

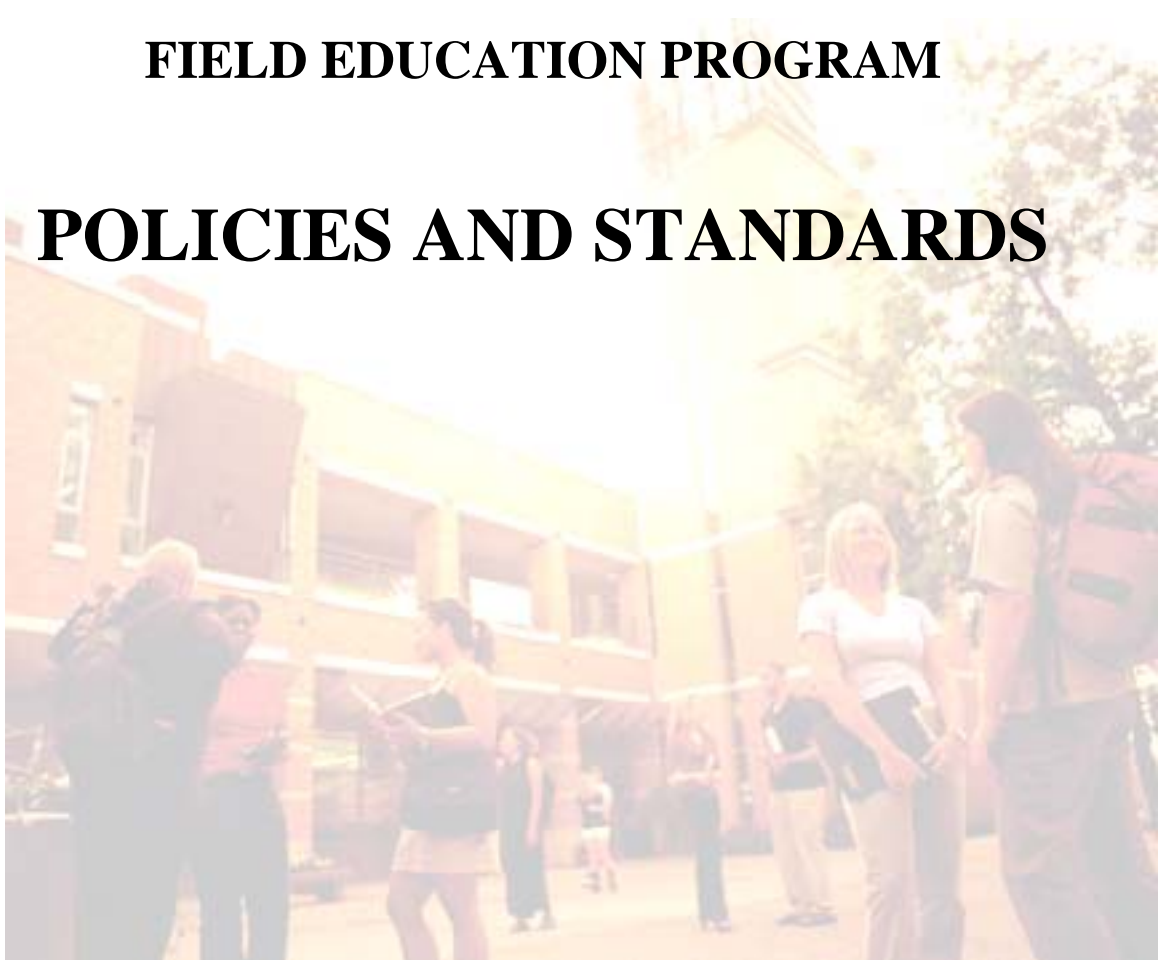
School of Social Work



BACHELOR OF SOCIAL WORK

FIELD EDUCATION PROGRAM

POLICIES AND STANDARDS



2011/2012

Updated Version Aug 17, 2011

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1.0 INTRODUCTION

This manual sets out the learning outcomes and related expectations, policies and procedures pertaining to student field practice in the Bachelor of Social Work (BSW) program at the University of Windsor. Students should also refer to the current University Calendar for rules and regulations governing undergraduate studies.

1.1 Primary Program Objectives

Field education is a requirement of the Social Work program and successful completion of eight Field Practice courses is required for graduation. All students will be assigned two field placements in a human service organization or community setting, normally September to April in each year. Over the course of these two placements, students will complete a total **minimum** of 700 field hours, a **minimum** of 350 hours of Field Practice in each academic year of the program.

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

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

The Field Education program strives to:

- foster professional development wherein personal and professional skills are promoted in the interest of competent professional practice
- develop competence as an entry level professional in generalist social work practice within the four contexts of practice: organization, community, social work skills and professional context.
- develop substantive 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 their 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

2.0 PHILOSOPHIES AND PRINCIPLES

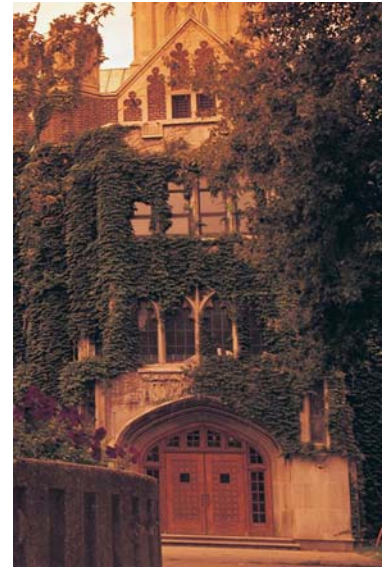
2.1 University of Windsor, Mission Statement

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 of Windsor strives:

- to provide an atmosphere fostering creativity, discovery, application, critical thinking, service, and communication in a collegial environment, in which people can work together in ways conducive to personal growth and embodying the principles of equity, accessibility, mutual respect and understanding, integrity, and freedom of expression in all we do;
- to serve students and community through support of excellent instruction in a focused array of academic, professional and lifelong learning opportunities;
- to support excellence in research and creative activity in both emerging and established fields and to provide graduate programs of recognized strength, including in areas of importance to its geographic region;
- to develop, through its programs and services, the intellectual, social, physical, moral, and spiritual potentials of the campus and wider community;
- to support the local community through interaction with business, labour, community groups and institutions, and to provide the international community with access to our educational resources.

Accepted by University of Windsor Senate May 4, 1995.



2.2 The School of Social Work Mission Statement



The Undergraduate programs in the School of Social Work are organized as sequences, which combine studies in the social sciences, the humanities and other course options along with professional courses in social work. The objective of the programs is to prepare graduates for generalist Social Work practice.

“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 through empirical enquiry” (University of Windsor, School of Social Work, May 2003).

2.3 Partnerships

The School of Social Work is uniquely situated to serve an extensive rural and urban geographic area which includes the Windsor/Essex region, Kent and Lambton counties, London and beyond. The School works in partnership with government, non-government and community-based agencies and has a history of collaboration and partnership with skilled practitioners in the community, offering a broad range of social work practice experiences.

2.4 The Generalist Practice Perspective

The BSW program is based on the principles of Generalist Practice. While many definitions of Generalist Practice exist, we have selected the following from Social Work Practice, A Generalist Approach, Canadian Edition:

“[Generalist practice is] practice in which the client and worker together assess the need in all of its complexity and develop a plan for responding to that need. A strategy is chosen from a repertoire of responses appropriate for work with individuals, families, groups, agencies, and communities. The unit of attention is chosen by considering the system needing to be changed. The plan is carried out and evaluated.” (Johnson, McClelland & Austin, 2000, p. 415)

Generalist practice, then, reflects the evolutionary response over the past century to societal concerns and needs to events and thinking. Generalist practice reflects the theoretical heritage of the profession: assessment, person in the situation, relationship, process and intervention. Social work is an ever-changing and ever-developing professional endeavour. However, its strong emphasis remains assessment and intervention through collaboration with clients. (Johnson, McClelland & Austin, 2000, p. 33)

2.5 Field Education

Sheafor’s and Jenkin’s (1982) description of the mission of field education helps to distinguish social work field education from other types of internships:

“A vital part of social work education is field instruction. Field instruction is an experiential form of teaching and learning in which the social work student is helped to: 1) consciously bring selected knowledge to the practice situation; 2) develop competence in performing practice skills; 3) learn to practice within the framework of social work values and ethics; 4) develop a professional commitment to social work practice; 5) evolve a practice style consistent with personal strengths and capacities; and, 6) develop the ability to work effectively within a social agency” (p. 3).

2.6 Canadian Association of Social Workers Code of Ethics 2005

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.

Principles of Social Work

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

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.

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.

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, abilities, ethnic background, gender, language, marital status, national ancestry, political affiliation, race, religion, sexual orientation or socio-economic status.

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.

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 right 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.

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.

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.

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.

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.

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.

Glossary

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 (Eitchells, 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.

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 (1985)*, 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.

Client

A person, family, 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.

Conduct Unbecoming

Behaviour or conduct that does not meet social work standard of care requirements and is, therefore, subject to discipline. In reaching a decision in *Matthews and Board of Directors of Physiotherapy (1986) 54 O.R. (2d) 375 (CASW, 2005)*, 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.”)

