

Guide to Risk Management

for Experiential Learning

University of Windsor

Office of Experiential Learning

This document exists to:

* Protect the health and safety of all those undertaking experiential learning (EL) at the University of Windsor;
* Inform faculty and staff about the importance of risk management;
* Ensure instructors are taking the necessary precautions to minimize any potential risks during class activities;
* Provide guidance for safe EL opportunities;
* Take the mystery and perceived complexity out of risk management.

This document does not identify all potential risk management issues. This document is not intended as legal advice. Contact Legal Services for specific risk issues and legal advice.

Use this document as an overview or starting point in your preparations to minimize risk for course-based experiential learning activities. Use the contacts near the end of the document for additional help.

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# **Why Risk Management in Experiential Learning?**

When educational experiences move out of the traditional classroom environment, risks, liability, and safety take on a new dimension. Students may be exposed to a wide variety of hazards, which may be as minor as uneven ground on a walk around campus resulting in a scraped knee (which may be minor or more severe) or as devastating as an industrial accident while on a placement.

Experiential education is an important contributor to the learning environment and student experience at the University of Windsor. By bridging theory and practice, experiential learning activities provide students with the opportunity to apply what they have learned in the classroom in hands-on ways to enhance their understanding and knowledge of themselves and their field of study. (Provost’s Task Force, 2017)

Well-designed experiential learning also provides opportunities for students to develop many in-demand skills, and “contributes to students’ career development by giving students networking contacts, opportunities to ‘try on’ a potential career path, develop professional skills, and a broader understanding of the labour market and industries of interest. Students can use this experience to reflect and plan their next academic and career steps in an informed and intentional manner.” (Provost’s Task Force, 2017)

Potential risks include (but are not limited to):

* student injuries;
* transportation accidents;
* assault;
* supervisory negligence;
* improper or nonexistent safety orientations, trainings, or equipment;
* breach of confidentiality;
* student misconduct; and
* ineffective waivers.

While one can never be sure that any activity, either in the classroom or out, will be free from disruptions, accidents or hazards, incidents may be prevented if careful consideration is given to planning and executing activities.

Adapted from *Risk Management Handbook*, The University of Tennessee, Knoxville, Experience Learning, experiencelearning.utk.edu

## Real Examples

**1** On the final night of a work placement at the Selkirk Behavioural Health Foundation, Red River College student Jackie Healey was brutally attacked by two youth residents of the centre, leaving her without sight in one eye and unable to complete her academic program. Healey has filed a lawsuit against Red River College and Selkirk Behavioural Health Foundation, claiming both acted negligently by leaving her alone with dangerous offenders (Jackie Healey, 2016b). From a CBC News interview with Jackie Healey (2016):

*"I was not prepared for anything like that to happen," Healey said of her attack. The student cannot recall receiving any instructions from either her college or BHF staff about how to respond to violence or aggressive behaviour.  There was no panic button in case of emergency and the fire alarm was just internal to the building, said Healey. "Nobody told me, 'If this happens or that happens — this is what you do,'" said Healey. "I'm still so new to it I didn't realize how dangerous it was."*

**2** A student from a Canadian university was on a placement in Alaska and the student was injured.  Because the University’s risk management process was not followed, the student did not have first party medical insurance (i.e. disability insurance, WSIB, MCU coverage). The University was responsible to pay for the student’s medical bills.

**3**  A student from a Canadian university who was on a summer placement doing outdoor activities was struck by a rock collapse and was seriously injured.  The University was not negligent as it cannot control a random rock collapse.

 **4** A student was sexually assaulted in the parking lot of a community organization where the university had assigned the student to intern. Despite knowing that there had been previous assaults at the community organization, the university never informed the student of these risks prior to her placement at the internship site. The Florida Supreme Court ultimately ruled that the university had a duty to exercise “reasonable care in assigning [the student] to an internship site, including the duty to warn her of foreseeable and unreasonable risks of injury” (Kaplin & Lee, 2007, p. 97). This verdict against the university was due in part because “the school had the final decision over where students did their internships” (Malveaux, 2016, p. 59). This example highlights the need for universities to warn students about foreseeable risks of harm and reveals potential liability issues associated with assigning students to specific internship locations. (Although this example is from the U.S.A., the same risk may exist in Canada.)

**In these examples, there are no winners. Even if a university receives a favorable verdict in the courtroom, the painful reality of a tragic event cannot be reversed. Students still suffer, families still grieve, and a community is left wondering what could have been done differently.**

Adapted from *Risk Management Handbook*, The University of Tennessee, Knoxville, Experience Learning, experiencelearning.utk.edu

# **Where to start?**

Given the many types of experiential learning at the University of Windsor, risk management is not a “one size fits all” approach. Different activities will have different risks and require different approaches. The University of Windsor has abundant experience with various forms of experiential learning (EL) including those off-campus and has a wealth of resources that can be used or adapted for your planned experience.

You are not alone. Take advantage of the expertise and resources available to you.

* If you are new to experiential learning, contact Kerri Zold, Director of Career Development and Experiential Learning or Anna Galka, Experiential Education Coordinator. They can provide you with best practices, help you find and use UWindsor’s resources, and answer any questions you have about EL or direct you to the person who has the answer.
* To ensure all legal requirements and policies are adhered to, contact the Insurance, Risk Management & FIPPA Officer. They can provide the necessary advice, forms, and documents tailored to your learning activity.
* Faculties and departments may also have specific risk management strategies in place for experiential learning programs. These might include asking for Vulnerable Sector checks, completed WSIB forms or TB screening, or other applicable risk management and/or safety policies. For experiential learning programs, it is important to adhere to all university-, faculty-, and any applicable department-level risk management or safety policies.
Check out the final pages of this document for a list of the resources available to you and contact information.

Use the pages of this guide to familiarize yourself with risk management in EL.

# **Identify Risks**

In order to manage risks, you need to identify what those potential risks might be. Here are some things to think about when planning your experiential learning activity, which will help prepare you for a conversation with the Insurance, Risk Management & FIPPA Officer.

* Will students be expected to travel? Who will provide the transportation? Will it be a community partner, the university, or the student?
* