



UNIVERSITY OF SASKATCHEWAN
College of Law
LAW.USASK.CA



Experiential Education Practicum Student Handbook

2025-2026 Academic Year
Updated Spring 2025



Contact Us

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For holiday closures and the official listing of major academic events or deadlines for the academic year, see the [USask Academic Calendar](#).

Experiential Learning
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WITH RESPECT AND INTENTION

Recognizing the dynamic nature
of academic and experiential education engagements,
throughout your studies,
you may find yourself,
as **guests**,
on various traditional territories
and Métis homelands across the nation
or beyond.

We encourage you to seek knowledge about these
lands and peoples,
and we urge you to engage alongside communities with
reverence and mindfulness.

May your travels be safe,
engaging,
and conducted in a spirit
of genuine respect, reciprocity, and responsibility.

INTRODUCTION

Welcome to the **Experiential Education Program** at the University of Saskatchewan's College of Law. This handbook is your essential guide to navigating for-credit, supervised experiential learning opportunities within the *juris doctor* (JD) program.

The program offers a bridge between theoretical knowledge and hands-on experiences. They empower you to develop foundational competencies, to learn in place, and to engage in reflective practice that supports your professional identity formation.

The College is dedicated to creating opportunities that align with the **ethos of the lawyer as a public servant**, reinforcing the importance of contributing to the community and upholding justice and integrity within the legal profession.



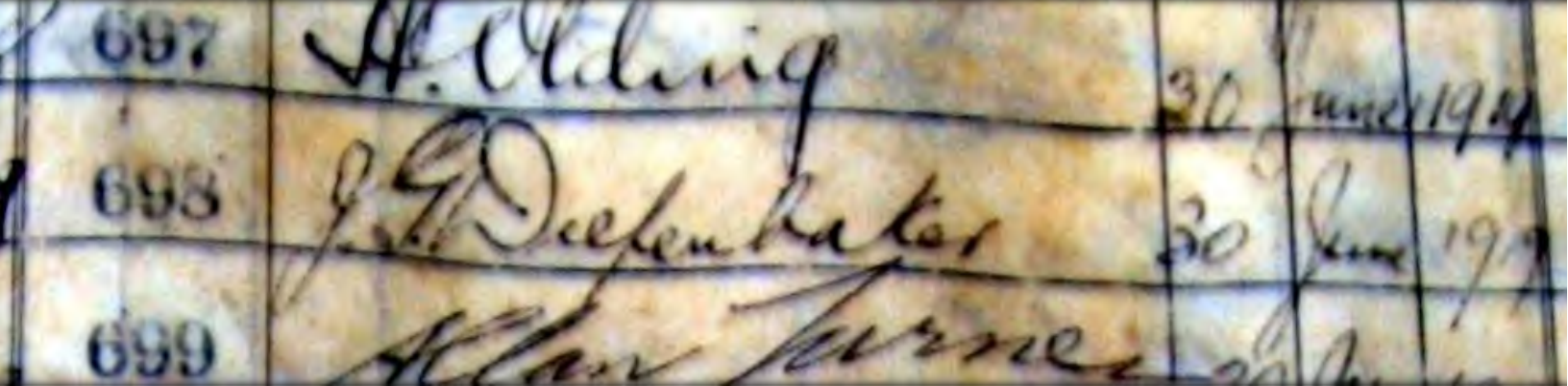


PURPOSE

The **Practicum Student Handbook** outlines the structure, policies, expectations, and resources that support your participation in experiential learning opportunities. You are responsible for reading, understanding, and following these policies and procedures. This handbook is designed to help you succeed in your practicum placement. Through this resource, you will:

- **Understand your roles and responsibilities:** Gain insight into what is expected of you as a practicum student, including professional conduct, attendance requirements, and communication protocols.
- **Navigate program expectations and procedures:** Learn about the placement structure, evaluation processes, and key milestones to keep you on track.
- **Access valuable support services:** Discover the available academic, cultural, and well-being resources to help you succeed during your placement.

If you have any questions or need support along the way, don't hesitate to reach out! You can contact the Associate Dean, Academic (ADA) at ada.law@usask.ca or law.EL@usask.ca.



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PROFESSIONAL AND ETHICAL STANDARDS

Professionalism and ethics are fundamental pillars of legal education and practice. As a law student participating in EL, you are entering a space that mirrors the responsibilities and expectations of the profession you're preparing to join. These early experiences are not just practical training, they are an introduction to the values, standards, and reflective habits that will guide your professional identity formation.

Independent Governance²

The legal profession in Saskatchewan is governed by a self-regulating body entrusted with upholding the public interest and the rule of law known as the Law Society of Saskatchewan (LSS). The legal profession is uniquely positioned in society to ensure accountability is upheld in all areas in public and private life. Its independence from government is central to its mission. It is essential to the administration of justice and is fundamental to maintaining a free and democratic society governed by the Rule of Law. It ensures that citizens in conflict with the state have access to impartial legal representation.

