. What are some of your personal circumstances that you need to plan for during the practicum term? Students are often juggling competing demands for their time and energy. A good place to start is to consider the current demands on your time:

- Do you have caregiving responsibilities related to children or other family members?
- Are you working and if so, what is your schedule?
- Do you have a car or do you travel by transit?
- Are you experiencing any health concerns at this time?

**PRACTICUM RESOURCES**

You can find helpful resources, including helpful videos, at the following website:
Social Work Practicum I and II: Resources for SLWK 1287 and SLWK 2297
http://courses.mtroyal.ca/slwkpracticum
<table>
<thead>
<tr>
<th>Item/Form</th>
<th>Description</th>
<th>Due Dates</th>
<th>Practicum I (SLWK 1287)</th>
<th>Practicum II (SLWK 2297)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Practicum Resources</td>
<td>Review the practicum manual and watch the videos that outline the practicum process from beginning to end</td>
<td>Fall Term</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
| 2. Police Information & Child Intervention Check | Please pick-up the following forms from the Coordinator, Practicum and Advisor’s office:  
   • Reduced rate letter for the Police Information Check  
   • The Child Intervention Check form | Police Information Check due October 1st to the Coordinator, Practicum and Advising T236 | ✓                        | ✓                        |
| 3. Practicum I and II Blackboard Sites        | Students are asked to complete three modules online during the Fall term. The modules cover self-reflection, professionalism, and practicum expectations in preparation for a first practicum experience in the Winter term. | Ongoing through the Fall term.                                           | ✓                        | ✓                        |
| 4. Complete the Practicum Intent Form (Appendix M) | The Practicum Intent Form helps the Field Director and Coordinator, Practicum and Advising plan for the number of placements needed for first year students. | Due: September 30 Coordinator, Practicum and Advising T236              | ✓                        | ✓                        |
| 5. Attend a Face to Face Practicum Preparation Session | Face to Face sessions are conducted by the Field Directors and the Coordinator, Practicum and Advising. Questions, resources and a review of the process will help familiarize students with the process. Session dates will be advertised on the Practicum I and II Blackboard Sites | TBA                                                                     | ✓                        | ✓                        |
| 6. Interview Event                             | A variety of agencies will interview students on campus for practicum placements. Students will be informed of the process in the Fall. | October                                                                   | ✓                        | ✓                        |
| 7. Practicum Agreement                         | Once a student has been offered a practicum a Practicum Confirmation Form must be signed by both the supervisor and the student. This confirms your practicum placement (see Appendix K). | As soon as students confirmed a practicum placement. Return to the Practicum Coordinator | ✓                        | ✓                        |
| 8. Resume and Cover Letter                     | Career Services, located in Kerby Hall, is available to provide assistance for your resume and cover letter. | Required for interviews                                                  | ✓                        | ✓                        |

**THE MOST SUCCESSFUL STUDENTS ARE THE ONES WHO MEET ALL THE DEADLINES!!**
SECURING YOUR PRACTICUM

Once you have completed steps one through seven outlined in the checklist, you can begin to make a plan to contact the agency and prepare for an interview if the agency is **NOT** attending the on campus Interview Event. In this section you will be given some information and tips on how to engage in this process and develop the important professional skills of communication.

**MAKING CONTACT WITH THE AGENCY**

First impressions are very important. Prior to making contact with the agency be prepared with any information that the supervisor might need in order to explore the possibility of a placement. It is important to recognize that even if you are calling an agency that MRU has been working with for a long time, the supervisors often change and the individual you contact might need more information. Also remember that our agencies are very busy and it can take time for individuals to return phone calls. Maintain professionalism at all times. Here are some ideas of how to contact the agency in a professional manner:

- Create the time and space for the call – limit distractions
- Have the practicum manual available at your fingertips
- Review the information you have about practicum so you can answer any questions
- Have the Coordinator, Practicum and Advising contact information available in the event that the individual would like to contact MRU for more information
- Write down the name of the individual you are contacting
- Anticipate how you will leave a message for the individual that includes all important information
- Be professional in every conversation

**ADVANCE PREPARATION FOR THE INTERVIEW**

To prepare for the interview begin by considering some of the practical aspects. Review the location of the agency, and be sure that you confirm the precise location of the interview. Many of our agencies run programs in various areas of the city. Map out your travel route and plan to arrive at least 15 minutes prior to the interview. Think about what you will wear to the interview and be sure that it reflects your best professional self.

In addition to arriving on time and appearing professional you need to demonstrate that you are prepared for the interview. Remember the name of the individual you spoke with on the phone, and also any other staff you meet. If you are nervous you are likely to forget, try writing it down on a page where you also will have the questions you have prepared for the interview.

As part of the process it is important that you demonstrate your interest and awareness of the agency mandate, mission and vision, and the services offered to the client population. It is not necessary to
memorize this information but rather that you have reviewed it enough that you have a good understanding and can clearly articulate your interest in the agency and the potential for learning. As well, have the contact information for your references available on a separate sheet of paper that you can leave for the interviewer.

It is often the case that students will leave the interview not knowing whether or not they will be offered a placement. This is an opportunity for you to demonstrate professionalism and respect by thanking the individual for their time and politely asking if there is a timeframe for a decision. You can remind the individual that you have timelines that you have to adhere to and that you look forward to hearing back from them when they have made a decision.

**NEW PLACEMENT SETTINGS**

Students may seek approval to complete a practicum at an agency to which we are unfamiliar or have not previously included in the practicum list. It is important that we move quickly when a potential new agency is identified as there are institutional policies and departmental procedures that must be followed.

When a student has located a new agency he/she must provide the Coordinator, Practicum and Advising and Field Directors the name and contact information for the agency as well as a description of the kind of work that they believe will be completed at this agency.

The Coordinator, Practicum and Advising will consult with the potential agency and provide additional information to the agency regarding the practicum process. Students will be advised as quickly as possible whether the practicum agency can be approved.

**PLACEMENTS IN A STUDENT’S WORKPLACE**

Students wishing to complete a practicum in an agency in which they have previously or currently work must complete the Practicum Worksite Proposal (see Appendix J). It is important to note that the criteria for consideration includes that the students employment supervisor must be different from the Field Instructor. As well, the practicum duties must be different from the current responsibilities held in the workplace. The paperwork is submitted to the Coordinator, Practicum and Advising and the Field Directors will make the decision and communicate to the student.

**THE WRITTEN AGREEMENT BETWEEN STUDENT AND AGENCY**

Once you have been offered a practicum there is an important piece of paperwork that MUST be completed. Each student submits a written agreement verifying that a practicum has been confirmed (see Appendix L, Practicum Confirmation Form). This document requires the signature of both the supervisor and the student. It is a good idea to have a copy of the agreement printed and to take it with you to the agency interview in the event that the supervisor is able to confirm a placement on the day of the interview.
ROLES AND RESPONSIBILITIES

COORDINATOR, PRACTICUM AND ADVISING

- To advise students regarding practicum
- To maintain an updated list of agencies accepting students
- To provide information to potential new agencies
- To provide and collect all forms and paperwork for students
- To send out information regarding practicum to agencies
- To send out information to faculty liaisons
- To consult with Field Directors on composition of seminar groups
- To communicate opportunities for students
- To communicate when agencies are full
- To oversee the intern placement tracking system (IPT) (Appendix D)

FIELD DIRECTORS

- To oversee the delivery of the practica experience
- To provide an orientation program for students
- To facilitate face to face sessions for students
- To evaluate the suitability of current and new practicum placements
- To provide communication channels amongst the program, practicum agencies, Faculty Liaisons and students
- To recruit and supervise Faculty Liaisons
- To provide learning modules for students to prepare for practicum
- To consult on any student/agency issues
- To update the practicum BB site throughout the term
- To update and revise the practicum manual
- To establish and maintain relationships with agencies.

FACULTY LIAISONS

- To provide the main link between the student, Field Instructors and MRU
- To take responsibility for ongoing connections with the student and the Field Instructor ensuring that there are a minimum of three contacts per term
- To visit the agency and assess the appropriateness of the agency setting
- To facilitate three meetings focused on the learning contract, the midterm and the final evaluation (see Appendices E and F)
- To familiarize the Field Instructor of the Department’s approach to practice in settings where the supervisor is unfamiliar with social work practice frameworks
- To assist students in clarifying learning objectives
- To advocate on behalf of the student if learning opportunities are not provided as outlines in the learning contract
- To ensure that the student is receiving regular supervision
• To inform the Field Directors if there are problems
• To facilitate the integration seminars and associated assignments
• To assign the final grade and submit to the registrar

FIELD INSTRUCTORS

• To assist the student to achieve the goals of practicum as outlines in the learning contract
• To provide appropriate space and materials
• To provide an agency orientation that includes policies and procedures
• To oversee the work assignments for the student
• To ensure that the student has the opportunity to work on tasks that are linked to learning goals and allow for integration of theory to practice
• To provide one hour per week of scheduled supervision
• To meet with the faculty liaisons for the purposes of setting up the learning contract, the midterm and the final evaluation
• To contact the faculty liaisons when any issues or concerns arise
• To document the time, date and nature of the conversation when a student’s performance is being addressed
• To seek opportunities for student to attend training, staff meetings etc.
• To use the intern placement tracking (IPT) (Appendix D) system for recording of hours, midterm and final evaluation
• To write an evaluation at the midpoint and end of the practicum term to contribute towards the overall assessment of the student in practicum

STUDENTS

• To advise the Coordinator, Practicum and Advising of intent to complete practicum (see Appendix M)
• To follow the “Steps for Setting up a Practicum Placement” as outlined in this manual
• To complete the learning modules and attend a face to face session with Field Directors
• To adhere to the timelines set by Practicum Team
• To complete a Police Information Record Check
• To complete a Child Intervention Check
• To identity his/her learning objectives
• To provide the Coordinator, Practicum and Advising with the Practicum Confirmation Form (see Appendix K)
• To prepare the learning contract in consultation with practicum supervisor (see Appendix E)
• To prepare for all supervisory sessions with the Field Instructor
• To meet with the Field Instructor and faculty liaison at least three times during the practicum and to have all written documentation circulated prior to the meeting time
• To raise concerns about the agency with the faculty liaison in a timely manner
• To record all hours in the intern placement tracing system
• To attend and participate in the integration seminars
PROFESSIONAL ASSOCIATION REQUIREMENTS

The Social Work Diploma prepares students for entrance into the profession of Social Work. Accordingly, our program adheres to the standards set out by our provincial regulatory body, the Alberta College of Social Workers. Upon completion of the 700 hours of practica and related course work, graduates are eligible to apply for Registration with the Alberta College of Social Workers.

ALBERTA COLLEGE OF SOCIAL WORKERS FUNDAMENTAL COMPETENCIES

1. Social workers must have an understanding of the nature of human systems and their major interactions including individual, family, group, organization, community, and society. All social workers must have an understanding of human development; group dynamics; organizational structure; community structure; municipal, provincial, national, and international policy (as the latter impact social work practice); and the interaction of social systems and their influence on human problems. This understanding is acquired through an integration of liberal arts and social work courses.

2. Social workers must have an understanding of the conditions that serve to promote and/or limit optimal functioning in both people and social systems. Social workers must have knowledge of the factors that become barriers to full participation in society.

3. Social workers must promote anti-oppressive and culturally competent frameworks and practices. This includes human rights and social justice as fundamental concepts. Social workers must be able to work with individuals/groups/communities to facilitate full participation in society, and respect diversity in all of its forms.

4. Social workers must be skilled in planning, implementing, and evaluating interventions within the limits of social work practice.

5. Social workers must behave in a manner consistent with ethical standards of practice and in the best interests of the client.

6. Social workers must be prepared to practice within the Code of Ethics (Appendix A).

7. Social workers must have an awareness of their own values orientation.
Students complete two 350-hour practica during their diploma resulting in a combined total of 700 practice hours. In the Winter term the Social Work department schedules all core classes to occur on Mondays and Tuesdays. Students are expected to attend practicum the equivalent of three full working days per week during the term. A typical pattern has students on campus completing course work on Mondays and Tuesdays and in the agency at practicum Wednesday to Friday for the duration of the semester.

Flexibility in working patterns is possible with the approval of both the agency Field Instructor and the Faculty Liaison. The Spring practicum is also available for students who wish to consider a condensed practicum. This requires students complete the 350 hours in an abbreviated term and has students in the agencies five days a week.

The practicum is intentionally positioned in the Winter and Spring terms to ensure that students have the opportunity to complete prerequisites. Upon entrance into Social Work Practicum I students will have completed an Interpersonal Communication course (INTS 1240) and an Introduction to Social Work (SLWK 1114) and a Social Policy course (SLWK 1187). Enrolling in Social Work Practicum II requires successful completion of Practicum I and completion of second year courses either as pre-requisites or co-requisites. Please refer to the Student Handbook for a complete list of pre-requisites.
STRUCTURE OF SPRING PRACTICUM

The Social Work program offers a spring practicum to a limited number of students. Each year we offer the opportunity to complete Practicum I and II as a condensed practicum that runs from the end of April until the end of June. It is important that students consider that completion of a spring practicum requires the ability to commit to a full time practicum schedule of 35-38 hours per week over the 9 week period.

CRITERIA FOR SELECTION OF STUDENTS FOR SPRING PRACTICUM

All other criteria for participation in a social work practicum apply including the completion of all prerequisites, required documentation, police information record checks and child intervention checks. In the event that there are more students interested in spring practicum then there are spaces available, the criteria for inclusion will include consideration first for students who have been in the program for the longest period of time, or require practicum as a final completion of the program. Further to this, faculty may consider the extenuating circumstances and feasibility of the completion of the focused practicum activity. Faculty reserve the right to interview applicants if necessary.