Confidentiality

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.

Discrimination

Treating people unfavourably or holding negative or prejudicial attitudes based on discernable differences or stereotypes (Australian Association of Social Workers [AASW], 1999).

Informed Consent

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

Human Rights

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 Declaration of Human Rights* (1948) proclaimed by the United Nations General Assembly December 10, 1948.

Malpractice and Negligence

Behaviour that is included in “conduct unbecoming” and relates 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, false imprisonment or criminal conviction.

Self-Determination

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).

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.

Standard of Practice

The standard of care ordinarily expected of a competent social worker. 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”).

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).

3.0 CONTACT INFORMATION FOR THE FIELD EDUCATION PROGRAM



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4.0 FIELD EDUCATION CURRICULA AND OBJECTIVES

As previously noted, field practice courses are required courses and successful completion of eight Field Practice courses is required for graduation. Extending over four semesters of study, field placements involve a **minimum** of 700 hours in supervised field practice.

Course registration fees are due and payable before the commencement of regular term classes. Students **MUST** be registered for their field courses prior to the start of their field placement. Students who have not registered for their Field Practice courses will **NOT** be permitted to begin their placement. It is the responsibility of the student to ensure that deadlines are met.

4.1 Placement I Required Courses (1st Field Placement)

Students in the Honours Bachelor of Social Work, the Honours Bachelor of Social Work (for University Graduates – Two-Year Program) and the Combined Honours Bachelor of Social Work in Social Work in Women’s Studies or Diaspora Studies register for four field practice courses during the first year of the professional program. All students in Placement I attend placement each Monday and Wednesday from September – April.

47-361. Field Practice I – A*

Open only to third-year Social Work Majors and Combined Majors in Social Work. Must be taken concurrently with 47-336 and 47-362.

47-362. Field Practice I – B*

Open only to third-year Social Work Majors and Combined Majors in Social Work. Must be taken concurrently with 47-336 and 47-361.

47-363. Field Practice I – C*

Open only to third-year Social Work Majors and Combined Majors in Social Work. Must be taken concurrently with 47-337 and 47-364.

47-364. Field Practice I – D*

Open only to third-year Social Work Majors and Combined Majors in Social Work. Must be taken concurrently with 47-337 and 47-363.

*The field placement process is comprised of 1A, 1B, 1C and 1D (12 credit hours). A final grade is not issued until all four courses are completed.

4.2 Placement II Required Courses (2nd Field Placement)

Students in the Honours Bachelor of Social Work, the Honours Bachelor of Social Work (for University Graduates – Two-Year Program) and the Combined Honours Bachelor of Social Work in Social Work and Women’s Studies or Diaspora Studies register for four field practice courses during the second year of the professional program. All students in Placement II are in placement each Tuesday and Thursday during the academic year.

47-461. Field Practice II – A*

Open only to fourth-year Social Work Majors and Combined Majors in Social Work. Must be taken concurrently with 47-436 and 47-462.

47-462. Field Practice II – B*

Open only to fourth-year Social Work Majors and Combined Majors in Social Work. Must be taken concurrently with 47-436 and 47-461.

47-463. Field Practice II – C*

Open only to fourth-year Social Work Majors and Combined Majors in Social Work. Must be taken concurrently with 47-437 and 47-464.

47-464. Field Practice II – D*

Open only to fourth-year Social Work Majors and Combined Majors in Social Work. Must be taken concurrently with 47-437 and 47-463.

*The field placement process is comprised of 1A, 1B, 1C and 1D (12 credit hours). A final grade is not issued until all four courses are completed.

4.2.1 Placement II Learning Outcomes

Students are expected to develop competencies that go beyond the generic base acquired during the first field placement. By the end of the second placement, students are expected to have moved along the continuum from beginning level social work knowledge to an increasingly complex level of skill development in generalist social work practice. The objectives and competencies outlined in the Placement II Learning Agreement are **minimum** expectations for all students.

4.2.2 The Organizational Context of Practice

Learning Outcome: To demonstrate understanding of agency policies and procedures relating to practice and worker role, agency structure, and internal communications networks and to interpret the services, policies and procedures of the agency to client systems and other professionals.

4.2.3 The Community Context of Practice

Learning Outcome: To identify the environmental and community conditions which facilitate or prevent client system empowerment and health and provide agency services based on that knowledge as well as knowledge of community resources.

4.2.4 The Social Work Skills Context of Practice

Learning Outcome: To apply effective practice skills in the planned change process within a generalist social work practice framework including multi-level assessment, planning, implementation and evaluation with individuals, families, small groups, organizations and communities.

Learning Outcome: To organize client system information clearly and communicate that data effectively, both verbally and in writing.

Learning Outcome: To demonstrate competency in relating social work knowledge to practice.

4.2.5 The Professional Context of Practice

Learning Outcome: To demonstrate an understanding of professional social work roles both within the placement agency and within the profession.

Learning Outcome: To demonstrate a professional approach to practice incorporating social work knowledge, placement demands and supervision, leading to an integration of skills and professional growth.

5.0 SCHOOL OF SOCIAL WORK AND AGENCY REQUIREMENTS*

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 Check must be valid for the duration of the placement. 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 clearance with their placement agency as well as the police department in their geographic area. Recently the RCMP has added additional safe-guards for the vulnerable sector enhanced screening process. Some students may be asked to arrange a fingerprinting screen when they receive their initial response to the police clearance. If you are in this situation, please bring your most recent last police clearance and the documentation confirming that you are going through this fingerprinting process to the School of Social Work. Also, it is your responsibility to discuss this with your Field Instructor on the first day of your field placement. This fingerprinting process may take an additional several weeks.

Other: 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.

Submission of Documents: The VPC must be on-file with the School prior to students beginning their placements. Students should keep the original (unless it is requested by the agency) and forward a copy to the agency and to the Undergraduate Secretary at the School. Students will not be permitted to begin their placements until the VPC is submitted.

*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 this document are incurred by the student.

6.0 FIELD EDUCATION POLICIES AND PROCEDURES

6.1 Initial Planning for the Practicum/Internship

The development of field placements is initiated by the Field Office, based on the goals and objectives of the BSW Program. When planning for individual field placements, the Field Office considers:

- student's educational, employment and volunteer experience
- assessed learning needs of the student
- opportunities to develop skills and knowledge in social work practice
- agencies available to provide appropriate placements
- agency requests for students
- student's program of study
- student's year of study
- student's use of a car for agency business

6.2 Placement Planning Process

The Field Office sends formal requests for placements to all approved placement settings. The process is completed in the winter and updated in the spring. Agencies provide information regarding the number of students they are able to accommodate, the qualifications of their staff, e.g. BSW or MSW and other pertinent information. The complete list of BSW sites is available on the School of Social Work website for reference: <http://www.uwindsor.ca/socialwork/bsw/field> > Placement Agencies.



Review the social work website: BSW Programs – Field Education

Students are expected to review the website, with particular attention paid to the Field Education area.



The initial planning period occurs from mid-April to mid-August. You may not hear from the Field Education staff until summer. This is the norm. The Field office reviews available placements, agency requests and student PPF to complete the matches. Criteria for matches include; learning goals, prior volunteer/employment experience, special needs and considerations, geographic location, languages spoken, the generalist practice perspective, and student's use of a car for agency business.



When a tentative assignment is ready, the student will be contacted to discuss the assignment.



After discussion with the student and potential placement site, the student's PPF is sent to the agency for review. If accepted, the initial matching process is complete and the Field Office contacts the student to present the match information. All necessary contact information is provided to the student and the potential Field Instructor via e-mailed memoranda. The Field Education staff makes every effort to ensure an efficient planning process.



The student is required to contact the Field Instructor to set an appointment for a personal pre-placement interview. This should occur as quickly as possible to avoid any delay in entering the field. Following the interview, the agency/Field Instructor and Field Office confer on the suitability of the match. Field Education staff are responsible for the final decision regarding the student's placement. Both the student and agency are informed of the final decision by the Field Office via e-mailed memoranda.



All students must attend the Field Education Program orientation sessions in the Fall. The purpose of the orientation sessions is to review the major requirements of the field and prepare students to begin their field education courses. It is the student's responsibility to check the School's website for orientation dates and locations. Students in Placement II attend placement Tuesdays and Thursdays from September – April.

6.3 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 field placement sites on the following basis:

- agency's readiness/interest in providing field placements
- student ability to meet agency standards of service (e.g. use of a car for agency business, experience, etc.)
- the availability of acceptable, qualified Field Instructors/On-site Task Supervisors
- placement needs of the School of Social Work
- 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 Field Program 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 Placement II.
- 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.

NOTE: While the Field Office provides opportunities for students to interview for their placement, the School cannot guarantee that students will be placed in a particular agency. A variety of factors affect the availability of placement 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 placement with any specific site, practice area or field instructor.

6.4 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 field placement 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 placement in their current place of employment; however, the student must present a compelling rationale which includes a discussion of why a field placement 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, including:

- 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 placement differs from the student's employment and constitutes new social work learning.
- 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 placement.
- A letter from the Director of the agency granting permission for the student to complete the placement in the place of employment, stating that the proposed placement 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 a BSW to perform the duties which will constitute the placement and that there will be no remuneration for the placement.