Code of Conduct

While the Law Society of Saskatchewan Code of Professional Conduct does not directly apply to law students as you are not yet members of the Law Society, it provides the ethical standards that govern the legal profession. These standards must be followed by your **supervising lawyer** and in practice during your placement. Your placement supervisor has a professional responsibility for all matters entrusted to them. All legal tasks must be carried out under appropriate supervision, and your role should always reflect your status as a law student. This means you cannot present yourself as a lawyer. Your placement supervisor is required to educate about the duties assigned, provide sufficient oversight, and regularly review your work to ensure accuracy, ethical compliance, and timely completion. While there are professional expectations of a work setting, your primary role is a **learner**—developing legal skills under careful guidance.

Applying for Admission

Your actions during your placement carry significant weight, not only shaping your professional reputation but also influencing your eventual admission to the legal profession. Well before you are called to the bar and take part in ceremonial milestones such as signing the roll book, the Law Society evaluates your suitability to practice law by assessing factors including honesty, integrity, respect for the rule of law, financial responsibility, and adherence to ethical standards. Demonstrating professionalism now positions you positively for future admission, while misconduct and ethical lapses can seriously impact your eligibility to become a lawyer.

¹ John Diefenbaker's signature in the Law Society Roll Book, signed June 30, 1919. Source: [Signing the Law Society Roll Book: Law Society of Saskatchewan](#).

² Note: Portions of this page draw on public content provided by the Law Society of Saskatchewan. www.lawsociety.sk.ca

EXPERIENTIAL EDUCATION

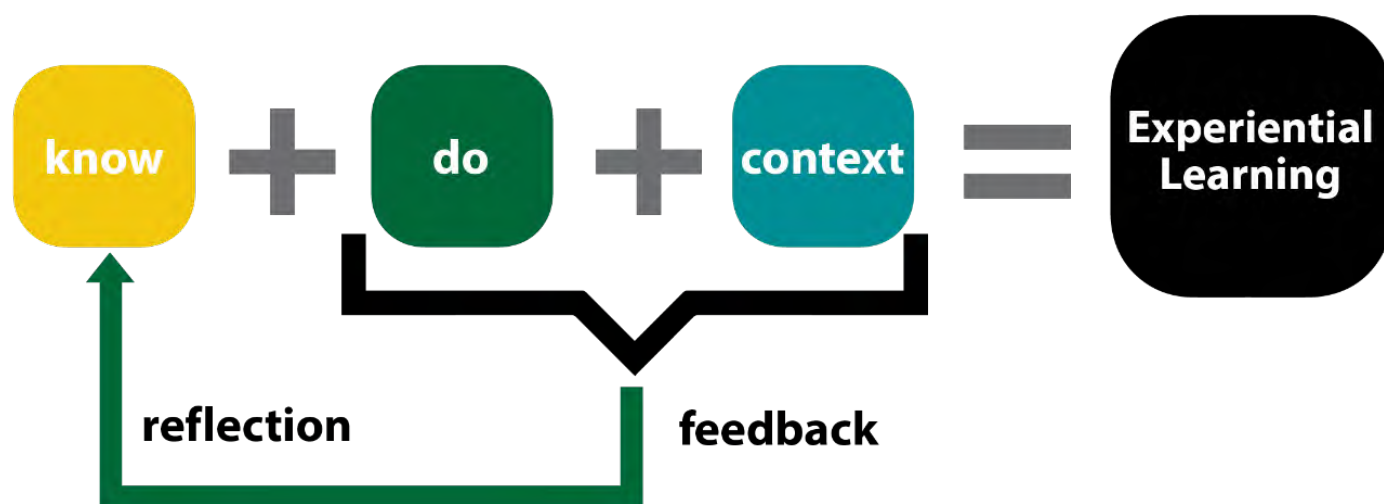
Experiential learning (EL) places you in diverse environments where you will encounter the social, economic, and cultural factors that shape legal practice and access to justice. Experiential education (EE), on the other hand, is the broader framework that structures experiential learning, involving pedagogical elements such as direct experience under supervision, formative evaluation, and focused reflection. As Stuckey explains, it is an active method of teaching and learning that integrates theory and practice by combining academic inquiry with hands-on experience.³ EE is more than just a set of practicum placements in a work setting. This approach involves educators purposefully aiming to increase knowledge, develop skills, clarify values, and build a student’s capacity to contribute to communities.⁴ EL is now recognized at the national level, where it has been formally integrated into the academic standards for Canadian common law programs.

National Standards and Experiential Learning

The Federation of Law Societies of Canada mandates that all Canadian common law programs meet rigorous standards outlined in the *National Requirement*. In 2024, the Federation approved an amendment emphasizing the importance of experiential learning as a key component of legal education. The updated *Academic Program* clause will require law schools to offer experiential learning opportunities, whether elective or mandatory, into their JD curricula.⁵ This shift reflects a nationwide commitment to ensuring that law students gain practical, supervised experience before graduation. Through your participation in practicum placements, you are helping to fulfill this evolving national standard, building professional competencies, reflective habits, and a public service ethic.