RESPONSIBILITY OF THE SPRING PRACTICUM STUDENT

Students interested in spring practicum are required to fulfill all of the responsibilities related to practicum preparation outlined earlier in this manual. Although resources are provided to assist students to locate a practicum agency, students are responsible for securing their own placement. As well, students are responsible for assessing the feasibility of the practicum work plan in relation to their time during the Spring session.
PRACTICUM LEARNING OUTCOMES: SOCIAL WORK PRACTICUM I AND II

SOCIAL WORK PRACTICUM LEARNING OUTCOMES

In addition to specific outcomes related to each of the practica courses, the Social Work program has established five broad learning outcomes related to Practicum I and II.

1. Practice within the values and ethics of the Social Work profession and with an understanding of and respect for the positive value of diversity.

2. Ability to advocate effectively and appropriately on behalf of clients/client groups.

3. Engage and assess the strengths and needs of diverse clients and communities and apply interventions to promote change while encouraging, maintaining, and protecting clients’ rights to participation and autonomous decision making.

4. Practice collaboratively with colleagues, volunteers, supervisors and other professionals and community members.

5. Ability to recognize and apply practice theories/frameworks/perspectives in the context of social work practice.

PRACTICUM I

This first practicum is a 6 credit hour course and a part of the core curriculum for the Diploma in Social Work. Offering a unique and exciting opportunity for emerging social workers to engage in social work practice, this course is designed to introduce students to a wide array of practice areas.

Practicum I provides students with an opportunity to experience direct social work practice with individuals, groups, or communities. It is intended to expose students to the complexity of practice issues related to work in the human services. During this first practicum experience students are expected to integrate the learning obtained in the Introduction to Social Work Practice course with an intentional focus on the underlying assumptions and oppressive social structures. As well, students are challenged to examine how their own social location influences their assessments of client situations and their work in the agency.

In accordance with the competencies outlined in the ACSW Standards of Practice (see Appendix B) the purpose of Practicum I is to gain knowledge and understanding of:

- Social work as a distinct profession
- Social institutions, organizations, and implications of social policy
- How to work with individual clients, groups, or communities
- Social work theory
- Professional ethics
• Social location
• The skills related to cultural competence
• How to develop basic skills in professionalism
• The application of the basic social work skills, values and ethics to practice
• A framework for understanding the contextual issues that inhibit individual functioning

**PRACTICUM II**

The second practicum is also a 6 credit hour course and part of the core curriculum for the Diploma in Social Work. As an extension of Practicum I, this course further integrates through application the knowledge and skills for social work practice. As well, students will have completed a substantial amount of the coursework and will be able to identify practice theories, frameworks and perspectives.

In accordance with the competencies outlined in the ACSW Standards of Practice (see Appendix B) the purpose of Practicum II is:

- To apply and integrate social work theories and methods in a variety of service settings
- To develop practice skills with a focus on interviewing, assessment, and intervention
- To provide a clear explanation of professional and workplace roles
- To establish the expectation of a shared participation in the client change process
- To cultivate social work values and ethics of practice
- To understand and be sensitive to power issues
- To be knowledgeable of community resources and how to link people to appropriate services

Students will complete assignments and readings as per the course outline. Attendance at practicum integration seminars is mandatory. Students missing one seminar will lose 5% of their overall grade in the course. Students missing two seminars will lose an additional 10% of their grade (i.e. 5 + 10 = 15%).

At the discretion of the instructor, students missing three seminars will receive a grade of ‘F.’

There are four components for both Practicum I and II. Students must complete each of these components in order to fulfill the requirements for the course.

**PLACEMENT HOURS**

A minimum of 350 hours of work in the practicum agency is required. Students are responsible for managing their schedule and for maintaining up to date timesheets in the IPT (Appendix D) system. The hours spent in the agency will consist of direct social work practice with individuals, groups, and/or communities. Activities are guided by the objectives set out in the learning contract. Regular supervision at a minimum of one hour per week is required to encourage discussions and to facilitate the learning process.

Students are required to adhere to the practicum attendance requirements, as well as the agency’s working hours. Students must be accountable for their practicum hours. In situations where a student is required by the agency to work additional hours to the regularly scheduled practicum hours, students may, in negotiation with their Field Instructor, take time off as compensation for the extra hours. Students are
expected to complete their practicum hours over the course of the total winter semester by working 3 days per week at their practicum for a total of 350 hours.

With the prior approval of the Field Instructor, students are permitted to be absent from fieldwork due to illness or family distress. Should the student be absent for more than two days, direct consultation must occur with the Faculty Liaison to determine how to proceed. Students will be required to make up time if more than two days are missed during the semester. If this is not possible, the student will be asked to withdraw from the practicum. Students will be required to withdraw from their practicum if they are unable to maintain attendance or to meet the expected time requirements.

All arrangements regarding absences of more than two days need to be documented, signed by the student, the Field Instructor, the Faculty Liaison, and submitted to the Field Director.

**TRAINING ACTIVITIES AS PRACTICUM HOURS**

Students entering practicum in the winter term may acquire up to 10 hours of training.

**INTEGRATION SEMINARS**

Integration seminars occur on campus during the practicum term. The seminars are comprised of approximately 12-15 MRU students from a variety of agencies and are facilitated by full time and part time faculty in the role of Faculty Liaison. The seminars provide an important opportunity for students to share their experience, to gain support, and to practice the skill of peer supervision.

During the winter term the students will attend a total of seven seminars. Seminars will involve integration of practice activities with social work knowledge, values and skills, sharing issues that arise related to practicum, and taking an active role in all learning activities.

**FACULTY LIAISON CONTACTS**

Three scheduled contacts will occur between the Faculty Liaison, field instructor and the student. These meetings will occur at the beginning, midpoint and end of the practicum term. In all cases if problems arise additional meetings may be required.

Students are expected to prepare and distribute all related documents and materials in advance of the meeting. As well, students will send out a reminder email 24 hours prior to the scheduled meeting and will provide the faculty liaison with information related to parking and directions.

**THE FIRST MEETING: THE LEARNING CONTRACT**

The first meeting typically occurs in the practicum agency. The purpose of this first visit is on the Learning Contract (see Appendix E). This contract outlines the student’s learning objectives and the related activities.
Prior to this meeting the student and the Field Instructor will have completed a draft of the outline and the document will have been reviewed by the Faculty Liaison.

In addition to establishing the Learning Contract, this visit offers the opportunity for the Faculty Liaison to assess the appropriateness of the practicum setting.

**THE SECOND CONTACT: THE MID TERM REVIEW**

This second meeting is scheduled at the mid-point of the placement. Students and Field Instructors are required to have completed the midterm evaluation and submit it via the IPT (Appendix D) system. The focus of the meeting is to assess the student’s performance and learning trajectory. It is during this meeting that the learning contract is reviewed and adjustments can be made to ensure that the student is provided with the learning opportunities outlined in this contract. This is an important opportunity for faculty to advocate for ongoing learning opportunities to support the student in the practicum agency. If the student is at risk of failing, or is not maintaining the hours required in order to complete the practicum, this will be discussed and documented and a plan will be put in place.

**THE THIRD CONTACT: THE FINAL EVALUATION**

This final meeting is scheduled to occur in the last two weeks of the student’s placement. The major focus of this meeting is on the final evaluation of the students learning and professional performance. Students and Field Instructors are required to have completed the final evaluation and submit it via the IPT (Appendix D) system. This is an opportunity for students to discuss their learning outcomes and to reflect on the trajectory of learning across the term.

**WRITTEN REQUIREMENTS**

There are several written requirements for the practicum course. Please note, that the requirements outlined below do not include any of the written requirements of your specific practicum agency.

**PLACEMENT LEARNING CONTRACTS**

Within the first week of your placement you will begin drafting your learning contract. Your role is to develop a list of learning objectives and to present these to your Field Instructor to determine whether there are activities within the agency and within your scope as a student to fulfill these objectives. The learning contract serves the important function of mapping out the student’s learning objectives, associated tasks, and evaluation measures. It is important for you to view this document as a tool to provide focus and to guide your work in the agency. This document will be the main focus of the conversation at the first faculty liaison meeting.

Some pointers for students:
- Start by considering what it is you want to achieve
- State learning objectives clearly and concretely
- Consider both practice skills and knowledge to be gained
- Be realistic with regard to the time and resources available
• Review another students contract and generate ideas together

Some questions to help students prepare learning objectives:
• Review the agency mandate and the services offered
• What is it you would like to know by the end of this placement?
• What is it you would like to do by the end of this placement?
• What tasks/activities will help me in my learning?
• What kind of feedback might be helpful in evaluating my performance?

As a written requirement of the practicum course students are expected to complete the learning contract in advance of the first meeting with the Faculty Liaison and the Field Instructor. The student is responsible to ensure that this document is properly loaded into the IPT (Appendix D) system.

**MID-TERM AND FINAL EVALUATIONS**

The mid-term and final evaluation is completed by the Field Instructor. It is the responsibility of the student to consult with the Field Instructor to determine a process for completion of these evaluations in a timely manner. Field Instructors can choose to complete the evaluation independently or in consultation with the student. Students must include comments on the evaluation and submit via IPT (Appendix D).

**EVALUATION OF PRACTICUM**

**THE EVALUATION PROCESS**

Students will receive a Pass/Fail for their placement hours in the agency as one component of the practicum evaluation.

The students will also be assessed by the Faculty Liaison regarding their Professional Presentation of Self, participation and contribution to the Integration Seminars and completion of all written requirements as outlined in the Practicum I and II course outline.

**PURPOSES OF EVALUATION**

• To help the student be aware of their strengths and to indicate areas for further growth and development.
• To provide an assessment of the student’s level of professional abilities and suitability to become a social worker.

**EVALUATION IS A CONTINUOUS PROCESS**
Practicum evaluation is a continuous process starting with the student’s first day of practicum placement, and culminating in a final written assessment at the conclusion of the practicum. Meetings with Field Instructors should take place regularly to promote student growth by strengthening positive features and improving those areas that need more attention.

**EVALUATION GUIDELINES AND MARKING SCHEME**

The evaluation is the Field Instructor’s and Faculty Liaison’s assessment of the student’s level of performance, progress, difficulties encountered in achieving agreed upon objectives, and areas where growth has occurred and where improvement is needed. The rating scale on the Final evaluation form is designed to provide the objective format for evaluation. To maximize students’ learning, Field Instructors are expected to write comments on each major assessment area, to elaborate on the assessment, and to supplement areas not covered by the behavioural items. Students whose overall performance is inadequate will not receive a passing grade for the practicum.

The Mid-Term and Final Evaluation forms (see Appendix F) are located in the Intern Practicum Tracking System (IPT) (Appendix D) and are to be completed by the student and the Field Instructor and reviewed with the Faculty Liaison at site visits. The Faculty Liaison has the final responsibility for determining the student’s grade.

**MID-TERM EVALUATION**

The Faculty Liaison will consult with the student and Field Instructor to evaluate student progress toward learning goals in relation to the Learning Contract and to determine if any changes and/or improvements are required to meet these goals. A copy of the midterm evaluation can be found in Appendix F.

**FINAL EVALUATION**

At the end of the practicum, the Field Instructor will complete the Final Evaluation Form for the student concerned. A final evaluation session will be scheduled between the Field Instructor, the student and the Faculty Liaison. This session, besides appraising the student’s performance in the practicum, should also be growth-oriented. It is suggested that the Faculty Liaison indicate explicitly to the student, areas where growth has occurred and where and why improvement is still needed. The student’s participation at the bi-weekly integration seminars and completion of assignments will be incorporated in this evaluation. The completed Final Evaluation Form should be returned to the Field Director by the Faculty Liaison within two weeks after completion of the placement.

The evaluation of the student’s performance on practicum focuses on three main areas: knowledge, skills, and values. As social work practice requires competence in all three areas, students need to meet the requirements in all three areas in order to pass the practicum. A copy of the final evaluation can be found in Appendix F.
THE INTERN PLACEMENT TRACING (IPT) ONLINE DATABASE

The IPT (Appendix D) system is a site that contains all of the documents required for practicum. Students, Field Instructors and Faculty Liaisons can access individual students contact information and timesheets as well as midterm and final evaluations. These evaluations can be completed online and saved on the site until they are complete and signed off. This online site eliminates the use of paper and allows everyone documents and revisions in real time.

Within the first two weeks of starting practicum, students are required to post their learning contracts on the IPT site as soon as they are completed and signed by both the student and supervisor. Each field supervisor, student and faculty liaison will receive an IPT manual, Breeze presentation and username/password as soon as the semester begins. See Appendix E for more detailed information.
SUPERVISION OF PRACTICUM

One of the major benefits of practicum is the access to direct supervision. The relationship between the student and the supervisor is of key importance and there are responsibilities associated with each of the roles. Direct supervision is a requirement of the social work practicum and is a reciprocal process wherein learning occurs between the Field Instructor and the student. The Social Work program recommends a minimum of one hour of formal supervision for each week the student is in the practicum agency.

THE ROLE OF THE STUDENT

Students are expected to include learning objectives related to supervision in the learning contract. By including the potential for learning that can be achieved through supervision the students ensure that the expectation is clearly set for the practicum. Engaging in a conversation at the beginning of practicum will help set the standard for supervision throughout the term.

