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1. **INTRODUCTION**

Schools of Social Work must have policies requiring that the performance of professional responsibilities of social work students be in accordance with the relevant Social Work Code of Ethics and the CASWE Standards for Accreditation 2013. Students are expected to adhere to the Code of Ethics of the Canadian Association of Social Workers (CASW) and the Standards of Practice of the Ontario College of Social Workers and Social Service Workers (OCSWSSW), both in School and in the field practicum/internship. It is important that students review and become familiar with the Code of Ethics, the Standards of Practice and relevant university policies related to integrity, ethics, student codes of conduct, etc.

This manual sets out the objectives and related expectations, policies and procedures pertaining to student field practice in the graduate program at the University of Windsor. Students should also refer to the current University Calendar for rules and regulations governing graduate studies. For university policies see the University of Windsor Graduate Calendar, which is located on-line at: www.uwindsor.ca.

Field education is considered a central component of social work education because the integration of knowledge, values and skills in the context of field education is a critical and distinctive aspect of social work education. The purpose of field education is to connect the theoretical/conceptual contributions of the academic setting with the practice setting, enabling the student to acquire practice skills that reflect the learning objectives for students identified in the Standards. Each program may vary its delivery of the field education component according to the nature and objectives of program and the influences of its university and local context. (CASWE Standards, page 14, August 2014)

1.1. **University of Windsor, Mission Statement**

The University is a full member of the Association of Universities and Colleges of Canada, the Association of Commonwealth Universities and the International Association of Universities. The University’s Mission Statement is “Enabling people to make a better world through education, scholarship, research and engagement”.
2. THE SCHOOL OF SOCIAL WORK

2.1. Mission Statement
The Mission of the School of Social Work is to promote social justice through quality professional education, advocacy, community partnerships, and the development and dissemination of knowledge. (Passed at School Council, May 2003)

2.2. Social Justice Statement
The School’s understanding of social justice and its mandate in social work education finds its roots in the profession’s historical commitment to serve the interests of oppressed and vulnerable populations and a set of fundamental values stated in the profession’s Code of Ethics. This mandate is realized in the preparation of students with knowledge, research and practice intervention skills to assume professional roles to eradicate systemic barriers which oppress citizens and disenfranchised populations. Principles of justice find their meaning here in a fundamental belief in the dignity of all persons, the importance of access of citizens to participate, and striving for a more equitable distribution of our society’s resources in the interest of promoting quality of life for all citizens (Passed at School Council, May 2001).

2.3. The Centre for Executive and Professional Education (CEPE)

Located at the University of Windsor, the mandate of the CEPE is to fulfill the higher educational needs of professionals through distinct programs such as; the Master of Social Work for Working Professionals, Master of Management and Master in
Mechanical Engineering (Automotive Option); as well as professional development workshops and courses including Additional Qualifications for Educators.

2.4. The Ecological Perspective
The MSW program at the University of Windsor is taught from an ecological systems perspective. This means there is an emphasis on the ‘interrelationship’ across levels of practice, including the interrelationship between individuals and their environments and the impact the environment has on individuals. Environment includes a range of contexts including but not limited to family context, organizational infrastructures, service systems, network linkages, political forces, cultural forces, social forces, and social work values, roles, and professional issues.

The ecological systems perspective is a way of thinking of issues. It is not used as a ‘theory’ or a ‘model’ of practice in this program. Within this perspective, students will incorporate a range of theories and practice models as indicated in the course descriptions. In a direct practice course, an assignment might be for students to create a scenario, hypothetically assess a client (individual or family) and develop an intervention. In this case, not only would students create an intervention at a micro level but they would also consider and possibly include in their intervention the individual/family’s environment such as planning a new resource, increased linkages with community, addressing policy issues, addressing stigma and oppression. In keeping with this perspective, field placements reflect a wide range of settings and provide a variety of field practice experiences. These include work with individuals, families, groups, organizations, communities, social policy and research. Students are expected to vary their field experiences and expand their professional repertoire in both direct and indirect practice (School of Social Work website, June 2014).

2.5. Partnerships

The School of Social Work is uniquely situated to serve an extensive rural and urban geographic area throughout Ontario. Working in partnership with government, non-government and community-based agencies, the School and CEPE have a history of collaboration and partnership, offering a broad range of social work internship and research experiences.
3. CANADIAN ASSOCIATION OF SOCIAL WORKERS CODE OF ETHICS 2005

Students are expected to be familiar with and comply with the CASW Code of Ethics.

3.1. Purpose of the CASW 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 judgments.

3.2. Principles of Social Work

The 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 CASWE 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.

3.3. Recognition of Individual and Professional Diversity

The CASW Code of Ethics does not provide a set of rules that prescribe how social workers should act in all situations. Further, the Code of Ethics does not specify which values and principles are most important and which outweigh others in instances of conflict. Reasonable differences of opinion exist among social workers with respect to which values and principles should be given priority in a particular situation. Further, a social worker’s personal values, culture, religious beliefs, practices and/or other important distinctions, such as age, ability, gender or sexual orientation can affect his/her ethical choices. Thus, social workers need to be aware of any conflicts between personal and professional values and deal with them responsibly.

3.4. Ethical Behaviour Requires Due Consideration of Issues and Judgment

Social work is a multifaceted profession. As professionals, social workers are educated to exercise judgment in the face of complex and competing interests and claims. Ethical decision-making in a given situation will involve the informed judgment of the individual social worker.
Instances may arise when social workers’ ethical obligations conflict with agency policies, or relevant laws or regulations. When such conflicts occur, social workers shall make a responsible effort to resolve the conflicts in a manner that is consistent with the values and principles expressed in this *Code of Ethics*. If a reasonable resolution of the conflict does not appear possible, social workers shall seek appropriate consultation before making a decision. This may involve consultation with an ethics committee, a regulatory body, a knowledgeable colleague, supervisor or legal counsel.

3.5. *Preamble*

The social work profession is dedicated to the welfare and self-realization of all people; the development and disciplined use of scientific and professional knowledge; the development of resources and skills to meet individual, group, national and international changing needs and aspirations; and the achievement of social justice for all. The profession has a particular interest in the needs and empowerment of people who are vulnerable, oppressed, and/or living in poverty. Social workers are committed to human rights as enshrined in Canadian law, as well as in international conventions on human rights created or supported by the United Nations.

As professionals in a country that upholds respect for diversity and in keeping with democratic rights and freedoms, social workers respect the distinct systems of beliefs and lifestyles of individuals, families, groups, communities and nations without prejudice (United Nations Centre for Human Rights, 1992). Specifically, social workers do not tolerate discrimination based on age, ability, ethnic background, gender, language, marital status, national ancestry, political affiliation, race, religion, sexual orientation or socio-economic status.

3.6. *Core Social Work Values and Principles*

Social workers uphold the following core social work values:

Value 1: Respect for Inherent Dignity and Worth of Persons

Value 2: Pursuit of Social Justice

Value 3: Service to Humanity

Value 4: Integrity of Professional Practice

Value 5: Confidentiality in Professional Practice

Value 6: Competence in Professional Practice

The following section describes each of these values and discusses their underlying principles.
3.6.1. Value 1: Respect for the Inherent Dignity and Worth of Persons

Social work is founded on a long-standing commitment to respect the inherent dignity and individual worth of all persons. When required by law to override a client’s wishes, social workers take care to use the minimum coercion required. Social workers recognize and respect the diversity of Canadian society, taking into account the breadth of differences that exist among individuals, families, groups and communities. Social workers uphold the human rights of individuals and groups as expressed in The Canadian Charter of Rights and Freedoms (1982) and the United Nations Universal Declaration of Human Rights (1948).

Principles:
- Social workers respect the unique worth and inherent dignity of all people and uphold human rights.
- Social workers uphold each person’s right to self-determination, consistent with that person’s capacity and with the rights of others.
- Social workers respect the diversity among individuals in Canadian society and the right of individuals to their unique beliefs consistent with the rights of others.
- Social workers respect the client’s right to make choices based on voluntary, informed consent.
- Social workers who have children as clients determine the child’s ability to consent and where appropriate, explain to the child and to the child’s parents/guardians, the nature of the social worker’s relationship to the child.
- Social workers uphold the right of society to impose limitations on the self-determination of individuals, when such limitations protect individuals from self-harm and from harming others.
- Social workers uphold the right of every person to be free from violence and threat of violence.

3.6.2. Value 2: Pursuit of Social Justice

Social workers believe in the obligation of people, individually and collectively, to provide resources, services and opportunities for the overall benefit of humanity and to afford them protection from harm. Social workers promote social fairness and the equitable distribution of resources, and act to reduce barriers and expand choice for all persons, with special regard for those who are marginalized, disadvantaged, vulnerable, and/or have exceptional needs. Social workers oppose prejudice and discrimination against any person or group of persons, on any grounds, and specifically challenge views and actions that stereotype particular persons or groups.

Principles:
- Social workers uphold the right of people to have access to resources to meet basic human needs.
• Social workers advocate for fair and equitable access to public services and benefits.
• Social workers advocate for equal treatment and protection under the law and challenge injustices, especially injustices that affect the vulnerable and disadvantaged.
• Social workers promote social development and environmental management in the interests of all people.

3.6.3. Value 3: Service to Humanity

The social work profession upholds service in the interests of others, consistent with social justice, as a core professional objective. In professional practice, social workers balance individual needs, and rights and freedoms with collective interests in the service of humanity. When acting in a professional capacity, social workers place professional service before personal goals or advantage, and use their power and authority in disciplined and responsible ways that serve society. The social work profession contributes to knowledge and skills that assist in the management of conflicts and the wide-ranging consequences of conflict.

Principles:
• Social workers place the needs of others above self-interest when acting in a professional capacity.
• Social workers strive to use the power and authority vested in them as professionals in responsible ways that serve the needs of clients and the promotion of social justice.
• Social workers promote individual development and pursuit of individual goals, as well as the development of a just society.
• Social workers use their knowledge and skills in bringing about fair resolutions to conflict and in assisting those affected by conflict.

3.6.4. Value 4: Integrity in Professional Practice

Social workers demonstrate respect for the profession’s purpose, values and ethical principles relevant to their field of practice. Social workers maintain a high level of professional conduct by acting honestly and responsibly, and promoting the values of the profession.

Social workers strive for impartiality in their professional practice, and refrain from imposing their personal values, views and preferences on clients. It is the responsibility of social workers to establish the tenor of their professional relationship with clients, and others to whom they have a professional duty, and to maintain professional boundaries. As individuals, social workers take care in their actions to not bring the reputation of the profession into disrepute. An essential element of integrity in professional practice is ethical accountability based on this Code of Ethics, the IFSW International Declaration of Ethical Principles of Social Work, and other relevant provincial/territorial standards and guidelines. Where conflicts exist with respect to
these sources of ethical guidance, social workers are encouraged to seek advice, including consultation with their regulatory body.

**Principles:**
- Social workers demonstrate and promote the qualities of honesty, reliability, impartiality and diligence in their professional practice.
- Social workers demonstrate adherence to the values and ethical principles of the profession and promote respect for the profession’s values and principles in organizations where they work or with which they have a professional affiliation.
- Social workers establish appropriate boundaries in relationships with clients and ensure that the relationship serves the needs of clients.
- Social workers value openness and transparency in professional practice and avoid relationships where their integrity or impartiality may be compromised, ensuring that should a conflict of interest be unavoidable, the nature of the conflict is fully disclosed.

**3.6.5. Value 5: Confidentiality in Professional Practice**

A cornerstone of professional social work relationships is confidentiality with respect to all matters associated with professional services to clients. Social workers demonstrate respect for the trust and confidence placed in them by clients, communities and other professionals by protecting the privacy of client information and respecting the client’s right to control when or whether this information will be shared with third parties. Social workers only disclose confidential information to other parties (including family members) with the informed consent of clients, clients’ legally authorized representatives or when required by law or court order. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable and imminent harm to a client or others. In all instances, social workers disclose the least amount of confidential information necessary to achieve the desired purpose.

**Principles:**
- Social workers respect the importance of the trust and confidence placed in the professional relationship by clients and members of the public.
- Social workers respect the client’s right to confidentiality of information shared in a professional context.
- Social workers only disclose confidential information with the informed consent of the client or permission of client’s legal representative.
- Social workers may break confidentiality and communicate client information without permission when required or permitted by relevant laws, court order or this Code.
- Social workers demonstrate transparency with respect to limits to confidentiality that applies to their professional practice by clearly communicating these limitations to clients early in their relationship.
**NOTE: Duty to Report:** Both duty to report and duty to inform supersede confidentiality requirements. Each province has legislation regarding the duty to report suspected child abuse. In Ontario, this is covered under Section 72 of the Child and Family Services Act (CFSA). Anyone who suspects that a child is or may be in need of protection must promptly report the suspicion and the evidence it is based on to a Children’s Aid Society. Professionals, such as social workers, have a particular duty to report under the CFSA and there are potential legal sanctions if they fail to do so.

**Duty to Warn (CASW, 2005b):** “Social workers who have reason to believe that a client intends to harm another person are obligated to inform both the person who may be at risk (if possible) and the police (Section 1.6.1).

*All students must discuss duty to report and duty to warn during their orientation with their Field Instructor in order to ensure legal and ethical handling of the information.*

**3.6.6. Value 6: Competence in Professional Practice**

Social workers respect a client’s right to competent social worker services. Social workers analyze the nature of social needs and problems, and encourage innovative, effective strategies and techniques to meet both new and existing needs and, where possible, contribute to the knowledge base of the profession. Social workers have a responsibility to maintain professional proficiency, to continually strive to increase their professional knowledge and skills, and to apply new knowledge in practice commensurate with their level of professional education, skill and competency, seeking consultation and supervision as appropriate.

**Principles:**

- Social workers uphold the right of clients to be offered the highest quality service possible.
- Social workers strive to maintain and increase their professional knowledge and skill.
- Social workers demonstrate due care for client’s interests and safety by limiting professional practice to areas of demonstrated competence.
- Social workers contribute to the ongoing development of the profession and its ability to serve humanity, where possible, by participating in the development of current and future social workers and the development of new professional knowledge.
- Social workers who engage in research minimize risks to participants, ensure informed consent, maintain confidentiality and accurately report the results of their studies.
3.7. Glossary

3.7.1. Capacity
The ability to understand information relevant to a decision and to appreciate the reasonably foreseeable consequences of choosing to act or not to act. Capacity is specific to each decision and thus a person may be capable of deciding about a place of residence, for example, but not capable with respect to deciding about a treatment. Capacity can change over time (Etchells, Sharpe, Elliot and Singer, 1996).

Recent references in law point to the concept of “a mature minor,” which Rozovsky and Rozovsky (1990) define as “…one with capacity to understand the nature and consequences of medical treatment. Such a person has the power to consent to medical treatment and parental consent is not necessary” (p. 55). They quote the comments by The Honorable Justice Lambert in Van Mol v. Ashmore, which help clarify common law with respect to a minor’s capacity to consent. He states:

“At common law, without reference to statute law, a young person, still a minor, may give, on his or her own behalf, a fully informed consent to medical treatment if he or she has sufficient maturity, intelligence and capacity of understanding what is involved in making informed choices about the proposed medical treatment…once the capacity to consent has been achieved by the young person reaching sufficient maturity, intelligence and capability of understanding, the discussions about the nature of the treatment, its gravity, the material risks and any special and unusual risks, and the decisions about undergoing treatment, and about the form of the treatment, must all take place with and be made by the young person whose bodily integrity is to be invaded and whose life and health will be affected by the outcome.”

3.7.2. Child
The Convention on the Rights of the Child passed by the United Nations in 1959 and ratified by Canada in 1990, define a child as a person under the age of 18 years unless national law recognizes an earlier age of majority (Alberta Law Reform Institute, 1991). The age of majority differs in provinces and territories in Canada. Under the Criminal Code of Canada, the age of consent is held to be over the age of 14 years; age in the context of the criminal code frequently refers to capacity to consent to sexual relations. All jurisdictions in Canada have legislation regarding child protection, which defines the age of a child for the purposes of protection. In Canada, in the absence of provincial or territorial legislation, courts are governed by common law. Social workers are encouraged to maintain current knowledge with respect to legislation on the age of a child, as well as capacity and consent in their jurisdiction.
3.7.3. Client
Client is a person, family, and group of persons, incorporated body, association or community on whose behalf a social worker provides or agrees to provide a service or to whom the social worker is legally obligated to provide a service. Examples of legal obligation to provide service include a legislated responsibility (such as in child welfare) or a valid court order. In the case of a valid court order, the judge/court is the client and the person(s) who is ordered by the court to participate in assessment is recognized as an involuntary client.

3.7.4. Conduct Unbecoming
Behaviour or conduct that does not meet the social work standard of care requirements is subject to discipline. In reaching a decision in, Saunders J. makes three important statements regarding standards of practice, and by implication, professional codes of ethics:

1. Standards of practice are inherent characteristics of any profession.
2. Standards of practice may be written or unwritten.
3. Some conduct is clearly regarded as misconduct and need not be written down, whereas other conduct may be the subject of dispute within a profession (See “Standard of Practice”).

3.7.5. Confidentiality
Confidentiality is a professional value that demands that professionally acquired information be kept private and not shared with third parties unless the client provides informed consent or a professional or legal obligation exists to share such information without client informed consent.

3.7.6. Discrimination
Discrimination refers to treating people unfavourably or holding negative or prejudicial attitudes based on discernible differences or stereotypes (AASW, 1999).

3.7.7. Informed Consent
Informed Consent is the voluntary agreement reached by a capable client based on information about foreseeable risks and benefits associated with the agreement (e.g., participation in counselling or agreement to disclose social work report to a third party).

3.7.8. Human Rights
These are the rights of an individual that are considered the basis for freedom and justice, and serve to protect people from discrimination and harassment. Social workers may refer to the Canadian Charter of Rights and Freedoms enacted as Schedule B to the Canada Act 1982 (U.K.) 1982, c. 11, which came into force on April 17, 1982, as well as the Universal

### 3.7.9. Malpractice and Negligence

Malpractice and Negligence are behaviours included in “conduct unbecoming” and relate to social work practice behaviour within the parameters of the professional relationship that falls below the standard of practice and results in, or aggravation of, injury to a client. It includes behaviour that results in assault, deceit, fraudulent misrepresentations, defamation of character, breach of contract, violation of human rights, malicious prosecution, and false imprisonment or criminal conviction.