What You Learn and How You Learn It

Widely regarded as an upstream approach that addresses emerging issues in legal practice, EL equips students with the agility and insight needed to navigate evolving landscapes. This transformative pedagogical approach—as illustrated by the University of Saskatchewan’s Teaching Essentials⁶—emphasizes the core elements of EL.



³ Stuckey, R. T. (2007). *Best practices for legal education: A vision and a road map*. Clinical Legal Education Association, p. 165.

⁴ Jones, R. L. (2015). *Integrating experiential learning into the law school curriculum*. *Elon Law Review*, 7, 1–20, p. 15.

⁵ Federation of Law Societies of Canada (2024), *National Requirement review committee final report and recommendations*. (Amended April 2024) at 11.

⁶ University of Saskatchewan (n.d.). *Experiential Learning*. Teaching Essentials. Adapted from: <https://teaching.usask.ca/teaching-essentials/experiential-learning.php>

Knowledge It all begins with a strong academic foundation. you will build essential competencies through your coursework, including legal analysis, substantive law knowledge, research skills, writing skills, and professional communication abilities, as necessary building blocks to help you to be successful in a placement setting.

Examples: Conducting legal research and analyzing case law.



Action EL emphasizes active participation in legal practice by refining legal arguments and strengthening your research, writing, and oral communication skills through work on real problems and projects that support the scope and work of your placement organization.

Examples: Drafting memos, preparing case summaries, contributing to policy projects.



Context By engaging with varied settings, you gain a deeper appreciation of complexities and nuances. This then allows you to perceive expertise through a lens that extends beyond courses and the mastery of a set of legal rules. EL such as [clinical] models have proven effective at surfacing systemic factors inherent to justice outcomes; they can and do lead students to adopt critical and sensitive models for lawyering.⁷

Examples: Working in a clinic focused on legal services for low-income individuals and families.



Reflection Reflection is a meaning-making process that moves a learner from one experience into the next with deeper understanding of its relationships with and connections to other experiences and ideas.⁸ It is the thread that makes continuity of learning possible and ensures the progress of the individual.⁹ It allows you to draw meaningful connections between practicing and substantive knowledge.

Examples: Journaling, participating in sharing circles, or submitting reflective essays on key moments.



⁷ Lowenberger, B., Keet, M., and Anderson, J.. "Collaborative Policy-Making, Law Students, and Access to Justice: The Rewards of Destabilizing Institutional Patterns" (2017) 34:1 Windsor YB Access Just 148.

⁸ Rodgers, C. "Defining reflection: Another look at John Dewey and reflective thinking." (2002). Teachers College Record, 104(4), 842–866.
Note: A paraphrase of Rodgers' interpretation of Dewey's ideas.

⁹ Leering, M, "Conceptualizing Reflective Practice for Legal Professionals" (2014) 23 Journal of Law and Social Policy 83.

TYPES OF OPPORTUNITIES

The College offers diverse EL experiences across various modalities and areas of study and practice. Whether your interest is child protection law, criminal law, start-up law, or beyond, our EL opportunities serve diverse passions and communities, aligning closely with both students' professional interests and the needs of the justice system. For more details about what's available, take a look at the [Experiential Education webpage](#).

Intensive Programs

Some of the College's most immersive EL opportunities take place through clinical and externship experiences, where you can engage deeply in a 12 CU place-based course complemented by a 3 CU seminar. Full-term offerings include the **CLASSIC Intensive Clinical Law Program**, the **Criminal Law Intensive Practicum**, and the **Rural and Regional Legal Externship**. These experiences allow students to manage client files, participate in advocacy, appear in court, and receive hands-on training in specialized legal areas. Whether working in an urban clinic or a northern circuit court, students receive close mentorship and develop key professional skills.



- The **CLASSIC Intensive Clinical Law Program** has long offered students an exceptional opportunity to serve the community while gaining deep, hands-on experience in client advocacy and social justice work. While there will be no placements at CLASSIC for the 2025–26 academic year, the College and CLASSIC are taking a year to pause and reimagine the clinical program for the future.
- The **Criminal Law Intensive Practicum** places students in the heart of criminal justice practice, offering direct experience with Crown and/or defence counsel. Students engage in file work, courtroom observation, legal research, and case preparation, all under the supervision of practicing lawyers. You will also explore advanced topics in criminal law, evidentiary issues, criminal procedure, and trial advocacy.
- The **Rural and Regional Legal Externship** provides unique insights into the legal needs and challenges of communities serving rural and regional areas. Placements are offered at [Legal Aid Saskatchewan](#) and Public Prosecutions within the [Ministry of Justice and Attorney General](#) in areas such as North Battleford, Prince Albert, Yorkton, Melfort, Estevan, Moose Jaw, La Ronge, or Swift Current.

Anyone considering the Rural and Regional Legal Externship should expect to be transformed by it. You'll learn things you could never learn in a classroom, be challenged in new ways, and gain skills and relationships that will serve you both directly and indirectly throughout your career.