Recognizing that the pace of work in many of our agencies is high, students must play an active role in the supervisory relationship by:

- Attending all scheduled supervision meetings
- Arriving on time for meetings
- Remaining flexible to the needs of the supervisor and the agency if a supervision time needs to be re-arranged
- Being prepared for supervision with questions to discuss
- Having information available for the supervisor related to the work he/she is completing in the agency
- Bringing in case studies for discussion and learning

THE ROLE OF THE FIELD INSTRUCTOR/SUPERVISOR

Supervision is a part of the agreement to host a social work student at the agency. The Field Instructor is responsible for providing the time and space for the supervision to occur at least once per week. Recognizing the nature of the work in various social service agencies we are aware that supervision regularly occurs in less than formal settings (i.e., while driving to see clients) and we understand that this is necessary in order to manage the workload. If this is the practice at the agency it is important to come up with a strategy to signal to the student that the conversation is about supervision so that students can understand the varied forms of supervision that occur in the field.

The role of the supervisor in the practicum agency is:

- Attending all scheduled supervision meetings
- Providing a space for the meeting to occur
- Being open to answering a range of questions directed by the student
- Having information to share with the student to enhance learning
NON-TRADITIONAL SUPERVISION (ALTERNATE FORMS/NON-RSW)

There are a variety of placements that offer exceptional learning opportunities in multidisciplinary teams where your supervisor may not be a Registered Social Worker. Students will work with their Faculty Liaison to develop an understanding of social work practice in non-traditional settings. Learning may be augmented through a range of activities in the seminars and in discussion with the Field Instructor.
Learning is a continuous process and we encourage all of our students to become actively engaged in professional development. There are many public internet sites, podcasts, and blogs that you will find as you develop your professional resources. Although it is impossible to provide an accurate and current list of all resources, we wanted to provide some of the links that you will find helpful and to encourage you to share these with your supervisor and others at your agency.

**ALBERTA COLLEGE OF SOCIAL WORKERS**

To start, we encourage you to join the Alberta College of Social Workers (ACSW) as a student member. Visit the ACSW website at www.acsw.ab.ca/students for information on the application process, the benefits of joining and information on available scholarships through the ACSW.

When a student is being supervised by a Registered Social Worker upon graduation the hours completed in the practicum might be applied towards a “provisional registration” as a social worker. Eligibility of practice hours are determined by application to the ACSW. All students will be asked to sign a document confirming the understanding that the decision regarding eligibility of hours rests with the ACSW (see Appendix H).

Here you will also find links to the Canadian Association of Social Workers (CASW) Code of Ethics (see Appendix A), Guidelines for Ethical Practice and the Standards of Practice (see Appendix B).

**SOCIAL WORK LINKS**

The Alberta College of Registered Social Workers: www.acsw.com
The Canadian Association of Social Workers: www.casw-acts.ca
The National Association of Social Workers: www.socialworkers.org
The New Social Worker: www.socialworker.com

**THE SOCIAL WORK PODCAST**

The Social Work Podcast is a free resource offering podcasts related to a range of social work practice issues. It is likely that your instructors will refer to this site for materials you can review in addition to what you are learning in class.

www.stitcher.com/podcast/social-work-podcast/the-social-work-podcast
www.socialworktoday.com/podcasts
www.socialworker.com/Social_Work_Podcast
POLICE INFORMATION AND INTERVENTION RECORD CHECK

Students in the Social Work Program at Mount Royal University (MRU) are required to complete a Police Information Check (PIC) each fall in preparation for a Winter or Spring practicum. Students will receive a letter verifying that they are a student in the Social Work program. This letter may result in eligibility for a reduced fee for the PIC.

The PIC will include Canada-wide Criminal Record History, Vulnerable Sector Search and Police History, including Local Police Information and Alberta Provincial Court Records produced on a Calgary Police Service certificate letter. The certificate letter will be provided directly to the student. Upon receipt of the certificate letter, the student is required to provide a copy of the letter to the Coordinator, Practicum and Advising for the Social Work Program by no later than October 1 of each year the student is in the program. Prospective practica agencies may also require the student to provide a copy of the letter.

Students who have not lived in Calgary during the previous six months should contact the Police Service serving their home community for a PIC prior to moving to Calgary.

To obtain a PIC in Calgary, visit a designated Calgary Police Service location and bring two valid pieces of government issued identification and payment. Students are responsible for all costs associated with obtaining a PIC. For more information, please contact the Police Information Check Unit at 403.428.2052 or by email at cps-picunit@calgarypolice.ca or at www.calgary.ca

NOTICE:
The personal information that you provide to Mount Royal University is collected under the authority of the Post-Secondary Learning Act and the Alberta Freedom of Information and Protection of Privacy (FOIP) Act – Section 33(c). The information will be used for the purpose of determining suitability and placing students in practica, which are required as part of the Social Work Program. Copies of the certificate letter will be kept by the Social Work program for a period of ten years and will be destroyed after that time. Access to the PIC certificate letter will be restricted to the faculty and staff of the program.

Collected personal information is protected from unauthorized access, collection, use, and disclosure in accordance with the FOIP Act and can be reviewed on request. Questions regarding the collection of personal information can be directed to:
Chair, Department Child Studies and Social Work
MRU Field Directors will review the records and when deemed necessary will meet with the individual student to discuss the possible implications of a record. Field Instructors should always request a copy of the Police Information Check from the student.

**STUDENT INSURANCE AND LIABILITY COVERAGE**

Mount Royal University has liability/malpractice insurance coverage that covers errors or omissions made by a student on field placement. As outlined in a Practicum Agreement between Mount Royal University and the practicum agency, Mount Royal University students participating in an approved practicum are covered by University liability insurance.

Should you be injured during your practicum, you are covered by Worker's Compensation. All incidents must be reported in writing within 24 hours of the incident. The Field Directors and Department Chair can assist you with this.

**PROTOCOL FOR STUDENT ACCOMMODATION**

Mount Royal University is committed to providing an inclusive learning environment. Students who have a disability may choose to request services and accommodation for the practicum. Student with accommodations are urged to discuss their accommodation needs with the Field Directors in advance of the practicum term. Past experience suggests that when the practicum team is aware of the need for the accommodations that the likelihood of success in practicum for these students increases. Students with accommodations must be able to meet the required hours in the placement and all other components of the practicum course.

Disclosures of accommodation needs will be handled confidentially and sensitively. If the student discloses and wants accommodation for the practicum efforts will be made to support the student in arranging for a practicum/field placement setting that can make the required accommodation. Importantly, the student is responsible to complete all of the steps required as outlined in this manual for all students. This process requires the collaboration of the practicum team, the student and accessibility services and therefore, anticipating any needs must be done in the fall term prior to entering the practicum term.

**TO CONTACT ACCESSIBILITY SERVICES AT MRU**

Telephone: 403.440.6868 or 403.440.5680
Fax: 403.440.7255
Email: accessibility@mtroyal.ca
Hours: 8:30 am – 4:30 pm Monday – Friday
Room: Y201
PROGRAM POLICY ON PRACTICUM ATTENDANCE

Students are required to adhere to the practicum attendance requirements, as well as the agency’s working hours. Students must be accountable for their practicum hours. In situations where a student is required by the agency to work additional hours to the regularly scheduled practicum hours, students may, in negotiation with their Field Instructor, take time off as compensation for the extra hours. Students are expected to complete their practicum hours over the course of the total winter semester by working 3 days per week at their practicum for a total of 350 hours.

With the prior approval of the Field Instructor, students are permitted to be absent from fieldwork due to illness or family distress. Should the student be absent for more than two days, direct consultation must occur with the Faculty Liaison to determine how to proceed. Students will be required to make up time if more than two days are missed during the semester. If this is not possible, the student will be asked to withdraw from the practicum. Students will be required to withdraw from their practicum if they are unable to maintain attendance or to meet the expected time requirements.

All arrangements regarding absences of more than two days need to be documented, signed by the student, the Field Instructor, the Field Liaison, and submitted to the Field Director.

INTEGRATION SEMINAR ATTENDANCE REQUIREMENTS

Students will attend a total of seven seminars. Please be sure to schedule all of these dates into your schedule and pay close attention to the dates. Seminars will involve:

- integration of practice activities with social work knowledge, values and skills
- sharing issues that arise related to practicum
- taking an active role in all learning activities

Attendance at practicum integration seminars is mandatory. Students missing one seminar will lose 5% of their overall grade in the course. Students missing two seminars will lose an additional 10% (i.e., $5 + 10 = 15\%$).

At the discretion of the Field Directors, students missing three seminars will receive a grade of ‘F.’

ABSENCE FOR PERSONAL EMERGENCY

In the event that a student is absent from either the practicum agency or the integration seminars due to a personal emergency it is the responsibility of the student to communicate with the Field Instructor and the Faculty Liaison. In the event that the emergency prevents the student from returning to the agency and to the seminars within a reasonable amount of time, a meeting with the Field Directors will be arranged.
CHANGE OF PLACEMENT

Under exceptional circumstances, a student’s placement may be changed after the following protocol has been followed:

Following discussion with the Field Instructor and Faculty Liaison, a student may request, in writing, a change of practicum prior to January 31. Such a request will be directed to the Field Director, who in collaboration with all parties involved will be responsible for making the final placement decision. If an alternate placement is assigned, a new Learning Contract will be completed and agreed upon by all parties. Students may not request a change of placement due to performance issues.

Field Instructors requesting a placement change for a student must document the reason for such a request. Documentation will be presented at a meeting of the Faculty Liaison, Field Instructor and student. The Field Director will then be informed of the relevant issues, and will make a decision regarding placement to a new practicum setting. Students with performance issues will not be approved for a change in placement unless the performance issues are resolved.

Students must have an evaluation before changing a practicum in order for those hours to count toward the 350 required practicum hours. If a change of practicum is approved by the Field Directors, students must complete a minimum of 180 hours at the second setting. This may result in students completing over the required 350 hours.

Students are responsible for finding a new placement if a practicum change is approved. All placements are required to be approved by the Field Director.

TERMINATION OF PLACEMENT

Practicum placements are a three-way agreement between MRU, the agency, and the student. For students who do not complete their practicum, either due to failure, or because they chose to withdraw from the practicum, several actions are required by the student, Faculty Liaison and Field Instructor. If any one of the three parties identifies that the practicum experience is not satisfactory or that the learning outcomes will not be met, he or she calls a meeting to discuss these concerns. The goal of the meeting is to identify and resolve the concerns. When the problems/concerns cannot be resolved the placement may be terminated. Field Instructors and/or Field Liaison will be asked to write a letter to the Field Director outlining what has led to the termination. The student will also receive a letter from the Faculty Liaison outlining what steps are required before registering in a subsequent practicum course.

When a student is terminated unexpectedly the process remains the same. The student must contact the Faculty Liaison to notify of the termination. It is important that students respect the direction given by the agency and adhere to the agency’s expectations regarding whether or not the student is permitted back to the agency for any reason.
When termination is due to performance issues as indicated in the evaluation, students will be asked to complete activities that provide some evidence that the student has worked to address and resolve the performance issue. When termination is due to physical or mental health issues the students may be asked to provide evidence that they are in good health and have adequate support to successfully complete the 350 hours of practicum, prior to applying for a practicum.

Approval of the Field Director and the Chair of the Department is required prior to enrolling in subsequent practicum. The purpose of this policy is to ensure that issues identified in previous practica attempts are fully addressed.

**REASONS FOR TERMINATION**

Various circumstances can contribute to a termination of practicum. Students are encouraged to seek information from their Faculty Liaison regarding the options that are available as each situation is different. A practicum may be terminated due to:

- Extenuating circumstances in the agency (i.e., agency closes, program is cancelled, supervisor departs)
- Student opts to terminate due to conflict of interest/ethical dilemma
- Student wishes to terminate because agency does not follow through with the learning contract
- Student experiences harassment or discrimination
- Agency determines that student’s performance warrants termination

**PRACTICUM COMPLAINT PROCEDURES**

On occasion students experience difficulties and concerns with respect to the placement. As way of addressing concerns in a consistent manner, the following steps are required.

1. Student discusses concern at the agency level by making their concern known to the Field Instructor.
2. Document this conversation using professional language.
3. Discuss concern with the Faculty Liaison.
4. If the situation cannot be rectified at this stage, the Field Directors will be consulted.

**PROFESSIONAL BEHAVIOUR**

**CONFIDENTIALITY WITHIN THE FIELD**

In accordance with our professional Code of Ethics (Appendix A), we uphold the importance of confidentiality. As a student in the Social Work program you are expected to familiarize yourself with, and adhere to the confidentiality guidelines. You will learn about these in your Introduction to Social Work Practice (SLWK 1114) course and will be reminded of them continually throughout your program.

Agencies will have policies, procedures and guidelines to protect the confidentiality of the individuals, groups, and communities they serve. Many agencies will ask students to sign a non-disclosure agreement
(see Appendix L). This is something that will be discussed at your first integration seminar as contributions in class must also reflect the kind of ethics and respect reflected in the Code of Ethics (Appendix A). Each instructor will conduct a conversation to establish some ground rules for the seminar group.

It is a violation of the Code of Ethics (Appendix A) to discuss information that is shared in a seminar group to individuals outside of that group. We must respect one another as professional colleagues as much as we do our clients.

DUAL RELATIONSHIPS

A dual relationship occurs when multiple roles exist between a social worker and a client. The most obvious dual relationship occurs when a professional becomes a “friend” of a client and the boundaries very quickly become blurred. Our professional standards of practice clearly state that there is an increased risk of harm and potential exploitation of clients when a dual relationship occurs.

Students are expected to avoid dual relationships and to report any concern about a multiple relationship with their Faculty Liaison and/or Field Instructor. Students must not enter into a practicum where a relative or a friend will be his or her direct supervisor. In circumstances where this is unavoidable, the student is required to have an open discussion with the Field Directors about how best to manage the dual relationship.