### 3.7.10. Self-Determination

This is a core social work value that refers to the right to self-direction and freedom of choice without interference from others. Self-determination is codified in practice through mechanisms of informed consent. Social workers may be obligated to limit self-determination when a client lacks capacity or in order to prevent harm (Regehr and Antle, 1997).

### 3.7.11. Social Worker

A person who is duly registered to practice social work in a province or territory; or where mandatory registration does not exist, a person with social work education from an institution recognized by the Canadian Association of Schools of Social Work (CASSW) or an institution from outside of Canada that has been approved by the CASW, who is practicing social work and who voluntarily agrees to be subject to this *Code of Ethics*. **Note:** Social workers living in Quebec and British Columbia, whose social work education was obtained outside of Canada, follow a separate approval process within their respective provinces.

### 3.7.12. Standard of Practice

The standard of care ordinarily expected of a competent social worker is called the Standard of Practice. It means that the public is assured that a social worker has the training, the skill and the diligence to provide them with social work services. Social workers are urged to refer to standards of practice that have been set by their provincial or territorial regulatory body or relevant professional association (see “Conduct Unbecoming”).

### 3.7.13. Voluntary

“In the context of consent, ‘voluntariness’ refers to a patient’s right to make treatment decisions free of any undue influence, such as ability of others to exert control over a patient by force, coercion or manipulation. …The requirement for voluntariness does not imply that clinicians should refrain from persuading patients to accept advice. Persuasion involves appealing to the patient’s reason in an attempt to convince him or her of the merits of a recommendation. In
attempting to persuade the patient to follow a particular course of action, the clinician still leaves the patient free to accept or reject this advice.” (Etchells, Sharpe, Dykeman, Meslin and Singer, 1996, p. 1083).

4. CONTACT INFORMATION FOR THE FIELD EDUCATION PROGRAM

4.1 ON CAMPUS PROGRAM CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Location</th>
<th>Contact</th>
</tr>
</thead>
</table>
| Mary Medcalf MSW            | Coordinator of Field Education Programs | School of Social Work University of Windsor Rm. 201-D 167 Ferry Street Windsor, ON N9A 0C5 | E-mail: medcalf@uwindsor.ca  
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Office phone: 519-253-3000 x. 6096  
Fax: 519-973-7036 |

NOTE: Students are assigned a Field Learning Specialist who works directly with them to plan field practica/internships. If you have a question about your field education plan, contact the Field Learning Specialist who has been assigned to coordinate your practicum/internship.
### 4.2 MSW FOR WORKING PROFESSIONALS PROGRAM CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Location</th>
<th>Contact</th>
</tr>
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<tbody>
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</tr>
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</table>

**NOTE:** Students are assigned a Facilitator who works directly with them to plan field practica/internships. If you have a question about your field education plan, contact the Facilitator who has been assigned to assist you to coordinate your practicum/internship.
5. **THE GRADUATE FIELD EDUCATION PROGRAM**

In social work the field practicum/internship is seen as an integral component of professional education and the completion of field practice courses is required for graduation. Students in the Regular Track Program are required to complete two field assignments in a human service organization or community setting. Over the course of these two assignments students will complete a **total minimum** of 900 field hours (450 hours per academic year). Students in the Advanced Standing Program complete a **total minimum** of 450 hours of field practice.

All policies, procedures and decisions in the Graduate Field Education Program are based upon the following principles:

- Standards of Ethical Practice
- Accountability
- Professionalism
- Equity
- Suitability

6. **GRADUATE FIELD EDUCATION CURRICULA AND OBJECTIVES**

The field setting learning environment presents a unique opportunity to the developing advanced practice social worker. It is an opportunity where students can merge academic theory with practice skills.

The Graduate Field Education program strives to:

- foster professional development wherein personal and professional skills are promoted in the interest of competent, advanced professional practice
- develop competence as an advanced level professional in social work practice
- support the development of effective and efficient delivery of social welfare services and the process of quality improvement through professional evaluation
- develop advanced level understanding of social work knowledge, values and skills and demonstrate an understanding of and commitment to the principles which underlie professional social work practice
- apply professional skills and techniques as well as analytical competence to work with direct and indirect systems in an agency/community setting to develop an understanding of the relationships between human behaviour and societal processes
- develop self-awareness and self-discipline sufficient to enable students to apply advanced knowledge, values, and skills when working with client systems
- develop critical thinking skills and an inquiring interest in professional issues and knowledge along with a commitment to the ethical principles of social work and the development of a professional identity
6.1. Area of Interest
The three areas of interest, child welfare, gerontology and health, contextualize the choice for the practicum/internship and provide a focus for the 47-680 research proposal. Please note that these categories are broadly defined and in keeping with Section 3.6.3 of the CASW Code of Ethics the emphasis is on profession and service rather than personal goals regarding a narrowly defined population.

6.2. Course Descriptions

47-571 Master of Social Work Foundation Year Practicum (FYP)
This course is offered in a field education setting and is designed to assure the practice of advanced social work from the ecological perspective. The foundation practicum comprises 450 hours of supervised social work practice. (Prerequisites: 47-503, 47-504, 47-515, 47-523, 47-531, 47-532, 47-533, 47-534, 47-547, 47-550)

47-681 Advanced Practice Internship (API)
This course is offered in a field education setting. Students develop skills which will equip them for leadership in advanced social work practice. The internship comprises 450 hours of supervised social work practice. (Prerequisites: 47-610, 47-611, 47-621, 47-622, 47-640.)

47-570: Field Integration Seminar
This seminar course focuses on the integration of academic and field work experience to advance knowledge, values, and skills as they relate to the development of advanced practice competence. Students will use structured reflection and self-evaluation to understand their own practice in terms of values, ethics, policies, theoretical models, and agency expectations. Students will reflect upon personal values and beliefs and explore solutions to actual issues during their field placements. (This course is evaluated on a pass/fail basis and must be taken concurrently with 47-571).

Learning Outcomes
At the end of the course, the successful student will know and be able to:

- Articulate critical linkages between “use of self”, personal experience, prior and concurrent course learning, and “real-life” field situations from an ecological systems perspective
- Identify their role and the development of interpersonal relationships with agency supervisors, staff, peers, and clients that affect their practice in their field work agencies

47-680: Advanced Internship Seminar
This capstone course must be taken concurrently with students' advanced practice internship 47-681. This course provides a structured forum for students to discuss, synthesize and integrate the knowledge they have acquired throughout the program including practice theories, professional ethics, policy development, research and program evaluation. Students utilize peer and instructor consultation to apply best practices which includes developing a research or evaluation proposal based on a need identified by their placement. This proposal is developed outside the students' placement hours and is presented as a poster presentation in a public forum.

**Learning Outcomes**

At the end of the course, the successful student will know and be able to:

- Integrate and apply knowledge of multi-level social work theories and interventions, professional ethics, the professional use of the self, and evaluation of best practices with diverse populations acquired throughout the program
- Demonstrate effective professional and interpersonal functioning in organizations within established agency protocols, structures and internal communication networks
- Develop a research proposal (needs assessment, program development or program evaluation) based on a need identified by the practicum agency

**6.3 MSW/JD (Offered on-campus only)**

Students in the Master of Social Work/Juris Doctor program are required to complete a Foundation Year Practicum and/or an Advanced Practice Internship as a requirement of the MSW degree. Students are advised to consult regularly with advisors in the School of Social Work and the Faculty of Law in order to ensure that all requirements have been met toward the field component of the program.

### 7. FIELD EDUCATION POLICIES AND PROCEDURES

**7.1. Initial Planning for the Practicum/Internship: On Campus Program**

The development of practica and internships is initiated by the Field Office, based on the goals and objectives of the MSW Program. When planning for individual practica and internships, the Field Office considers:

- Student’s area of interest (child welfare, gerontology, health)
- student’s confirmation of an internal rotation, secondment or leave of absence (**MSW for Working Professionals Program**)
- Student’s ability to meet agency standards of service (e.g. use of a car for agency business, experience, etc.)
- Assessed learning needs of the student
- Student’s year of study
- Opportunities to develop skills and knowledge in advanced social work practice
• Agencies available to provide appropriate placements
• Agency requests for students

**NOTE:** While the Program provides opportunities for students to interview for their practica and internships, the School cannot guarantee that students will be placed in a particular agency. A variety of factors affect the availability of practicum/internship opportunities, which can vary from year to year. It is important that students are open to considering a range of settings as there can be no guarantee of obtaining a practicum/internship with any specific site, practice area or Field Instructor.

**Students should not circulate their resumes or contact agencies directly to inquire about field placements without the consent and authorization of the Field Learning Specialist/Facilitator.** The majority of organizations have a department contact or process through which universities work to facilitate the placement process. Agencies prefer to have one contact as a way to coordinate requests for placements, interviews and confirmations. As well, the School of Social Work must approve all sites as having opportunities for students to achieve the learning outcomes and meet CASWE accreditation requirements. This policy also ensures we have a fair process for all students.

If a student has a contact within their professional network for consideration as a field site or Field Instructor, the student should forward the information to the Field Learning Specialist/Facilitator for follow up. The same process applies for **MSW for Working Professionals students** wishing to complete an internal rotation or secondment. All potential contact information should be provided to the Facilitator.

**Students in the MSW for Working Professionals Program** are asked to update their resume as part of the field placement process and submit the resume to their Facilitator. Resumes may be submitted to potential practicum sites by the Field Facilitators.

**7.2. Practicum/Internship Options – MSW for Working Professionals Program**

**7.2.1. Internal Rotation**

The School of Social Work and the CEPE permit students to complete their practicum/internship in their place of employment (Internal Rotation) if the organization can provide the opportunity for new learning, at a graduate level and under the supervision of a Field Instructor who has primary responsibilities for field instruction and evaluation of student in placement. (Standards for Accreditation, August 2014). Students “rotate” into another position or newly created intern position in the organization. Students wishing to pursue this option should have approval from their employer prior to beginning the program and will be required to provide confirmation of such at the time of admission. At the point of placement
planning, the student may be asked to provide the Coordinator of the MSW for WP Field Education Program a document which clearly delineates the student/employee role.

**NOTE:** On occasion the School receives requests from students who have an opportunity to secure a new position and wish to “use” the position as a practicum or internship. These requests will not be approved in order to avoid a conflict of interest on the part of the student, the Field Instructor, or both.

When planning for an Internal Rotation, students should consider:

- Whether s/he will continue to be paid salary and benefits
- Whether the employer has any requirement vis-à-vis the current position
- That an internal rotation is not simply a “job-swap” – the internal rotation must consider the education requirements, separate from employment
- That a new job or promotion does not meet the requirements of an API
- That Human Resources and union issues may require more complicated negotiations and need to be addressed by the student and employer
- That assignments and opportunities available in the agency must meet graduate field curriculum requirements

### 7.2.2. Secondment

The School of Social Work permits students to complete their practicum/internship in another organization as a secondment if the organization can provide the opportunity for new learning, at a graduate level and under the supervision of a Field Instructor who has primary responsibilities for field instruction and evaluation of student in placement (Standards for Accreditation, August 2014). Students wishing to pursue this option should have approval from their employer and the secondment site prior to beginning the program and will be required to provide confirmation of such at the time of admission.

When planning for a Secondment, students should consider:

- Whether s/he will continue to be paid salary and benefits by the employer or by the seconding agency
- Whether there is time to negotiate this option and with which agency
- Whether the Executive Director will assist with this process and whether the Executive Director is interested in another student being seconded into the student’s agency
- Whether the student’s employer has any requirement vis-à-vis the current position
- That Human Resources and union issues may require more complicated negotiations and need to be addressed by the student, employer and the seconding agency
- That assignments and opportunities available in the agency must meet graduate field curriculum requirements
7.2.3. Leave of Absence

Students who are not eligible for an Internal Rotation or Secondment, must take a Leave of Absence from their place of employment for a temporary assignment elsewhere in an organization that can provide the opportunity for new learning, at a graduate level and under the supervision of a Field Instructor who has primary responsibilities for field instruction and evaluation of student in placement (Standards for Accreditation, June 2013). Students wishing to pursue this option should have approval from their employer prior to beginning the program and will be required to provide confirmation of such at the time of admission.

When planning for a Leave of Absence, students should consider:
- Whether s/he will continue to be paid salary and benefits by their employer and if not, that the practicum or internship will be unpaid
- Whether the student’s employer has any requirement vis-à-vis their current position

7.3. National and International Practica/Internships

At this time, the School of Social Work will not approve requests for national or international practica/internships.

7.4. Paid Practica/Internships

The School of Social Work does not offer paid placements for students completing the field learning component of their degree programs. This being said employers may choose, at their discretion, to provide reimbursement for expenses or an honorarium.

7.5. School of Social Work and Agency Requirements*

7.5.1. Vulnerable Persons Check (VPC)

All students are required to secure a yearly Vulnerable Persons Check (VPC). This is a requirement of the School of Social Work. The VPC must be valid for the duration of the practicum/internship. The process to secure the VPC varies from agency to agency, city to city and region to region. It is the student’s responsibility to discuss the process to secure the VPC with their practicum/internship agency as well as the police department in their geographic area (See APPENDIX 1).

The RCMP has additional safe-guards for the vulnerable sector enhanced screening process. Some students may be required by the RCMP to arrange a fingerprinting screen when they receive their initial response to the request for a VPC. If you are in this situation, please forward via email your most recent VPC and official documentation confirming that you are going through this fingerprinting process to the Graduate Secretary in the School of Social Work (on campus students) or Program Administrator at CEPE (MSW for Working Professionals). It is your responsibility to discuss this with your Field Instructor as soon as possible. This fingerprinting process may take an additional several weeks.
As noted in orientation, in most circumstances, students will not be permitted to begin placement until a copy of their vulnerable persons check is submitted to the Graduate Secretary. In cases in which the VPC will not be available prior to beginning placement due to circumstances beyond the student’s control, on-campus students must contact the Coordinator of Field Education Programs to discuss next steps. MSW for Working Professionals students must contact the MSW for Working Professionals Field Education Coordinator to discuss next steps. If due to circumstances beyond your control, you do not have a VPC prior to the start of your practicum/internship you must email the Coordinator of Field Education Programs with the following information:

- The reason that the VPC will be late
- E-mailed receipt indicating that the VPC is underway
- Confirmation that the field site has approved your start date without a VPC
- An email stating that once received there will be nothing of concern on the VPC

### 7.5.2. Other Requirements

Students should consult with the agency in which they are completing their field placement to ensure that all other requirements have been met. Some agencies require additional medical clearances, such as TB skin tests, flu shots, mask fittings, etc.

*Some agencies do not require police or medical clearances; however, it is a policy of the program that all students complete the VPC. Costs associated with securing the VPC and other requirements are incurred by the student.*

### 7.5.3. Submission of Documents

**On-campus students** must submit their VPC to the School of Social Work prior to beginning placement. Students should keep the original (unless it is requested by the agency) and forward a copy to the agency and a copy to the Graduate Secretary in the School of Social Work. **Students in the MSW for Working Professionals Program** must submit their VPC to Blackboard.

### 7.6. Field Supervision

In keeping with CASWE accreditation requirements (SB 3.2.21), Field Instructors at the foundation year of a two year MSW program:

- Normally hold, at minimum, a BSW degree from an accredited social work program
- Have two years of social work practice experience after graduation;
- Are interested in social work education; and,
• Have support from the setting to permit adequate time for assuming field instructions responsibilities.

Field Instructors in a one year MSW program or in the second year of a two year MSW program:
• Normally hold at minimum, a MSW degree from an accredited social work program;
• Have two years of social work practice experience after graduation;
• Are interested in social work education; and,
• Have support from the setting to permit adequate time for assuming field instruction responsibilities (CASWE Standards for Accreditation, 2013, SM 3.2.21)

In those instances when there is no agency-based Field Instructor who meets this accreditation standard, alternate arrangements are made for this supervision, referred to as an Off-site Field Instructor.

7.7. Practicum/Internship Planning Process

1. The School of Social Work maintains a list of existing agency-university affiliation agreements.
2. Students are expected to review the School’s or CEPE’s website: http://www.uwindsor.ca/socialwork/mswfield, http://www1.uwindsor.ca/msw, with particular attention paid to the Field Education area and review the MSW Graduate Field Education Policies Manual.
3. Students complete and submit the Graduate Student Profile Form (GSPF) electronically to the Graduate Secretary when notified by the School of Social Work via emailed memoranda. Students in the MSW for Working Professionals Program complete and submit the Graduate Student Profile Form (GSPF) and a resume electronically to their assigned Facilitator when notified by the Coordinator of the MSW for WP Field Education Program via emailed memoranda. It is important that the GSPF accurately reflects the student’s experience and learning goals as this form is reviewed by potential field sites and their personnel.
4. Field Learning Specialists and Facilitators meet in-person or via telephone with each student to discuss the student’s learning goals and gather additional information if needed. The Field Learning Specialist will send the student’s GSPF and/or resume, if requested by the agency, to the potential Field Instructor as way of introduction. Depending upon whether a student in the MSW for Working Professionals Program is doing an internal rotation, secondment or leave of absence and the practicum/internship site requirements, the Facilitator may send the student’s GSIF and/or resume to the potential Field Instructor as way of introduction.
5. In most cases, a student will be required to attend an interview at the agency upon direction from the Field Learning Specialist or Facilitator. It is the student’s
Additionally, students should be aware of the following while involved in the placement process:

6. The Field Learning Specialist or Facilitator is responsible for the final decision regarding the student’s practicum/internship. Once the practicum/internship is confirmed, the School or CEPE will send a Confirmation of Practicum/Internship to the student and agency.

7. Students should review the website to ensure they are aware of all mandatory orientation sessions prior to entering field. These dates are normally published at the start of the program (important dates).

Additionally, students should be aware of the following while involved in the placement process:

- Field practicums at the University of Windsor do not generally provide remuneration. The field practicum is a pass/fail course which is different from paid co-op work terms. Financial planning regarding the placement is important prior to starting the program. Additional expenses could include, transportation to and from placement and to the field integration class, parking, million dollar liability coverage for car insurance, the cost of a vulnerable persons check police clearance etc.

- The Field Office at the School of Social Work will determine a suitable placement and assign students taking into account the area of interest and MSW program requirements. Practicum centres include agencies/organizations where professional broad social work is practiced. Your practicum(s) will provide MSW level practice specific to your chosen concentration: Health, Gerontology or Child Welfare. While consultation will occur with the student, the Field team will make the final decision regarding the practicum site. The student will be placed in an agency that the field team has assessed as providing an experience that will meet the MSW field learning outcomes.