6.5 Placement Outside of the City of Windsor

Some of our placement sites are outside of the City of Windsor, so students can be expected to

travel, sometimes up to one hour, to get to their field site. It is the School's responsibility to secure a suitable field education site and the student's responsibility to ensure s/he can get to the placement site and fulfill the site's transportation requirements. Students who wish to complete a field placement outside of the tri-county areas (Windsor, Essex County, and Chatham-Kent) should indicate that request on the Placement Planning Form.

6.6 Selection of Field Instructors

The Coordinator of Field Education will usually appoint the person recommended by the agency, provided that the person recommended has the academic and professional qualifications required by the CASWE Standards for Accreditation (BSW plus two years post-BSW experience) 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 or Field Learning Specialist will contact the Agency Director, or his/her delegate to discuss placement possibilities or requirements.

Prior to the start of the field placement, field supervisors are invited to attend a Field Instructor/Supervisor's training session. These training sessions provide tools and information to aid and support all field supervisors in their teaching role.

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.
- Provide field site orientation to the student.
- Assist the student in developing 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).
- Attend a scheduled field site visit with the Field Learning Specialist 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 Field Learning Specialist.
- 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.

6.7 Site Visits

Site visits will take place mid-term each semester and are attended by the Student, Field Instructor, Off-site Instructor and/or On-site Task Supervisor (if applicable) and Field Learning Specialist. The Field Learning Specialist will generally follow a standardized site visit process, which includes a discussion of the student's adjustment to the placement, 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.

6.8 Supervision

The relationship with the Field Instructor/On-site Task Supervisor 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 supervisor. It is not unusual at the beginning of the field placement for the student to have anxiety in approaching the field supervisor. This is a new situation and a new relationship; therefore the student may be unsure of how to proceed. The relationship will develop and change as the student and supervisor get to know one another and adjust to their respective "student" and "teacher" roles. Gradually, the student will feel more comfortable and take on more responsibility in maintaining open and ongoing communication with the field supervisor.

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 bachelor'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 a 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).

6.9 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 student status and maintain full disclosure of his/her 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).

6.10 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 Collaborative Learning Environment Windsor (CLEW) 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 Behaviour 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.

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 clinical instructor prior to use.

Unauthorized use of social media, cell phones, or the internet in the clinical setting will result in removal of the student from the clinical area.

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 Behaviour 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 CLEW site networking:

Please refer to the overall policies.

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 Behaviour 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).

6.11 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 on 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).

6.12 Guidelines on Personal Safety

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. Such concerns about workplace violence also draw attention to the safety and security of social work students in field placement settings.

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 supervisor. 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, physical restraint of clients, 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).

6.13 Use of Personal Vehicle in Field Placement

Most agencies require their staff and students to have access to a vehicle for the delivery of social work/agency services. Students are expected to have personal vehicles available to go to and from their field sites and to use during their placement. Students must abide by any agency policy governing transporting clients in their personal vehicles. 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 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).

6.14 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).

6.15 Information for Students with Disabilities

You must be formally registered with Student Disability Services (SDS) in order to receive academic and/or field accommodations.

- During the intake process you will be asked to provide SDS with your contact information, and to submit current documentation regarding the disability for which accommodations are being sought
- For information about documentation of disability, students should refer to documentation guidelines: www.uwindsor.ca/disability. Please consult with the Intake Coordinator about your existing documentation before proceeding to update or obtain new documentation
- Once your documentation has been submitted you will be contacted by a Disability Advisor from SDS to review your documentation and discuss possible accommodations
- After accommodations are determined you will be sent a registration form which you must sign and return to SDS. An accommodations package will then be issued to you via e-mail, which will contain PDF versions of the documents you will need, including your accommodations letter.
- Students should print and distribute their accommodations letter to the Coordinator of Field Education, Field Learning Specialist and Field Instructor and discuss the accommodation with their Field Learning Specialist and Field Instructor (to the extent that they are comfortable doing so)

Contact information:

Student Disability Services
University of Windsor
Dillon Hall (Lower Level)
401 Sunset Avenue
Windsor, Ontario N9B 3P4
Phone: 519-253-3000 ext: 3469
Fax: 519-973-7095
E-mail: cquaglia@uwindsor.ca

7.0 MAJOR COURSE REQUIREMENTS

7.1 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 in the field program. The University and School calendars take precedence over dates established within agencies.

All students will begin field placement each term on the date designated by the School with the exception of those students for whom other special arrangements have been made.

In keeping with the Canadian Association for Social Work Education Standards for Accreditation, supervised field placements involve a minimum of 350 hours per field placement, for a total **minimum** of 700 hours in supervised field practice. Orientation hours count toward the minimum hours required in each field placement.

Students are required to complete a minimum number of hours in field practice each semester and they are expected to attend their field placement each term according to the Academic Year Schedule even after they completed the required minimum number of hours. Most students will probably complete more than the required number of hours in any one semester. 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 field placement during regular agency hours.

7.2 The Field Hours Log

The student is expected to complete all work assigned by the Field Instructor within agreed upon timelines. Students are required to document their hours on a weekly basis by using the Field Placement Hours Log. The Log must be signed by the student and Field Instructor and submitted to the School with the Evaluation at the end of each semester. **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.**

7.3 The Learning Agreement

(See Appendix 1 for additional information about the Placement II Learning Agreement)

The Field Education Learning Agreement is a blueprint of the student’s educational experience with specific assigned tasks designed to develop knowledge and skills. 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 outcomes incorporate the

competencies required for generalist social work practice. The Field Instructor, the student and the On-Site Task Supervisor (if applicable) develop the learning assignments and activities (see Appendix 2 for sample tasks and activities). The Learning Agreement is used as the basis for the ongoing assessment of the student and for referencing when completing the evaluations. 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). The Learning Agreement is intended to guide the student's field practice over the two semesters and should be consulted regularly throughout the duration of the placement, especially prior to evaluation meetings.

It is helpful to understand the relationship between goals, objectives and activities when constructing the Learning Agreement (**Figure 2**).

GOALS:

- Global statements in relation to a learning outcome;
- Not measurable;
- Statements of intention in relation to the development of a skill or the building of knowledge in specific areas.

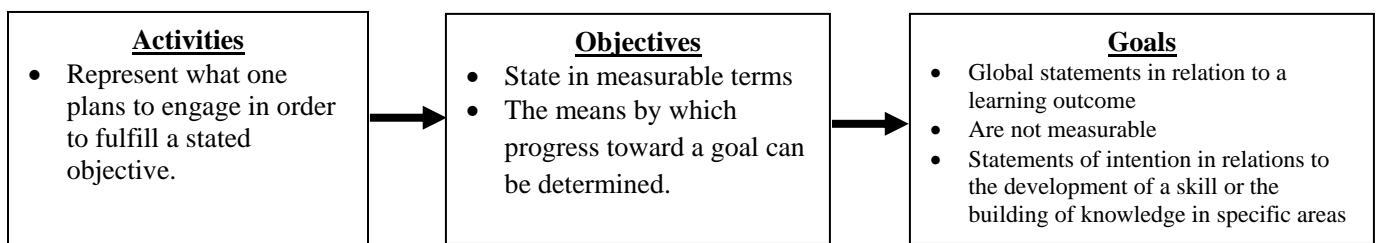
OBJECTIVES:

- Stated in measurable terms;
- The means by which progress toward a goal can be determined.

ACTIVITIES:

- Represent what one plans to engage in order to fulfil a stated objective.

Figure 2 – Activities, Objectives, Goals Sequence



The Learning Agreement facilitates the development of individual learning within a framework of expected social work competencies designated by the School of Social Work.

7.4 The Field Activities Log

All students are expected to maintain a list of their field activities related to the learning outcomes outlined in the Learning Agreement. These activities will contribute to learning and should be identified as a method of monitoring student progress toward the achievement of the learning outcomes. The log of field activities should be referred to during field instruction and during the evaluation process.

7.5 Evaluations

(See Appendix 1 for additional information about the Placement II evaluation requirements and Appendix 3 for Evaluation Rating Scale)

Student evaluations are completed at the mid-term and end of each Field Placement. Due dates are noted on the Bachelor of Social Work Field Education Schedule 2011-2012.

Although programs are highly variable in terms of focus and/or concentration, there are general areas in which students will be evaluated that are reflected in some manner in nearly all social work programs throughout the United States and Canada. These areas include:

1. Skill in interviewing;
2. Skill in the area of assessment;
3. Proficiency in written communication, including assessments, case notes, inter-agency memos, reports and proposals related to program development or participation in grant writing, etc.;
4. Skill in oral communication, including the ability to communicate clearly and unambiguously with clients, peers, administrators and other service providers within the community;
5. Capacity to demonstrate commitment to social work values;
6. Capacity to effectively use supervision as a tool for professional growth and development;
7. Capacity to work well with colleagues, agency staff and student peers;
8. Capacity to apply theory to practice;
9. Capacity to demonstrate the ability to work independently;
10. Capacity to work effectively with diverse client populations, including minority, special needs and at-risk clients, client systems or communities (Cournoyer, 2005).