Students who are working or volunteering in a human services role should be aware of the ACSW standard of practice regarding dual roles. To avoid a conflict of interest, students may not mix practicum experiences or clients with the human services role. In addition you may not arrange for a client you have met in practicum to have a referral to work with you after practicum in a human services role. A clear and distinct boundary must exist between your practicum role and a role you may have in a human services agency.

SOCIAL MEDIA

On-line communication is rapidly becoming one of the most commonly used modes of communication and information sharing. As professional social workers engage in it is important that guidelines are developed to protect us and our clients from any potential negative consequences. In 2014 the Canadian Association of Social Workers published a document titled: Social Media Use and Social Work Practice. The document is a free downloadable resource and can be found at http://www.casw-acts.ca/sites/default/files/Social%20Media%20Use%20and%20Social%20Work%20Practice.pdf (Appendix I) We encourage you to review this document and begin to consider the benefits and ethical challenges of social media and how these can be linked to our Code of Ethics (Appendix A).

In addition we recommend listening to a podcast titled Social Media Use and Social Work Practice: Boundary and Ethical Considerations. It is retrievable at:

www.socialwork.buffalo.edu/podcast/episode.asp?ep=110
NON-PROFESSIONAL BEHAVIOUR

Failure to adhere to the Social Work Code of Ethics (Appendix A) and/or engagement in irresponsible behaviour will be documented by the Field Instructor, who will then advise the student of the nature of the breach. The Faculty Liaison will be advised of the incident(s) and a meeting will be arranged with all parties involved to discuss the breach. At this time, both parties will present their cases and the Faculty Liaison, in collaboration with the student, Field Instructor and program coordinator, will determine the disposition of the case.

Documentation will be placed on the student file in the Social Work Department. Serious incidents may result in failure or expulsion from the practicum and/or dismissal from the program.

Refer to Policy 513 in the University Policies, following the Appendices.

PERSONAL SAFETY AT THE PRACTICUM AGENCY

Given the diverse areas of Social Work practice it is possible that safety concerns will arise for students while they are in their field placements. Prior to starting their first practicum, all students will be required to attend a three hour safety training provided by the Field Director. Additionally, we encourage conversations regarding personal safety in the seminar groups and maintain an active commitment to ensuring that the agencies we work with understand our expectations regarding provision of a safe and healthy work environment for our students.

Our curriculum addresses several aspects of personal safety and you will develop strategies to minimize the potential for risk. You will learn about environmental considerations as well as how to assess for an escalation in anger or anxiety, which are two conditions that can contribute towards unsafe situations. Please use the faculty as a resource if you have questions about how to manage your work at the agency in a comfortable manner.

This is also an important topic for supervision. Agencies will have procedures for dealing with potentially unsafe situations and it is your responsibility to familiarize yourself with the policies and procedures. Also, talk to your colleagues about the steps they have taken to minimize their risk in the agency.

HEALTH AND WELL-BEING

The Social Work Program at MRU is committed to promoting student health and well-being. Self-care is a key aspect of professional practice and you will have the opportunity to discuss self-care strategies for managing practicum in your integration seminars. It is also important that you discuss these with the supervisor at your agency and notice how the professionals in the agency integrate self-care practices into their work. There are resources on campus to support you through the Wellness Services located on the MRU campus in room U216 and (403) 440-8877. As well, a full description of the range of services available can be located at www.mtroyal.ca/CampusServices/WellnessServices/
EMOTIONAL/PSYCHOLOGICAL HEALTH

Working with vulnerable populations can be emotionally challenging. Students will have the opportunity to learn about vicarious trauma and to explore how to identify and manage emotions when they are triggered. It is important for students to recognize that feeling emotional is a normal part of the process during practicum and that there is support available through the agency, the Faculty Liaison, and the faculty in the department.

PHYSICAL HEALTH

We recognize the diversity of the people who are served by our practicum agencies. As emerging social workers it is important that you consider the various health concerns that your clients may be experiencing and to which you may on a rare occasion come into contact. Many agencies will have policies and procedures in place, and you are encouraged to speak to your supervisor about any health concerns you may have.

Given the variations in trends related to health concerns, it is impossible to project with accuracy the specific health concerns for each practicum term. However, the following information provides a basic overview of some of the most common infections/diseases that you may come across in your placement. There are resources available via Health Link Alberta (403) 943-5465 or online at: www.albertahealthservices.ca

Hepatitis B

What is Hepatitis B?
Hepatitis B is an infection of the liver caused by a virus (germ). It is also called “serum hepatitis” because the disease can be spread by contact with the blood (serum) of an infected person.

What are the symptoms?
Hepatitis B causes no symptoms in about 69% of people. Approximately 30% of people will experience mild symptoms, which often seem flu-like. When symptoms do occur, they often appear slowly and may include: fatigue, poor appetite, joint pain, vomiting, nausea, and abdominal pain. Within a few days to a week later, the urine may become dark, the stools may become light in colour, and the eyes and skin may become yellow (jaundice). Some people also develop a skin rash. The illness usually lasts 2-3 weeks, but takes some people several months to get over. In some people, Hepatitis B can be severe enough to cause death. There are several kinds of Hepatitis and the symptoms are very similar for all of them. Due to this, a blood test is necessary to confirm whether or not a person has Hepatitis B.

Do people recover?
Most people recover from the infection in about three months and are protected from getting the disease again. About 10% of people recover and feel well, but can still spread the disease to others. These people are called ‘carriers’ because they carry the virus for a long time – usually for the rest of their lives. As ‘carriers’, these people have a higher risk of developing liver disease or cancer later in life. A person who has had Hepatitis B disease needs to have a blood test done three months after the illness began to find out if they still carry the virus.
How is Hepatitis B spread?
The Hepatitis B virus is spread through blood and infected fluids, including semen and vaginal fluids. If any of these fluids enter your body through a small opening in your skin, infection can occur. This can often happen through:

- sharing needles with an infected person (including needles used in ear piercing, tattooing, electrolysis, and acupuncture);
- having unprotected sexual intercourse with an infected person;
- sharing articles that can carry small amounts of infected blood, such as razors, toothbrushes, or earrings; or
- childbirth, (If the mother is infected with Hepatitis B. Many Hepatitis B carriers were infected at birth or during childhood and do not recall ever having had the disease.)

Hepatitis B cannot be transmitted casually (eg: shaking hands, sneezing, coughing, or eating food prepared by a person infected with Hepatitis B).

How soon can symptoms of Hepatitis B appear?
Once the virus enters the body, it can take from 50-180 days for the symptoms of Hepatitis B to develop. In many people, however, the Hepatitis B infection does not cause any symptoms.

How is Hepatitis B treated?
There is no specific treatment for Hepatitis B. A person with Hepatitis B is usually very tired and therefore requires a lot of rest. Frequent small bland meals may help the nausea and poor appetite. Fatty foods, alcohol, and caffeine should be avoided. The skin may be itchy if jaundice or a rash is present. The itching may be relieved by frequent baths with ½ cup of baking soda added to the bathwater.

What should you do if you are in contact with Hepatitis B?
Phone your nearest regional Health Centre right away for advice. The Public Health Nurse may tell you that you will need an injection to protect yourself from getting Hepatitis B. Injections of Hepatitis B Immune Globulin and Hepatitis B vaccine can prevent Hepatitis B if the injections are given within 14 days of the contact. Not everyone who has been in contact with Hepatitis B needs this kind of protection. The nurse can tell you if these injections are necessary for you.

Scabies

What is Scabies?
Scabies is a skin condition that can be spread from one person to another. It is caused by tiny insects called mites. These insects are so small that they can only be seen with a microscope. The female mite burrows into the top layer of skin where it lays 2-3 eggs each day. Over time a very itchy rash develops.

What are the symptoms of Scabies?
A person with scabies will have an itchy rash. The rash is most often found on the wrists, in the creases of the elbows and knees, and between the fingers, but it can be found on any warm area of the body. In children under two years of age, the rash may also occur on the face and head, the palms of the hands, or the soles of the feet. The rash can look like:

- tiny red bumps
- small blisters
• white, curvy lines (burrows)
• scratch marks
• small scales

Most of the body may be itchy. The itching usually gets worse whenever the body is warm, such as after a warm bath or during the night when the body is covered with blankets.

**How is Scabies spread?**
The scabies mites are present on the skin of persons who have scabies. They can also be found on the clothing, towels, or bedding used by someone with scabies. The mites can spread to your skin if you touch the skin of a person with scabies or if you use their clothing, towels, or bedding. You *cannot* catch scabies from animals or from places like a sandbox.

**How soon do symptoms of Scabies appear?**
Persons who have never had scabies before will usually get a rash and itching within 2-6 weeks of the mite entering the skin. If a person catches scabies again, the symptoms will most likely develop more quickly. Rash and itching for these persons will usually begin within 1-4 days of the mite entering the skin.

**Who gets Scabies?**
Anyone can get scabies. It is more common in children than in teenagers or adults because children have a lot more close contact with one another and often share personal items. Scabies has nothing to do with cleanliness – persons who are very clean can catch scabies just as easily as persons who are less clean.

**Pediculosis (Lice)**

**What is Pediculosis?**
Pediculosis is an infestation with lice of which there are three types: head lice, body lice, and pubic (crab) lice. Head lice are most common and anyone can catch them.

**How do you recognize a lice infestation?**
Head lice are found only on scalp and hair, particularly at the back of the head. Adult lice live by sucking blood from the scalp, which produces itching. Female adult lice, which are about 1-2 mm long (about the size of the head of a pin), attach their many eggs (nits) to hair with a cement like substance. The nits are about 1 mm in size and whitish in colour. They are more easily found and can only be removed by pulling along the hair away from the scalp. The nits usually hatch within 7-10 days and soon reach adulthood.

Body lice are similar in appearance, but attach nits to clothing that is worn next to the skin. This type of lice only moves to the body to feed and can be best recognized by examining underclothing.

Pubic lice are usually found only in the pubic (genital) region or around the anus.

**How are lice spread?**
Head and body lice are spread through close contact with a person with lice or by sharing garments, bedding, combs, or hair brushes with lice on them. Pubic lice, on the other hand, are usually spread by intimate contact. Lice can spread very quickly in groups of children or institutional residents.
How soon do symptoms of lice appear?
The entire life cycle of the louse is three weeks. It takes approximately ten days for eggs (nits) to hatch. Symptoms of itching usually become severe several weeks after the first contact. Sores and swollen glands may result much later.

How are lice treated and controlled?
Head lice are killed by using a special shampoo (such as, Kwellada, Cuprex, or A-200 Prynate) as directed on the container. Since this medication destroys only the adult form of lice, the treatment must be repeated again seven days later, once the remaining eggs have hatched. All nits should be removed using a special fine-toothed comb.

It is important to disinfect all clothing and personal articles that come in contact with the lice. As heat kills both lice and their eggs, machine washing in hot water followed by drying (using the hot cycle of the dryer) is most effective. Articles that cannot be washed may be dry-cleaned. Thorough vacuuming of furniture and car seats is advised, but fumigation is not necessary.

What are some diseases spread by lice?
Body lice can spread other diseases, such as: typhus, trench fever, and relapsing fever. Despite this, all of these diseases are very uncommon in Canada.

Do those with lice need to be isolated?
Children with lice should be excluded from school until treated. Adults working in the care of children are likewise restricted.

How are lice spread in households and other institutions?
As lice are easily passed on to other household members, everyone living in the home of someone with lice should be carefully examined and treated (if necessary). It may also be important to seek advice and assistance from your health nurse. The spread of lice within institutions presents special problems requiring mass examination and treatment.

HIV & AIDS

The Human Immunodeficiency Virus (HIV) is the virus that causes Acquired Immunodeficiency Syndrome (AIDS). HIV attacks the immune system, resulting in a chronic, progressive illness that leaves infected people vulnerable to opportunistic infections and cancers.

The median time from infection to AIDS diagnosis now exceeds 10 years. AIDS is fatal. There is no cure.

HIV can be transmitted through:
- Unprotected sexual intercourse (vaginal, anal, or oral);
- Shared needles or equipment used for injecting drugs;
- Unsterilized needles used for tattooing, skin piercing, or acupuncture;
- Pregnancy, delivery, or breast feeding (from a mother living with HIV to her infant); and
- Occupational exposure in health care settings.
HIV cannot be transmitted through:

- Casual, everyday contact;
- Shaking hands, hugging, or kissing;
- Coughing or sneezing;
- Swimming pools or toilet seats;
- Sharing eating utensils or water fountains; or
- Mosquitoes, other insects, or animals.
APPENDIX A: SOCIAL WORK CODE OF ETHICS

Ethical behaviour lies at the core of every profession. The Canadian Association of Social Workers (CASW) Code of Ethics sets forth values and principles to guide social workers’ professional conduct. A code of ethics cannot guarantee ethical behaviour. Ethical behaviour comes from a social worker’s individual commitment to engage in ethical practice. Both the spirit and the letter of this Code of Ethics will guide social workers as they act in good faith and with a genuine desire to make sound judgements.