- Students must not contact agencies directly to set up their own placement. In general the field office has a list of sites with affiliation agreements (see website) which we use for field practicums; however, students may suggest new agencies that the field office may follow up on.

- It is important to make every effort to have access to a car as most agencies require possession of a car for the work they do and some may not be easily accessible by public transportation. Some sites may require you to be transporting clients on occasion. Access to a car facilitates more placement opportunities. The Field Office will still provide a field practicum for those students who do not drive or do not have access to a car but students will need to be flexible in accepting available placements that do not require a car.

- Please be advised that under certain circumstances the University may be required to disclose your personal information to your clinical placement site. In particular, this
disclosure may occur where facts or circumstances exist which could reasonably put the health and/or safety of agency patients and/or employees at risk. You would be advised first if this were necessary.

7.8. Selection of Field Education Sites
Field placements reflect a wide range of settings and provide a variety of field practice experiences. These include work with individuals, families, groups, organizations, communities, social policy and research. Students are expected to vary their field experiences and expand their professional repertoire in both direct and indirect practice.

Agencies will be selected as practicum/internship sites on the following basis:

- Agency’s readiness/interest in providing field placements (for the MSW for Working Professionals this includes Internal Rotations and Secondments)
- Availability of acceptable, qualified Field Instructors/On-site Task Supervisors
- Placement needs of the School of Social Work
- Placement setting accepts students without discrimination and is free of discriminatory practices in delivery of services (Standards for Accreditation, 2013)
- Suitability of arrangements for the provision of field instruction for students, including opportunities to:
  - apply and test theories
  - engage in a range of different learning experiences
  - allocate sufficient time to the student
  - make available appropriate physical resources

Additionally, the following criteria are considered by the Coordinator of Field Education Programs in the selection and maintenance of field education sites (Wilfrid Laurier University, 2008).

- The field site must be committed to upholding social work values and ethics as outlined in the CASW Code of Ethics. This should be demonstrated by stated policies and procedures that address program design and service delivery in support of the social worker’s ability to carry out the professional role.
- The field site must be able to provide diversified learning experiences for students that are consistent with the School’s field education objectives as appropriate to the foundation and/or API field placement.
- The field site should be committed to providing a work climate that supports experiential learning.
- The field site must be able to provide qualified field supervisors.
- The field site must be able to allocate time for field supervisors to prepare and implement educational supervision for students.
• The field site should allow time for field supervisors to participate in meetings, training seminars and/or workshops offered by the School of Social Work.
• The field site should provide educational opportunities for students to participate in regular activities such as staff meetings, case presentations, conferences, and in-service training.
• The field site must be able to provide appropriate physical space and logistical arrangements for students such as office/desk space, supplies, telephone, support staff, etc. (similar to that provided to agency staff), in order to carry out assigned tasks/responsibilities.
• The field site must treat all information about students in a confidential manner. (Wilfrid Laurier University, 2008)

NOTE: Students can be expected to travel, sometimes up to one hour, to get to their field site. It is the student’s responsibility to ensure s/he can get to the placement site and fulfill the site’s transportation requirements.

7.9. Placements in Current Place of Employment*

Ordinarily students will not be placed in an agency in which they are employed to avoid a conflict of interest on the part of the student, the Field Instructor, or both. The practicum/internship is intended to ensure that students engage in new learning and this is best achieved in a new location. The School recognizes that in some exceptional situations, the student can complete the requirements of the field curricula in the student’s place of employment. The Field Office will consider requests from students to complete their field practicum/internship in their current place of employment; however, the student must present a compelling rationale which includes a discussion of why a field practicum/internship outside their normal place of employment is impossible to arrange and how their proposal is the best option to achieve their learning goals. The rationale must go beyond financial considerations. Requests must be submitted to the Coordinator of Field Education Programs and include:

• A proposal outlining the following: The reasons for the request to complete the field practicum/internship in place of employment. The request must go beyond financial considerations.
• An articulation of the relationship between the learning goals and objectives and how the field practicum/internship will meet the theoretical and practice requirements of the field course. Why is this agency best suited to provide the required learning experience?
• An explanation of how the field practicum/internship differs from the student’s employment and constitutes new learning at the graduate level. Does or would the agency normally hire someone with an MSW to do this work?
• An up-to-date resume.
• A completed Field Instructor Information Sheet. The Field Instructor cannot be the same person who supervises the student in his/her paid employment or someone over whom the student normally has authority. The Field Instructor must be in a position to objectively evaluate the student’s performance in the practicum/internship.
• A letter from the Director of the agency granting permission for the student to complete the practicum/internship in the place of employment, stating that the proposed practicum/internship is new learning and not the normal work required of the student in their regular position in the agency. The letter should clarify that the agency would normally employ someone with an MSW to perform the duties which will constitute the practicum/internship and that there will be no remuneration for the practicum/internship.

*Students in the MSW for Working Professionals Program should review Section 7.1.1 planning for an Internal Rotation.

7.10. Selection of Field Instructors
The Coordinator of Field Education Programs, Field Learning Specialists and Field Facilitators will usually appoint the person recommended by the agency, provided that the person recommended has the academic and professional qualifications required by the Canadian Association of Social Work Education (CASWE) Standards for Accreditation or has been approved as an On-Site Task Supervisor (qualifications, including experience and has been approved to supervise the day-to-day activities in the field). In each instance the Coordinator of Field Education Programs or Faculty Field Liaison will contact the Agency Director, or his/her delegate to discuss practicum/internship possibilities or requirements.

Prior to the start of the field placement, field supervisors are invited to attend a Field Instructor/Supervisor’s training session/webinar. These training sessions provide tools and information to aid and support all field supervisors in their teaching role. This information is also located on-line and Field Instructors are provided with access via Blackboard Collaborate.

The Field Instructor/Supervisor must be willing to devote time to a number of activities. These include the following:
• Attend training seminars/meetings for field supervisors sponsored by the School of Social Work or CEPE.
• Provide field site orientation to the student.
• Assist the student in meeting the learning agreement outcomes by selecting appropriate student tasks and identifying methods for evaluating the student’s performance.
• Provide regularly scheduled weekly supervision with the student (a minimum of one hour per week).
• Schedule a field site visit to discuss student progress, agency needs/concerns, and any revision to the Learning Agreement.
• Confer as needed (in addition to the scheduled site visits) with the Faculty Field Liaison.
• Evaluate the student’s performance through written evaluations and provide verbal feedback to the student on his/her professional performance in the field agency (Wilfrid Laurier University, 2008).

Many agencies adopt a team approach to field instruction. The principal members of the team are the Field Instructor, On-site Task Supervisor (if applicable) and Student; however, there are many others who play an important role in the field education experience. Agency staff from other disciplines may also contribute to the field education process and, indeed, the School of Social Work supports and encourages a multi-disciplinary field education experience.

Supervision is offered as an opportunity for students to address the theoretical, ethical and personal interactions that the student derives from placement. It is also an opportunity for students to engage in an effective supervision practice which is crucial for professional social work development.

### 7.11. Site Visits

Site visits will take place mid-term and are attended by the Student, Field Instructor, Off-site Instructor and/or On-site Task Supervisor (if applicable) and Faculty Field Liaison. While in-person site visits are preferred, there may be an exceptional circumstance in which the site visit is conducted via teleconference. The Faculty Field Liaison/Facilitator will generally follow a standardized site visit process, which includes a discussion of the student’s adjustment to the practicum/internship, opportunities/progress integrating classroom learning with field learning, student abilities, personal/professional challenges in the field, compliance with administrative field requirements (Hours, Learning Agreement, Mid-term Evaluation, Activities Log, due dates) and revisions to the Learning Agreement. The site visit is an opportunity for the student and instructors to collaborate in evaluating student progress to date, assess the student’s future goals in the agency, collaborate with the school and the agency, and address any concerns.

### 7.12. Supervision

Supervision is offered as an opportunity for students to address the theoretical, ethical and personal interactions that the student derives from placement. It is also an opportunity for students to engage in an effective supervision practice which is crucial for professional social work development.

The relationship with the Field Instructor/On-site Task Supervisor (if applicable) is significant to the outcome of the field education experience. The Field Instructor/On-site Task Supervisor is the agency person to whom a student is directly responsible. The Instructor/Supervisor is there to support and guide the student, facilitate learning, and evaluate the student’s performance. If any questions, dissatisfactions, concerns, problems, etc. arise, the student must take initiative to talk to his/her Field Instructor.
The effectiveness of field learning is largely determined by student participation. As an adult, the student is responsible for creating his/her learning environment. The student needs to be an active learner and have a sense of ownership in the field experience. Being an active learner includes developing the Learning Agreement, creating personalized learning outcomes and appropriate tasks, monitoring and evaluating practice, confronting personal biases/prejudices, and assessing one’s professional development as a Master’s level social worker. It also means preparing an agenda for the weekly supervisory meetings. Most importantly, the student must develop the ability to receive constructive criticism within the context of increasing one’s competence as an advanced practice social worker. Feedback that is specific and focuses on something the student can change is a major factor affecting professional growth. The importance of weekly structured supervision cannot be understated (Wilfrid Laurier University, 2008).

7.13. Professional Behavior
The placement site is equivalent in many ways to a workplace. The student is expected to maintain regular working hours, be punctual, complete assignments in a responsible and timely manner, follow agency policies and procedures, dress appropriately, and generally conduct oneself in a professional manner. The student must maintain a professional demeanor that separates personal problems/issues from practice in order to engage successfully in one’s professional responsibilities to clients, the agency, and the community. It is expected that the student will inform clients of his/her intern status and maintain full disclosure of his/her intern role while conducting business on behalf of the field placement site. To understand and abide by the CASW Code of Ethics, which provides guidelines for professional conduct, is critical for the student in the field setting (Wilfrid Laurier University, 2008).

7.14. Professional Suitability Policy
The School of Social Work’s Professional Suitability Policy is a requirement of the Canadian Association for Social Work Education and derives from the Social Work Code of Ethics. Students should become familiar with the Code of Ethics as these standards guide the School’s assessment of suitability for the profession of social work (see Appendix 2).

7.15. Social Media Use Policy
What is Social Media?
Social media refers to online technologies and practices that are used to share information and opinions, host conversations and build relationships. It can involve a variety of formats, including text, pictures, video, audio and “live,” real-time dialogues of a few, or thousands of participants. Examples of social media include discussion forums, blogs, social networks, wikis, and podcasts.

The School of Social Work supports the use of social media as an instructional tool. In this instance, sharing of information must occur through the CLEW/Blackboard platform or other
University of Windsor approved platforms. We also recognize that students use social media networks outside of the classroom. The following policies and guidelines provide overall policies for social networking within the School of Social Work and guidelines for individual social media use.

**Purpose and Issues to Consider**

The purpose of this protocol is to inform students about the appropriate use of on-line social networking sites as it relates to professional conduct expected of social work students at the University of Windsor. On-line social networking postings in relation to students, faculty, administrators, agency personnel and future employers must be evaluated in accordance with codes of conduct and standards of professional behaviour expected of social work students.

While the School of Social Work cannot prevent reference to students, faculty, administrators, and other persons associated with the University of Windsor social work program on social networking sites; the School of Social Work can provide guidance regarding postings associated in any way with the School of Social Work and its constituents.

Students are asked to refrain from posting insulting, disrespectful, or disparaging comments about any member of the University of Windsor campus community. Social Work students must adhere to the values and ethics of the University of Windsor Policy S6: Student Code of Conduct, University of Windsor School of Social Work Professional Suitability Policy, Canadian Association of Social Workers Code of Ethics and the Ontario College of Social Workers and Social Service Workers Code of Ethics and Standards of Practice. These codes and standards can be applied to classroom and hallway discussions, virtual learning environments, text messaging, and on-line social networking sites. In addition, client confidentiality laws forbid any release of information related to clients (even if names are not used). Confidentiality also extends to families, agency staff, and organizations. In some cases, legal charges may be filed against a student for defamation of character and/or invasion of privacy.

**Overall Policies:**

- Use of social media for non-academic purposes is not permitted during any field placement.
- Students may not access agency computers for the purpose of social networking, unless this is for an agency purpose and is approved by the Field Instructor.
- Use of cell phones is not permitted during clinical hours, unless required for an emergency purpose, and when there is no other means of contact available. In this situation, the student will discuss this need with the field instructor prior to use.
• Unauthorized use of social media, cell phones, or the internet in the clinical setting may result in removal of the student from the practicum or internship.

Students are prohibited from posting any private or confidential content, including client health information on any social media site, even if client identifiers are removed. This also includes images of clients or agencies.

Social media behaviours must be consistent with the following University of Windsor Policy S6: Student Code of Conduct, University of Windsor School of Social Work Professional Suitability Policy, Canadian Association of Social Workers Code of Ethics and the Ontario College of Social Workers and Social Service Workers Code of Ethics and Standards of Practice. The failure of any student to conform to these ethical Standards and practice guidelines, while using any social media site, will result in discipline and/or dismissal from the program.

Guidelines for Blackboard site networking:

• Please refer to the overall policies on Blackboard and social media located on the University of Windsor’s website.
• Be respectful and professional to peers, faculty and staff in all interactions. You are more likely to be effective when applying a constructive and respectful approach to discussion and debate.
• Do not use personal insults, obscenity or engage in any conduct that is not consistent with the University of Windsor Policy S6: Student Code of Conduct, University of Windsor School of Social Work Professional Suitability Policy, Canadian Association of Social Workers Code of Ethics and the Ontario College of Social Workers and Social Service Workers Code of Ethics and Standards of Practice.
• Show proper consideration for other’s privacy, and for topics that may be considered sensitive.
• Assess acceptability of your message before posting. If the content of your message would not be acceptable for face-to-face conversation, over the telephone, or in another medium, it is not acceptable for posting.

Guidelines for Personal Networking:

You should participate in non-academic social media conversations on your own time. Ensure that your blogging and social networking activity does not interfere with your academic commitments and engagement in learning.
• Maintain confidentiality and privacy. Do not post confidential information about the School of Social Work, its students, faculty or its agencies.
• Be aware of liability. Students are responsible for the content that is posted on their own sites, and on those of others.
• Avoid using unprofessional online personas. Do not post defamatory, libelous or obscene content. Employers may conduct web searches on candidates before extending offers. Search engines can recall posts and pictures years after publication. Post only pictures that you would be comfortable sharing with the general public. (Adapted from the Government of Nova Scotia, the University of Michigan, Boise State University School of Nursing, University of Windsor School of Nursing. In compliance with Bill 168).

Students should also refer to the University of Windsor’s Social Media and Best Practices Guidelines located on the University of Windsor website.

7.16. Agency Policies
Agencies vary in the policies and procedures that they expect students to follow. Most agencies require students to attend orientation sessions. Depending on the size of the agency, this orientation may or may not cover policies specifically geared to the provision of social work services. It is important for the student to meet with the field supervisor to obtain information about the agency’s operating procedures. If there is written documentation, the student should be furnished with a copy. Examples of operating procedures include policies about contact with clients outside the agency, transportation of clients, record keeping, personal safety and security, how to handle crisis situations, etc. The student should understand agency policies relating to confidentiality and always work within the values and ethics of the social work profession (Wilfrid Laurier University, 2008). It is the student’s responsibility to be aware of and comply with all agency policies and procedures.

7.17. Harassment and/or Violence in the Field Setting
The social work profession has become increasingly concerned about the safety and security of social work practitioners in the workplace. Work-related violence against social workers may include physical and/or verbal assault, the threat of assault and harassment. Concern about workplace violence also draws attention to the safety and security of social work students in field placement settings.

The school expects students to err on the side of caution when assessing risk to themselves and will support a student who takes appropriate steps to remove themselves from potential harm. In such a situation the student should attempt to consult with their Field Instructor or their Field Instructor’s supervisor as soon as possible. If there is a question about the direction and they are unable to reach their Faculty Field Liaison, then the student should contact a member of the field education team.
Field sites should have policies and procedures dealing with safety and security issues for all personnel. These safety and security policies and procedures need to be a part of the student’s site orientation. However, if this information is not formally presented, the student must initiate discussion of such policies and procedures with the Field Instructor. Every effort must be made to reduce potential risk in field settings. Safety and security issues to be addressed with the student include:

- Office and facility security (interviewing rooms, emergency exits, disaster plan, parking areas, before and after hours work).
- In-house emergency procedures for summoning security, police and backup assistance.
- Policies and procedures for home and community visits (where, when, with another worker or escort, under what conditions a visit should or should not be made, emergency backup plans).
- Transporting clients (personal car, agency vehicle, insurance and liability, when, where, with another worker, under what conditions would an intern be given this assignment).
- Assessing and handling agitated and/or violent clients (de-escalation techniques, treating clients with a history of violence).
- Potential risks and safety issues unique to a particular setting and/or client population (Wilfrid Laurier University, 2008).

Concerns and complaints about harassment are taken very seriously by the School of Social Work and University of Windsor. If a student believes they are being harassed by others (e.g. field instructors, other employees or practicum students, clients), it is important to voice these concerns to the Field Instructor if appropriate and their Faculty Field Liaison. If a student decides not to speak with the Field Instructor, students in the on campus program should contact their Faculty Field Liaison who will consult with the Coordinator of Field Education Programs; students in the MSW for Working Professionals Program should contact their Field Facilitator who will consult with the Field Coordinator of the MSW for WP Program. The issue may be resolved with assistance from the Faculty Field Liaison and/or Field Instructor; however, students may also consult directly with the Director of the School of Social Work. Students may also contact the Office of Human Rights, Equity & Accessibility (OHREA) responsible for education, human rights inquiries and complaints, ombuds functions related to human rights, equity and accessibility, government reporting, policy development, and any other matters requiring accountability in these areas at the University of Windsor:

**OHREA CONTACT INFORMATION**

**Office Hours:**
Monday - Thursday - 8:30am to 4:30pm
Friday - 8:30am to 12:00pm

Location:
Room 325, Chrysler Hall Tower
General Email: ohrea@uwindsor.ca

The University of Windsor has comprehensive workplace violence and harassment policies and procedures. These policies and procedures are located on the University website and originate from Bill 168 – Workplace Violence and Harassment Legislation (for a copy of this legislation, refer to the University of Windsor website). Students are encouraged to review the University’s policies and procedures on the website.