LAURA UNDERWOOD, 2024-25 Prince Albert Legal Aid Practicum Student

COMPETENCIES

The College of Law is involved in the discussions surrounding competencies in law school, aligning with evolving explorations facilitated by the [Federation of Law Societies of Canada](#) through the National Committee on Accreditation. EL courses, in particular, are designed to help students develop essential professional competencies that prepare you for legal practice. Here is a sampling of the competencies and sub-competencies you can expect to be introduced to, practice, receive feedback on, and be assessed on.

Critical Thinking

- Consider and integrate multiple perspectives while analyzing a legal issue.

Problem-Solving

- Demonstrate awareness of the role of law in solving individual and societal problems, as well as limitations.
- Demonstrate an understanding of the roles lawyers play to support or provide leadership, as appropriate, in relation to problem-solving for interdisciplinary and macro-level societal problems.
- Demonstrate awareness of the potential role of law and legal process in solving individual and societal problems, as well as their limits.

Communication

- Use professionalism and correct formats, spelling, and grammar in legal writing.
- In written and oral communication, articulate ideas in ways that are clear and organized.
- Engage in editing and revision processes for documents, merging feedback to refine communication skills.

Legal Analysis

- Demonstrate awareness of a range of interactions and relationships between legal and non-legal considerations, and an ability to identify practical and/or policy issues raised.
- Perform close readings and demonstrate an ability to extract and comprehend relevant information.

Professionalism, Ethics, and Reflection

- Understand ethical dimensions of legal practice and recognize and reflect upon the professional responsibilities of legal professionals to promote justice and serve the public.
- Demonstrate capacity to accept and utilize feedback as a tool for continuous improvement.
- Demonstrate organizational ability to manage concurrent obligations.

Legal Research

- Identify the expectations of different audiences and adapt written communications accordingly to suit varied contexts and objectives.
- Present an organized, thorough, and clear synthesis of information gathered through research.

Collaboration & Conflict Resolution

- Collaborate within diverse teams in a way that respects and values different perspectives.

Reflecting on Your Competency Development

As you progress through your EL courses, there will be built in opportunities to develop the habit of regular reflection. This practice helps you identify strengths, areas for growth, and strategies for continued professional identity formation.

Which of these competencies do you currently feel most confident in and why? Which competencies would you like to develop further during your remaining time in law school?

PLACEMENT STRUCTURES

The College's EL offerings are structured to provide law students with meaningful and supportive learning experiences through specific pedagogies designed to develop applied competencies, professional identity formation, and reflective thinking. These pedagogies include place-based learning, regular supervision, project-based work, seminar participation, and reflective practice, each contributing, in an integrated fashion, to your understanding of legal practice.

Place-based Learning: Placements are intentionally designed to allow students to learn within the context of their host organizations, enhancing their understanding of professional environments and practice settings. At the start of your placement, you should:

- Receive introductions to key staff and team members and receive an overview of the organization's goals.
- Participate in the organization's orientation session covering potential areas such as their goals, values, operational structure, and culture.
- Receive training on workplace systems, safety protocols, and organizational policies.

Regular Check-Ins and Supervision: Consistent communication with your team and your placement supervisor (a practicing lawyer) allows you to discuss your work, receive guidance, and integrate your learning. These meetings should:

- Be scheduled weekly with a dedicated time for focused discussions and mentorship.
- Provide a space for students to ask questions, receive formative feedback, and clarify expectations.
- Involve participation in relevant team meetings, events, and learning opportunities within the organization.

Project Component: Each student will complete a project that allows for the practical application of substantive knowledge and development of professional competencies. It should:

- Be collaboratively defined by the student and the Placement Supervisor, ensuring alignment with both organizational needs and the student's academic and professional objectives.
- Involve research, analysis, or the creation of tangible work, such as reports and presentations.

Seminar Participation: Students will participate in a regularly scheduled seminar led by an instructor. The seminar will provide space for:

- Opportunities to connect academic content with practical experiences, discussing topics like ethical considerations, professional conduct, and reflective practice.
- Structured discussions on relevant topics that enhance understanding and support reflective learning.

Reflective Practice: You will engage in reflective or research-based work that deepens your understanding of professional practice. The nature of your final assignment will vary depending on your placement and seminar. Assignments may include reflective papers, research papers, or other written work designed to help you critically assess your experiences, connect theory to practice, and build skills for thoughtful lawyering.

ROLES AND RESPONSIBILITIES

The success of the practicum placements relies on the active participation and collaboration of all involved parties. Each role has distinct responsibilities that contribute to a supportive and meaningful EL experience. This section outlines the expectations for each group, emphasizing the importance of professionalism, communication, and mutual accountability. By understanding and fulfilling your roles, all participants help ensure that the practicum experience aligns with the learning outcomes and supports law students' growth.

Law Students commit to:

- Adhering to program policies and maintaining professionalism in all interactions.
- Reading and signing a confidentiality agreement.
- Participating in orientation and expectation meetings with the faculty member and/or the placement supervisor at the start of the placement.
- Attending the placement in-person at the agreed-upon times.
- Not providing legal advice unless permitted to do so directly by a supervising lawyer in an approved program. You may perform legal work but are not licensed as a legal practitioner and shall not give or accept a professional undertaking.¹⁰
- Actively engaging and completing all tasks thoroughly, accurately, and in a timely manner.
- Providing weekly email updates to the seminar instructor and the placement supervisor.
- Communicating with placement supervisors and the Associate Dean Academic regarding any concerns or issues that arise during the placement.