This Code of Ethics is consistent with the International Federation of Social Workers (IFSW) International Declaration of Ethical Principles of Social Work (1994, 2004), which requires members of the CASW to uphold the values and principles established by both the CASW and the IFSW. Other individuals, organizations and bodies (such as regulatory boards, professional liability insurance providers, courts of law, boards of directors of organizations employing social workers and government agencies) may also choose to adopt this Code of Ethics or use it as a basis for evaluating professional conduct. In Canada, each province and territory is responsible for regulating the professional conduct of social workers to ensure the protection of the public. Social workers are advised to contact the regulatory body in their province or territory to determine whether it has adopted this Code of Ethics. (CASW, 2005, p. 2)

A complete copy of the Code of Ethics is available at:
APPENDIX B: SOCIAL WORK STANDARDS OF PRACTICE

The following Standards of Practice provide minimum standards which all social workers practicing in Alberta are expected to meet. These standards form part of the regulatory framework for the profession and are developed and revised in accordance with section 133 of the Health Professions Act. This version of the Standards of Practice was adopted by the Alberta College of Social Workers Council on October 25, 2013 and replaces the previous Standards of Practice dated December 2007. (ACSW, 2013, p. 5)

A complete copy of the Standards of Practice are available at:
http://www.acsw.ab.ca/pdfs/final_standardsofpractice_20131104.pdf
APPENDIX C: CASW GUIDELINES FOR ETHICAL PRACTICE

These guidelines serve as a companion document to the CASW Code of Ethics and provide guidance on ethical practice by applying values and principles in the Code to common areas of social work practice. While detailed, these guidelines for ethical practice are not intended to be exhaustive, or entirely prescriptive, but rather are intended to provide social workers with greater clarity on how to interpret and apply the ethical values and principles in the Code.

The extent to which each guideline is enforceable is a matter of professional judgement. Social workers are encouraged to consult their relevant provincial/territorial regulatory body or professional association for more specific guidance with respect to the application of these ethical guidelines in their own jurisdiction. (CASW, 2005, p. 2)

A complete copy of the Guidelines is available at: 
APPENDIX D: INTERN PLACEMENT TRACING (IPT) ONLINE DATABASE

http://www.runiptca.com/web/login.php
APPENDIX E: PRACTICUM LEARNING CONTRACT

STUDENT LEARNING CONTRACT – SLWK 1287/ 2297

SAMPLE only: STUDENT PRACTICUM LEARNING CONTRACT MUST BE COMPLETE ONLINE THROUGH THE IPT SITE.

Student:
E-Mail Address:
Student Phone #:

Agency/Centre:
Agency Supervisor:
Agency Supervisor credential: (ie: RSW)
E-mail Address:
Supervisor Phone #:

Practicum Instructor:
E-mail Address:
Practicum Instructor Phone #:

SAMPLE LEARNING PLAN

<table>
<thead>
<tr>
<th>What do I want to learn?</th>
<th>Learning Objectives</th>
<th>What standard should I meet to demonstrate my learning?</th>
<th>Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn how to function in the agency</td>
<td>Tour the building Write and learn name of the staff Read the policy and procedure manual Meet with the department heads to learn about the agency and its services</td>
<td>Be able to find what I need without supervision Be able to call key staff by name 90% of the time No violations of agency policy; be able to find procedural instructions I need without asking staff or the supervisor Be able to describe major services offered and connect clients to services appropriately 90% of the time</td>
<td>02/20/15</td>
</tr>
</tbody>
</table>
Agency Practice
Professional Behavior/Agency Operations/ Communication

<table>
<thead>
<tr>
<th>What do I want to learn?</th>
<th>Learning Objectives</th>
<th>What standard should I meet to demonstrate my learning?</th>
<th>Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Learning Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Intervention

<table>
<thead>
<tr>
<th>What do I want to learn?</th>
<th>Learning Objectives</th>
<th>What standard should I meet to demonstrate my learning?</th>
<th>Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Learning Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Professional growth and development

<table>
<thead>
<tr>
<th>What do I want to learn?</th>
<th>Learning Objectives</th>
<th>What standard should I meet to demonstrate my learning?</th>
<th>Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Learning Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Critical thinking and evaluation

<table>
<thead>
<tr>
<th>What do I want to learn?</th>
<th>Learning Objectives</th>
<th>What standard should I meet to demonstrate my learning?</th>
<th>Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will I do to learn it?</td>
<td>Learning Activities</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX F: PRACTICUM MID-TERM/FINAL EVALUATION

SAMPLE ONLY: MUST BE COMPLETED ONLINE THROUGH THE IPT SITE

AGENCY PERFORMANCE EVALUATION OF PRACTICUM STUDENT
SOCIAL WORK PRACTICUM I & II - SLWK 1287/2297

Student __________________________________________

Student ID __________________________________________

Date Midterm ________________________________

Date Final ________________________________

Field Instructor (Agency) ________________________________

Faculty Field Liaison (MRU) ________________________________

It is assumed that expectations for the student’s performance will increase over time. The student’s progress regarding her/his learning plan should also be considered in this evaluation. The student’s strengths and areas for improvement should be reviewed with the student, the form should be signed by both the Field Instructor and the student, and copies provided to the agency, student, and Faculty Field Liaison.

Use the following scale to rate the student’s ability to meet agency requirements based on the criteria listed for each objective. Please circle the appropriate level and whenever possible provide behavioural examples of performance.

<table>
<thead>
<tr>
<th>Did not meet agency requirements (NM)</th>
<th>Developing (D)</th>
<th>Meeting (M)</th>
<th>Excelling (E)</th>
<th>Unable to assess (UA)</th>
</tr>
</thead>
</table>

It is an expectation that students will continue to develop their skills and competency in all aspects of practice. However, when specific aspects of practice require development, please include this information.

Please Note: Students should print and retain a copy of all evaluations for their records.
**OBJECTIVE I: AGENCY PRACTICE**

The student will demonstrate understanding of the unique factors in practice settings, including service user populations, agency structures and operations, and types of service delivery.

**Professional Behaviour**

- Is regular in attendance and is on time for commitments
- Dresses appropriately
- Is dependable about completing assignments
- Is timely in completing assignments

<table>
<thead>
<tr>
<th>Did not meet agency requirements (NM)</th>
<th>Developing (D)</th>
<th>Meeting (M)</th>
<th>Excelling (E)</th>
<th>Unable to assess (UA)</th>
</tr>
</thead>
</table>

**Behavioural examples and additional criteria used in your evaluation:**

**OR**

**Behavioural examples and additional criteria used in your evaluation. Please comment on aspects of practice requiring development:**

**Agency Operations**

- Understands and complies with agency policies and procedures
- Can describe how policies and procedures affect service delivery
- Can describe service user populations served by the agency
- Can describe the agency’s services
- Can describe the agency’s role in the community

<table>
<thead>
<tr>
<th>Did not meet agency requirements (NM)</th>
<th>Developing (D)</th>
<th>Meeting (M)</th>
<th>Excelling (E)</th>
<th>Unable to assess (UA)</th>
</tr>
</thead>
</table>

**Behavioural examples and additional criteria used in your evaluation:**

**Agency Communications**

- Expresses self clearly, orally
- Expresses self clearly in writing
- Demonstrates good speaking skills, including proper grammar
- Demonstrates good writing skills, including proper grammar
- Can demonstrate beginning documentation skills (times, accurate, complete)

<table>
<thead>
<tr>
<th>Did not meet agency requirements (NM)</th>
<th>Developing (D)</th>
<th>Meeting (M)</th>
<th>Excelling (E)</th>
<th>Unable to assess (UA)</th>
</tr>
</thead>
</table>

**Behavioural examples and additional criteria used in your evaluation:**
OBJECTIVE 2: ASSESSMENT AND PLANNING
The student will demonstrate the ability to assess needs and strengths of the service user, including issues of diversity, (e.g.: ability, physical/mental challenges, race, culture, ethnicity, national origin, gender, sexual orientation, political orientation, or religion). The student will also develop relevant intervention plans that include clear objectives, responsibilities, and observable measures.

Assessment
- Able to elicit necessary assessment information from service user
- Able to seek out and organize information for a comprehensive assessment
- Is knowledgeable and sensitive to diversity issues that may impact the service user
- Able to identify barriers that impair the service user’s successful functioning
- Able to identify personal and environmental strengths available to the service user

Planning
- Able to help the service user prioritize issues and formulate a service plan
- Involves the service user in actively formulating and carrying out the service plan
- Demonstrates knowledge of intervention strategies in order to formulate a plan
- Demonstrates knowledge of common community resources to appropriately make referrals
- Develops clear plans that facilitate monitoring and evaluation

Behavioural examples and additional criteria used in your evaluation. Please comment on aspects of practice requiring development:
OBJECTIVE 3: INTERVENTION
The student will demonstrate the ability to use appropriate interviewing skills and intervention methods with diverse populations at micro, mezzo, and macro levels.

Relationship with Service User
- Interacts with service user ways that enhance self-determination
- Shows respect for the dignity of others
- Demonstrates a non-judgmental attitude toward others
- Able to identify impact of diversity issues
- Able to work with service user who differs from the student in background or lifestyle

Communication Skills
- Able to use interviewing skills to enhance communication with service user
- Demonstrates active listening
- Refrains from advice giving
- Shows awareness of non-verbal communication
- Communicates with warmth, interest, and empathy

Did not meet agency requirements (NM)    Developing (D)    Meeting (M)    Excelling (E)    Unable to assess (UA)

Service user Systems
- Able to intervene effectively with persons of varying ages, races, and abilities
- Able to intervene effectively with groups (service user and/or professional groups)
- Able to interact effectively within the agency and in the community
- Shows understanding of both service user and class advocacy

Did not meet agency requirements (NM)    Developing (D)    Meeting (M)    Excelling (E)    Unable to assess (UA)

Behavioural examples and additional criteria used in your evaluation. Please comment on aspects of practice requiring development:
OBJECTIVE 4: PROFESSIONAL GROWTH AND DEVELOPMENT
The student will show deepening self-awareness, constructive use of supervision, and the professional use of self in relationships with a variety of service user populations, coworkers, and community contacts.

Self-Awareness
- Shows growing awareness of own feelings, attitudes, values, and biases
- Is self-evaluating and self-monitoring
- Can identify potential transference and counter-transference issues

Did not meet agency requirements (NM)  Developing (D)  Meeting (M)  Excelling (E)  Unable to assess (UA)

Use of Supervision
- Initiates requests for supervision appropriately
- Utilizes supervision feedback for professional growth
- Demonstrates openness to learning from service users, colleagues, and supervisor
- Seeks to expand knowledge and skills

Did not meet agency requirements (NM)  Developing (D)  Meeting (M)  Excelling (E)  Unable to assess (UA)

Professional Use of Self
- Develops productive relationships with professional and support staff
- Shows increasing understanding of the social work role
- Able to use own experience and learning to benefit the service user
- Able to set appropriate boundaries in service user relationships

Did not meet agency requirements (NM)  Developing (D)  Meeting (M)  Excelling (E)  Unable to assess (UA)

Behavioural examples and additional criteria used in your evaluation. Please comment on aspects of practice requiring development:
OBJECTIVE 5: CRITICAL THINKING AND EVALUATION
The student will demonstrate the ability to observe, and analyze, and critique experiences from a person-in-environment perspective, to apply ethical principles to those experiences, and to utilize evaluation data to inform and enhance professional practice.

Critical Thinking
- Able to assess experiences from a person-in-environment perspective
- Able to apply theory and knowledge to service user situations
- Applies critical thinking to ideas and information before accepting at face value

Values and Ethics
- Demonstrates knowledge of social work values and ethics
- Able to identify potential ethical problems with cases and in the agency
- Able to work through a decision-making process with a supervisor and with service users
- Demonstrates appropriate handling of ethically challenging situations

Evaluation
- Able to formulate relevant evaluation questions
- Able to develop a practice or program evaluation project
- Able to organize and complete an evaluation project in a timely fashion
- Able to apply research results to a personal or agency practice

Behavioural examples and additional criteria used in your evaluation. Please comment on aspects of practice requiring development:
Is there any indication or concerns that this student is in jeopardy of failing the practicum, or not completing the practicum?

Enrichments Activities:
(Attended non-violent crisis intervention etc.)

Student Signature______________________________________________________________

Field Instructor Signature________________________________________________________

Faculty Field Liaison Signature_____________________________________________________

Date_________________________________

Completed Hours to Date _________________
APPENDIX G: MOUNT ROYAL UNIVERSITY SOCIAL NETWORKING GUIDELINES

The guidelines are available at: http://mtroyal.ca/AboutMountRoyal/MarketingCommunications/SocialNetworkingGuidelines

When identifying yourself as a Mount Royal University employee, student or group online, there are certain guidelines and best practices to keep in mind. (Please note: these guidelines are intended specifically for marketing and communications and not for any social networking activities related to classroom instruction, teaching and learning, or scholarship.)

These guidelines were developed by the Social Networking Committee using best practice and research — including internal focus groups.

What is social networking?
Social Networking can be described as engaging with your audience in a long term, interactive, two-way dialogue online. Social networking can encompass any social media tool such as Facebook, Twitter, YouTube, blogs, podcasts, LinkedIn to name only a few.

Mount Royal focuses its social networking efforts, and subsequent guidelines, on Facebook, YouTube, Twitter, blogs, and Skype.

Guidelines

Be aware of relevant institutional policies — Users must abide by all applicable institutional policies such as those covering Acceptable Use Policy for Mount Royal Computer Resources, Code of Ethics, Conflict of Interest, Copyright legislation, Freedom of Information and Protection of Privacy (FOIPP) legislation, and for students, the Code of Student Conduct.

Think before you post — Be courteous and respectful of those using the space. Always ask the question: “Would I say this to their face?” Don’t post when you are angry or upset. And remember, private conversations and social networking sites do not go hand-in-hand. And keep in mind you will relinquish copyright ownership of any information you post on a social networking site, to the site.

Add value not noise — Ensure what you write would be considered beneficial to your audience. Information should be engaging, timely and relevant. Don’t spam others or use social networking as a personal promotional blow horn. Ensure your communication is direct and strategic.