7.18. Use of Personal Vehicle in Practicum/Internship
Most agencies require their staff and students to have access to a vehicle for the delivery of social work-agency services. Students may be expected to have personal vehicles available for use during their practicum/internship. Some agencies may choose in their policy to reimburse students for travel expenses related to agency work but the student should not expect to be reimbursed for mileage or expenses to and from their home to the agency. The student should discuss this with their Field Instructor or On-site Task Supervisor (if applicable). If agencies permit students to transport clients in their vehicle, the student will be required to contact their insurer and confirm that they have adequate insurance coverage.

7.19. Professional Dress in the Field Education Site
Students represent the agency and the social work profession and therefore their appearance should reflect a standard of professionalism. In concert with agency policy students should go to their placement dressed appropriately for their work. It is good practice to ask the Field Instructor or On-site Task Supervisor about the agency dress code, while also noting how others dress in the agency. It is important that the student is aware of the appropriate style of dress for the work of the agency (East Carolina University, June 2008). When in doubt, err on the side of more formal rather than casual attire.

7.20. Information for Students with Disabilities
You must be formally registered with Student Disability Services (SDS) in order to receive academic and field accommodations.

- You need to begin the process of registering with Student Disability Services by contacting the office (see contact information below) and scheduling an intake appointment with an Advisor
- You are advised to wait until your intake appointment before proceeding with having any documentation completed

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• If you have existing documentation you are asked to bring that to your intake appointment in SDS, again, before proceeding to update or obtain any new documentation
• During the intake appointment your Advisor will review any existing documentation with you and determine if anything further will be required
• Once your documentation has been finalized your Advisor will discuss with you which accommodations are going to be appropriate
• After accommodations are determined you will be asked to sign a registration form and your letter of accommodations will then be issued to you
• You should then distribute your accommodation letter to the instructors and Field Learning Specialist from whom you will be seeking accommodations
• If you require accommodations in your Field Placement, please inform your SDS Advisor as soon as possible. You will have an opportunity in your field placement planning meeting to share any accommodation requirements you may have. This will be kept confidential unless you want information shared with the site. The Field Learning Specialist will work with you to secure a site that can best meet your accommodation needs.

For any further information, or, if you have any questions, please feel free and contact:

Office: Student Disability Services (Room 117 Dillon Hall; Lower Level)
E-mail: disability@uwindsor.ca
Phone: 519-253-3000 ext. 3288

The field program ensures that students with disabilities are accommodated in field practica and internships by confirming that the field site complies with the accommodation request and with the assistance of the field education staff, structures the field experience consistent with the academic program policies (i.e. prerequisites must be completed prior to beginning the field education course).

7.21. Formal Agency/University Agreement
While informal agreements between the School of Social Work and the agency may satisfy the needs of each, in the interest of clarity and uniformity of expectations, the University of Windsor and field education agencies enter into a formal affiliation agreement for the field education of the University's students, subject to terms and conditions which apply and the agreement is signed by both parties. Signed copies are kept on file in the School of Social Work, the agency and the office of the University Counsel. Affiliation agreements are updated as needed.

8. INSURANCE
8.1. Public Liability
The University carries a Comprehensive General Liability Policy, which covers bodily injury, personal injury, and property damage. A Certificate of Insurance can be provided upon request. This policy also covers any executive officer, member of board of governors, trustees and any other officials, elected or appointed in connection with University activities and or operations, employees, volunteer workers, including lecturers, guest lecturers all while acting within the scope of their duties as such, and a person gratuitously performing work in connection with an undertaking of the University with the knowledge or the expressed approval of the University. In addition, all University of Windsor registered students are embraced by the term Insured, but only with respect to liability arising from the Named Insured and only while students are engaged in activities involving their normal course of studies, including on-the-job training programs arranged by the University for students enrolled for courses of study at the University.

Personal Injury includes:
- false arrest, false imprisonment, malicious prosecution and wrongful detention;
- invasion or violation of privacy, wrongful eviction, wrongful entry;
- libel, slander, defamation of character and humiliation

8.2. Automobile
The University’s Automobile Insurance Policy only insures vehicles owned and/or leased by the University. The Policy does not include coverage for vehicles owned by faculty, staff or students in the Field Education Program, and therefore all parties should ensure that they are personally covered by their own adequate insurance. Students travelling to and from field placement in their own vehicles do so at their own risk. Students who transport agency clients or volunteers should ensure that their personal automobile insurance covers such contingencies.

8.3. Worker's Compensation / Ace Ina Insurance Coverage
The Ministry of Training, Colleges and Universities provides Workplace Safety and Insurance Board (WSIB) coverage for Ontario Postsecondary students who must complete an unpaid work placement as a requirement of their publicly supported postsecondary education program. This includes all undergraduate and graduate students placed in field education sites, completing the required practicum hours.

The Placement Employer (Field Site) must be an Ontario employer covered under the Ontario Workplace Safety and Insurance ACT (WSIA) 1997.

The Government of Ontario, through MTCU, pays WSIB for the cost of Benefits it pays to Student Trainees enrolled in an Approved Program at a Training Agency during Unpaid Work Placements with employers who are either compulsorily covered or have voluntarily applied to have WSIB coverage.
MTCU also covers the cost of private insurance with ACE-INA for Student Trainees enrolled in an Approved Program at a Training Agency during Unpaid Work Placements with employers which are not required to have compulsory coverage under the WSIA.

This coverage is for the job placement portion of individuals on unpaid placements with employers providing that the placement is authorized by the training agency (University of Windsor) and that the individual participates in the activities of the placement employer and is not merely observing. The Workplace Safety & Insurance Board provides benefits for students injured in an "on-the-job" accident. Such benefits include health and medical costs, short and long term benefits, rehabilitation, and survivors' benefits.

For the initial 12 weeks (short term calculation) of the injury the average earnings will be determined using the minimum wage in Ontario on the date of injury. If the student did not return to the placement within the 12 week timeline the Workplace Safety & Insurance Board would recalculate the students Loss of Earnings (LOE). Those benefits would be based on the starting salary of a person working full-time for the placement employer performing work similar to the injured students.

If a Student Trainee incurred an injury/disease while on an Unpaid Work Placement, the Training Agency (University of Windsor), the Student Trainee and the Placement Employer (Field Agency) must complete and sign the MTCU Postsecondary Student Unpaid Work Placement Workplace Claim Form in order to make a WSIB claim.

Reporting procedure if a student is injured while on a work placement:

- Student reports the injury to the placement employer and to his/her department/school
- Placement department/school sends report of injury to Health & Safety
- Health & Safety completes a form 7 (Employers Report of Industrial Accident or Disease), if applicable, and submits same to the Workplace Safety & Insurance Board and the Ministry of Colleges & Universities
- Health & Safety maintains contact with the Board, the placement department/school, the injured student and their physician as long as entitlement continues

9. THE FOUNDATION YEAR PRACTICUM (FYP)

If a student receives an incomplete or failing grade in any of their required courses (47-503, 47-504, 47-515, 47-523, 47-531, 47-532, 47-533, 47-534, 47-547, 47-550), s/he will not be permitted to begin/continue the FYP and Integration Seminar courses (47-570, 47-571) until the course has been successfully completed.
These courses provide foundational or required knowledge and skill sets and therefore must be successfully completed prior to continuing to the Advanced Year courses.

**NOTE: On-Campus Students:** Any student who is identified as in academic difficulty must meet with the MSW Coordinator on campus programs. The Coordinator will subsequently contact the Coordinator of Field Education Programs to discuss the student's status in the program and determine whether all prerequisites have been met to begin the FYP. It is the student's responsibility to regularly check their progress on the SIS and DARS.

**NOTE: MSW for Working Professionals Students:** Any student who is identified as in academic difficulty must meet with the Coordinator of Off-Campus Programs. The Coordinator will subsequently contact the Coordinator of the MSW for WP Field Education Program to discuss the student's status in the program and determine whether all prerequisites have been met to begin the FYP. It is the student's responsibility to regularly check their progress on the SIS and DARS.

In the Regular Track Program, the field practicum experience takes place over two placements. The Foundation Year Practicum is intended to provide MSW students with the opportunity to apply foundation knowledge, values and skills to practice. The FYP is an integral part of the school’s total graduate education program and provides each student with the opportunity to apply concepts, principles and theories learned in the classroom to social work practice. Students are required to complete 450 hours as a block placement. On campus students fulfill their practicum requirements during one semester, 4 days (Monday - Thursday) per week. Students in the MSW for WP Program complete their practicum requirements 5 days per week (Monday – Friday).

**NOTE:** Students must successfully complete the practicum and the seminar (taken concurrently) in order to be assigned a passing grade in each.

### 9.1. Foundation Year Practicum Learning Outcomes

The learning outcomes for the FYP are to encourage students to develop competency within four contexts of practice: Organizational, Community, Social Work Skills and Professional.

**Organization**

- Demonstrate knowledge of agency’s mission, policies, goals, procedures and governance by:
  - a) Adhering to agency policies regarding professionalism and integrity in relation to colleagues, clients and practice
  - b) Explaining how agency policies and services meet client needs
  - c) Employing professional behavior
  - d) Establishing appropriate communication with agency personnel

**Community**
• Evaluate the impact of community characteristics by:
  a) Identifying the agency’s role and function within a community
  b) Utilizing indirect strategies to respond to an issue
  c) Analyzing the impact of oppression and discrimination

**Social Work Skills**

• Explain how the ecological perspective informs social work practice
• Implement multi-level practice approaches that fit client system, problem, and diverse social work roles
• Utilize selfreflection, critical thinking, and problem solving to inform and evaluate social work practice

**Professional**

• Articulate the unique role of social workers within the agency and the helping professions.
• Display social work’s mission, values and ethics in all field related experiences
• Demonstrate self-awareness regarding:
  a) Personal biases and values when working with diverse populations
  b) Future learning needs

**9.2. Foundation Year Practicum Schedule**

It is the student’s responsibility to refer to the School of Social Work’s website ([www.uwindsor.ca/socialwork](http://www.uwindsor.ca/socialwork)) and the most current on-line University graduate calendar for important dates.

**10. THE ADVANCED PRACTICE INTERNSHIP (API)**

If a student receives an incomplete or failing grade in any required courses (47-610, 47-611, 47-621, 47-622, 47-640), s/he will not be permitted to begin/continue the Advanced Internship and Seminar courses (47-680, 47-681) until the course has been successfully completed.

**NOTE: On Campus students:** A student who is identified as in academic difficulty must meet with the Coordinator of MSW Programs. The Coordinator will subsequently contact the Coordinator of Field Education Programs to discuss the student's status in the program and determine whether all prerequisites have been met to begin the API. It is the student's responsibility to regularly check their progress on the SIS and DARS.
NOTE: MSW for Working Professionals Students: Any student who is identified as in academic difficulty must meet with the Coordinator of Off-Campus Programs. The Coordinator will subsequently contact the Coordinator of the MSW for WP Field Education Program to discuss the student's status in the program and determine whether all prerequisites have been met to begin the API. It is the student's responsibility to regularly check their progress on the SIS and DARS.

In the Advanced Program, students are required to complete an API which gives them the opportunity to build additional, advanced knowledge, values and skills in a chosen area of interest. The API is an integral part of the school’s total graduate education program and provides each student with the opportunity to apply concepts, principles and theories learned in the classroom to social work practice. Students are required to complete 450 hours as a block placement. On campus students fulfill their internship requirements during one semester, 4 days (Monday - Thursday) per week. Students in the MSW for WP Program complete their internship 5 days per week (Monday – Friday).

10.1. Advanced Practice Internship Learning Outcomes
The learning outcomes for the API are to encourage students to develop competency within four contexts of practice: Organizational, Community, Social Work Skills and Professional.

Organization

- Demonstrate how agency mission, goals, procedures, communication channels and collaboration
- with colleagues effectively prepares for advanced micro, mezzo and macro social work practice
- Analyze how agency policy advances social well-being

Community

- Mobilize effective networks and resources to advance social and economic well-being and effective social work practice
- Describe how various community contexts, including forms of oppression and discrimination, influence indirect practice interventions

Social Work Skills

- Integrate theoretical perspectives within social work practice assessment, prevention, and evaluation
- Initiate social work practices that:
  a) Demonstrate research informed practice
  b) Advocate social and economic justice
c) Critically analyze interventions

**Professional**

- Integrate a professional social work identity by:
  a) Managing personal values in a way that professionally guides practice
  b) Applying ethical reasoning strategies to arrive at principled decisions
  c) Tolerating/Accepting ambiguity in resolving ethical conflicts
  d) Assessing how changing locales, populations, scientific and technological developments and emerging societal trends influence relevant and applicable services
  e) Describing plans for continuous learning

**10.2. Advanced Practice Internship Schedule**

It is the student’s responsibility to refer to the School of Social Work’s website ([www.u windsor.ca/socialwork](http://www.u windsor.ca/socialwork)) and the most current on-line University graduate calendar for important dates.

**10.3. 47-680 Research Proposal**

As one requirement of the Internship Seminar (taken concurrently with the API), students are expected to develop a formal research proposal based on a research/practice need identified in their internship agency. The Seminar Instructor will guide/direct the process of the development of this proposal. While it is understood that students will consult with agency personnel in selecting the topic and gathering agency data to assist with understanding the topic, the proposal is a requirement of the academic program and as such, students should not write/construct their proposal during their internship hours. The proposal is not an agency/field requirement; therefore, hours spent in the seminar course and writing the proposal do not constitute field practice hours.

**NOTE:** Students must successfully complete the internship and the seminar (taken concurrently) in order to be assigned a passing grade in each
11. ROLES AND RESPONSIBILITIES

The optimal field practice experience should be a joint venture with regular ongoing communication between all parties concerned (Wilson, 1981). Students, Field Instructors and Faculty Field Liaisons/Facilitators all have responsibilities in relation to fulfilling duties and all have a role to play in assuring that objectives are met and that educational outcomes are achieved (Field Practicum, p. 3). The following section delineates the roles and responsibilities of people involved in the delivery of the graduate field education experience (Figure 1).

![Figure 1 – Roles and Responsibilities]

- **Agency-Based Field Instructor**
  - MSW w/ 2 yrs. post MSW experience
  - Serves as teacher, model, evaluator, mentor and supervisor
  - Meets student regularly to give feedback and direction
  - Makes grade recommendation to Coordinator of Field Education Programs
  - Provides consultation and agency approval of the Learning Agreement

- **Off-Site Field Instructor**
  - Assigned when there is no MSW available to act as Field Instructor in the agency.
  - Holds MSW with min 2 yrs. post MSW work experience
  - Meets weekly w/student
  - Develops communication plan with on-site task supervisor, prior to students attendance at agency
  - Makes grade recommendation to Coordinator of Field Education Programs

- **On-Site Task Supervisor**
  - Responsible for day-to-day learning experiences/activities in agency
  - Assigns weekly tasks
  - Participates in evaluation process

- **Faculty Field Liaison/Facilitator**
  - Ensures field experience is aligned with education objectives
  - Ensures student meets major field course requirements
  - Conducts site visits to monitor student progress
  - Consults w/ field supervisor and Coordinator of Field Education Programs/Coordinator of MSW for WP Field Education Program

- **MSW for Working Professionals Field Coordinator**
  - Responsible for the coordination of the off-campus field program
  - Provides consultation and support to Facilitators and students

- **Coordinator of Field Education Programs**
  - Responsible for the overall planning, development, co-ordination, administration, and management of Field Education Programs
11.1. Coordinator of Field Education Programs
The Field Education Program is a co-operative effort between the University of Windsor and the professional social work community. The Coordinator of Field Education Programs is responsible for the overall planning, development, coordination, administration, and management of the practicum and API courses for the Master of Social Work program. The practicum and API courses are administered through the office of the Coordinator of Field Education Programs who is responsible to the Director of the School of Social Work for the overall organization and policies of field education, both educationally and administratively.

11.2. Coordinator of the Master of Social Work for Working Professionals Field Education Program
The Coordinator of the MSW for Working Professionals Field Education Program is responsible for the coordination of the off-campus field program and provides consultation and support to Facilitators and students. The FYP and API courses are administered through the office of the Coordinator of Field Education Programs who is responsible to the Director of the School of Social Work for the overall organization and policies of field education, both educationally and administratively.

11.3. Field Learning Specialist (On Campus Program)
Each student is assigned a Field Learning Specialist. The Field Learning Specialist negotiates and confirms field placements.

11.4. Student
- Meets programmatic and agency requirements
- Adheres to agency policies
- Upholds professional ethical standards
- Completes minimum number of hours
- Meets/completes all major course requirements
- Carries out agency assignments, observes agency policies, preserves confidentiality, provides written reports and records, and otherwise behaves in an appropriate professional manner while in field placement
- Completes and submits the final field site evaluation form in the last week of placement to assist the School in assessing and improving the learning opportunities available in the agency or community
- Completes field site evaluation form at end of field placement

11.5. Agency-based Field Instructor and Off-Site Field Instructor
Field Instructors in a one year MSW program or in the second year of a two year MSW program:

- Normally hold at minimum a MSW degree from an accredited social work program;
- Have two years of social work practice experience after graduation;
- Are interested in social work education; and,
- Have support from the setting to permit adequate time for assuming field instruction responsibilities (CASWE Standards for Accreditation, 2013, SM 3.2.21)

Additionally, the Field Instructor:

- Assumes teaching responsibilities *within* their own agencies
- Serves as a teacher, model, evaluator, mentor, supervisor
- Directs student learning in a manner that is consistent with student needs and capacities (Tomlinson, et. al., 1996)
- Clarifies expectations for the student regarding assignments, case responsibility, supervisory arrangements, field instruction sessions, reporting times and methods, work schedules, and other related duties and responsibilities
- Meets with the student at regularly designated times during the week to give feedback and direction regarding performance (Field Practicum, p. 4). Many agencies adopt a team approach to field instruction. Agency staff from other disciplines may also contribute to the field education process and, indeed, the School of Social Work supports and encourages a multi-disciplinary field education experience
- Provides educational and academic practice experience
- Offers an opportunity for advanced practice experience from which to develop knowledge and skills
- Makes grade recommendations to the Coordinator of the MSW for WP Field Education Program

**NOTE:** Agency administrators represent the authority of the agency in the administration of all aspects of practice and service delivery within their particular agency or organizational setting. In this regard, they are ultimately responsible for the structure, format, and sanction of educational programs involving all students placed in their agency.

**11.6. Off-site Field Instructor**

- Assigned to a student when there is no BSW or MSW available to act as a Field Instructor in the agency
- Holds a Bachelor of Social Work or Master of Social Work degree from a CASWE accredited program, with a minimum two years post-BSW or MSW work experience
• Meets weekly with the student, either individually or in a group format with other students who do not have an agency-based Field Instructor
• Provides formal, social work supervision and field instruction to the student
• Ensures the participation of the On-site Task Supervisor and the student in the development of the Learning Agreement and in the evaluation process
• Develops a communication plan with the On-site Task Supervisor, prior to the student’s attendance in the agency, at mid-term and prior to completion of the final evaluation
• Makes grade recommendations to the Coordinator of Field Education Programs

11.7. On-site Task Supervisor
• Is approved by the program to provide, and assume responsibility for day-to-day learning experiences/activities within their own agency (does not possess the required MSW or two years post-MSW experience)
• Clarifies expectations for the student regarding assignments, case responsibility, supervisory arrangements, field instruction sessions, reporting times and methods, work schedules, and other related duties and responsibilities
• Assigns weekly tasks and activities and supervises the student on the completion of those tasks
• Participates in the development of the Learning Agreement and signs the Agreement with the student and Field Instructor
• Participates in the evaluation process and signs the evaluation with the student and Field Instructor
• Ensures that adequate time is available for weekly supervision with a social work supervisor, who acts in the capacity of an off-site Field Instructor

11.8. Faculty Field Liaison (On Campus Program)
Each student is assigned a Faculty Field Liaison. In most cases, the Faculty Field Liaison serves as the instructor in the integration seminar. The Faculty Field Liaison:
• Ensures the student’s field experience is in line with education objectives
• Facilitates field teaching and student learning
• Monitors student progress in meeting major field course requirements
• Serves as intermediary between the field site and the school
• Ensures student compliance with field program policies and procedures and CASWE regulations
• Conducts site visits to monitor student progress
• Reviews Learning Agreements, Evaluations and Hours Log
• Consults with field supervisor and Coordinator of Field Education Programs as needed.
• Assesses the quality of field experiences and opportunities provided to each student and makes recommendations for change to the Coordinator of Field Education Programs (Wilfrid Laurier University, 2008)
• Reviews and signs the Learning Agreement, Midterm and Final Evaluation

11.9. Facilitator (MSW for WP Program)

Each student is assigned a Facilitator. In most cases, the Facilitator serves as the instructor in the integration seminar. The Facilitator:

• Assists, when needed, with the negotiation and confirmation of practicum/internship
• Ensures the student’s field experience is in line with education objectives
• Facilitates field teaching and student learning
• Monitors student progress in meeting major field course requirements
• Serves as intermediary between the field site and the School and/or CEPE
• Ensures student compliance with field program policies and procedures and CASWE regulations
• Conducts site visits to monitor student progress
• Reviews Learning Agreements, Evaluations and Hours Log
• Consults with field supervisor and/or MSW for Working Professionals Coordinator of Field Education Programs/Coordinator of Field Education Programs as needed
• Assesses the quality of field experiences and opportunities provided to each student and makes recommendations for change to the Coordinator of Field Education Programs (Wilfrid Laurier University, 2008)
• Reviews and signs the Learning Agreement, Midterm and Final Evaluation

11.10. Program Coordinator

The Program Coordinator is located at CEPE and is primarily responsible for administrative support to the Program and acts as a repository for general student questions and submission of all field forms.
12. MAJOR COURSE REQUIREMENTS
(See APPENDIX 3 for Procedures to Complete Foundation Year Practicum Field Forms and APPENDIX 4 for Procedures to Complete Advanced Practice Internship Field Forms)

12.1. Field Hours
The Academic Calendar for the School of Social Work is built upon the University Academic Calendar. Certain dates and activities are set by the University, and within that framework, the School of Social Work establishes its calendar to be observed by students. The University and School calendars take precedence over dates established within agencies.

All students will begin their practica and internships on the date designated by the School and/or CEPE unless other arrangements have been made and approved by the Coordinator of Field Education Programs.

In this regard, proposals to begin early or compress hours will not be approved for the following reasons:
- Students must meet prerequisite requirements
- Curriculum has been designed to ensure optimum learning in the field
- Alternative schedules may meet the minimum hours requirement, but in keeping with best practices in field education, the experiential component of a professional program takes into account such aspects as learning over a period of time, ensuring the opportunity to integrate theory and practice, etc.
- Adherence to the schedule facilitates effective administration of the program; individual schedules impact submission of documents, scheduling of site visits, etc.
- The field education schedule is widely distributed and as such represents our contract and commitment to our field education sites

Proposals to extend the practicum or internship may be approved if the student has met with an Advisor from Student Disability Services, University of Windsor and has been assessed as requiring extended time in the practicum.

In keeping with the CASWE Standards for Accreditation, students must complete a total **minimum** of 450 hours per year in a supervised practicum/internship. To calculate the total number of hours per week, use the agency formula to determine daily number of hours. For example, if the agency hours are 8:30 a.m. - 4:30 p.m. with a one-hour lunch break, and the agency determines this is a 7-hour work day, the student’s total hours for that day is also 7 hours. If the formula of the agency prevents the student from obtaining the required number of
hours, the Faculty Field Liaison/Field Facilitator must be informed in order to develop a workable schedule as soon as possible.

It may be possible to negotiate a schedule which is different from the usual 8:30 a.m.-4:30 p.m. time frame. A decision to do so would be based on the following factors:

- The revised schedule meets the needs of the agency and the people it serves
- Student agrees to an alternate schedule
- Student learning is not compromised
- Following approval from the Field Instructor, the student submits the proposed revised schedule to the Faculty Field Liaison/Field Facilitator for approval by the Coordinator of Field Education Programs

Although students are required to complete a minimum number of hours in field practice, they are expected to continue in their practica and internships according to the Field Education Schedule even after they have completed the required minimum number of hours. Students are not permitted to compress their practicum/internship; in other words, students may not develop a schedule which allows them to accumulate additional hours for early termination from the agency. Most students will probably complete more than the required number of hours; this is related in part to the variations among agencies in daily schedules and also to the fact that a system of “precise” time accounting is often incompatible with the inherent character of rendering professional social services.

Generally, students are expected to be in their practica and internships during regular agency hours. Individual questions regarding practicum/internship hours should be directed to the Faculty Field Liaison/Field Facilitator. The student is expected to complete all work assigned by the Field Instructor and On-site Task Supervisor (if applicable) within agreed upon timelines. Overtime, required in connection with student assignments, should be allocated in accordance with the practice of the agency. Compensatory time off should be arranged with the Field Instructor and On-site Task Supervisor (if applicable) and, if possible, accommodated on a weekly basis.

12.1i. Bereavement

Student requests for a bereavement leave should be granted in accordance with the field placement policies and procedures governing bereavement leaves. Students do not have to make up the hours covered by the agency bereavement leave policy.
12.1ii. Extend Time in FYP or API
Under certain circumstances, based on feedback from the Field Instructor and/or the Faculty Field Liaison/Field Facilitator and with approval from the Coordinator Field Education Programs/Field Coordinator MSW for Working Professionals Program, there may a recommendation that the student spend additional time in their practicum or internship in order to achieve the competencies outlined in the Learning Agreement. This recommendation may originate with the Field Instructor or the Faculty Field Liaison. In these instances, an Individualized Field Education Plan (see APPENDIX 5) will be developed by the Field Instructor and On-site Task Supervisor (if applicable). The plan will outline the steps and assignments to achieve the field education learning outcomes and will be presented to the student. The plan will articulate a time frame in which the student is to demonstrate achievement of the competencies in question and/or completion of the plan.

12.1iii. Holidays
Students in field placement are entitled to the same holidays as those maintained by the respective placement agency, even if the agency holidays do not coincide with those of the University. The student and Field Instructor or On-site Task Supervisor (if applicable) are expected to make all necessary arrangements with regard to holidays other than those of the agency or the University. The University is closed for Labour Day, Thanksgiving Monday, Family Day, Good Friday, Victoria Day, Canada Day, and the Civic Holiday. University holidays are factored into the field schedule; however, if statutory holidays fall during regularly scheduled field placement hours, the student and Field Instructor or On-site Task Supervisor (if applicable) will develop a plan, which permits the student to complete the required number of hours.

12.1iv. Inclement Weather
As a rule, when the University of Windsor is closed, students are not expected to attend the practicum or internship (for example due to inclement weather). It is the student’s responsibility to contact the field site to report their absence. Time missed by students must be made up. The Field Instructor will determine a suitable time and manner by which the time can be made up. Normally this will be done prior to the end of the practice term. Poor attendance may result in requesting the student to withdraw from the field course and/or the assignment of a failing grade.

12.1v. Field/Academic Obligations
Students are generally not permitted to attend field and employment activities which fall during class time (e.g. conferences, workshops, meetings, etc. which take place during the scheduled field integration seminar). Conversely, students are generally not permitted to attend academic
activities which fall during field time. It is important to adhere to the policy which ensures that the field requirements do not conflict with academic requirements, and the policy which ensures that the academic program not place demands on students which result in students not attending their regularly scheduled field days

NOTE: Requests for an alternative field schedule must be made in writing to the Faculty Field Liaison, cc’d to the Coordinator of Field Education Programs/Coordinator of MSW for WP Field Education Program.

12.2. Hours Log
Students are required to document their hours on a weekly basis using the FYP Hours Log and API Hours Log. The Logs must be signed by the student, On-site Task Supervisor and Field Instructor and submitted to the Graduate Secretary with the final evaluation. The Coordinator of Field Education Programs will assign a failing grade if the Hours Log and the final evaluation are not submitted by the grade submission due date. Students in the MSW for Working Professionals Program submit their Hours Log to CEPE with the final evaluation. The Coordinator of the MSW for Working Professionals Field Education Program will assign a failing grade if the Hours Log and the final evaluation are not submitted by the grade submission due date.

12.3. Written Learning Agreements
The FYP/API Learning Agreement is a blueprint of the student’s educational experience with specific assigned tasks designed to develop advanced social work knowledge and skills. See APPENDIX 6 for a list of Sample Tasks and Activities and APPENDIX 7 for a sample Learning Agreement. The Learning Agreement is a document produced by the student, with input from and interaction with the Field Instructor. Learning Agreements promote the development of knowledge, values and skills and outline both the School’s requirements as well as outline specific areas within which the student wishes or needs to increase knowledge and enhance skills. For the most part, Learning Agreements include goals related to knowledge acquisition, goals that focus on skill development and professional development or competence building goals (Sweitzer and King, 1999). It is helpful to understand the relationship between goals, objectives and activities when constructing the Learning Agreement (Figure 2). It is recommended that students bring a copy of the Learning Agreement form when they start placement as they will likely be hearing of many task opportunities during their orientations.
The Learning Agreement facilitates the development of individual learning within a framework of expected social work competencies designated by the School of Social Work. The Learning Agreement is used as the basis for the ongoing assessment of the student and for referencing when completing the evaluations. The Learning Agreement is intended to guide the student’s practicum/internship and should be consulted regularly throughout the duration of the placement, especially prior to evaluation meetings.

**Student Research in Field:**

The Tri-Council Policy Statement (TCPS2) defines research as “an undertaking intended to extend knowledge through a disciplined inquiry or systematic investigation” (TCPS2, 2014, - Chapter 2, Article 2.1, p.13). Article 6.0 TCPS2 states: Institutions shall establish or appoint Research Ethics Board(s) to review the ethical acceptability of all research involving humans conducted within their jurisdiction or under their auspices, that is, by their faculty, staff or students, regardless of where the research is being conducted” (TCPS2, 2014, p. 69). There are several ways that students can engage in “research” or “research tasks”:

- student driven research projects
- existing agency research projects
- program assessment or evaluation tasks that might meet the definition of research
- systematic data collected directly from individuals (internal or external) or groups that could meet the definition of research (McMurphy, S., 2014).

Students should consult with their Faculty Field Liaison/Facilitator if they are asked to engage in research or research tasks. Faculty Field Liaisons/Facilitators will review Learning Agreements to assess whether tasks or a specific project might involve

**12.4. Mid-term Evaluation**

The mid-term evaluation is completed by the student through a written summary of progress, including summary of assignments, adjustment to the Practicum/Internship, areas of learning by mid-term, areas of learning requiring special attention and revisions to the Learning Agreement. The 3 – 5 page summary should be given to the Field Instructor and On-site Task Supervisor (if applicable) prior to the evaluation meeting and discussed at the meeting. Following the meeting the student will make any revisions that were agreed upon and give the revised Learning Agreement and the evaluation summary to the Field Instructor and the On-site Task Supervisor (if applicable) for signatures. If there is significant disagreement between the student and the Field Instructor, the Field Instructor should contact the Faculty Field Liaison/ Facilitator immediately. It is the responsibility of the student to submit the evaluation to the Faculty Field Liaison/Field Facilitator for review, comment and signature. The Coordinator of Field Education
Programs/Coordinator of the MSW for WP Field Education Programs assigns the final grade, based upon the formal evaluations by the Field Instructor, along with documentation submitted by the Faculty Field Liaison and student. At mid-term, the Field Instructor/Facilitator is ultimately responsible for feedback to the Coordinator of Field Education Programs/Coordinator of the MSW for WP Field Education Program by indicating whether the student is “In Good Standing” or “In Difficulty”.

12.5. Final Evaluation
To complete the final evaluation, the student, Field Instructor and On-site Task Supervisor (if applicable) will refer to the Learning Agreement to review the learning goals and expected outcomes as well as the student’s assignments and activities throughout the practicum/internship (see APPENDIX 8 for Evaluation Rating Scale). In order to ensure adequate input into the evaluation process, the Field Instructor, student and On-site Task Supervisor (if applicable) should complete a working copy of the evaluation, which articulates their respective view of the student’s achievements. The Field Instructor schedules a meeting to compare drafts of the evaluation in order to clarify any differences in perception of expectations and accomplishments. The On-site Task Supervisor is present in the final evaluation meeting.

The working copies or drafts should be integrated into a single form, which reflects agreement between all parties involved in the evaluation. If there is significant disagreement, the Field Instructor should contact the School immediately. After the evaluation is completed, it is signed by the Field Instructor, the On-site Task Supervisor (if applicable), and the student then submits the evaluation to the Faculty Field Liaison/Facilitator for review, comment and signature. The Coordinator of Field Education/Coordinator of the MSW for WP Field Education Program determines the final grade and submits the grades to the Registrar's Office, based upon the formal evaluations by the Field Instructor, along with any additional documentation submitted by the Faculty Field Liaison and student. The Coordinator of Field Education Programs/Coordinator of the MSW for WP Field Education Program, in consultation with the Director of the School of Social Work has the prerogative to assign a grade which is different than that recommended by the Field Instructor.

13. GRADING SYSTEM – EVALUATION PROCEDURES
Student evaluations are completed at the mid-term and end of each practicum/internship. Although programs are highly variable in terms of focus and/or concentration, there are general core learning areas in which students will be evaluated that are reflected in some manner in nearly all social work programs throughout Canada:
1. Identify as a professional social worker and adopt a value perspective of the social work profession
2. Adhere to social work values and ethics in professional practice
3. Promote human rights and social justice
4. Support and enhance diversity by addressing structural sources of inequity
5. Employ critical thinking in professional practice
6. Engage in research
7. Participate in policy analysis and development
8. Engage in organizational and societal systems’ change through professional practice
9. Engage with individuals, families, groups, and communities through professional practice

(CASWE Standards for Accreditation June 2013)

13.1. Student’s Signature on Evaluation Forms
All evaluations must be signed by the Field Instructor, the On-site Task Supervisor (if applicable) and by the student before they are submitted to the MSW for Working Professionals Faculty Field Liaison or the Field Learning Specialist. The Field Instructor is primarily responsible for the content of the final evaluation. The student’s signature verifies that the final evaluation has been seen and that the student has received a copy. It does not necessarily imply that the student agrees with the content. The student has the prerogative to submit an attachment to the evaluation if there is a lack of concurrence on the content. The attachment must be submitted to the Faculty Field Liaison. The student must provide the Field Instructor and On-site Task Supervisor (if applicable) with a copy of the attachment prior to submission to the Faculty Field Liaison/Facilitator. The Faculty Field Liaison/Facilitator will forward the attachment to the Coordinator of Field Education Programs/Coordinator of the MSW for WP Field Education Program.

14. ASSIGNMENT OF GRADES
The Coordinator of Field Education Programs/Coordinator of the MSW for WP Field Education Program / can assign the following grades:

- P (Pass)
- F (Fail)
- INC (Incomplete)
- IP (In Progress)

14.1. “P” (Pass)
The following criteria must be met for assignment of a “Pass” grade by the Coordinator of the Field Education Programs/Coordinator of MSW for WP Field Education Program:
1. The student has demonstrated at least an “expected” (3) level of performance with respect to the learning outcomes in the evaluation.
2. The student has completed the minimum required hours (450 hours per academic year).
3. The student has submitted all documents including the signed evaluation and field hour’s log.

NOTE: If a student is ranked below “3” on any learning outcome, the Faculty Field Liaison will review the evaluation and if needed, will meet with the Coordinator of the MSW Programs, On-Campus or Coordinator of Off Campus Programs to discuss the evaluation prior to the assignment of a “Pass” or “Fail”.

14.2. “F” (Fail)
If one or more of the following criteria are evident, the Coordinator of Field Education Programs/Coordinator of MSW for WP Field Education Program may assign an “F” (Fail).

- The student consistently performs below acceptable performance (“2” or lower) with respect to one or more learning outcomes and related competencies.
- The student has not completed the required number of hours;
- The student has breached the Social Work Code of Ethics;
- The student has breached the School of Social Work’s Professional Suitability Policy;
- The student has violated the values and principles of social work practice as outlined in the Ontario College of Social Workers and Social Services Workers legislation;
- The student has breached University of Windsor, Senate Bylaw 31.

14.3. “INC” (Incomplete)
If, due to unavoidable and special circumstances, the student requires and requests additional but limited time in the practicum/internship, the Coordinator of Field Education Programs/Coordinator of MSW for WP Field Education Program may submit an "Incomplete" grade; however, the student must request an “Incomplete” and the reason for the request must be clearly defined. If the Coordinator of Field Education Programs/Coordinator of MSW for WP Field Education Program approves this recommendation, the student may be permitted additional, limited time beyond the end of the semester to meet the field course requirements. The field practice course(s) must be successfully completed within six weeks of the end of the course or the Office of the Registrar (see University of Windsor Graduate Calendar at www.uwindsor.ca/gradcalendar) automatically enters a final grade of “F” in the student’s record.

14.4. “IP” (In Progress)
In special circumstances, if the Field Instructor in conjunction with the Faculty Field Liaison recommends that the student requires additional but limited time in the placement to meet the School’s expectations the Coordinator of Field Education Programs/Coordinator of MSW for
WP Field Education Program may submit an “IP” grade. The Field Instructor, in consultation with the Faculty Field Liaison/Facilitator will draft a plan which clearly outlines the School’s and the field site’s expectations in order to assign a “Pass” grade.

15. VOLUNTARY WITHDRAWAL FROM THE FIELD PRACTICE COURSES

On Campus Program: Occasionally, due to unforeseen circumstances, it may be necessary for a student to withdraw from the Field Practice courses. Students must withdraw from a course or courses within the voluntary withdrawal periods as indicated in the University of Windsor Graduate Calendar. Such a circumstance must be clearly outlined by the student in a letter of request to withdraw to the Coordinator of MSW Programs on campus (copied to the Faculty Field Liaison and Coordinator of Field Education Programs). The request must be supported by appropriate documentation. If approved by the Coordinator of MSW Programs, On-Campus the terms of the return to the program will be specified. Return to the program following absence due to illness will require a physician's statement that the student is physically/emotionally able to return to their placement and meet the School’s and placement site’s expectations.

MSW for Working Professionals Program: Occasionally, due to unforeseen circumstances, it may be necessary for a student to withdraw from the Field Practice courses. Students must withdraw from a course or courses within the voluntary withdrawal periods as indicated in the University of Windsor Graduate Calendar. Such a circumstance must be clearly outlined by the student in a letter of request to withdraw to the Coordinator of Off-Campus Programs (copied to the Facilitator and the Coordinator of the MSW for WP Field Education Program. The request must be supported by appropriate documentation. If approved by the Coordinator of Off-Campus Programs, the terms of the return to the program will be specified. Return to the program following absence due to illness will require a physician's statement that the student is physically/emotionally able to return to their placement and meet the School’s and placement site’s expectations.

16. LEAVE OF ABSENCE FROM THE FIELD EDUCATION COURSES

On Campus Program: Occasionally, due to unforeseen circumstances, it may be necessary for a student to request a Leave of Absence from the Field Practice courses. The request must follow the guidelines of, and be approved by, the Faculty of Graduate Studies. These guidelines can be found on the University of Windsor's website. Students wishing to request a Leave of Absence should contact the Coordinator of On-Campus Programs as soon as possible.

MSW for Working Professionals Program: Occasionally, due to unforeseen circumstances, it may be necessary for a student to request a Leave of Absence from the Field Practice courses. The request must follow the guidelines of, and be approved by, the Faculty of
Graduate Studies. These guidelines can be found on the University of Windsor's website. Students wishing to request a Leave of Absence should contact the Coordinator of Off-Campus Programs as soon as possible.

17. PROCEDURES FOR ADDRESSING UNSATISFACTORY PERFORMANCE IN THE FIELD EDUCATION COURSES

The School of Social Work and the Field Education Program have procedures in place which allow the School, student, On-Site Task Supervisors and Field Instructors to identify and respond to situations in which the student has been identified as performing below expectations or the student has identified an issue in the placement. These procedures include, but are not limited to:

- All students are assigned a Faculty Field Facilitator and are informed that it is their responsibility to contact their Faculty Field Facilitator if any problems are identified. Most problems in the field placement, if identified and acted upon early, can be resolved in a professional manner between the parties involved. If informal problem solving efforts are unsuccessful, formal corrective action will be required. It is the function of the student’s Faculty Field Facilitator to determine whether the problem is a performance or non-performance concern.
- All On-site Task Supervisors (if applicable) and Field Instructors are informed that the student has been assigned a Faculty Field Facilitator and that the Facilitator should be contacted immediately if there are problems with the student or the field site.
- On-site Task supervisors and Field Instructors are encouraged to discuss any concerns early on with the student and Faculty Field Facilitator rather than wait until a problem becomes more serious. Faculty Field Facilitators are available to provide support to both the Field Instructors and students to ensure their success in the field.
- All students and Field Instructors are contacted by the Faculty Field Facilitator within the first month of the placement to discuss the student’s adjustment, to promote communication between the School and the placement site and the School and the student, and, to discuss any issues or problems which may have arisen or could arise in the placement.
- Students, On-site Task Supervisors (if applicable) and Field Instructors are informed that a site visit is scheduled during the term. Additional site visits can be scheduled at the discretion of the Faculty Field Facilitator.
- All students have access to the Graduate Field Education Manual and the Social Work Code of Ethics.

The procedure for addressing unsatisfactory performance or unprofessional behaviour identified by the Field Instructor, On-site Task Supervisor or Faculty Field Liaison is outlined below (Figure 3).
In most instances, the Field Instructor will contact the Faculty Field Liaison/Facilitator when a performance problem is suspected and/or has been identified. If the problem is noted by the On-site Task Supervisor, the Supervisor will contact the Field Instructor. The Faculty Field Liaison will require the Field Instructor to document the problem and the attempts which have been made to resolve the problem.

The Faculty Field Liaison/Facilitator will advise the Coordinator of Field Education Programs/MSW for WP Field Coordinator of the performance concern and forward a copy of the Field Office Report Form to the Field Instructor for completion. Once the Field Office Report Form is completed, the Field Instructor will return it to the Faculty Field Liaison/Facilitator.

The student will be advised by the Faculty Field Liaison/Facilitator that a performance concern has been raised and a Field Report Form is being completed. The Field Instructor, Faculty Field Liaison/Facilitator and student may meet together or the Faculty Field Liaison/Facilitator may meet separately with the student to determine whether there are any mitigating circumstances which have given rise to the unsatisfactory performance.

A decision will be made at this point whether or not the issue has been resolved or if an Individualized Field Education Plan is required (see APPENDIX 5).

The completed Field Office Report Form with attached documentation will be forwarded to the Coordinator of Field Education Programs/MSW for WP Coordinator of Field Education for review and submitted to the Graduate Secretary to be filed in the student’s file.

If it is determined that an Individualized Field Education Plan is required, the Faculty Field Liaison/Facilitator will draft the plan with input from the Field Instructor and/or On Site Task Supervisor.

The Plan must be signed by the Faculty Field Liaison/Facilitator, student and Field Instructor and submitted to the Coordinator of Field Education Programs/MSW for WP Field Education Coordinator for review and filing in the student’s file.

The student and Field Instructor keep a copy. This plan will include the steps to be taken by the student to improve his/her performance and achieve the course objectives as well as the date(s) when all parties will meet to evaluate the student’s progress.

The Faculty Field Liaison/Facilitator, Coordinator of Field Education Programs/Coordinator of MSW for WP Programs and Field Instructor will review such situations carefully and closely monitor the student’s progress in the agency.

If the student does not successfully complete the Individualized Field Education Plan or the Field Instructor, student or Faculty Field Liaison/Facilitator advise that the situation cannot be resolved, the Coordinator of Field Education Programs/MSW for WP Field Education Coordinator will inform the respective Program Coordinators.

The Coordinator of Field Education Programs, Faculty Field Liaison and the Coordinator of MSW Programs on-campus will conduct a careful review of the situation and the documents and make recommendations regarding the student’s status in the Field Education Program.
Figure 4 - Process to Resolve Student/Field Issues

- Student
- On-site Task Supervisor/Agency-based Field Instructor or Off-site Field Instructor
- Field Learning Specialist/Facilitator
- Coordinator of Field Education Programs/MSW for WP Field Education Coordinator
- Program Coordinators/Director, School of Social Work
18. PROCEDURES FOR ADDRESSING UNPROFESSIONAL BEHAVIOUR OR LACK OF INTEGRITY IN THE FIELD EDUCATION COURSES

In those cases in which a student has displayed unprofessional behavior or lack of integrity in the practicum/internship as described in the Social Work Code of Ethics and Senate Bylaw 31, the Coordinator of Field Education Programs/Coordinator for MSW for WP Field Education Program will refer to the School of Social Work’s Professional Suitability Policy and Senate Bylaw 31 to develop a response and plan of action to address the identified behavior or attitude. As per University of Windsor policies, students must comply with Senate Bylaw 31, so it is important that students review Senate Bylaw 31.

18.1. Student Appeal of Field Practice Grade
Students have the right to appeal their field education grade in the same way as other academic appeals. The appeal procedures are outlined in the University of Windsor Graduate Calendar: Before exercising their right of appeal against a grade, students should consult Senate Bylaw 51 and Bylaw 31, copies of which are available at the Office of the Registrar or at the University website.

18.2. Student Evaluation of Field Practice
The School evaluates the field practice sites bi-annually. All students are expected to complete and submit a “Field Placement Feedback Form” at the end of the placement when advised by The School of Social Work/Centre for Executive and Professional Education. The Feedback Form is posted on the School’s/Blackboard site and the information provided by the student is used for ongoing program development. If a student raises concerns about a particular agency, the information will be shared with the agency only with the student’s consent.

19. FORMS
For all field forms please see the School of Social Work web site at: http://www1.uwindsor.ca/socialwork/mswfield

MSW for Working Professionals Forms can be found at: https://blackboard.uwindsor.ca
REFERENCES


This manual is intended primarily for use by students, Field Instructors, On-site Task Supervisors, Field Learning Specialists, and Faculty Field Liaisons/Facilitators associated with the MSW Field Education Program. Statements contained in this manual are subject to change without notice.
APPENDIX 1 - INSTRUCTIONS: VULNERABLE SECTOR CHECK

Windsor, LaSalle, Chatham-Kent, London, Toronto, and OPP

The School of Social Work requires that all students obtain a Vulnerable Sector Check each year before beginning the field placement. This is a requirement of the School of Social Work and students will not be permitted to begin field placement until a copy is submitted to the School of Social Work.

A copy of the Vulnerable Sector Check must be submitted to the School via the Graduate Secretary as soon as it is available. You should also keep the originals for your placement agency and a copy for your own records. Please note that the School will not provide copies to you.

NOTE: If a local police service needs a letter from the University of Windsor confirming the requirement to secure a VPC as part of your internship requirements the Coordinator of Field Education Programs or a Field Learning Specialist will sign the letter and/or facilitate the process of ensuring that you have the letter. The Graduate Secretary has the letter template and may be contacted to assist you.

In addition to the policies and procedures outlined in the Field Education Manuals, please note the following procedures.

Windsor Police Service - [http://www.police.windsor.on.ca/](http://www.police.windsor.on.ca/)

The Police Vulnerable Sector Check form can be accessed online through their website or at the Information Services Reception Counter. The form is submitted to the Windsor Police Service for processing.

Direct link to the PDF version of the form:

[http://www.police.windsor.on.ca/services/info-requests/Documents/PVSC%20application%20form%20amendments%20Feb%202022%202016.pdf](http://www.police.windsor.on.ca/services/info-requests/Documents/PVSC%20application%20form%20amendments%20Feb%202022%202016.pdf)
LaSalle Police Service - http://www.police.lasalle.on.ca/

Both the Application for Police Clearance and the Form 1 (the vulnerable sector check) must be filled out and submitted to the LaSalle Police Service for processing. Forms are available on their website or at the LaSalle Police Service location.

Direct link to the online application:


The Consent for Police Information Search VOLUNTEER/STUDENT form can be accessed online through their website. Check the “Yes” box under the question: “Will this position be responsible for the well-being of one or more children and/or vulnerable persons?” Submit to the Chatham-Kent Police Service for processing.

Direct link to the online application:


London Police Service - http://www.londonpolice.ca

The Police Vulnerable Sector Check (PVSC) Form (Individual) can be accessed online through their website or at the London Police Service location. The form is submitted to the London Police Service for processing.

Direct link to the PDF version of the form:


Toronto Police Service

Police Reference Check Program - http://www.torontopolice.on.ca/prcp/

The form is only available as a hard copy from the School of Social Work and can only be signed by Ms. Mary Medcalf, Coordinator of Field Education Programs. Students in the MSW program should contact Ms. Medcalf directly in order to ensure her availability to sign the form.
Ontario Provincial Police (OPP) - [http://www.opp.ca](http://www.opp.ca)

The Vulnerable Sector Check is an agency/organization driven request. In order to have this done you must have an agency/organization letter which explains that you need a vulnerable sector check. You will also need to give a detail description of the specific job you will be hired/ volunteer for as well as a hiring managers names and contact number.

Letters may be requested from the School of Social Work from the Field Learning Specialists. Please ensure ample time when requesting such letters.

The Vulnerable Sector (VS) Check (including Pardoned Sex Offender Database (PSOD)) form can be accessed online through their website

The form can be directly accessed at:

[http://www.forms.ssb.gov.on.ca/mbs/ssb/forms/ssbforms.nsf/FormDetail?OpenForm&ACT=RDR&amp;TAB=PROFILE&amp;SRCH&amp;ENV=WWE&amp;TIT=LE220&amp;NO=026-LE220E](http://www.forms.ssb.gov.on.ca/mbs/ssb/forms/ssbforms.nsf/FormDetail?OpenForm&ACT=RDR%26TAB%3DPROFILE%26SRCH%26ENV%3DWWE%26TIT%3DLE220%26NO%3D026-LE220E)


**Other**

If students are placed in geographic areas other than those discussed above, please check with the local police services. If you need assistance, contact the School of Social Work for further information.
APPENDIX 2 – SCHOOL OF SOCIAL WORK PROFESSIONAL SUITABILITY POLICY

1.0 Preamble
The Canadian Association for Social Work Education (CASWE) Standards for Accreditation, June 2013 (SB/M 2.4.5) requires “The academic unit has a policy regarding the professional suitability of the student for the profession of social work. Students are made aware that serious or repeated violations of the Code of Ethics put them at risk of exclusion from the program on the basis of professional unsuitability.” At the University of Windsor breach of professional codes and rules are covered within Senate Bylaw 31: Student Affairs and Integrity.

The University of Windsor Bylaw 31: Student Affairs and Integrity, Academic Misconduct (2.1) states “For professional programs, all actions that result in a breach of the rules of conduct as set out by the professional bodies and adopted in substance by the relevant professional program as part of its code of conduct in the program shall also be considered acts of academic misconduct”. (2.1.1). Students should become familiar with Bylaw 31 (amended April 2013) which is located on the University of Windsor website http://www.uwindsor.ca/secretariat/49/senate-bylaws.

2.0 Suitability Criteria
Students in the BSW and MSW programs in the School of Social Work are expected to demonstrate attitudes and behaviours that are consistent with the Canadian Association of Social Workers Code of Ethics from which the suitability criterion are drawn:

- Respect for the Inherent Dignity and Worth of Persons
- Pursuit of Social Justice
- Service to Humanity
- Integrity in Professional Practice
- Confidentiality
- Competent Application of Knowledge and Skills for Professional Practice

Examples of misconduct can be found under “Appendix A” of Senate Bylaw 31.

3.0 Procedures to Respond to Breach of Rules of Conduct as set out by the CASW Code of Ethics and Professional Suitability Policy
Senate Bylaw 31 allows for informal and formal resolution if a student breaches the Code of Ethics, with the agreement of the Director of Social Work. Formal and informal resolution procedures are described in Bylaw 31 (Section 3).
4.0 Determining and Imposing Sanction
Where a student has been found to have acted with misconduct and/or breached the Professional Suitability Policy, Bylaw 31 provides a range of sanctions (Bylaw 31, 2.3). Sanctions may be imposed by the Director of the School of Social Work, Associate Deans, the Vice-Provost or the Judicial Panel and the Discipline Appeal Committee, depending upon the sanction.

5.0 Appeals (Bylaw 31, Section 3.3.3)
A decision and/or penalty imposed by an Associate Dean, the Vice-Provost, Students and International, or the AAU Head of a professional program may be appealed to the Discipline Appeal Committee Bylaw 31 (see 3.3.3, 3.3.4).

6.0 Confidentiality and Sharing of Information
The School recognizes that the safety, confidentiality and self-determination of students or others who have been subjected to unprofessional conduct under this Policy must be an important priority. Personal information collected by the University shall only be disclosed and used in accordance with the University’s duties and obligations under the Freedom of Information and Protection of Privacy Act (FIPPA). In developing a response to a concern about student suitability, the School must balance confidentiality against its duty to protect existing and future students or persons who might otherwise be placed in jeopardy by a student who is acting in an unprofessional manner under this Policy. As required by FIPPA, records of disciplinary action are kept only in the Office of the Senate Secretariat. The Notice of Disclosure, Confidentiality and Use of Personal Information (FIPPA) policy can be found by accessing the following link: http://www1.uwindsor.ca/registrar/notice-of-disclosure-and-use-of-personal-information-fippa.

NOTE: It is important that students review and become familiar with the Code of Ethics, the Standards of Practice, and University policies and procedures governing academic and non-academic behaviours, including:

Senate Bylaws
Bylaw 31 Student Affairs and Integrity
Bylaw 33: Student Rights and Freedoms

Senate Policies
Policy S6: Student Code of Conduct
Policy A4: Alcohol Use
Policy E3: Rules of Conduct for Examinations
Policy U1: Unacceptable Use of Computer Resources
University Policies

Acceptable Use Policy (Information Technology Services)

Human Rights Policy

Leddy Library Behaviour Code

All University bylaws and policies are available at the Senate website:
http://www.uwindsor.ca/secretariat/47/senate-bylaws-and-policies
APPENDIX 3 - PROCEDURES TO COMPLETE THE FOUNDATION YEAR PRACTICUM (FYP) FIELD FORMS

LEARNING AGREEMENT

Purpose of the Learning Agreement

The FYP Learning Agreement is a blueprint of the student’s educational experience with specific assigned tasks designed to develop advanced social work knowledge and skills. The Learning Agreement is a document produced by the student, with input and interaction between the On-site Task Supervisor (if applicable) and Field Instructor. Learning Agreements promote the development of knowledge, values and skills and outline both the School’s requirements as well as outline specific areas within which the student wishes or needs to increase knowledge and enhance skills. For the most part, Learning Agreements include goals related to knowledge acquisition; goals that focus on skill development and professional development; and competence building goals (Sweitzer and King, 1999).

Throughout the practicum, emphasis is on applying foundation social work knowledge and developing social work skills and values to create and sustain health within and among complex systems. The practicum also ensures the development of reflective practice and critical thinking. Students will be provided with experiences to assure responsiveness to the needs of vulnerable populations and the promotion of social justice and social change through intervention at the micro, mezzo and macro levels.

The Learning Agreement facilitates the development of individual learning within a framework of expected social work competencies designated by the School of Social Work. The learning objectives incorporate the foundation competencies for advanced social work practice within the ecological perspective. The Field Instructor, the On-site Task Supervisor (if applicable) and the student develop the learning assignments and activities. The Field Instructor and student have ultimate responsibility for the content of the Learning Agreement.