The student will participate in two evaluations during their fourth year field placement. The Field Instructor and the student will refer to the Learning Agreement to review the School's learning outcomes, the student's assignments and activities and to the student's Field Activities Log, which lists and describes student activities throughout the semester. 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 should schedule a meeting with the student and the On-Site Task Supervisor (if applicable) to compare drafts of the evaluation in order to clarify any differences in perception of expectations and accomplishments.

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. A final grade is not issued until all four courses are completed. After the evaluation is completed, it is signed by the Field Instructor, the on-site Supervisor (if applicable), the student and the Field Learning Specialist. The Coordinator of Field Education Programs assigns the final grade, based upon the formal evaluations by the Field Instructor, along with documentation submitted by the Field Learning Specialist and student. In addition, the student will complete an evaluation of the field site and the Field Instructor at the end of the final semester. It is the student's responsibility to ensure that all documents are submitted to the School.

DATE(S)	ACTIVITY
April 20, 2012	Alternate Final Examinations Day
September 8, 2011	Orientation for returning (final year) Social Work students.
September 13, 2011	Field Work begins for returning (final year) Social Work students.
October 10, 2011	Thanksgiving Day (statutory holiday). No classes.
October 18- December 1, 2011	Site visits (check the placement confirmation for a specific date/time)
November 1, 2011	Placement 2 Learning Agreement submitted to School
November 9, 2011	Last day to voluntarily withdraw from Fall term courses
December 1, 2011	Last day of Field Work—Placement 2
December 5, 2011	Last day of classes, day and evening.
December 8-19, 2011	Fall term final examinations.
December 16, 2011	Placement 2 Evaluation and Hours logs submitted to the School
December 23 to 31, 2011	University offices closed for December Holiday recess.
January 3, 2012	University offices reopen.
January 5, 2012	All classes begin, day and evening. Field work begins for Placement 2
January 18, 2012	Last day of registration, change of courses and full refund for Winter term courses, day and evening.
January 27, 2012	Addendum to Learning Agreement submitted to the School (only if necessary)
February 21-24, 2012	Study week for all faculties, except Law. Field work continues in Social Work
February 24, 2012	University Offices closed, except Law.
February 21-April 3, 2012	Site visits (email confirmation will provide date and time)
March 14, 2012	Last day to voluntarily withdraw from Winter term courses.
April 3, 2012	Last day of Field Work—Placement 2; Hours logs completed
April 4, 2012	Last day of classes, day and evening
April 6, 2012	Good Friday: University closed
April 9-19, 2012	Winter term final examinations.
April 13, 2012	Placement 2 Evaluation and Hours logs submitted to the School

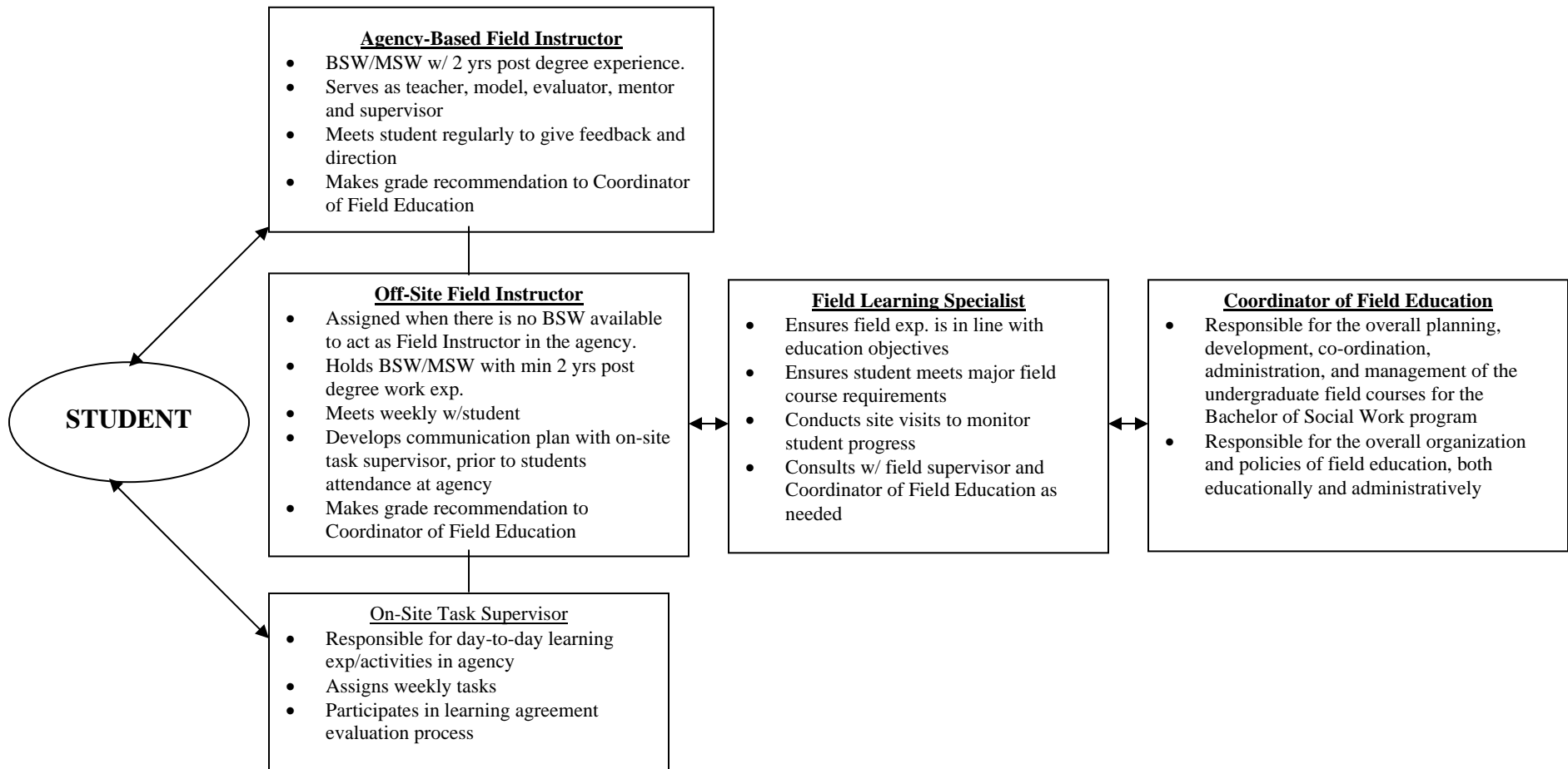
8.0 BSW PROGRAMS FIELD EDUCATION SCHEDULE 2011-2012

*** It is the student's responsibility to refer to the current Undergraduate Calendar for other important Academic Dates at: <http://www.uwindsor.ca/registrar>**

9.0 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, on-site task supervisors, and Field Learning Specialists 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



9.1 School of Social Work

The Field Education Program is a co-operative effort between the University of Windsor and the professional social work community. Primarily the Coordinator of Field Education Programs and the Field Learning Specialists carry out the University's role in the undergraduate program.

9.2 Coordinator of Field Education Programs

The Coordinator is responsible for the overall planning, development, co-ordination, administration, and management of field education courses for the Bachelor of Social Work program, including the assignment of final grades. The field courses are administered through the office of the Coordinator 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.

9.3 Field Learning Specialist

Each student is assigned a Field Learning Specialist. The Field Learning Specialist:

- Negotiates and confirms field placements.
- Participates in the development of the Learning Agreement and Evaluation of the students, if requested by the Field Instructors and/or Coordinator of Field Education.
- Coordinates the agency-school partnership.
- 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 Instructor/On-site Supervisor (if applicable) as needed.
- Assesses the quality of field experiences and opportunities provided to each student and makes recommendations for change to the Coordinator (Wilfrid Laurier University, 2008).

The School of Social Work seeks to develop and maintain affiliations with community sites that provide quality field education for all social work students. The School has a commitment to provide relevant and appropriate practice experiences; therefore, students do not negotiate their own placement sites.

9.4 The Placement Agency

Orientation to the Agency

Generally, the student needs to know enough to begin the field placement, appreciate the accountability within the organization, and be aware of both the formal and informal structure of the organization. This should include the following:

- orientation to the physical setting
- orientation to overall agency program
- orientation to the specific area in which the student will be placed
- reviewing with the student his/her understanding of social work, some of his/her life experiences and previous placement (if applicable), in order to establish learning needs

Selecting Field Practice Assignments

In developing field education assignments the Field Instructor must keep balance between the service needs of the client, the learning needs of the student, and the agency's concurrence. Selection of assignments should:

- occur early in the placement to avoid unnecessary anxiety on the part of the students
- challenge the students but not overwhelm them
- have an identified learning component
- be diverse to broaden the learning possibilities
- be sufficient in number to enable the Field Instructor and the student to identify performance patterns, to enable the student to experience the realistic demands of professional practice and to ensure sufficient intensity to provide the student with an appropriate workload each day of field placement

9.5 Agency Administrator

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.