Legal considerations — Your comments, posts and links (peruse and validate all links before posting) must not contain defamatory, obscene or illegal material. Comments must abide by Canadian law such as libel, slander copyright and FOIPP and copyright. If you are posting images and photos, ensure you have the proper permissions.

Be transparent and authentic — Be open and honest at all times. If you are commenting on behalf of your department or area — say so. Never pretend to be someone else and post/comments about Mount Royal University. If you are posting your personal opinion (not necessarily the department you represent) say so. Use “I” versus “we”.


Protect your identity — Transparency is a necessary trait of social networking, but do not share personal documents or information such as your home telephone number, address or employee/student ID. Not properly protecting yourself and your identity on-line is risky.

Maintain confidentiality — Never post confidential or proprietary information about Mount Royal, its staff, its students or its alumni. Don’t post anything you wouldn’t be comfortable seeing on the cover of your local newspaper.

Negative feedback always needs to be responded to — Negative feedback is an opportunity to identify items or services your audience is unhappy with and to fix it within a public forum. Respond as quickly as possible and in the voice and tone of the institution or your area, not personally. Your response can be a reminder of acceptable usage of the social networking site and/or guidelines and consequences if they are not adhered to (delete comments that contain profanity or threats); or correcting statements that have incorrect/inflammatory information. However, there is a difference between a negative opinion that users are entitled to have and voice — and threatening, harassing, profane comments that are not acceptable.

Consistent communication — Social networking is about entering into a long term conversation. Avoid creating an account, posting once or twice and then not use it again for months. Ensure you have a plan that will allow for regular communication over a long period of time, one year as a minimum is a good rule of thumb (e.g. staff dedicated to social networking).

Big picture — Mount Royal University has an institutional social networking strategy. When developing a department/area plan one should consider the impact on the campus-wide plan. For more information contact Marketing and Communications.

Dedicated resources — establishing, monitoring and maintaining a current and relevant social networking presence is time-consuming and requires significant time and attention. Do not start the process unless you have made provisions to dedicate the appropriate human resources toward it.

Accuracy — Check and double check your facts. If you are not sure an item is correct, do not post it. If you make an error, correct it — and let others know it has been corrected.

Style Guide adherence — No matter which social networking tool you are using. Spelling and grammar are important, but different applications may call for different approaches, naming conventions and tone (Twitter as an example). For specific guidelines visit Mount Royal University’s Style Guide which can be found on MyMRU.

Training opportunities — Take advantage of available training and professional development opportunities. For example, the Marketing and Communications hosts workshops and “how to” sessions on specific social networking sites periodically. If you are ever in doubt, check with your team leader or contact Marketing and Communications.
On April 1, 2003, the profession of Social Work came under the Health Professions Act (HPA) and the Social Work Profession Act was repealed. The purpose of the HPA is to serve and protect the public interest. The HPA covers 30 professions, regulated by 28 professional colleges, of which the Alberta College of Social Workers (ACSW) is one. This legislative change has several impacts with regard to the regulation of social work practice in Alberta.

You qualify to apply for registration in ACSW if:

- you have a degree in social work from any university in North America that is accredited by the Canadian Association of Schools of Social Work or the Council on Social Work Education; or
- you have graduated from an approved social work diploma program in Alberta; or
- you have, within the last five years, been a registered, certified or licensed social worker in another province or with a member of the Association of Social Work Boards.

During the qualifying period, if you have completed your social work education, you must apply for provisional registration. For registration with ACSW, you will be required to demonstrate that you have completed 1500 hours of social work practice under the supervision of a qualified social worker (RSW). Once you have completed the 1500 practice hours (which may include practicum hours), a qualified social worker who supervised at least 350 out of your last 500 hours of practice is required to complete a supervision reference form on your behalf in order for you to become fully registered.

You can access the legislation at: 

I have been informed by the Department of Social Work and Disability Studies that the ACSW (Alberta College of Social Workers) determines the eligibility of practicum placement hours towards registration based on the above criteria.

_________________________________________                    ____________________
Print Name                                                                                    Student ID Number

_________________________________________                     ____________________
Student Signature                                                                          Date:
APPENDIX I: CASW SOCIAL MEDIA USE AND SOCIAL WORK PRACTICE

The Canadian Association of Social Workers has developed a resource for practitioners to guide their use of social media in a professional context. The following excerpt from the guidelines:

Social media is a term used to capture on-line technology which enables people to communicate and instantly share information and resources with local, national and international audiences. Examples of social media include, but are not limited to, Facebook, Twitter, LinkedIn, Google+, Skype, YouTube, on-line blogs, and foursquare. As social media use continues to evolve and expand, social workers must examine the use of this technology within the realm of professional practice and ethical decision-making.

The overall purpose of this document is to explore some of the ethical challenges and considerations, while highlighting best practice guidelines which are grounded in the CASW Code of Ethics (2005) and guidelines for ethical practice (2005). It is recognized that each province and territory may have their own regulations and guidelines to guide social media use in professional practice which will take precedence. (CASW, 2014, p. 2)

APPENDIX J: PRACTICUM WORKSITE PROPOSAL

Student Name: _______________________________________
Address: ____________________________________________
Phone: _______ Fax: _______ E-mail: ____________________
Where was your last Practicum? __________________________
Was it a Worksite Practicum? ______ Yes ______ No

Agency Name: ________________________________________
Address: ____________________________________________
Phone: _______ Fax: _______ E-mail: ____________________
Employment Supervisor: ________________________________
Signature: ___________________________________________
Phone: _______ Fax: _______ E-mail: ____________________

Agency Practicum Supervisor: __________________________
Educational Qualifications: _____________________________
Signature: __________________________________________
Phone: _______ Fax: _______ E-mail: ____________________

**Employment Supervisor must be different from Agency Practicum Supervisor**

<table>
<thead>
<tr>
<th>CURRENT RESPONSIBILITIES:</th>
<th>PROPOSED PRACTICUM DUTIES:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Work Hours: ____________________ Practicum Hours: ____________________

APPROVED BY: ________________________________
APPENDIX K: PRACTICUM CONFIRMATION FORM

Social Work Program, Department of Child Studies and Social Work
4825 Mount Royal Gate SW, Calgary, AB, Canada T3E 6K6
Contact: Coordinator, Practicum and Advising 403-440-6997

Social Work Practicum Agency Agreement
Congratulations! Together, you have come to an agreement regarding a practicum placement opportunity. By signing this form you are providing confirmation that an agreement has been reached. The form also requests important contact information for the institution. It is the responsibility of the practicum student to ensure that this form is complete and that if any changes need to be made it is updated prior to the beginning of the practicum term.

Student Information:

Full Name

Student Identification Number

Email Address

Student Phone Number

Signature

Agency Information:

Practicum Agency and Program if applicable
Address

Agency Supervisor
RSW Number (if applicable)

Supervisor Email Address

Supervisor Phone Number

Signature

Please review the following details and initial beside each line.

Practicum begins the week of January 6th and extends to April 25th.
Students will be able to complete 350 hours
Supervisors will complete comprehensive midterm and final evaluation
Students and supervisors will confirm the first day of practicum

Supervisor Initials  Student Initials
THE BOARD OF GOVERNORS OF MOUNT ROYAL UNIVERSITY ("MRU")

PRACTICUM STUDENT NON-DISCLOSURE AGREEMENT

Student’s Name

Practicum

Agency

I have signed and given this Non-Disclosure Agreement to MRU in consideration of my participation in the practicum set out above (the “Practicum”).

- PLEASE READ CAREFULLY -

I understand and acknowledge the following:

1. 1 Throughout the Practicum, I may be given access to information that is personal, confidential, sensitive or proprietary in nature regarding the agency set out above (the “Agency”), its clients, patients, students, parents, employees, volunteers and others associated with the Agency (collectively “Confidential Information”).

1. 2 MRU is committed to protecting the Confidential Information. MRU requires that strict confidentiality be maintained with respect to all Confidential Information that I obtain while participating in the Practicum.

I agree to do the following:

2.1 I will hold all Confidential Information that I obtain through my Practicum in strict confidence and only use such Confidential Information for the purposes required by my Practicum.

2.2 I will take reasonable steps to ensure that physical or electronic documents containing Confidential Information are stored in a secure location that cannot be accessed by others.

2.3 In the event that Confidential Information in my possession has been used or disclosed, I will immediately notify MRU and the Agency of such use or disclosure.

2.4 If I am uncertain if information I obtain is personal, confidential, sensitive or proprietary in nature, I will assume that it is Confidential Information until otherwise confirmed by MRU or the Agency.

2.5 I will inform myself of and comply with all applicable privacy laws, including the Freedom of Information and Protection of Privacy Act and the Health Information Act.

2.6 At the end of the Practicum, I will return all physical or electronic documents containing Confidential Information in my possession to MRU or the Agency.
I understand that my obligations under this Non-Disclosure Agreement will continue after the end of the Practicum. I agree that the laws of Alberta, Canada shall govern the interpretation of this Non-Disclosure Agreement.

I certify that I have carefully read and understand this Non-Disclosure Agreement.

Practicum Student

________________________________
Signature

________________________________
Date
APPENDIX M: PRACTICUM INTENT FORM

Mount Royal University – Social Work Diploma Program

Please indicate:
SLWK 1287 Social Work Practicum I _____________
SLWK 2297 Social Work Practicum II _____________

Date

Student Name:_______________________________________________________________

MRU Student ID Number:_______________________________________________________

MRU student E-mail:___________________________________________________________

Currently enrolled or completed the following:
SLWK 1287 Social Work Practicum I:
INTS 1240:_____________  SLWK 1114_______________  SLWK 1187_______________

SLWK 2297 Social Work Practicum II
SLWK 1287:_____________  SLWK 2218_______________  SLWK 2221 or 3331_______________

Will be taking one of the following:
Winter 2013 practicum:_______________
(Must be available Wed., Thurs., and Friday Winter semester)

Spring 2013 Practicum:_______________
(Must be available Mon. to Friday Spring semester)

Not planning on taking practicum this year:________________________

Any special consideration we need to be aware of:
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

I am aware that in order to successfully complete practicum, I must be available to complete 350 hours. The student schedule of hours as outlined in the learning contract appropriate to the practicum semester as noted above, with approval required for alternate schedule.

Signature
________________________________________________________________________
### APPENDIX N: STUDENT EVALUATION OF PRACTICUM AGENCY

**MRU SOCIAL WORK – STUDENT EVALUATION OF PRACTICUM AGENCY**

Name of Student: 

Period of Placement: 

Name of Agency/Centre: 

Field Instructor (Agency): 

Faculty Field Liaison (MRU): 

*** The following only represents the personal opinion of the student concerned***

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Acceptable</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>The agency provided student with clear and consistent guidelines or</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>instructions regarding agency’s policies, services, administration,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>rules and regulations, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The agency staff was helpful and supportive to the student and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>treated her/him as a part of the agency.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The agency could provide sufficient or reasonable facilities and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>resources for student’s use.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The agency could provide learning opportunities for student’s direct</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>practice.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The agency could provide additional learning opportunities for student</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to participate in agency activities, such as staff meetings, staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>development program and agency functions, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The agency’s operation and staff practice strengthened the student’s</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>identification with the social work profession.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A. PURPOSE
Mount Royal is committed to creating and maintaining a supportive working and learning environment that is free from discrimination and harassment. In keeping with efforts to establish and maintain an environment in which the dignity and worth of all members of the Mount Royal community are respected, it is the policy of Mount Royal that discrimination and harassment of students, employees and visitors to our campus is unacceptable and will not be tolerated.

The fundamental objectives of this Policy are to prevent discrimination and harassment on grounds protected by the Alberta Human Rights Act("the Act"), and to provide procedures for handling complaints and remedying situations. Concerns regarding discrimination or harassment that do not involve any of the grounds prohibited by the Alberta Human Rights Act are not covered by this policy. Such concerns may be addressed by other Mount Royal policies or procedures, including the Personal Harassment Policy (POL 1704), the Code of Conduct (POL 513) or collective agreements and should be taken to the appropriate supervisor or association or human resources office.

B. DEFINITIONS
(1) Human Rights: Human Rights are inalienable, indivisible, universal entitlements codified in international and domestic law. In Canada, they are protected and interpreted through:
(a) The Canadian Charter of Rights and Freedoms;
(b) Provincial-territorial human rights legislation (e.g. Alberta’s Human Rights Act);
(c) Decisions of tribunals and courts;
(d) Human Rights commission policy statements, interventions and other mandated functions;
(e) International law/instruments (ratified treaties, treaty body comments/decisions, and international and other jurisdictional court decisions).
Discrimination is defined as one or a series of unwanted behavior or communication in any form including by telephone and electronic format, directed towards an individual or members of an identifiable group because of a prohibited ground of discrimination. Prohibited grounds of discrimination, as identified by the Act, and at Mount Royal are:

- Race
- Ancestry
- Religious Belief
- Physical Disability
- Age
- Marital Status
- Family Status
- Colour
- Place of Origin
- Mental Disability
- Sexual Orientation
- Source of Income
- Gender
- Gender Identity and Expression*

*Gender Identity and Expression is not currently enumerated in the Act. However the Alberta Human Rights Commission has interpreted the enumerated ground of gender to protect individuals from discrimination on the basis of gender identity and expression.

Discrimination is behavior which may be rooted in prejudicial attitude. Discrimination is an act of differentiated treatment towards an individual as a member of a group or towards a group, which can disadvantage an individual or group. Discrimination often excludes an individual from a right or privilege to which he/she would otherwise be entitled.