Placement Supervisors commit to:

- Identifying a meaningful project or set of projects that support the organization's mission, with clear instructions regarding scope, deliverables, timelines, and expectations.
- Providing guidance, feedback, and formative evaluation of student performance throughout the placement.
- Creating a supportive and engaging learning environment, serving as mentors, role models, and guides.
- Offering opportunities, where appropriate, for students to observe, attend, or participate in professional activities such as meetings, hearings, interviews, or community engagements.
- Meeting one-on-one with students for at least 30 minutes each week to discuss tasks and project progress.
- Observing the guidance set out in Rule 6.1-1 of the *Law Society of Saskatchewan Code of Professional Conduct*¹¹ regarding the direct supervision of non-lawyers.
- Addressing concerns promptly and maintaining open communication with the Associate Dean Academic.

Faculty or Sessional Lecturers commit to:

- Providing academic oversight and ensuring reflective learning opportunities are integrated (praxis).
- Facilitating reflection and discussions where students can share insights and deepen learning.
- Conducting regular check-ins with students and placement supervisors to ensure alignment with the placement's learning objectives.
- Encouraging regular communication to help students maximize the educational value of your practicum.

¹⁰ Law Society of Saskatchewan. (2020). *Rules of the Law Society of Saskatchewan, Rule 1002(1)(xi)*. <https://www.lawsociety.sk.ca/wp-content/uploads/LawSocietyofSaskatchewanRules.pdf>

¹¹ Law Society of Saskatchewan. (2012). *Code of Professional Conduct, Rule 6.1-1*. <https://www.lawsociety.sk.ca/regulation/code-of-professional-conduct/>

WELLNESS AND EXPERIENTIAL EDUCATION

EL placements are rewarding but can also be demanding. To support your ongoing well-being, Dr. Judy Jaunzems-Fernuk, Well-being Coordinator at the College of Law, encourages the use of her **Aware–Care–Cope (ACC)** framework, a reflective, action-oriented approach that strengthens resilience and emotional regulation. The ACC framework is rooted in an active learning approach that helps students move from daily well-being check-ins to personal inquiry and action. This reflexive process stages you through three key steps:

1	2	3
Aware	Care	Cope
Develop awareness by paying attention to your emotions, stress levels, and overall needs.	Caring means protecting and nurturing yourself to meet your well-being needs. Self-care strategies support emotional regulation and help you thrive in challenging environments.	Coping is a process that includes growth toward the goal of healing throughout one's lifetime. It is not an end point, but an ongoing cycle of building strength and resilience. Support this process by proactively managing stress and overwhelm through intentional strategies.
Daily Practice: <ul style="list-style-type: none"> Check in with yourself—take your “temperature” to notice how you’re feeling physically, mentally, emotionally, and spiritually. Listen empathically to your emotions and sensations as they provide insight into your needs. 	Strategies: <ul style="list-style-type: none"> Take reflective moments to settle your nervous system through rest or mindfulness. Build connections through social interaction or movement. Pause for breaks, hydrate, and engage in activities that energize you. 	Key Actions: <ul style="list-style-type: none"> Try new tools and track what works. When self-care isn’t enough, reach out to a friend, colleague, or counselor for guidance. Seeking help is a sign of strength, not weakness. Cope = Manage, Grow, Heal, Repeat.
<i>How am I building awareness of my needs and the needs of others (knowledge gathering — cognitive domain)?</i>	<i>How am I slowly integrating new knowledge into my everyday experiences to support thriving and flourishing (changing attitudes and thinking of actions— affective domain)?</i>	<i>What skills am I practicing and using daily to build strength and resilience to cope with adversity (taking action — psychomotor domain)?</i>

Self-Care to Care-Give

As a future legal professional, you are in a caregiving role when others depend on your decisions and systems. Caring for yourself ensures that you are ready to face the challenges of your work. These acts of self-compassion can make the difference between thriving in work, school, and life or facing burnout. Remember, your emotions are an essential part of being human. Holding space for them and addressing stress supports long-term resilience. Students seeking support can contact Judy at Judy.fernuk@usask.ca.

“Ongoing self-care (i.e., coping) means actively attending to personal and professional well-being needs daily, weekly, and monthly — and hopefully carrying those skills throughout one's life.”

DR. JAUNZEMS-FERNUK (2024)

PLACEMENT PROCEDURES

This section provides an overview of key requirements, including registration, pre-placement documentation, and addressing potential conflicts of interest, to maintain fairness and professionalism. Students must proactively meet all placement-specific requirements and communicate any concerns to their supervisors. EL opportunities may change from year-to-year. For up-to-date details about offerings, check the [Experiential Education](#) webpage.