9.6 Agency-based Field Instructor

- Holds a Bachelor of Social Work (BSW) or Master of Social Work (MSW) degree in social work from a CASWE accredited program, with a minimum two-years post degree work experience.
- They are assigned, by agreement of the agency and the School of Social Work, to teach practice skills to the students placed in the agency
- Assumes teaching responsibilities *within* their own agencies.
- Serves as a teacher, model, evaluator, mentor and 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).
- Provides educational and academic practice experience.
- Offers an opportunity for practice experience from which to develop knowledge and skills.
- Makes grade recommendations to the Coordinator of Field Education Programs.

The primary role of the placement agency is to provide a field practice experience for social work students from the School of Social Work at the University of Windsor. The role of the placement agency falls into four broad categories: 1) the role of the Field Instructor; 2) setting up a learning environment; 3) orientation to the agency; and, 4) selecting field education assignments.

Role of the Field Instructor

Coordinator of Learning Resources: The Field Instructor helps the student to generalize his/her experiences and to make connections between classroom learning and field education experiences.

Information Provider: The Field Instructor provides information about the community, agency practices, and appropriate case management approaches.

Professional Model: The Field Instructor demonstrates her/his identification with social work's professional values through both personal and professional behaviour.

Theoretic Challenger: The Field Instructor encourages the student to conceptualize what s/he is doing in order to develop an understanding of relationships between theory and their application.

Facilitator of Confidence: Students will experience some anxiety at the beginning of placement but the Field Instructor's role will reflect support and positive affirmation of the student's abilities.

Practice Evaluator: Evaluation is a continuous process throughout the placement. Student expectations will be explicit and the Field Instructor will assist the student in meeting her/his learning goals. A formal evaluation will take place at the end of each semester.

In addition, the Field Instructor role is to:

- provide educational and academic practice experience
- help the student move from the specific problem situation to more general conceptual and professional understanding
- assist the student to develop professional competence by integrating theory and practice

- as it applies to diverse situations
- offer an opportunity for practice experience from which to develop knowledge and skills

Setting Up a Learning Environment

The Field Instructor is responsible for developing a positive atmosphere, which is conducive to learning. The following elements have been identified as contributing to such an atmosphere:

- a formal appointment for the first meeting with the Field Instructor
- physical space for the student to work, along with the necessary amenities and support
- a formal orientation to the agency
- assignments which encourage immediate involvement in social work activity of the field education setting
- clarification of 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
- a specifically set time for field instruction; this is important for the student as it provides structure to the learning experience; back-up time should be available for the student
- sixty-ninety minute field instruction sessions each week. The student should submit an agenda prior to the meeting which includes what the student needs to discuss, including the specific aspects of the case(s) and/or the student's learning; this helps the student make the best use of field instruction time available.

9.7 On-Site Task Supervisor

The Canadian Association of Social Work Education (CASWE) Standards for Accreditation require that undergraduate social work students are supervised by a person possessing a Bachelor of Social Work degree with two years post-degree social work experience. Occasionally, the School approves the placement of students in agencies which reflect the philosophy of the School of School of Social Work but do not have a BSW on-site. In these instances, the School assigns an On-Site Task Supervisor within the agency to facilitate and supervise day-to-day learning experiences/activities. The On-Site Task Supervisor:

- Assumes responsibility for day-to-day learning experiences/activities *within* their own agency.
- 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.

9.8 Off-Site Field Instructors

When there is no qualified social worker on-site, the agency and the School will assign an Off-Site Field Instructor to provide weekly, formal social work supervision and field instruction to the student. The Off-Site Field Instructor:

- Is assigned by the School to a student when there is no BSW or MSW available to act as a Field Instructor in the agency.
- Holds a social work degree from a CASWE accredited program, with a minimum two-years post degree 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.

9.9 Students

The student maintains the dual role of learner and practitioner and is expected to assume responsibilities accordingly:

- Arranges an "on-site" pre-placement interview with his/her field instructor, where feasible. Telephone conferences or written correspondence may be substituted where appropriate
- Seeks out and completes pre-placement reading assignments related to agency practice
- Participates in agency orientation
- Prepares for a discussion with the Field Instructor at the start of placement regarding expectations for skill development and potential learning experiences which will form the basis of the Learning Agreement
- 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
- Arrives at the placement on time, and actively involves him/herself in all assigned meetings
- Unless special arrangements have been made on their field assignment days, students are expected to be in placement the same hours as those required of agency staff. Overtime required in connection with student practice should follow the normal policy of the placement setting, but may not accumulate; therefore, the student should be given compensatory time off week by week
- Notifies the Field Instructor of illness or any other emergency requiring their absence not later than 9:00 a.m. on field education days; longer term illness or absence (three

placement days) from the assigned placement must be reported to the Field Learning Specialist by the student; medical documentation confirming the necessity of absence is required; time missed because of illness or due to other reasons acceptable to the setting should be made up before the termination of the placement period, or as determined, by special arrangement with the Field Instructor and the Field Learning Specialist. Field education obligations must have priority over other responsibilities which the student has undertaken, whether these are personal, academic, or professional in nature. Students are expected to be familiar with the CASW and NASW Code of Ethics and demonstrate their commitment to these codes in their personal/professional life

- Upholds professional ethical standards
- Completes specific minimum number of hours
- Meets/completes all major course requirements
- Carries out agency assignments, observe agency policies, preserve confidentiality, provide written reports and records, and otherwise behave in an appropriate professional manner while in field placement
- Completes and submits the final field site evaluation form to the Undergraduate Secretary in the last week of placement to assist the School in assessing and improving the learning opportunities available in the agency or community

10.0 FREQUENTLY ASKED QUESTIONS

10.1 Are there a minimum number of hours required for successful completion of the field courses?

Extending over four semesters of study, supervised field placements involve a total **minimum** of 700 hours in supervised field practice (350 hours/year). The School of Social Work encourages students and Field Instructors to discuss any special scheduling arrangements as well as what activities constitute field hours prior to beginning the field placement.

Note: Students cannot “carry-over” hours from Placement I to Placement II.

To calculate the total number of hours per week, use the agency formula to determine your 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 Field Instructor and Field Learning Specialist must be informed in order to develop a workable schedule as soon as possible.

Overtime, required in connection with student assignments in the field, should be allocated in accordance with the practice of the agency. Compensatory time off should be arranged with the Field Instructor and, if possible, accommodated on a weekly basis.

Under certain circumstances, the Field Instructor and/or the Field Learning Specialist in conjunction with the Coordinator of Field Education Programs may recommend that the student spend additional time in the field placement in order to achieve the competencies outlined in the

Learning Agreement. This recommendation may originate with the Field Instructor or the Field Education personnel. In these instances, an Individual Field Education Plan (see Appendix 4) 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 competencies 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.

10.2 Do school and agency holidays apply as field practice hours?

Students on 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 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 Civic Holiday. Some agencies are closed on Easter Monday; it is expected that the student will make arrangements to ensure the required number of hours is completed. The University prepares an annual list of religious holidays. If statutory holidays fall during regularly scheduled field placement hours, the student and Field Instructor will develop a plan, which permits the student to complete the required number of hours.

Reading week (February) does **not** extend to the field education program. First and foremost, the student is expected to meet placement obligations. Students are permitted to request alternate arrangements for the February Reading Week. If the student requests alternate arrangements and these are approved by the Field Instructor, the student must have a plan to ensure they have accumulated the required number of hours prior to the end of the placement. The plan must be approved by the Field Instructor.

10.3 If students are absent from placement, do they have to make up the time missed?

Any absence of three consecutive field education days, by students, must be reported by the student to the Field Learning Specialist. Time missed by students, because of illness, 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.

Consistent with the CASWE Field Education Standards, attendance at the field placement and all other activities counted as field placement hours is mandatory. Poor attendance may result in requesting the student to withdraw from the course and/or the assignment of a failing grade.

10.4 Can students complete Placement I and Placement II in the same setting?

The School of Social Work is committed to the graduation of generalist practice social workers and the field education program is designed accordingly. In keeping with this philosophy, in most circumstances, students are required to complete their field placements in two different organizations (see 6.4).

10.5 Can students be remunerated for any expenses related to the placement?

Students are responsible for their own transportation to the field placement. 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 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). The School of Social Work, in general, does not support the concept of paid placements; however, it is recognized that some agencies offer this option to students and the School cannot dictate how the agency conducts its financial business. Students are cautioned that they must offer services as an undergraduate student, not as a paid staff.

11.0 AGENCY-UNIVERSITY RELATIONS

11.1 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.

11.2 Insurance

11.2.1 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. In addition to insuring the University, it also covers any Executive Officer, Member of Board of Governors, trustees and any other elected or appointed officials, the University of Windsor Alumni Association and all members thereof but only while performing duties on behalf of the University of Windsor. Also, covered are employees, volunteer workers, including lecturers, guest lectures, all while acting within the scope of their duties as such, and a person gratuitously performing work in connection with the 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

11.2.2 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 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.

11.2.3 Worker's Compensation

Effective July 1, 1993, the Workplace Safety & Insurance Board for the Province of Ontario issued a policy providing workers' compensation coverage for training participants on unpaid work placements.

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 time line 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.