Completing the Foundation Year Practicum Learning Agreement

- List major assignments for the field practicum and be as specific as possible. The critical aspect of the Learning Agreement is the relevance of the assignments to the learning outcomes and related objectives/competencies.
- Assignments should be appropriate to the agency setting and should facilitate the achievement of the learning objectives developed by the School of Social Work.
- The Faculty Field Liaison is available for consultation in developing the Learning Agreement.
• After the Learning Agreement is completed, it is signed by the Field Instructor, the On-site Task Supervisor (if applicable) and the student.
• Students should keep a copy of their Learning Agreement for themselves and the field instructor and reference during field supervision.

**PROCESS FOR COMPLETING THE FYP LEARNING AGREEMENT**

<table>
<thead>
<tr>
<th>Step</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student, Field Instructor and On-Site Supervisor meet to discuss the potential content</td>
<td>Student, Field Instructor and On-Site Supervisor</td>
</tr>
<tr>
<td>of the Learning Agreement</td>
<td></td>
</tr>
<tr>
<td>Student constructs the Learning Agreement</td>
<td></td>
</tr>
<tr>
<td>Student makes any recommended changes and obtains signatures of the Field Instructor</td>
<td>Student makes any recommended changes and obtains signatures of the Field Instructor</td>
</tr>
<tr>
<td>and On-Site Supervisor</td>
<td>if there are any concerns.</td>
</tr>
<tr>
<td>Student submits signed Learning Agreement to Graduate Secretary (on campus) or via</td>
<td>Graduate Secretary (on campus) notifies Field Field Liaison that Learning</td>
</tr>
<tr>
<td>Blackboard (MSW for WP)</td>
<td>Agreement has been submitted.</td>
</tr>
<tr>
<td>Faculty Field Liaison/Facilitator reviews and signs Learning Agreement or contacts Field</td>
<td></td>
</tr>
<tr>
<td>Instructor or student if there are any concerns.</td>
<td></td>
</tr>
<tr>
<td>Learning Agreement is filed in School of Social Work or CEPE</td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** The Learning Agreement should be available at the site visit. Students should keep a copy for themselves and the Field Instructor and reference during field supervision. It is the student’s responsibility to ensure that all documents are signed.

**MID-TERM EVALUATION**

**Introduction**
Evaluation of the student’s performance is based on the approved Learning Agreement. Evaluation and feedback should be an ongoing process throughout the practicum. The Field Instructor, On-site Task Supervisor (if applicable) and the Faculty Field Liaison/Facilitator should be providing feedback to the student. At mid-practicum a written summary of the student’s progress will be prepared and submitted to the School. Evaluation of the student’s performance is based on the competencies outlined in the Learning Agreement, which reflect the foundation competencies needed by an advanced generalist social worker.

**Completing the Mid-Term Evaluation**
• Refer to the Learning Agreement to review the School’s learning objectives, the student’s assignments and activities.
• The student must have assignments for each of the objectives.
• The student should prepare a 3-5 page (double-spaced) summary of progress, including:
  o Summary of Assignments
  o Adjustment to the Practicum
  o Areas of Learning by Mid-Term
  o Areas of Learning Requiring Special Attention
  o Revisions to the Learning Agreement
• The summary should be given to the Field Instructor and on-site task Supervisor prior to the evaluation meeting.
• The summary will be discussed at the meeting and following the meeting the student will make any revisions that were agreed upon and give the revised Learning Agreement and the summary to the Field Instructor, on-site task Supervisor and the Faculty Field Liaison/Facilitator for signatures.
• If there is significant disagreement, the Field Instructor should contact the School immediately.

At mid-term, the Field Instructor is ultimately responsible for feedback to the School by indicating whether the student is “In Good Standing” or “In Difficulty” mid-term. The summary should be submitted to the Graduate Secretary for review by the Faculty Field Liaison Specialist. Students should keep a copy of their Mid-Term Evaluation.
PROCESS FOR COMPLETING THE FYP MID-TERM EVALUATION

<table>
<thead>
<tr>
<th>Student prepares first draft of the Mid-Term Evaluation using sub-headings provided</th>
<th>Student submits the first draft to the Field Instructor for review</th>
<th>Student, Field Instructor and On-Site Supervisor meet to finalize the content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student makes any recommended changes and obtains signatures of the Field Instructor and On-Site Supervisor</td>
<td>Student submits signed mid-term evaluation to Graduate Secretary (on campus) or via Blackboard (MSW for WP)</td>
<td>Graduate Secretary (on campus) notifies Faculty Field Liaison that mid-term evaluation has been submitted</td>
</tr>
<tr>
<td>Faculty Field Liaison/Facilitator reviews and signs mid-term evaluation or contacts Field Instructor or student if there are any concerns.</td>
<td>Student makes any recommended changes and Faculty Field Liaison/Facilitator reviews and signs revised Mid-Term Evaluation</td>
<td>Mid-term evaluation is filed in School of Social Work or CEPE</td>
</tr>
</tbody>
</table>

NOTE: The Learning Agreement and Mid-Term Evaluation should be available at the site visit. Students should keep a copy for themselves and the Field Instructor and reference during field supervision. It is the student’s responsibility to ensure that all documents are signed.

FYP FINAL EVALUATION

Introduction

Evaluation and feedback should be an ongoing process throughout the practicum. Both the agency Field Instructor and the Faculty Field Liaison should be providing feedback to the student. The final evaluation rating scale (see APPENDIX 8) is designed to assess the student’s level of attainment of the learning objectives in the practicum. Evaluation of the student’s performance is based on the competencies outlined in the Learning Agreement, which reflect the foundation competencies needed by an advanced generalist social worker. The narrative section provides an opportunity for all parties to comment on progress, concerns, etc.

Completing the Final Evaluation

To complete the final evaluation, the student, Field Instructor and On-site Task Supervisor (if applicable) will refer to the Learning Agreement to review the School’s learning goals and outcomes as well as the student’s assignments and activities throughout the practicum. In order to ensure adequate input into the evaluation process, the Field Instructor, student and On-site Task Supervisor (if applicable) should complete a working copy of the evaluation, which articulates their respective view of the student’s achievements. The Field Instructor schedules a
meeting to compare drafts of the evaluation in order to clarify any differences in perception of expectations and accomplishments. The On-site Task Supervisor is present in the final evaluation meeting.

The working copies or drafts should be integrated into a single form, which reflects agreement between all parties involved in the evaluation. If there is significant disagreement, the Field Instructor should contact the Faculty Field Liaison immediately. The Field Instructor has ultimate responsibility for the grade recommendation and is expected to forward the final grade recommendation to the Coordinator of Field Education Programs. After the evaluation is completed, it is signed by the Field Instructor, the On-site Task Supervisor (if applicable), and the student.

At the conclusion of the evaluation process, the Field Instructor recommends a Pass or a Non-Pass mark on the Final Evaluation Form, which is submitted to the Graduate Secretary for review by the Faculty Field Liaison. The Faculty Field Liaison signs the evaluation and the Graduate Secretary forwards the evaluation to the Coordinator of Field Education Programs for review of the grade recommendation. The Coordinator of Field Education Programs determines the final grade and submits the grades to the Registrar's Office, based upon the formal evaluations by the Field Instructor, along with additional documentation submitted by the Faculty Field Liaison, On-site Task Supervisor (if applicable) and student. The Coordinator of Field Education Programs and the Director of the School of Social Work have the prerogative to assign a grade which is different than that recommended by the Field Instructor.

**It is the student’s responsibility to ensure that all aspects of the evaluation are complete, which includes calculating and recording the totals for each competency in the space provided. It is the student’s responsibility to submit the completed evaluation and Hours Log to the Graduate Secretary.**
PROCESS FOR COMPLETING THE FYP FINAL EVALUATION

Field Instructor, student and On-site Task Supervisor (if applicable) complete a working copy of the evaluation, which articulates their respective view of the student’s achievements.

The Field Instructor meets to compare drafts of the evaluation; the On-site Task Supervisor is present in the final evaluation meeting.

The working copies or drafts should be integrated into a single form.

Student makes any recommended changes and obtains signatures of the Field Instructor and On-Site Supervisor.

Student submits signed evaluation to Graduate Secretary (on campus) or via Blackboard (MSW for WP).

Graduate Secretary (on campus) notifies Faculty Field Liaison that final evaluation has been submitted.

Faculty Field Liaison/Facilitator reviews and signs Final Evaluation or contacts Field Instructor or student if there are any concerns.

Student makes any recommended changes and Faculty Field Liaison/Facilitator reviews and signs revised Final Evaluation.

Final evaluation is filed in School of Social Work or CEPE.
APPENDIX 4 - PROCEDURES TO COMPLETE THE ADVANCED PRACTICE INTERNSHIP (API) FIELD FORMS

LEARNING AGREEMENT

Purpose of the Learning Agreement

The API Learning Agreement is a blueprint of the student’s educational experience with specific assigned tasks designed to develop advanced social work knowledge and skills. The Learning Agreement is a document produced by the student, with input and interaction between the On-site Task Supervisor (if applicable) and Field Instructor. Learning Agreements promote the development of knowledge, values and skills and outline both the School’s requirements as well as outline specific areas within which the student wishes or needs to increase knowledge and enhance skills. For the most part, Learning Agreements include goals related to knowledge acquisition; goals that focus on skill development and professional development; and competence building goals (Sweitzer and King, 1999). Throughout the internship, emphasis is on applying advanced social work knowledge and advancing social work skills and values to create and sustain health within and among complex systems. The API also emphasizes the development of reflective practice and critical thinking. Students will be provided with experiences to assure responsiveness to the needs of vulnerable populations and the promotion of social justice and social change through intervention at the micro, mezzo and macro levels. The Learning Agreement facilitates the development of individual learning within a framework of advanced social work competencies. The learning objectives assume the development of advanced social work practice within the ecological perspective. The Field Instructor, the On-site Task Supervisor (if applicable) and the student develop the learning assignments and activities. The Field Instructor and student have ultimate responsibility for the content of the Learning Agreement.

Completing the API Learning Agreement

- Review the goals and objectives of the API as described in the MSW Student Manual.
- List major assignments for the API and be as specific as possible. The critical aspect of the Learning Agreement is the relevance of the assignments to the learning outcomes and related objectives.
- Assignments should be appropriate to the agency setting and should facilitate the achievement of the learning objectives developed by the School of Social Work.
- The Faculty Field Liaison/Facilitator is available for consultation in developing the Learning Agreement and is expected to review the final product before approving it on behalf of the School of Social Work, Field Education Program.
- After the Learning Agreement is completed, it is signed by the Field Instructor, the On-site Task Supervisor (if applicable), the Faculty Field Liaison/Facilitator and the student.
- Students are responsible for submitting the Learning Agreement to the Graduate Secretary for review by the Faculty Field Liaison. MSW for WP scan and submit their Learning Agreement via Blackboard. All students should keep a copy of their Learning Agreement for themselves.

**PROCESS FOR COMPLETING THE API LEARNING AGREEMENT**

<table>
<thead>
<tr>
<th>Student, Field Instructor and On-Site Supervisor meet to discuss the potential content of the Learning Agreement</th>
<th>Student, Field Instructor and On-Site Supervisor meet to finalize the content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student constructs the Learning Agreement</td>
<td>Student makes any recommended changes and obtains signatures of the Field Instructor and On-Site Supervisor</td>
</tr>
<tr>
<td>Student submits signed Learning Agreement to Graduate Secretary (on campus) or via Blackboard (MSW for WP)</td>
<td>Graduate Secretary (on campus) notifies Faculty Field Liaison that Learning Agreement has been submitted</td>
</tr>
<tr>
<td>Faculty Field Liaison/Facilitator reviews and signs Learning Agreement or contacts Field Instructor or student if there are any concerns.</td>
<td>Learning Agreement is filed in School of Social Work or CEPE</td>
</tr>
<tr>
<td>Student makes any recommended changes and Faculty Field Liaison/Facilitator reviews and signs revised Learning Agreement</td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** The Learning Agreement should be available at the site visit. Students should keep a copy for themselves and the Field Instructor and reference during field supervision. It is the student’s responsibility to ensure that all documents are signed.

**MID-TERM EVALUATION**

*Introduction*

Evaluation of the student’s performance is based on the approved Learning Agreement.

Evaluation and feedback should be an ongoing process throughout the practicum. The Field Instructor, on-site task Supervisor and the Faculty Field Liaison should be providing feedback to the student. At mid-internship a written summary of the student’s progress will be prepared and submitted to the School. Evaluation of the student’s performance is based on the Learning Agreement which reflects the competencies needed by an advanced social worker.
Completing the Mid-Term Evaluation

- Refer to the Learning Agreement to review the School’s learning objectives, the student’s assignments and activities.
- The student must have assignments for each of the objectives.
- The student should prepare a summary of progress, including:
  - Summary of Assignments
  - Adjustment to the Internship
  - Areas of Learning by Mid-Term
  - Areas of Learning Requiring Special Attention
  - Revisions to the Learning Agreement
- The summary should be given to the Field Instructor and on-site task Supervisor prior to the evaluation meeting.
- The summary will be discussed at the meeting and following the meeting the student will make any revisions that were agreed upon and give the revised Learning Agreement and the summary to the Field Instructor, on-site task Supervisor and the Faculty Field Liaison for signatures.
- If there is significant disagreement, the Field Instructor should contact the Faculty Field Liaison immediately.
- The summary should be submitted to the Graduate Secretary for review by the Faculty Field Liaison.

At mid-term, the Field Instructor is ultimately responsible for feedback to the School by indicating whether the student is “In Good Standing” or “In Difficulty” mid-term. Students should keep a copy of their Mid-Term Evaluation.
**PROCESS FOR COMPLETING THE API MID-TERM EVALUATION**

<table>
<thead>
<tr>
<th>Student prepares first draft of the Mid-Term Evaluation using sub-headings provided</th>
<th></th>
</tr>
</thead>
<tbody>
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<td>Student, Field Instructor and On-Site Supervisor meet to finalize the content</td>
</tr>
<tr>
<td>Student makes any recommended changes and obtains signatures of the Field Instructor and On-Site Supervisor</td>
<td></td>
</tr>
<tr>
<td>Student submits signed mid-term evaluation to Graduate Secretary (on campus) or Facilitator (MSW for WP)</td>
<td>Graduate Secretary (on campus) notifies Faculty Field Liaison that mid-term evaluation has been submitted</td>
</tr>
<tr>
<td>Faculty Field Liaison/Facilitator reviews and signs mid-term evaluation or contacts Field Instructor or student if there are any concerns.</td>
<td></td>
</tr>
<tr>
<td>Student makes any recommended changes and Faculty Field Liaison/Facilitator reviews and signs revised evaluation</td>
<td>Mid-term evaluation is filed in School of Social Work or CEPE</td>
</tr>
</tbody>
</table>

**NOTE:** The Mid-Term Evaluation should be available at the site visit. Students should keep a copy for themselves and the Field Instructor and reference during field supervision. It is the student’s responsibility to ensure that all documents are signed.

**API FINAL EVALUATION**

**Introduction**

Evaluation and feedback should be an ongoing process throughout the internship. Both the agency Field Instructor, the on-site task Supervisor and the Faculty Field Liaison should be providing ongoing feedback to the student. Evaluation of the student’s performance is based on the Learning Agreement, which reflects the competencies needed by an advanced generalist social worker. The narrative component provides an opportunity for all parties to comment on progress, concerns, etc.

**Completing the Final Evaluation**

To complete the final evaluation, the student, Field Instructor and On-site Task Supervisor (if applicable) will refer to the Learning Agreement to review the School’s learning goals and outcomes as well as the student’s assignments and activities throughout the internship. In order to ensure adequate input into the evaluation process, the Field Instructor, student and On-site Task Supervisor (if applicable) should complete a working copy of the evaluation, which articulates their respective view of the student’s achievements. The Field Instructor schedules a
meeting to compare drafts of the evaluation in order to clarify any differences in perception of expectations and accomplishments. See APPENDIX 8 for Evaluation Rating Scale.

The On-site Task Supervisor (if applicable) is present in the final evaluation meeting.

The working copies or drafts should be integrated into a single form, which reflects agreement between all parties involved in the evaluation. If there is significant disagreement, the Field Instructor should contact the School immediately. The Field Instructor has ultimate responsibility for the grade recommendation and is expected to forward the final grade recommendation to the Coordinator of Field Education Programs/Coordinator of MSW Field Education Program. After the evaluation is completed, it is signed by the Field Instructor, the On-site Task Supervisor (if applicable), and the student.

At the conclusion of the evaluation process, the Field Instructor recommends a Pass or a Non-Pass mark on the Final Evaluation Form. The Final Evaluation is submitted to the Graduate Secretary for review by the Faculty Field Liaison. Students in the MSW for WP Program submit the Final Evaluation via Blackboard. The Faculty Field Liaison/Facilitator signs the evaluation and informs the Coordinator of Field Education Programs/Coordinator of MSW for WP Field Education Program of the grade recommendation. The Coordinator of Field Education Programs/Coordinator of MSW for WP Field Education Program determine the final grade and submit the grades to the Registrar's Office. The Coordinator of Field Education Programs and the Director of the School of Social Work have the prerogative to assign a grade which is different than that recommended by the Field Instructor.