Application-based EL Courses

Enrollment in EL opportunities is not guaranteed due to the competitive application process. In June, all 2L and 3L students will be automatically added to the '[USask College of Law | Experiential Learning](#)' Canvas course. You must accept the invitation to access the application system. Once in the course, navigate to the 'Placement Applications' section to select and submit your applications by each listed deadline. Please refer to each specific opportunity for detailed application instructions and requirements. Students are responsible for knowing and meeting all prerequisite and corequisite requirements for their selected EL placements. All of the updated Course Descriptions are available [here](#). Even if you apply for application-based courses, you should register for a full complement of courses through [PAWS](#). If you are accepted into any application-based course, you can adjust your course schedule accordingly. Acceptance is not guaranteed as there are limited spots available.

Registration in Application-based Courses

You must then register for your placement in [PAWS](#) prior to starting your placement. Registration ensures eligibility and that the course will appear on your transcript. Students who are not registered in the appropriate course and section will not be permitted to begin their placement. If you have questions about registration, please contact law.JDstudies@usask.ca.

Requirements for Placements

Before commencing a placement, students are responsible for ensuring all program and placement-specific requirements are met. These requirements include:

- Completing all pre-placement documentation and orientation,
- Submitting required forms and agreements (e.g., confidentiality agreements, Work-Integrated Learning (WIL) Consent and Waiver),
- Obtaining placement-specific documents (e.g., Criminal Record Checks) if required, and
- Confirming any additional placement-specific requirements with your supervisor.

Conflicts of Interest and Placement Exclusions

Transparency is essential to maintaining fairness, professionalism, and integrity within the program. You are required to disclose any actual, potential, or perceived conflicts of interest that could introduce bias or compromise the integrity of your placement. Students will not be assigned to a placement supervisor who they have family relationships or close personal ties.

Registration and Withdrawal Deadlines

Withdrawal from a practicum course should be discussed with the Associate Dean Academic. Withdrawing may extend your time in the program and delay your anticipated graduation date. If you withdraw after the last day to make registration changes with 100% tuition credit, you will not be refunded student fees, and some tuition may be refunded based on the date you withdraw. [Add/drop dates](#) align with the [Academic Calendar](#), the official listing of major academic events and deadlines for the academic calendar year.

Attendance and Absences

Sustained and deep engagement, which requires regular and punctual attendance, is expected of all students in all of their practicums. Students are required to attend all scheduled placement days and related activities, including seminars. This mirrors the professional standards expected in a workplace setting. In accordance with the College of Law Academic Regulations (see section 37), persistent failure to attend a placement or related seminar sessions may result in one of several implications. Consequences may include a formal notification from the College's Studies Committee, a review of your practicum progress by the Board of Examiners, exclusion from assessment in the course, ineligibility for supplemental work, or a failing grade in the practicum.

Attendance is not only a matter of professionalism and respect for your host organization and peers, but it is essential to your ability to meet the learning outcomes of the course (see section 21 (k)). If unforeseen circumstances prevent you from attending your placement or seminar, you must promptly notify both your placement supervisor and seminar instructor. Ideally, this notification should be made in advance or as soon as reasonably possible. Students may be excused for valid reasons, including:

- Personal illness or injury,
- Medical appointments that cannot be reasonably scheduled outside placement hours,
- Compassionate leave (e.g., bereavement, family emergencies),
- Professional development or career-related opportunities (with prior approval).

If you miss placement hours, you may be required to make up the time or extend your placement to ensure that you meet the learning objectives and total required hours. This will be coordinated in consultation with your placement supervisor, the seminar instructor, and ADA.

Remuneration

Students do not receive a salary or other financial compensation or reimbursement for participation in an EL placement. Stipends are available to students participating in the Rural and Regional externship.

CONFIDENTIALITY

Confidentiality is foundational to ethical and responsible legal practice and is essential to preserving trust between students, clients, and placement hosts. Students must uphold rigorous standards of confidentiality and professionalism. During your practicum, you may have access to sensitive or confidential information protected by law, institutional policy, or ethical standards. Before commencing your placement, you are required to sign a confidentiality agreement provided by the University of Saskatchewan, outlining your responsibilities. You agree to:

- Protect and maintain the confidentiality of all information accessed or acquired during your placement, using it exclusively for purposes directly related to your assigned role.
- Refrain from accessing confidential information beyond what is necessary to fulfill your responsibilities.
- Ensure you do not knowingly or carelessly disclose or misuse confidential or personal information.
- Return or permanently delete confidential or personal information at the conclusion of your placement.

These confidentiality obligations remain in effect beyond the completion of your practicum placement. Breaches of confidentiality may have serious legal, academic, and professional consequences. Students must demonstrate the highest standards of integrity to uphold the reputation and trust placed in them by the University and the broader legal community.

ACADEMIC AND NON-ACADEMIC MISCONDUCT

All students participating in EL placements are required to uphold the highest standards of academic integrity, professionalism, and ethical conduct. As law students at the University of Saskatchewan, you are bound by and must familiarize yourself with the following institutional policies and regulations:

Regulations on Student Academic Misconduct: Defines expectations around academic honesty, procedures for handling allegations, and potential consequences of academic misconduct.