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

- student reports the injury to the placement supervisor and to his/her department/school
- the Field Learning Specialist completes a report of injury with input from the agency field supervisor and the student
- placement department/school sends report of injury to the Office of Occupational Health & Safety (Canterbury College, Room 114)
- the Office of Occupational 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 Education and Training
- the Office of Occupational Health & Safety maintains contact with the Board, the placement department/school, the injured student and their physician as long as entitlement continues

12.0 CONFIDENTIALITY

Everyone involved in the field education process is required to adhere to the confidentiality requirements outlined in the Canadian Association of Social Workers (CASW) Code of Ethics.

Any transmission of information about clients, field practice settings, social workers, field instructors and field placement students will be subject to the standards of confidentiality outlined in the CASW Code of Ethics as well as any standards in place in the field practice setting.

13.0 GRADING SYSTEM – EVALUATION PROCEDURES

13.1 Evaluation Procedure

Student evaluations are completed at the mid-term (end of the Fall semester) and end of each placement (end of the Winter semester). The mid-term evaluation is due at the end of the first semester and final evaluations are due at the end of the placement or final semester. Due dates are noted on the BSW Field Education Schedule 2011-2012. Prior to completing the final evaluation, the student, Field Instructor and On-Site Task Supervisor (if applicable) prepare written notes on the student's performance in relation to the Learning Agreement and Evaluation. In those instances when an On-Site Task Supervisor is providing day-to-day task supervision, the Field Instructor and the On-Site Task Supervisor must compare notes before the student meeting to ensure that there are no discrepancies between these two parties. If there is significant disagreement, the Field Instructor must contact the Field Learning Specialist immediately.

The Field Instructor, On-Site Task Supervisor (if applicable) and student should refer to the skill and knowledge competencies as well as the rating scale when evaluating student performance. The Field Instructor, On-Site Task Supervisor (if applicable) and student should meet to discuss the evaluation, share ideas and views and reach an agreement about the student's field education performance. Students should be aware that a rate of “3” indicates that the student has achieved expected performance on the competency under consideration.

At the conclusion of the mid-term evaluation, the Field Instructor indicates whether the student is “In Difficulty” or “In Good Standing”. At the conclusion of the final evaluation process, the Field Instructor recommends a “Pass” or a Non-Pass” on the Evaluation Form, which is submitted to the Field Learning Specialist. The Field Learning Specialist forwards the recommendation to the Coordinator of Field Education Programs. The Coordinator determines the final grade and submits the grades to the Registrar's Office, based upon the formal evaluations by the Field Instructor, along with documentation submitted by the Field Learning Specialist 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.

Note: Students can fail a field course at mid-term evaluation.

13.2 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 School of Social Work. The Field Instructor is primarily responsible for the content of the final evaluation. The student's signature verifies only 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 student must provide the Field Instructor and On-site Task Supervisor (if applicable) with a copy of the attachment prior to submission to the Field Learning Specialist.

14.0 ASSIGNMENT OF GRADES

Students are assigned a grade of Pass or Fail in their final evaluation each year. As previously noted, at mid-term, Field Instructors recommend whether the student can continue in the field by assigning "In Good Standing" or "In Difficulty".

The Coordinator of Field Education Programs can assign the following final 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 Field Education Programs:

1. The student has demonstrated at least an "expected" (3) level of performance with respect to each learning outcome and related competency in the evaluation.
2. The student has completed the minimum required hours (350 hours per academic year).
3. The student has submitted all documents including the signed evaluation and field hours log.

NOTE: If a student is ranked below "3" on any competency, the Field Learning Specialist will review the evaluation and if needed, will meet with the Coordinator of Field Education Programs to discuss the evaluation prior to assigning the final grade.

14.2 "F" (Fail)

If one or more of the following criteria are evident, the Coordinator of Field Education Programs will assign an "F" (Fail).

1. The student consistently performs below acceptable performance (“2” or lower) with respect to one or more learning outcomes and the related competencies.
2. The student has not completed the required number of hours;
3. The student has breached the Social Work Code of Ethics;
4. The student has breached the School of Social Work’s Professional Behaviour Policy;
5. 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.

If you receive a failing grade in any of your required courses (47-204/47-302, 47-336, 47-303, 47-337, 47-344, 47-436, 47-437, 47-448), **you will not be permitted to begin/continue your Field Placement courses** (47-461, 47-462, 47-463, 47-464) 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 on to your next set of Field Placement courses. Similarly, students must successfully complete all required third year courses before enrolling in any required fourth year courses.

NOTE: Any student who is placed on academic probation must meet with their academic advisor to develop a plan of action to remedy the situation. If a student remains on academic probation for two consecutive semesters, they will be required to withdraw from the Social Work program in which they are enrolled. It is the student's responsibility to regularly check their progress on the SIS and DARS.

14.3 “INC” (Incomplete)

If, due to unavoidable and special circumstances, the student requires additional but limited time in placement, the Coordinator of Field Education Programs may submit an "Incomplete" grade; however, the student must request an “Incomplete” and the reason for the request must be clearly defined, in writing. If the Coordinator of Field Education Programs 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 automatically enters a final grade of “F” in the student’s record.

14.4 “IP” (In Progress)

“IP” is the registered grade assigned at mid-term until all four field courses have been completed. Under certain circumstances where performance or professional behaviour falls significantly below expectations, a grade of “F” will be assigned at mid-term and the student will not be allowed to continue in the field.

In special circumstances, if the Field Instructor in conjunction with the Field Learning Specialist recommends that the student requires additional but limited time in placement to meet the School’s expectations the Coordinator of Field Education Programs may submit an “IP” grade. The Field Instructor and Field Learning Specialist will draft a plan which clearly outlines the

School's and field site's expectations in order to assign a "Pass" grade.

14.5 Voluntary Withdrawal from Field Practice Courses

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 Undergraduate Calendar. Such a circumstance must be clearly outlined by the student in a letter of request to withdraw to the Coordinator of Field Education Programs (copied to the Coordinator of the Undergraduate Studies Committee). The request must be supported by appropriate documentation. If approved, the terms of 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.

15.0 PROCEDURES FOR ADDRESSING UNSATISFACTORY PERFORMANCE AND/OR UNPROFESSIONAL BEHAVIOUR IN THE FIELD EDUCATION PROGRAM

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 Field Learning Specialist and are informed that it is their responsibility to contact their Field Learning Specialist if any problems are identified.
- All On-Site Task Supervisors (if applicable) and Field Instructors are informed that the student has been assigned a Field Learning Specialist and that the Field Learning Specialist should be contacted immediately if there are problems with the student or the field site.
- Students, On-Site Task Supervisors and Field Instructors are informed that a site visit is scheduled during the first term. Additional site visits can be scheduled at the discretion of the Field Learning Specialist, in consultation with the Coordinator of Field Education Programs.
- All students are provided with a copy of the Undergraduate Field Education Policies and Standards Manual and Social Work Code of Ethics.

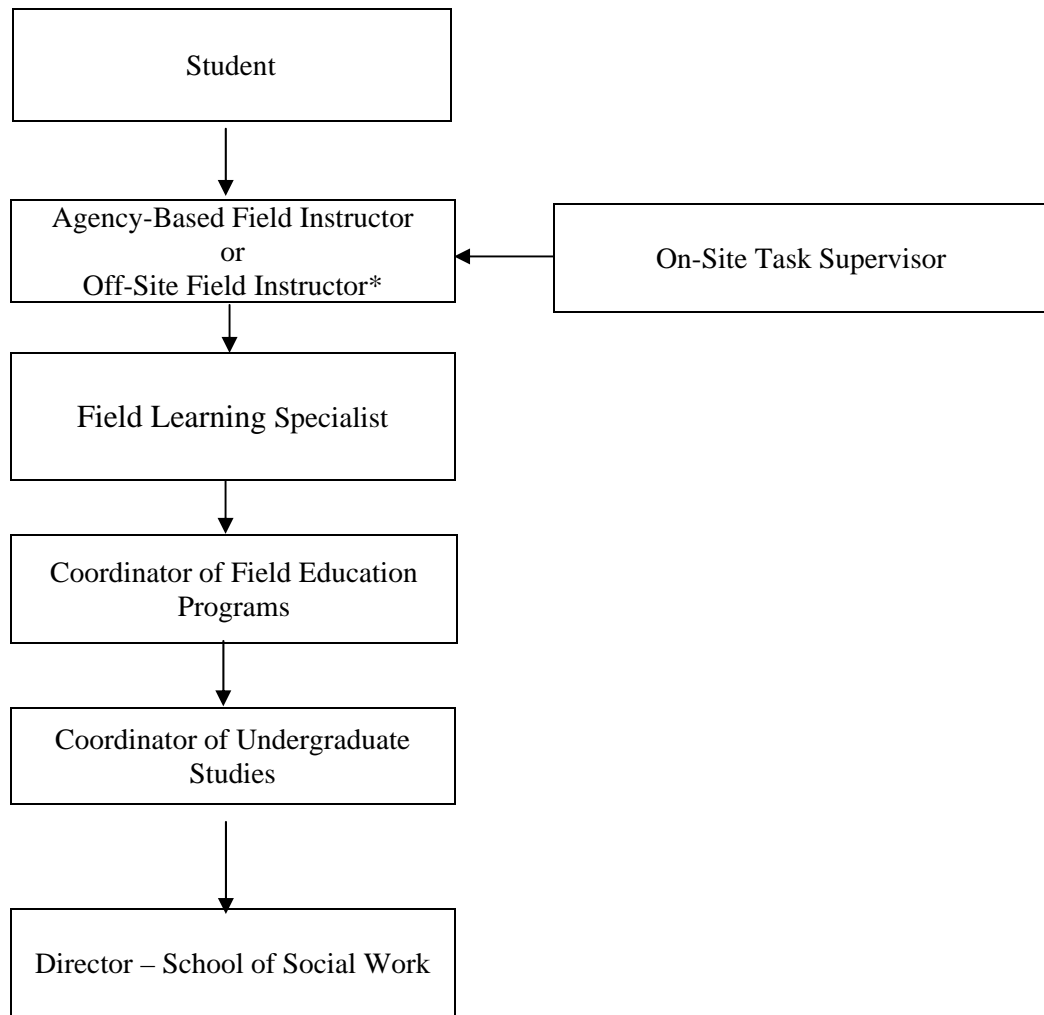
The procedure for addressing unsatisfactory performance or unprofessional behaviour identified by the Field Instructor, On-Site Task Supervisor or Field Learning Specialist is outlined below:

- In most instances it is the Field Instructor or On Site Task Supervisor that will contact the Field Learning Specialist when a performance problem is suspected and/or has been identified.
- The Field Learning Specialist will require the Field Instructor to document the problem and the attempts which have been made to resolve the problem and forward the documentation.

- The Field Learning Specialist will begin completing a Field Office Report Form and advise the Coordinator of Field Education Programs.
- The student will be advised by the Field Learning Specialist that a performance concern has been raised and a Field Report Form is being completed. The Field Instructor, Field Learning Specialist and student may meet together or the Field Learning Specialist 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.
- The completed Field Report Form with attached documentation will be forwarded to the Coordinator of Field Education Programs for review. The report will then be submitted to the Undergraduate Secretary to be filed in the student's file.
- If it is determined that an Individualized Field Education Plan is required the Field Learning Specialist will draft the plan with input from the Field Instructor and/or On Site Task Supervisor. The Plan must be signed by the Field Learning Specialist, student and Field Instructor and submitted to the Coordinator of Field Education Programs for review and filing in the students 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 Field Learning Specialist, Coordinator of Field Education 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 tasks and achieve the required competencies identified in the Individual Field Education Plan or the Field Instructor, student or Field Learning Specialist advise that the situation cannot be resolved, the Coordinator of Field Education Programs will inform the Coordinator of Undergraduate Studies. The Coordinator of Field Education Programs, Field Learning Specialist and the Coordinator of Undergraduate Studies will conduct a careful review of the situation and documents and make recommendations regarding the student's status in the Field Education Program.

Figure 3 - Process to Resolve Student/Field Issues



** An Off-Site Field Instructor is required when there is not a designated Agency Field Instructor who holds a BSW or MSW degree.*

16.0 ASSESSMENT OF FIELD PRACTICE

16.1 Student Evaluation of Field Practice

The School evaluates the field practice sites annually. All students are expected to complete and submit a “Field Placement Feedback Form” at the end of the placement when advised by the Field Education Program. The information provided by the students contributes to quality control within the Field Education Program and may be shared with the field sites in a non-identifying manner for the purposes of providing general site-specific feedback. Completion of the form is viewed as a professional responsibility.

17.0 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 Undergraduate Calendar. They are as follows:

Before exercising their right of appeal against a grade, students should consult Senate [Bylaw 31](#) and [Bylaw 51](#), copies of which are available at the Office of the Registrar or at the University website at: <http://www.uwindsor.ca/senate>

18.0 FORMS

For all field forms please see the Bachelor of Social Work Field web site at: www.uwindsor.ca/socialwork/bsw/field.

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This manual is intended primarily for use by students, field instructors, on-site task supervisors and Field Learning Specialists associated with the Undergraduate Program. Statements contained in this manual are subject to change without notice.

July 2011

APPENDIX 1 - PROCEDURES TO COMPLETE PLACEMENT II FORMS

PLACEMENT II LEARNING AGREEMENT

Purpose of the Learning Agreement

The Field Education Learning Agreement is a blueprint of the student's educational experience with specific assigned tasks designed to develop knowledge and skills. 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 objectives incorporate the initial competencies for generalist social work practice. The BSW program is based on the principles of Generalist Practice. While many definitions of Generalist Practice exist, we have selected the following from Social Work Practice, A Generalist Approach, Canadian Edition:

“[Generalist practice is] practice in which the client and worker together assess the need in all of its complexity and develop a plan for responding to that need. A strategy is chosen from a repertoire of responses appropriate for work with individuals, families, groups, agencies, and communities. The unit of attention is chosen by considering the system needing to be changed. The plan is carried out and evaluated.” (Johnson, L.C., McClelland, R.W. & C.D. Austin, 2000, p. 415)

Generalist practice, then, reflects the evolutionary response over the past century to societal concerns and needs to events and thinking. Generalist practice reflects the theoretical heritage of the profession: assessment, person in the situation, relationship, process, and intervention. Social work is an ever-changing and ever-developing professional endeavour. However, its strong emphasis remains assessment and intervention through collaboration with clients. (Johnson, L.C., McClelland, R.W. & C.D. Austin, 2000, p.33)

The Field Instructor, the On-Site Task Supervisor (if applicable) and the student develop the learning assignments and activities.

Completing the Learning Agreement

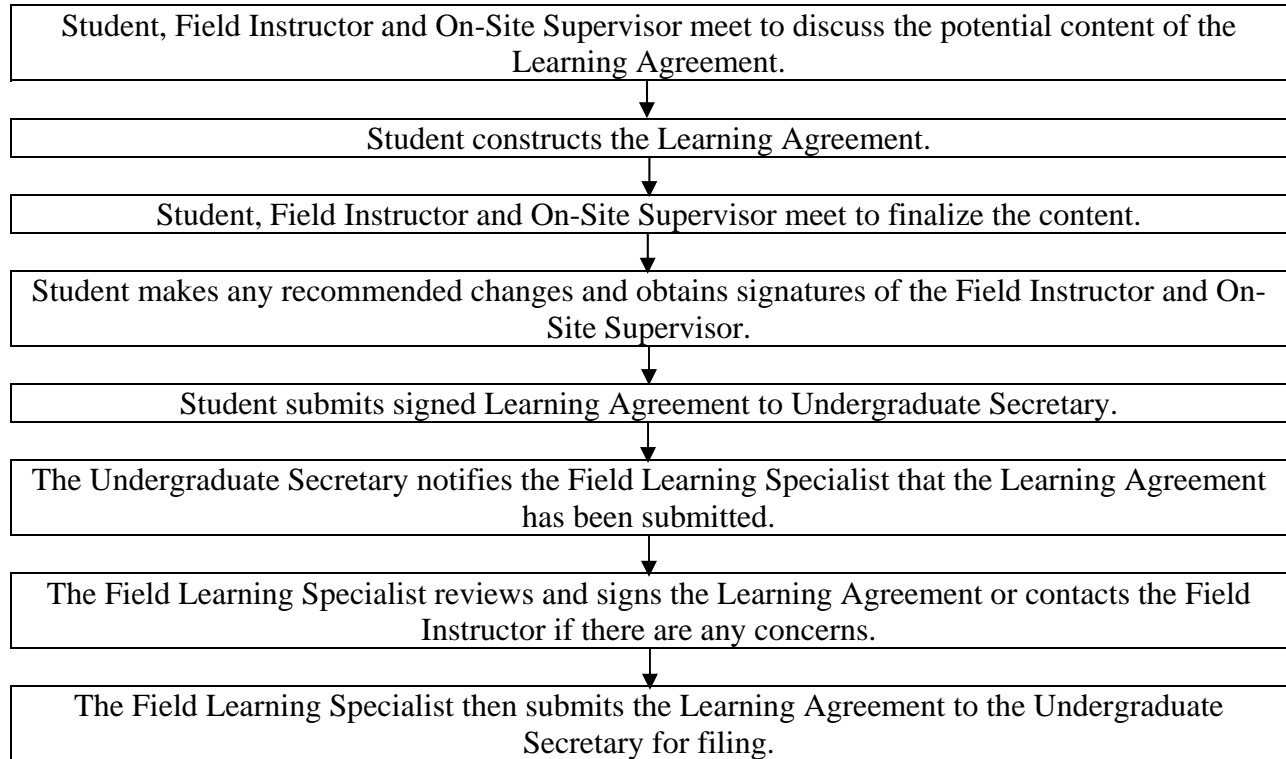
- Students need to know agency expectations at the beginning of the semester. Field Instructors/On-site Task Supervisors should review expectations for performance, growth and grading.
- The Learning Agreement should incorporate the Placement II learning objectives and competencies.
- List major assignments and be as specific as possible. The critical aspect of the Learning Agreement is the relevance of the assignments to the learning objectives and related competencies.