Whether it is colleague to colleague, supervisor to subordinate, subordinate to supervisor, employee to student, student to employee, or student to student, discrimination introduces a disruptive element into Mount Royal’s environment which endangers the well-being and job performance or educational experience of the individual.

Harassment: It is a discriminatory practice, in the provision of educational and employment opportunities and related support services, to harass an individual on a prohibited ground of discrimination. Harassment occurs when:

(a) submission to such conduct is made either explicitly or implicitly a term or condition of employment or of educational progress, and/or

(b) submission to or rejection of such conduct is used explicitly or implicitly for employment or assessment decisions affecting that individual employee or student, and/or
such conduct has the effect of interfering with an employee’s work performance or a student’s educational experience, or creates an intimidating, hostile or offensive work or educational environment.

Harassment is behavior that is known or thought reasonably to be known as unwelcome. Harassment can include, but is not limited to remarks, jokes or actions which demean or humiliate another person and which deny individuals their dignity and respect. It is the impact of behaviour on the complainant, subject to the reasonable person test, and not the intent of the respondent, that defines the comment or conduct as discrimination or harassment.

**Sexual Harassment**: Sexual Harassment at Mount Royal is defined as any unwanted sexual advances, requests for sexual favours, or other verbal or physical conduct of a sexual nature.

Sexual Harassment is Discrimination on the basis of gender and is a contravention of the Act. Sexual Harassment can include, but it is not limited to the following behaviours:

(a) unwanted touching or patting,
(b) suggestive remarks or verbal abuse,
(c) compromising invitations,
(d) demands for sexual favours, or
(e) sexual assault.

Mount Royal recognizes that some of the above may also constitute a criminal offence under the *Criminal Code* of Canada. Pursuing a complaint under this Policy does not preclude an individual from reporting alleged criminal conduct to the appropriate authorities.

**Discriminatory Materials**: Discrimination/sexual harassment may also include the public display of discriminatory materials. Discriminatory materials will be considered to include those items which contravene either:

(a) The Act, which states, in part:
"No person shall publish issue or display or cause to be published, issued or displayed before the public any statement, publication, notice, sign, symbol, emblem or other representation that:
(i) indicates discrimination or an intention to discriminate against a person or a class of persons, or
(ii) is likely to expose a person or a class of persons to hatred or contempt because of the race, religious beliefs, colour, gender, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income or family status of that person or class of persons." , or
(b) The *Criminal Code* of Canada which makes it an offence to display obscene material or pictures and states in part:

"For the purposes of this Act, any publication, a dominant characteristic of which is the undue exploitation of sex, or of sex and any one or more of the following subjects, namely, crime, horror, cruelty, and violence, shall be deemed to be obscene."

For procedures regarding the handling of complaints concerning discriminatory materials, refer to POL 1703, "Offensive/Discriminatory Materials Policy".

(6) **Complainant:**
The person who alleges his/her rights under the *Human Rights Policy* have been violated. Administrators or managers, including the Diversity & Human Rights Advisor, may also initiate a complaint on behalf of the University when there is no specific complainant or no complainant willing to submit a signed formal complaint.

(7) **Respondent:**
The person alleged to have violated the *Human Rights Policy*. In the case of complaint of systemic discrimination related to an institutional policy or practice, the respondent shall be the policy sponsor or department head responsible for the practice.

(8) **Complaint:**
A statement by a complainant seeking recourse pursuant to this Policy.

(9) **Competing rights:**
In general, competing human rights involve situations where parties to a dispute claim that the enjoyment of an individual or group's human rights and freedoms, as protected by law, would interfere with another's rights and freedoms. This complicates the normal approach to resolving a human rights dispute where only one side claims a human rights violation. In some cases, only one party is making a human rights claim, but the claim conflicts with the legal entitlements of another party or parties.

(10) **Personal Harassment:**
Personal harassment is conduct or comments which are intimidating, threatening, demeaning or abusive and may be accompanied by direct or implied threats to grade(s), status or job and is behaviour which is known or ought reasonably to be known as unwelcome. Personal harassment concerns that do not relate to one of the thirteen grounds referred to in this policy should be handled according the Mount Royal's *Personal Harassment Policy (POL 1704).*
(11) **Systemic Discrimination:**

Systemic discrimination (also referred to as substantive or institutional discrimination) is a pattern of behaviour, policies or practices that are part of an organization, and which create or perpetuate disadvantages related to one or more of the prohibited grounds of discrimination as set out in the Act. In many cases, systematically discriminatory policies and practices seem neutral on their face but when applied equally to all result in differential treatment to a particular group.

(12) **Duty to Accommodate:**

The duty to accommodate refers to the obligation of an employer or service provider to take measures to eliminate disadvantages to employees, prospective employees or clients that result from a rule, practice or physical barrier that has or may have an adverse impact on individuals or groups protected under this policy and the Act. Mount Royal has a duty to accommodate to the point of undue hardship. In the Mount Royal context, the University is both an employer and a service provider and clients mean any student or other member of the community wishing to make use of our services or facilities (e.g. public members of Recreation or individuals attending a play). The duty to accommodate recognizes that true equality means respecting individual's different needs.

For more information about academic accommodations for students experiencing disabilities, please refer to Mount Royal's Academic Accommodation for Students Experiencing Disabilities Policy (POL 517).

(13) **Undue Hardship:**

Undue hardship refers to unreasonable and excessive challenges for the institution which may include but are not limited to:

(i) the financial cost of the accommodation(s) will hurt the viability of the institution; and/or
(ii) there is significant interference with the rights of others; and/or
(iii) there are health and safety concerns; and/or
(iv) the accommodation would compromise bona fide educational or occupational requirements

(14) **Bona Fide Educational Requirement(s) ("BFER"):**

Bona fide educational requirements are those requirements that a justifiable component of a program that may limit entry to, or completion of, a program or course.

(15) **Bona Fide Occupational Requirement(s) ("BFOR"):**

Bona fide occupational requirements are those requirements that are justifiable components of an occupation or specific job.

(16) **Barrier:**
Barrier is a structure, design, practice and/or criterion that prevents or impedes a person from accessing a facility or service.

(17) Universal Access/Universal Design:
Universal Access/Universal Design is an approach to the design of all products, processes, procedures, systems, structures and environments. The goal is to make these as usable as possible by as many individuals as possible, regardless of ability. "Universal" does not imply one solution for everyone; rather, it reflects an awareness of the unique nature of each individual as well as the need to accommodate differences. The aim is to create learning and working experiences to suit the individual and to maximize the individual's ability to progress.

C. PRINCIPLES

(1) Mount Royal recognizes the rights of individuals to participate fully in the life of the institution.

(2) Mount Royal promotes awareness, advocacy and learning partnerships amongst the whole of the Mount Royal community. In recognition of the diverse population it serves, Mount Royal is committed to providing a respectful, inclusive and barrier-free environment within the limits of undue hardship.

(3) This policy is intended to be supportive to Mount Royal's Code of Personal Conduct and the related policies notes therein.

(4) Mount Royal recognizes the variety of rights enjoyed by members of the campus community, including rights that are unique to the campus environment, such as academic freedom. Notwithstanding the range of values and interests held by members of our community, international conventions, the Canadian Charter of Rights and Freedoms, provincial human rights legislation and legal decisions all recognize the paramount importance and unique status of human rights. In all cases, the rights of individuals as protected by the Alberta Human Rights Act, the Mount Royal Personal Harassment Policy and/or this Policy are superordinate to other rights and freedoms in the campus community. Academic freedom does not imply the right to engage in any action that demeans the freedom or dignity of other individuals in the campus community.

(5) All members of the Mount Royal community will be treated equitably under this Policy. All matters arising under this Policy will be dealt with in a fair, unbiased and timely manner. Individuals are entitled to have a support person accompany them to any meeting or interview relating to a matter arising under this Policy.

(6) Diversity and Human Rights Services respects the sensitive nature of the information that individuals may provide. Such information will only be accessible by those within the University who need such information to properly manage the matters raised under this policy, or if required to do so by external agencies such as the Alberta Human Rights Commission. All records are
maintained by the University in accordance with Alberta’s Freedom of Information and Privacy (FOIP) Act. All members of the Mount Royal community involved in a human rights complaint are expected to maintain confidentiality.

Due to the inherent power in the supervisor-employee relationship and in the instructor-student relationship, managers, supervisors and faculty, even in social settings, are strongly discouraged from entering a sexual or romantic relationship with an employee or student. Managers, supervisors and faculty members must realize that where a professional power differential exists between two parties, it will be exceedingly difficult to defend against a complaint of sexual harassment by claiming mutual consent.

All members of the Mount Royal community have a responsibility for ensuring that the institution’s learning and working environment is free from discrimination/harassment. All employees in a teaching or supervisory position bear a significant responsibility for promoting a learning and working environment free from discrimination/harassment. It is the responsibility of a manager, supervisor, instructor or faculty member to take immediate and appropriate action to report or deal with incidents of harassment of any type, whether brought to their attention or personally observed. Under no circumstances should a complaint be dismissed or downplayed nor should the complainant be told to deal with it personally. The expertise and assistance of the Diversity and Human Rights Services is available to all members of the Mount Royal community.

Mount Royal has a duty to provide reasonable accommodation up to the point of undue hardship.

Efforts at informal resolution will normally be made first in dealing with a complaint. (see guidelines and Procedures for Handling Complaints)

This Policy will be interpreted, administered, and applied in accordance with the principles of procedural fairness.

Members of the Mount Royal community have an obligation to participate in procedures under this Policy.

Frivolous, vexatious or malicious complaints of harassment may result in disciplinary action against the complainant, in accordance with the relevant disciplinary procedure outlined in a collective agreement and/or Mount Royal policy.

Any party to a complaint may object to the participation of a person in the administration of this Policy on grounds of conflict of interest or reasonable apprehension of bias.

Nothing in this policy shall detract from the right of an employee or Student to make inquiries or register a complaint, at any time, as appropriate, through

- A human rights complaint with the Alberta Human Rights Commission within one year of the alleged contravention of the Act, their own Associations’ internal processes;
- A complaint under the Occupational Health & Safety Act;
- Criminal charges

D. SCOPE

This Policy applies to all employees (full-time, part-time, casual, contract employees), to all students (full-time, part-time, credit and non-credit) attending classes at Mount Royal.
In general, the policy applies in employment and the provision of services, including educational settings inside and outside of the classroom and other services such as the Bookstore and Recreation. Persons present at Mount Royal who are not employees or students are also expected to abide by the provisions of this Policy. Such persons who violate the Policy may be asked to leave the premises.

E. RELATED LEGISLATION/POLICIES
Mount Royal recognizes its legal obligations and specifically operates in accordance with:

- Alberta Human Rights Act
- Alberta Freedom of Information and Protection of Privacy Act
- Health Information Act

In addition, this policy is supportive of the following Mount Royal policies:
- Personal Harassment Policy
- Academic Accommodation for Students Experiencing Disabilities Policy
- Safe Disclosure Policy
- Universal Access Policy

Published Procedures to this Policy
Guidelines and Procedures for Handling Complaints
Guidelines and Procedures for Handling Competing Rights
A. PURPOSE

Mount Royal University (MRU) is committed to creating a supportive working and learning environment that is free from personal harassment.

B. SCOPE

This Policy applies to all members of the Mount Royal community, including, but not limited to: students, employees, visiting academics, volunteers and to the work, study and living environment. Any contractors, including employees of the contractors, with Mount Royal are bound by this Policy when on MR premises or carrying out the terms of their contract work with Mount Royal.

For the purposes of this Policy, harassment in the work, study and living environment include, but is not limited to: harassment on Mount Royal premises, at Mount Royal-related functions, in the course of work or study assignments outside the Mount Royal campus, at work or study-related conferences or training sessions, during work or study-related travel, or in person, over the telephone or computer.

C. PRINCIPLES

(1) This Policy is supportive of Mount Royal’s Code of Personal Conduct.

(2) All members of the Mount Royal community will be treated equitably under this policy. All matters arising under this policy will be dealt with in a fair, unbiased and timely manner.

(3) All members of the Mount Royal community have a responsibility to ensure that the learning and work environment are free from personal harassment and need to promote a harassment free environment. They are expected to act on this responsibility whenever necessary, whether or not they are in receipt of a complaint. The expertise and assistance of the Diversity & Human Rights Advisor is available to all members of the Mount Royal community.

(4) In dealing with a complaint, efforts at informal resolution will normally be made first with a focus on mediation and education.

(5) This Policy will be interpreted, administered, and applied in accordance with the principles of procedural fairness. In particular:

(a) all parties will be advised of the provisions of this Policy and of the procedures available to them;
(b) any Complainant who wishes to make a complaint under this Policy must be prepared to be identified to the Respondent;
(c) all parties must be given the opportunity to present information in support of their positions and to defend themselves against allegations of harassment; and,
(d) throughout the three step procedure process, parties may be accompanied by a support person or a representative from their Association, but not legal counsel.

(6) This Policy is not to be interpreted, administered, or applied in such a way as to detract from the right and obligation of those in supervisory roles to manage and discipline employees and students, subject to Mount Royal policies and procedures.

(7) Members of the Mount Royal community have an obligation to participate in procedures under this Policy. Refusal to participate may be grounds for dismissal.

(8) Complaints of personal harassment must be made in good faith. Mount Royal will not tolerate abuse of the complaint process. Frivolous, vexatious or malicious Complaints of personal harassment may result in disciplinary action up to and including termination.

(9) Should a Student or Employee choose to report a complaint of personal harassment, the Employee with whom the matter is discussed must respect the Complainant's confidence and should offer support and guidance in assisting the Complainant to take further action.

(10) Unresolved complaints should be referred to Human Resources for appropriate investigation and resolution.