Standard of Student Conduct in Non-Academic Matters and Regulations and Procedures for Resolution of Complaints and Appeals: Outlines standards of behavior expected outside the classroom, detailing processes for resolving complaints and appeals related to non-academic misconduct.

Students found responsible for violating these regulations may face serious consequences, including academic penalties, disciplinary action, or removal from their experiential placement. It's your responsibility to read, understand, and comply with these policies throughout your experiential learning journey.

ACCOMMODATIONS

In compliance with the University of Saskatchewan's [Duty to Accommodate Policy](#), which is guided by the [Saskatchewan Human Rights Code \(2018\)](#), the College of Law works collaboratively with students to provide educational opportunities in a non-discriminatory manner. As such, the College endeavors to accommodate students who follow proper university policy and procedure to request placement accommodations on the basis of a prohibited ground such as disability, family status or religion.

The determination of appropriate accommodations in a placement setting occurs at an accommodation planning committee (APC) meeting where dialogue between [University of Saskatchewan's Access and Equity Services \(AES\)](#), the placement organization, the College and the practicum student identifies what accommodations are considered reasonable and possible at each practicum location.

To better offer accommodations for both the clinical and seminar portions, students must notify the College of Law Associate Dean Academic ADA.law@usask.ca of any accommodations requirements as early as possible. Early notice of such requests is important to ensure accommodation can be offered, in time for the beginning of the experience. While efforts will be made to grant accommodation requests, the placement organization and the College cannot guarantee that accommodations will be made available for either the Fall or Winter terms, and student deferral to a later term may be necessary.

Accommodation requests are assessed on a case-by-case and students must follow the procedures for requesting accommodations as outlined in the USask Duty to Accommodate policy and any other College level applicable policy or procedure.

ACADEMIC STANDING

Students who enroll in a practicum, be it 12 CU or 3 CU, are taking on unique professional and academic responsibilities. Once the student commences the program, they are expected to follow through with their commitment in a professional manner. Students at risk of failing the practicum portion will be notified as early as possible. Those who do not address identified issues and that are eventually marked as failing the practicum

component may or may not be permitted to complete supplemental work to achieve the credit units for completion, subject to section “V. Supplemental Work”, in the [College of Law Academic Regulations](#). The form that supplemental work may take will vary depending on the situation at hand, pursuant to section 77 of the Academic Regulations:

77. Unless the Board of Examiners determines otherwise, the weight and method or methods of assessment for supplemental work must be the same as utilized by the instructor during the academic year in so far as it is practical. Where it is not practical to use the same method or methods, the instructor with the approval of the Associate Dean Academic may use a method or methods that the circumstances warrant.

If a student in the practicum is found to have engaged in unethical and/or unprofessional behaviour, and/or received multiple unsatisfactory formal and informal reviews, they may be removed from the program. In addition to the above, students may also be terminated immediately following conduct deemed so egregiously unprofessional or unethical that remediation is not appropriate.

INSURANCE AND LIABILITY

While EL placements offer exciting practical opportunities, they also come with certain obligations. To ensure that you understand your protections and responsibilities, carefully review the following information.

Work-Integrated Learning (WIL) Consents and Waiver of Liability

The Workers’ Compensation Board (WCB) has signed an Agreement with the Ministry of Advanced Education and has passed a policy under the authority of *The Workers’ Compensation Act, 2013* to ensure that post-secondary students pursuing unpaid work integrated learning assignments are entitled to workers’ compensation coverage. Prior to beginning any work-integrated learning assignment, all participating students must complete and sign a Work-Integrated Learning Consents and Waiver of Liability form. This form acknowledges that students, for the duration of their placement, will be considered workers under the WCB framework and are thus entitled to the rights and protections under *The Workers’ Compensation Act, 2013*. By signing the form, students also waive the right to sue any employer, host organization, or worker for any injuries sustained during your placement. The signed consent applies to all subsequent unpaid WIL assignments throughout the student’s academic program.

University Insurance Coverage

The University’s insurance policy includes liability coverage for bodily injury, property damage, and personal injury. It also includes professional and malpractice liability. For questions regarding coverage or if you require confirmation of coverage, please contact insurance@usask.ca.

Student Liability and Professional Responsibility

The University’s Liability insurance includes students as Additional Insureds while registered as a student, undergraduate or otherwise, at the University, in respect of any activity related to the discipline in which they are so registered, in furtherance of your education or training in such discipline, whether conducted on or off the campus.

SELF-ASSESSMENT AND FORMATIVE EVALUATION

This process is designed to foster growth through structured self-reflection and supervisor feedback. The assessment framework for your practicum serves primarily as a formative tool rather than a strictly evaluative one. It is intended to help you develop knowledge, competencies, and professional identity rather than grading performance. It also serves as a touchpoint to foster meaningful conversation between you and your supervisor and documents your progression throughout the placement experience. Each competency is assessed as either **met** or **not yet met**, providing clear benchmarks for your development. The evaluation process unfolds across three key milestones:

- **Initial Meeting** (First two weeks): Review learning outcomes and evaluation criteria with your practicum supervisor and develop your project outline.
- **Midway Evaluation**: Complete a self-assessment and receive supervisor feedback. If expectations aren't being met, a collaborative improvement plan will be implemented and reviewed weekly.
- **Final Evaluation** (Second-last week): Complete final self-assessment and review with your supervisor to reflect on your growth throughout the placement.