**It is the student’s responsibility to ensure that all aspects of the evaluation are complete, which includes calculating and recording the totals for each competency in the space provided. It is the student’s responsibility to submit the completed evaluation and Hours Log to the Graduate Secretary.**
## PROCESS FOR COMPLETING THE API FINAL EVALUATION

<table>
<thead>
<tr>
<th>Field Instructor, student and On-site Task Supervisor (if applicable) complete a working copy of the evaluation, which articulates their respective view of the student’s achievements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student makes any recommended changes and obtains signatures of the Field Instructor and On-Site Supervisor</td>
</tr>
<tr>
<td>Student submits signed evaluation to Graduate Secretary (on campus) or Facilitator (MSW for WP)</td>
</tr>
<tr>
<td>Graduate Secretary (on campus) notifies Faculty Field Liaison that final evaluation has been submitted</td>
</tr>
<tr>
<td>Faculty Field Liaison/Facilitator reviews and signs final evaluation or contacts Field Instructor or student if there are any concerns.</td>
</tr>
<tr>
<td>Field Instructor meets to compare drafts of the evaluation; the On-site Task Supervisor is present in the final evaluation meeting.</td>
</tr>
<tr>
<td>The working copies or drafts should be integrated into a single form.</td>
</tr>
<tr>
<td>Final evaluation is filed in School of Social Work or CEPE</td>
</tr>
</tbody>
</table>
APPENDIX 5 - INDIVIDUALIZED FIELD EDUCATION PLAN

SCHOOL OF SOCIAL WORK

Individualized Field Education Plan (IFEP)

<table>
<thead>
<tr>
<th>Date of Report:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student:</td>
</tr>
<tr>
<td>Field Instructor:</td>
</tr>
<tr>
<td>On-Site Task-Supervisor:</td>
</tr>
<tr>
<td>Agency:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area(s) of Required Individualized Education Plan (check as many as appropriate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] General Competency</td>
</tr>
<tr>
<td>[ ] Professional Suitability Policy, School of Social Work</td>
</tr>
<tr>
<td>[ ] Principles of Practice</td>
</tr>
</tbody>
</table>

Reference the Learning Agreement and identify the relevant Learning Outcome by number and the specific competencies that apply, by letter:

In order to address the identified learning needs that has given rise to the unsatisfactory performance of the above student, the following learning plan has been developed in collaboration with the Field Instructor and/or Faculty Field Liaison/Facilitator. The identified tasks will be undertaken by the student to improve his/her performance in the field.

Note: If this IFEP is completed successfully, the competencies as outlined in the Learning Agreement will still need to be successfully achieved before a final Pass grade is assigned.

<table>
<thead>
<tr>
<th>Signature of Student:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature of Field Instructor:</td>
</tr>
<tr>
<td>Signature of Faculty Field Liaison/Facilitator:</td>
</tr>
<tr>
<td>Final Evaluation Date:</td>
</tr>
</tbody>
</table>

Office Use Only:
INDIVIDUALIZED FIELD EDUCATION PLAN (CONT’D)

<table>
<thead>
<tr>
<th>Identified Concern</th>
<th>Task(s) to Develop Competencies</th>
<th>Completion Date</th>
<th>Evaluation</th>
<th>Reviewed by</th>
</tr>
</thead>
<tbody>
<tr>
<td>List Learning Outcomes and competency and summarize concerns</td>
<td>Assignments, meetings, reports, reflective journal, assessments, number of hours, etc.</td>
<td></td>
<td>Relative to competencies; can outline specific dates, or periods, eg. weekly</td>
<td>Field Instructor, and/or Faculty Field Liaison</td>
</tr>
</tbody>
</table>
APPENDIX 6 - SAMPLE TASKS AND ACTIVITIES FOR LEARNING AGREEMENTS

Note: These suggestions are to get you thinking about the kind of tasks you might consider including on your learning agreement. If you are utilizing these ideas for the Student Assignments section of your learning agreement you will need to state them in a manner that is specific to your site and follows S.M.A.R.T. principles i.e. “Student will obtain a copy and memorize the organization’s vision and mission statement. Student will interview a field instructor and others at the agency for examples of how the agency endeavours to realize its mission. Student will reflect on his/her contribution to the agency mission and discuss with supervisor. Target date: Sept. 28.”

Organizational Context of Practice

- Obtain a copy of the organization’s vision, mission and values statement.
- Read agency policy and procedure manuals and any protocols.
- Read grant proposals.
- Review annual reports.
- Attend orientation sessions.
- Attend team and agency meetings.
- Obtain a copy of the organizational chart and set up shadowing opportunities in each department (if applicable).
- Observe and shadow the Field Instructor/On-site Task Supervisor; create opportunity to debrief regarding the context of organization.
- Initiate discussions about the agency’s expectation of the student role and how task assignments will be determined for the student and document the outcome of the discussion.
- Introduce self to staff etc. within the organization.
- Familiarize self with agency committees – seek opportunities to sit in or join a committee.
- Familiarize self with any quality control systems and studies at the agency.
- Look for opportunities to observe or participate in agency policy development.
- Review selection of files and familiarize self with the agency recording system.
- Seek out information about referral sources to agency and from agency.
- Meet with office administrator to review IT systems.
Make presentations, formally and informally, to client systems and other professionals or students about the services, policies and procedures of the agency.

Observe and reflect on agency culture and discuss with field instructor.

Review the organizations safety policies and procedures and discuss with field instructor at an early supervision session.

Community Context of Practice:

Seek out and discuss local, provincial and national trends/demographics and the implications for practice at your organization. Critically analyze whether existing services are adequately meeting the needs of newcomer populations.

Attend community/coalition meetings on behalf of client systems and practicum/internship sites.

Meet with community partners to discuss social justice issue affecting the client system.

Attend city council meeting. Interview a council member regarding the community served.

Review community stats—in relation to placement organization.

Attend interagency committee meetings relevant to particular demographic served.

Complete an asset map which involves directly talking with a variety of people and organizations in the community served, including informal community leaders.

Visit/interview community agencies connected to your “population served”.

Review community resource information e.g. Ontario 211.

Create list of community partners and organize site visits at 3 of these agencies.

Use networking list (provided by the School of Social Work) to do an initial scan of services & report to the Field Instructor.

Read the newspaper.

Identify key community events that impact the agency/clients.

Conduct a walking tour of the community – discuss impressions with field instructor.

Social Work Skills Context of Practice

Explore current research on issues pertinent to the population served and share findings with your field instructor and or team.

Read pertinent legislation, regulations, policies related to population or issue.

Conduct a web search on best practices related to interventions with target population/issues.

Observe/Shadow Field Instructor/On-site Task Supervisor.

Attend staff meetings, case conferences, etc.

Complete a client system assessment which includes information related to the cultural, social, familial and personal elements impacting the lives of clients and client populations.

Read social work literature related to intervention with client system.
Meet with Instructor to discuss personal and professional growth in the application of social work skills and knowledge.

Make presentations, formally and informally, about the population and issues in the field site.

Manage own files, direct or indirect, using social work skills of collaboration, engagement, assessment, planning, intervention, termination, advocacy.

Review work with client systems and articulate the social work theories and practice concepts in the assessment, planning, implementation and evaluation of the intervention.

Attend community meetings with Field Instructor or On-site Task Supervisor (if applicable) as “observer”.

Increase responsibility at community meetings with/for Field Instructor or On-site Task Supervisor (if applicable) e.g. take minutes, present report, etc.

Participate in fundraising activities.

Attend events involving client populations, e.g. agency barbeque; workshop, etc.

Plan activities with representatives of client group served.

Attend “fairs”—job, seniors, resume, health, etc.

Take clients to various community appointments; OW, ODSP, doctor’s appointments, housing appointments.

Complete forms with/for clients.

Review different types of interviews (and their purposes) used by agency. Video tape or do a process interview on one of your interviews and submit for clinical supervision feedback.

Review different types of interventions (and their purposes) used by agency.

Attend professional development activities, as appropriate to the agency and as possible with schedules.

Initiate discussions with Field Instruction/On-site Task Supervisor (if applicable) regarding environmental and community conditions which facilitate or prevent client system empowerment and health.

Identify systemic barriers and opportunities in the social environment experienced by their client system.

Complete a literature review/web search to determine social, economic and political factors affecting client system.

Complete an analysis of the social issues, policies, programs that affect their client system and the implications for intervention. Regularly read the newspaper to keep up to date on political and social developments that may relate to the population served.

Discuss your self-care plan with your field instructor and make a commitment to prioritize utilization of the plan including regular self-assessment.

Discuss the implication of social and economic forces on their proposed intervention with client systems.

Integrate field learning about social justice into academic papers and discuss in integration seminar.
Complete intake/assessment forms.
Letter writing.
Thank you’s.
Request for support/funds/items.
Send information to client.
Participate in volunteer training—move from observer to presenter.
Newsletters—coordinate/develop.
Complete case notes and submit to field instructor for feedback.
Answer phones, complete intakes over the phone.
Verbally present assessments, reports at meetings.
Design and deliver public education sessions on behalf of agency.
Review an example of well written committee minutes and take the minutes at a future meeting.

**Professional Context of Practice**

- Initiate discussions with Field Instructor/On-site Task Supervisor (if applicable) regarding agency policies and procedures related to professional behaviour.
- Complete a process recording of interaction with clients and/or staff, focusing on professional communication.
- Discuss how Code of Ethics affects agency practice and goals and apply Code when interacting with client system and representing agency.
- Log activities in order to monitor personal strengths and areas for improvement as well as agency strengths and service gaps.
- Self-reflect in journals and daily logs. Utilize a reflection journal for the purposes of clinical supervision.
- Actively participate in field instruction and supervision. Submit an agenda for weekly supervision.
- Arrange for a time to discuss “best practices” with Field Instructor.
- Have a copy of the CASW Code of Ethics and ensure your practice consistently aligns with the code. Discuss examples of ethical dilemmas with your field instructor and apply an ethical decision making model.
- Provide a written and/or verbal analysis of interactions and interventions with client systems, including use of self.
- Provide a list of tasks that can be attended to if all other tasks are completed or stalled.
- Interview field instructor or other mentors regarding their professional development and alignment.
- Join professional organizations.
- Engage in regular self-evaluation and demonstrate a commitment to ongoing professional development.
- Be civically engaged.
### Student Information

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### Agency Information

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<tr>
<th>Field Instructor:</th>
<th>Social Worker, MSW, RSW</th>
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<tr>
<th>On-Site Task Supervisor:</th>
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<tr>
<th>Agency Name:</th>
<th>Sunrise Mental Health Counselling Centre</th>
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<table>
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<tr>
<th>Telephone:</th>
<th>Fax:</th>
<th>E-Mail:</th>
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<tbody>
<tr>
<td>519-000-0000</td>
<td>519-000-0000</td>
<td><a href="mailto:socialworker@smhcc.com">socialworker@smhcc.com</a></td>
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<tr>
<th>Field Instructor Signature:</th>
<th>On-Site Task Supervisor Signature:</th>
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Faculty Field Liaison (Integration Seminar Instructor)

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<td>Faculty Field Liaison</td>
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NOTE: A copy of the Learning Agreement should be available at the site visit. The final signed copy should be submitted to the Graduate Secretary or via Blackboard.
LEARNING OUTCOME: ORGANIZATIONAL CONTEXT OF PRACTICE

Demonstrate knowledge of agency’s mission, policies, goals, procedures and governance by:

a) Adhering to agency policies regarding professionalism and integrity in relation to colleagues, clients and practice
b) Explaining how agency policies and services meet client needs
c) Employing professional behaviour
d) Establishing appropriate communication with agency personnel

NOTE: At the end of the practicum, the student is expected to have achieved a level “3” on this Learning Outcome as preparation for the Advanced Practice Internship. The Foundation Field Practicum Final Evaluation form is designed to provide feedback on the achievement of these competencies.

When completing the Learning Agreement, the student and field instructor should develop assignments which will lead to the successful achievement of the Learning Outcome which includes constructing assignments that will assist the student to:

- understand the agency’s organizational structure, governance, communication, recording system, administrative and personnel practices
- service delivery systems and mission statement
- articulate role expectations and provide service within the social work student role
- meet work performance requirements, including punctuality and productivity
- link services and resources to meet the needs of the client system
- participate in field instruction/supervision sessions
<table>
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<tr>
<th>Student Assignments</th>
<th>Date Assigned</th>
<th>Target Completion Date:</th>
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<tbody>
<tr>
<td>Student will develop and implement a self-orientation plan to become familiar with</td>
<td>Apr 27/16</td>
<td>May 03/16</td>
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<td>the program, organizational structure, mission statement, and services (policies,</td>
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<td>procedures, pamphlets, social work intern binder, etc.)</td>
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Add additional rows as needed
LEARNING OUTCOME: COMMUNITY CONTEXT OF PRACTICE

Evaluate the impact of community characteristics by:

a) **Identifying** the agency’s role and function within a community
b) **Utilizing** indirect strategies to respond to an issue
c) **Analyzing** the impact of oppression and discrimination

**NOTE:** At the end of the practicum, the student is expected to have achieved a level “3” on this Learning Outcome as preparation for the Advanced Practice Internship. The Foundation Field Practicum Final Evaluation form is designed to provide feedback on the achievement of these competencies.

When completing the Learning Agreement, the student and field instructor should develop assignments which will lead to the successful achievement of the Learning Outcome which includes constructing assignments that will assist the student to:

- understand the interrelationship of personal problems and environmental circumstances (person-in-environment)
- use collaboration, relationship-building, and advocacy in intervention plan
- use literature for models of intervention already being used with the client system
- articulate and apply social work theories and practice concepts in the assessment, planning, implementation and evaluation of client system interventions
- understand the impact of policies and programs on vulnerable populations
- develop foundational knowledge of the social, economic and political climate, community demographic and their implications for interventions with vulnerable populations
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<th>Student Assignments</th>
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<tbody>
<tr>
<td>Student will collaborate with staff and clients when assistance is needed in accessing community resources (i.e. advocacy, research, completion of forms and applications, creation of cover letters and resumes, etc.)</td>
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LEARNING OUTCOMES: SOCIAL WORK SKILLS CONTEXT OF PRACTICE

Explain how the ecological perspective informs social work practice

Implement multi-level practice approaches that fit client system, problem, and diverse social work roles

Utilize self-reflection, critical thinking, and problem solving to inform and evaluate social work practice

NOTE: At the end of the practicum, the student is expected to have achieved a level “3” on this Learning Outcome as preparation for the Advanced Practice Internship. The Foundation Field Practicum Final Evaluation form is designed to provide feedback on the achievement of these competencies.

When completing the Learning Agreement, the student and field instructor should develop assignments which will lead to the successful achievement of the Learning Outcome which includes constructing assignments that will assist the student to:

- apply the ecological perspective to practice situations
- build knowledge for ethical social work practice that adheres to the Social Work Code of Ethics and the core principles of the profession
- articulate and apply social work theories and practice concepts in the assessment, planning, implementation and evaluation of client system interventions
- produce clear, concise assessments, reports, case notes and other documentation related to service provision and practicum requirements
- understand systemic barriers and opportunities in the social environment as experienced by marginalized and vulnerable populations
- participate in a self-reflective learning process
- critically think about and analyze social issues, policies, programs, and human service organizations.
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<td>related to service provision</td>
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LEARNING OUTCOMES: PROFESSIONAL CONTEXT OF PRACTICE

**Articulate** the unique role of social workers within the agency and the helping professions.

**Display** social work’s mission, values and ethics in all field related experiences

**Demonstrate** self-awareness regarding:

a) Personal biases and values when working with diverse populations  
b) Future learning needs

**NOTE:** At the end of the practicum, the student is expected to have achieved a level “3” on this Learning Outcome as preparation for the Advanced Practice Internship. The Foundation Field Practicum Final Evaluation form is designed to provide feedback on the achievement of these competencies.

When completing the Learning Agreement, the student and field instructor should develop assignments which will lead to the successful achievement of the Learning Outcome which includes constructing assignments that will assist the student to:

- recognize the orientation, role and activities of social workers as unique from those of other professionals and disciplines
- recognize value or ethical dilemmas and bring them to the attention of the Field Instructor/Supervisor
- work collaboratively for the purposes of responding effectively to social problems and client systems
- engage in a variety of social work roles; and, recognize areas of personal strength and professional competence as well as areas needing improvement and growth
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<td>Student will discuss how Code of Ethics affects agency practice and goals and apply the Code when interacting with client system and representing agency</td>
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STUDENT/FIELD INSTRUCTOR AGREEMENT WITH RESPECT TO PRACTICUM INSTRUCTION AND SUPERVISION

Scheduling (such as days and times)

Supervision meetings every Tuesday from 9:00 a.m. -10:00 a.m.. Additional supervision meetings may be scheduled if necessary.

Supervision format (such as accessibility, group, individual)

Meet with field instructor 1:1 once per week to discuss placement, performance and other issues/tasks

Field instructor also available by phone or e-mail as needed outside of scheduled supervision

STUDENT/FIELD INSTRUCTOR AGREEMENT WITH RESPECT TO EVALUATION OF STUDENT PERFORMANCE

Method (such as interviews, practicum observation, documentation review, role playing, audio/video recordings, other persons to be involved)
### MSW FOUNDATION FIELD PRACTICUM
#### ADDENDUM TO LEARNING AGREEMENT

**To be completed if there are revisions to be reported to the School.**

<table>
<thead>
<tr>
<th>Field</th>
<th>Instructor</th>
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<tr>
<td>Student</td>
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<tr>
<td>Faculty Liaison</td>
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#### NOTICE OF DISCLOSURE

**CONFIDENTIALITY AND USE OF PERSONAL DATA**

The personal information collected on this form is being collected under the authority of the University of Windsor Act, 1962. This collection is compliant with the Freedom of Information and Protection of Privacy Act of the Province of Ontario.

The purpose of this data collection is related directly to and needed by the School of Social Work, University of Windsor to administer the university/student relationship including the proper recording of student academic progress and to adhere to governmental reporting requirements.

Data collected on this form will be disclosed and used as follows:

- by administrative and field office personnel for student practicum placement planning and record-keeping;
- by field instructors in community agencies for placement planning;
- for academic counseling.

If you have any questions about the collection, use, and disclosure of this information please contact: Director of the School of Social Work.
APPENDIX 8 - DEFINITION OF EVALUATION RATING SCALE

5 - Exceptional
The student's performance with respect to the factor under consideration consistently and fully meets, and regularly exceeds, all of the requirements of the work assigned. This is the rating given to a student who consistently demonstrates a high level of competency and whose work effectiveness exceeds what the Field Instructor considers as above acceptable.

4 - More than Expected
The student=s work performance with respect to the factor under consideration meets and frequently exceeds the requirements of the work assigned. This rating is given to a student who demonstrates above minimum competency expectations and whose work is assessed to be above acceptable.

3 - Expected
A rating of expected indicates that the student=s performance with respect to the factor under consideration meets and may occasionally exceed the minimum competency expectations. This is the rating given to a student whose work effectiveness is assessed to be adequate and acceptable.

2 - Less than Expected
The performance with respect to the factor under consideration occasionally meets, but usually falls below, acceptable performance. The rating is intended as a notice to the student that improvement in work performance is definitely indicated for professional social work practice and does not meet minimum competency expectations.

1 - Unacceptable
The performance with respect to the factor under consideration falls below acceptable performance. Additionally, the student may demonstrate performance or actions which are contradictory to the values and ethics of the profession.

N/A
Not applicable, no basis to evaluate, too few pertinent activities, due to limitations in the field placement.

August 2016