- Assignments can include activities which lead to the development of knowledge (eg. literature reviews, discussions in supervision, review of Internet information on particular subjects) and should be written using action words.
- Assignments should be appropriate to the agency setting and should facilitate the achievement of the learning objectives stated in the Learning Agreement.
- The Field Learning Specialist is available for consultation in developing the Learning Agreement and is expected to review the final product before approving it on behalf of the Field Program.
- After the Learning Agreement is completed, it is signed by the Field Instructor, the On-Site Task Supervisor (if applicable), the Field Learning Specialist and the student.
- Students should receive a copy of their Learning Agreement.

Using the Learning Agreement

- The Learning Agreement is used as the basis for the ongoing assessment of the student and for referencing when completing the final evaluation.
- The Learning Agreement is intended to guide the student's field practice over the two semesters and should be consulted regularly throughout the duration of the placement, especially prior to evaluation meetings.
- Changes and additions to the Learning Agreement can be made at any time and it is expected that it will be reviewed at the outset of Semester 2. Any revisions or additions related to 47-463 and 464 should be included on the Addendum and submitted to the School by the date indicated on the Bachelor of Social Work Field Education Schedule 2011-2012.

PROCESS FOR COMPLETING THE PLACEMENT II LEARNING AGREEMENT



NOTE: The Learning Agreement should be available at the site-visit and all parties should have a copy.

PLACEMENT II FALL (MID-TERM) EVALUATION

Introduction

The evaluation rating scale is designed to assess the student's level of attainment of the learning objectives in the first semester. The rating scale provides a list of competencies which reflect the beginning competencies needed by a generalist social worker. A rate of 3 is the expected level of achievement. The narrative section provides an opportunity for all parties to comment on progress, concerns, etc.

Completing the Fall (Mid-Term) Evaluation

- Refer to the completed learning agreement to review the School's learning objectives, the student's assignments and activities.
- Refer to the student's Field Activities Log which lists and describes student activities throughout the semester.
- In order to ensure adequate input into the evaluation process, the Field Instructor, student and On-Site Task Supervisor (if applicable) should each complete a working copy of the evaluation, which articulates their respective view of the student's achievements.
- The Field Instructor, student and On-Site Task Supervisor (if applicable) should schedule a meeting to compare drafts of the evaluation in order to clarify any differences in perception of expectations and accomplishments.
- 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 Field Learning Specialist immediately.
- The Field Instructor is expected to indicate whether the student is "In Good Standing" or "In Difficulty" mid-term. If the field site and the School agree that the student is "In Good standing" the Coordinator of Field Education Programs assigns an "In Progress" grade.
- After the evaluation is completed, it is signed by the Field Instructor, the On-Site Task Supervisor (if applicable), the student and the Field Learning Specialist. **It is the student's responsibility to ensure that all aspects of the evaluation are complete. It is the student's responsibility to submit the completed evaluation and Hours Log to the Undergraduate Secretary.**

NOTE: Students should keep a copy of the Mid-Term Evaluation.

PLACEMENT II WINTER (FINAL) EVALUATION

Introduction

The evaluation rating scale is designed to assess the student's level of attainment of the learning objectives and related competencies in the second semester. A rate of 3 is the expected level of achievement. The narrative section provides an opportunity for all parties to comment on progress, concerns, etc.

Completing the Winter (Final) Evaluation

- Refer to the completed Learning Agreement and Addendum to review the School's learning objectives, the student's assignments and activities.
- Refer to the student's Field Activities Log which lists and describes student activities throughout the semester.
- 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 should schedule a meeting with the On-Site Task Supervisor (if applicable) and student to compare drafts of the evaluation in order to clarify any differences in perception of expectations and accomplishments.
- 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 Field Learning Specialist immediately.
- The Field Instructor is expected to make a recommendation of "P" (Pass) or "F" (Fail) at the end of the winter term. The Coordinator of Field Education Programs assigns the final grade after reviewing the recommendation of the Field Instructor.
- After the evaluation is completed, it is signed by the Field Instructor, the On-Site Task Supervisor (if applicable), the student and the Field Learning Specialist. **It is the student's responsibility to ensure that all aspects of the evaluation are complete. It is the student's responsibility to submit the completed evaluation and Hours Log to the Undergraduate Secretary.**

NOTE: Students should keep a copy of their final evaluation.

APPENDIX 2 - SAMPLE TASKS AND ACTIVITIES FOR LEARNING AGREEMENTS

Organizational Context of Practice:

- Develop and implement a self-orientation plan to help become acquainted with the agency.
- Read agency manuals.
- Read funding applications.
- Review annual reports.
- Attend orientation sessions.
- Attend staff and board meetings.
- Shadow agency staff/Field Instructor.
- Observation & shadowing of 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.
- Read material about roles and responsibilities of staff/student.
- Review agency organizational chart.
- Meet with employees to familiarize self with roles within agency.
- Meet with supervisor to clarify roles and responsibilities of staff/students.
- Attend staff meetings to determine communication patterns.
- Review selection of files.
- Seek out information about referral sources to agency and from agency.
- Meet with supervisor to discuss agency goals, etc.
- Meet with office administrator to review IT systems.
- Create a two-week orientation schedule for self.
- Makes presentations, formally and informally, to client systems and other professionals about the services, policies and procedures of the agency.
- Assess agency and record observations in journal.
- Maintain Field Activities Log.
- At end of practicum summarize assessment of agency – communication, structure, effectiveness of services, etc. and present findings to supervisor/staff.

Social work practice skills:

- Complete a review and written summaries of current literature related to agency client system and the ecological perspective.
- 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.
- Attend professional development opportunities.
- Read social work literature related to intervention with client system.
- Utilize integration seminar to increase skills and knowledge.
- 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.
- Maintain Field Activities Log.
- 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.
- 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.

Social Justice, Social Change, Human Rights and the Implications for Practice with Vulnerable Populations:

- 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.

- 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.
- Seek out and discuss local, provincial and national trends/demographics which might affect client system.
- 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.
- Provide Field Instructor/On-site Task Supervisor (if applicable) with copies of papers/assignments from academic classes.
- Review community stats—in relation to placement organization.
- Attend committee meetings relevant to particular demographic served.
- Complete an asset map.
- Visit/interview community agencies connected to your “population served”.
- Review community resource information e.g. 211.
- Create list of “community partners”.
- Use networking list (provided by School of Social Work) to do initial scan of services & report.
- Read the newspaper.
 - identify key community events that impact the agency/clients.
- At the end of the practicum, present a written summary of social justice issues and subsequent recommendations, from a social work perspective, to respond to those issues.

Oral and Written Communication:

- Report writing.
- Resume writing.
- Proposal/grant writing.
- Complete intake/assessment forms.
- Complete an in-depth assessment of client system.
- Letter writing.
 - thank you’s.
 - request for support/funds/items.
 - information to client.
- Participate in volunteer training—move from observer to presenter.
- Newsletters—coordinate/develop.
- Case notes.
- Complete court and other relevant documentation.
- Answer phones, complete intakes over the phone.
- Verbally present assessments, reports at meetings.
- Design and deliver public education sessions on behalf of agency.
- Attend meetings on behalf of Field Instructor.

- Verbally present assessment, priorities, plan to Field Instructor/team.
- Taking, writing, distributing meeting minutes.

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.
- Facilitate and record sessions with client system.
- 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.
- Actively participate in field instruction and supervision.
- Arrange for a time to discuss “best practices” with Field Instructor.
- Develop the learning agreement to reflect dates, times, dress code expectations including agency/On-site Task Supervisor/Field Instructor expectation for being on time, phones, computer use, etc.
- Develops agenda for supervision and propose assignments to meet practicum goals.
- Discuss ethical dilemmas with supervisor.
- 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, e.g. update database, filing, research potential projects or educational topics, inventory, phone calls, minutes from meetings, etc.

APPENDIX 3 - 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.

APPENDIX 4 - INDIVIDUALIZED FIELD EDUCATION PLAN

Student: _____ **Email:** _____

Field Instructor: _____ **Email:** _____

On-Site Task Supervisor: _____

Agency: _____

Field Learning Specialist: _____

In order to address the identified learning needs that have given rise to the unsatisfactory performance of the above student, the following learning plan has been developed in collaboration with the Site-Task Supervisor, Field Instructor and/or Field Learning Specialist. The identified tasks will be undertaken by the student to improve his/her performance and to achieve the course objectives.

Identified Concern(s):	Task(s) to Develop Competencies:	Completion Date:	Evaluation:	Reviewed by:
Reference the Learning Agreement and list the Contexts of Practice along with the specific competencies that have been identified as being of concern	Assignments, meetings, reports, reflective journal, assessments, number of hours, etc.	Target dates	Outcomes	Student, Field Instructor, and/or Field Learning Specialist – initial and date:
This table can be expanded as needed to address all concerns				

Signature of Student: _____

Signature of Field Instructor: _____

Signature of On-Site Task Supervisor: _____

Signature of Field Learning Specialist: _____

Date initial plan reviewed and signed: _____

Office Use: Copy to file: <input type="checkbox"/>	
Individualized Education Plan: Successful <input type="checkbox"/>	Unsuccessful <input type="checkbox"/>
Date: _____	Field Learning Specialist: _____