These evaluations not only document your progress but also develop the critical self-awareness necessary for the deeper reflection you will undertake in your final reflective assignment. As you progress through each evaluation phase, consider maintaining notes on your insights, challenges, and moments of growth to inform your assignment.

Reflective Activities

Effective reflection goes beyond a simple description of experiences during your practicum. It involves questioning assumptions, analyzing contexts, considering diverse perspectives, and drawing meaningful conclusions that inform future practice. Your culminating reflective assignment for this practicum may be a contribution to the open-source law externship coursebook by Professor Gemma Smyth, [Learning in Place: Externship Coursebook](#) (2024). This collective approach allows your reflections to become part of a valuable resource for future law students while positioning your experiences within the broader landscape of legal education.

“Lawyer’s personal experiences and embodied knowledge are always adding to the interpretation of law, mediating clients’ experiences, and impacting daily practice inside the firm, clinic, business, courtroom, tribunal, mediation, community meeting space, and the many other places law practice touches. That personal and community relationship with the practice of law is part of the landscape – one that changes over time and the changing seasons.”

PROFESSOR GEMMA SMYTH, [Learning in Place: Externship Coursebook](#) (2024)



STUDENT RESOURCES

Cultural Support

wiyasowewikamik (Indigenous Law Centre)

The College of Law offers cultural support through Julie Pitzel and Joseph Naytowhow, our dedicated Cultural Advisors. Joseph Naytowhow (Rm160.6) and Julie Pitzel (Rm160.8) are in the office at varying times throughout the week. They provide guidance and support to students at any stage of their JD program. To connect with Julie or Joseph, please reach out via email at ilc.general@usask.ca. wiyasowewikamik (ILC) is open from 8:00 am – 4:30 pm, Monday to Friday.

Career Development Support

Shari Thompson, Career Development Director at the College of Law, is available to assist students with their legal career planning, job search strategies, and interview preparation. Shari offers personalized support to help students confidently navigate their professional journeys. Her office is on Floor 2, Room 247, and appointments are offered both in person or via Zoom and are set around your availability. She can be contacted at lawcareers@usask.ca. Please visit [Career Development](#) for resources!

Wellness Support

Dr. Judy Jaunzems-Fernuk, RTC, MTC, serves as the Well-being Coordinator at the College of Law. She is available to supporting students' mental health and overall well-being. Counselling or connections to on-campus or community services are available. She is located in Room 180 and is available for drop-in or by appointment (in person or on Zoom). Judy's office is a safe space for all students. If you need seek support or want to schedule an appointment can contact Judy at Judy.fernuk@usask.ca. [Wellness Resources for Law Students](#)

Academic Support

Students have access to a range of academic support services, including writing centers, legal research guides, and faculty office hours. They are encouraged to explore the full range of academic and wellness resources available through the [Student Health and Wellness page](#). For prompt academic support or inquiries related to JD studies, you can contact the Associate Dean Academic (ADA) ada.law@usask.ca or law.jdstudies@usask.ca.

LAND ACKNOWLEDGEMENT

Written on Treaty 6 Territory and the Homeland of the Métis, this student resource is informed by collaborators and Teachers across Turtle Island. First Nations and Métis ancestors shape and influence the College of Law's efforts as we attempt to inspire and support experiential learning opportunities in this place. As educators and lifelong students in the kihci kiskinohamatowikamik setting, we must acknowledge our immense privilege of being able to teach, learn, heal, create, and flourish on this land. In embracing Indigenous Principles of Learning, we recognize the interconnectedness of all beings and the importance of learning from the land and its original caretakers. Each day, we reaffirm our relationships with one another through miyo-wícêhtowin.



COMMUNITY ACKNOWLEDGEMENT

Shared expertise and insights were crucial in shaping the experiential education vision for the College. We extend our sincere appreciation to counterparts and faculty from across Canada, whose contributions and support have been invaluable throughout the development and refinement of the EE Program.

University of Saskatchewan's EL Community of Practice

The USASK EL Community of Practice serves as a collaborative platform for EL practitioners, including co-op coordinators and practicum coordinators, across the USask campus. By convening, sharing best practices, and generating new knowledge, the CoP enhances the quality and scope of EL opportunities for students. The College's participation in the CoP contributes to advancing EL efforts at USask.

University of Saskatchewan's Gwenna Moss Centre for Teaching and Learning

GMCTL supports stakeholders with EL through workshops, consultations, and resource development, offering guidance on integrating EL into curricula. They provide technology support for incorporating educational technologies into EL activities and engage in research to advance understanding of its effectiveness. Additionally, GMCTL facilitates community partnerships to create real-world EL opportunities for students, enhancing the authenticity and relevance of your learning experiences.

This handbook serves as a living document, with updates made as needed to reflect changes in policies or procedures. Students are encouraged to review it regularly to stay informed about the expectations and opportunities within the Experiential Education Program.