(11) Persons who believe that the actions of others are inappropriate, disrespectful or harmful have the right to bring their concerns forward and to have them addressed by the appropriate level of authority without fear of recrimination or reprisal.

(12) Nothing in this Policy shall detract from the right of an Employee or Student to make inquiries or register a complaint, at any time, through their own Associations' internal processes. Conversely, should a member of any Mount Royal Association not find satisfaction in their Associations' internal mechanisms, he/she has the right to pursue a Complaint of personal harassment under this Policy.

D. POLICY STATEMENT

In keeping with Mount Royal's institutional goal of becoming an employer of choice within the Canadian post-secondary community and to establish and maintain an environment in which the dignity and worth of all members of the Mount Royal community are respected, it is the policy of Mount Royal that discrimination and/or harassment of students and employees is unacceptable and will not be tolerated.
The focus of this Policy is on prevention and awareness of personal harassment within the campus community. Members of the Mount Royal Community who are aware of acts of discrimination or harassment have a responsibility to take appropriate steps to stop the discriminatory or harassing behavior. The Human Rights Policy (POL 1702) pertains to the prohibited grounds of discrimination and harassment as identified by the Alberta Human Rights Citizenship and Multicultural Act.

This Policy pertains to personal harassment. Personal harassment can damage working and social conditions for staff and students. Any incidents of personal harassment may lead to disciplinary action up to and including termination of an employee subject to labour legislation and the Mount Royal collective agreements. Cases of personal harassment by students will be dealt with under Code of Student Conduct (POL 513).

Frivolous or vexatious accusations of harassment may also lead to discipline up to and including termination of an Employee. Cases of frivolous or vexatious accusations of harassment by Students will be dealt with under the Code of Student Conduct (POL 513).

E. DEFINITIONS
(1) Personal Harassment
Personal Harassment is conduct or comments which are intimidating, threatening, demeaning or abusive and may be accompanied by direct or implied threats to grade(s), status or job and is behavior which is known or ought reasonably to be known as unwelcome. Personal harassment takes many forms and can be a source of great anxiety to an individual. It may be so serious and unrelenting that the person who is being, or has been, harassed feels it necessary to change their job or course of study. Harassment has the impact of creating a work or study environment that is hostile, affects the integrity and dignity of and limits individuals in their pursuit of education, research or work goals.

Personal harassment can include, but is not limited to, remarks, jokes or actions which demean or humiliate another person and which deny individuals their dignity and respect. Some of the examples outlined below may cause mild irritation if occurring only once, but if repeated, become personal harassment. Other examples are very clearly harassment even if they occur only once; all are inappropriate and unacceptable:

• setting arbitrary or unachievable workloads in an unreasonable manner and making threats associated with failure to achieve;
• verbal and/or physical intimidation;
• ostracism;
• excessive supervision;
• public reprimand, ridicule, sarcasm or humiliation;
• constant criticism or trivializing of achievements;
• bullying, which can be defined as offensive, malicious, intimidating, insulting or humiliating behavior, often associated with the misuse of power or position;
• academic bullying; for example, asserting a position of intellectual superiority in an aggressive, abusive or offensive manner or making threats of academic failure.

Any difficulty in defining personal harassment should not deter a member of the faculty, staff or student body from seeking support or complaining of behavior which causes him/her distress. He/she should also not be deterred because of embarrassment or fear of intimidation or publicity.

(2) Academic Freedom, Human Rights and Personal Harassment
The exercise of academic freedom is distinct from the act of personal harassment of any kind. In practice, the act of personal harassment may impinge upon another individual's ability to exercise his/her right of academic freedom.

Academic freedom is defined in POL580 and the Mount Royal Calendar as:

The common good of society depends upon the search for knowledge and its free exposition. Academic freedom in educational institutions is essential to both these purposes in the teaching function of the institution as well as in its scholarship and research. Academic staff shall not be hindered or impeded in any way by the institution or faculty association from exercising their legal rights. Academic members of the community are entitled, regardless of prescribed doctrine, to freedom in carrying out research and in publishing the results thereof, freedom of teaching and discussion, freedom to criticize the University and the faculty association and freedom from institutional censorship. Academic freedom does not require neutrality on the part of the individual. Rather, academic freedom makes commitment possible. Academic freedom carries with it the duty to use that freedom in a manner consistent with the scholarly obligation to base research and teaching on an honest search for knowledge. In exercising the freedom to comment and criticize, academic staff members have a corresponding obligation to use academic freedom in a responsible manner. This implies recognition of the rights of other members of the academic community and a tolerance of differing points of view.

In all cases, the rights of individuals as protected by Alberta Human Rights, Citizenship and Multiculturalism Act, the Mount Royal Human Rights Policy (POL 1702), and/or this Policy are superordinate to other rights and freedoms in the campus community.

Academic freedom implies in no way the right to engage in any action that demeans the freedom or dignity of other individuals in the campus community.
A. **PRINCIPLES**

(1) Mount Royal’s primary purpose for governing academic and other Mount Royal related behaviour is to promote the personal, educational and social development of our students.

(2) Mount Royal is committed to the principle of academic integrity, grounded in the belief in the fundamental values of honesty, trust, fairness, respect and responsibility in all academic work.

(3) With the pursuit of learning comes the expectation that individuals will develop high standards of personal conduct. Consequently, we hold students accountable for violations of Mount Royal regulations using principles of restorative justice to ensure the orderly functioning of Mount Royal and to protect the Mount Royal community and its integrity.

(4) The Code of Student Conduct (Code) is intended to establish for members of the Mount Royal community the general obligation to maintain the highest standards of academic honesty and to conduct themselves according to community standards of respectful and responsible behaviour.

(5) Mount Royal values the rights and freedoms of the individual and protection against discrimination or harassment for each person. As such, students can expect the following rights, freedoms and values to be fostered and promoted:

(a) **Legal Rights:** Students enjoy the rights and freedoms recognized by law subject only to such restrictions on those rights and freedoms as are necessary to ensure the advancement of the community values inherent in this Code.

(b) **Freedom from Discrimination:** Discrimination at Mount Royal on the basis of race, ancestry, religious beliefs, physical disability, marital status, colour, place of origin, gender, mental disability, family status, source of income, age and sexual orientation is prohibited.

(c) **Freedom from Harassment and Sexual Harassment:** Mount Royal’s Human Rights Policy strives to create an atmosphere intended to remain free from behaviour which is reasonably interpreted as unwelcome including, but not limited to, remarks, jokes or actions
which demean another person and/or deny individuals their dignity and respect.

(d) **Positive Academic Environment**: Mount Royal students participate in an environment that supports intellectual inquiry as well as the exchange and examination of diverse ideas. These activities are to take place in an orderly manner in and outside of the classroom and in an environment that is protected through the governing documents of Mount Royal.

(e) **Discipline**: Students at Mount Royal can expect that contraventions of this Code and other relevant documents will be dealt with in a timely manner under the policies and procedures determined by the governing bodies of the Mount Royal.

B. **AUTHORITY**

As established under the Post-Secondary Learning Act, ultimate authority for student discipline is vested in the Board of Governors of Mount Royal. The authority to administer this policy is delegated to the Provost and Vice-President, Academic.

C. **LEGISLATION**

*Post Secondary Learning Act (S.A. 2003)*

D. **CODE OF STUDENT CONDUCT**

(1) The Code of Student Conduct supersedes all other policies, rules or regulations to the extent of any overlap.

(2) In the best interest of Mount Royal and the community, Mount Royal may require that the conduct of students be governed by policies, rules and regulations other than the Code of Student Conduct.

(a) Student members of Mount Royal with special responsibilities established by Mount Royal (e.g., student athletes, students participating in international exchanges) may also necessarily be governed by additional policies.

(b) While those policies may govern additional behaviours and resulting sanctions, all associated processes must be congruent with governing legislation and institutional policies which address the fundamental rights afforded to a student member of the Mount Royal community.

(3) As a clear sense of academic honesty is fundamental to good scholarship and as high standards of personal conduct contribute to a positive learning environment, faculty members have the general responsibility to foster acceptable standards of academic conduct and personal conduct.

(4) Mount Royal reserves the right to apply the Code to off-campus conduct which occurs during a Mount Royal sponsored activity and which has a real and
substantial link to Mount Royal. The intent is to discourage conduct that is prejudicial or likely to be prejudicial to the interests or the reputation of Mount Royal.

(5) No person is eligible to be a member of an Academic or Non-Academic Misconduct Review or Appeal Board until he/she has participated in a board development process. In all instances, Board members will be appointed by the Office of Student Conduct.

E. DEFINITIONS

(1) Restorative justice is a philosophy, based on a set of principles and values, which focuses on the outcomes of a judicial or quasi-judicial process. Generally, these outcomes stipulate that:
(a) an individual’s complaint is acknowledged and heard,
(b) safe communities are created, and
(c) individuals are held accountable for their behaviour.

(2) Mount Royal sponsored activity means any activity on or off campus which is initiated, sanctioned or supervised by Mount Royal.

(3) Real and substantial link refers to the inferred connection a reasonable person would make between student conduct and the integrity of Mount Royal.

(4) Reasonable means moderate and fair in the circumstances.

(5) Decision in the context of a Board hearing outcome refers to the determination of whether or not a student has committed an act of academic or non-academic misconduct and/or the sanction that has been applied.

(6) Classroom in the context of this policy is to be interpreted broadly and inclusively. That is, a ‘classroom’ includes, but is not restricted to, labs, off-campus experiential learning environments, the Mount Royal library, performances, etc.

(7) Academic misconduct broadly defined, is the giving, taking or presenting of information or material that unethically or dishonestly aids an individual or group in the determination of academic merit. Common examples include, but are not limited to, Plagiarism and Cheating. For greater clarity,
(a) plagiarism occurs when an individual submits:
(i) the words, ideas, images or data of any other person as his/her own in any academic work which is a component of a course or program of study at Mount Royal;
(ii) information or data which have been altered or contrived in any way that is intended to mislead; and/or
(iii) work which includes misleading references to material or references that do not accurately reflect the sources used by the individual.
(b) cheating occurs when a student or group of students dishonestly attempt to gain an unfair advantage over other students.
(c) Additional examples can be found in the Guide.

(8) Non-Academic Misconduct broadly defined, is any behaviour or pattern of behaviour that:
(a) adversely affects the learning of others, Mount Royal, or its educational mission.
(b) violates established civil and criminal statutes.
(c) threatens the safety or well-being of members of the Mount Royal community.
(d) violates the ethical standards set by a professional association.

F. RIGHTS AND RESPONSIBILITIES

(1) Student Rights
(a) to have classroom standards for both academic misconduct and non-academic misconduct communicated in a clear and unambiguous manner.
(b) to have consequences for an alleged breach of academic misconduct or non-academic misconduct communicated in a clear and unambiguous manner.
(c) to expect classroom standards to be applied consistently and equitably.
(d) to be presumed not to have committed academic misconduct or non-academic misconduct until impartial and unbiased decision-makers have established, on a balance of probabilities, that his or her commission of the misconduct has occurred.
(e) to have his or her case adjudicated within a reasonable time. This includes, but is not restricted to, sufficient notice of the allegation, relevant and reasonable disclosure of the case of the complainant, reasonable notice of the time, place and nature of any hearing, reasonable opportunity to respond to any allegations and to be advised in writing of the decision, its basis and any sanctions arrived at under this Code.
(f) as appropriate, to be informed of and have access to the services of the Students’ Association of Mount Royal University (SAMRU). This includes having a designated SAMRU representative accompany him/her to a hearing or appeal, if requested.
(g) in the case of students for whom SAMRU representation is not mandated (e.g., credit-free students), to choose an individual to accompany him/her.
(h) to choose whether or not to provide evidence and/or to be a witness in the case against him/herself.
(i) in any hearing to present evidence, to call his or her own witnesses and to personally question any witnesses called; and
(j) to have access to appeal procedures under this Code.

(2) Student Responsibilities

(a) to uphold the values attached to academic integrity and develop academic skills and practices as necessary.

(b) to be aware of classroom standards for both academic and non-academic conduct.

(c) to familiarize themselves with this Code and govern themselves in accordance with it and all other policies, rules and regulations of Mount Royal.
G. PROCESS OVERVIEW

(1) Procedures
   (a) Consistent with Section F(2) above, a student unsure of academic standards should consult with the faculty member responsible before presenting his/her work. Refer also to the User Guide.
   (b) The general processes for reporting academic misconduct and non-academic misconduct are represented in the diagrams below. Refer to the User Guide for details.

Academic misconduct process (overview)

Non-Academic Misconduct process (overview)

(2) Timelines
   (a) Consistent with Section F(1)(e) above, the Office of Student Conduct has established timelines to ensure an expeditious process. See the User Guide for details.
   (b) Consistent with section F(1) (e) above, the respondent and/or complainant must request a Board hearing within the semester the alleged incident occurred.
   (c) The Office of Student Conduct or Board Chair can, with good cause, extend the timelines for any step of the process. ‘Good cause’ in this context is normally related to the absence of decision makers.

(3) Sanctions
   A student who has been found to have committed an act of academic misconduct or non-academic misconduct under this Code shall receive a sanction. All sanctions result in the creation of a student disciplinary file. Examples can be found in the User Guide.

H. APPEAL PROCESS

(1) Either party can appeal the decision rendered by an Academic or Non-Academic Review Board to an Appeal Board on the following grounds:
   (a) alleged bias of the Review Board or one of its members, or
(b) alleged failure by the Review Board to comply with the principles of natural justice or procedural fairness, or
(c) substantial new evidence unavailable to the Review Board.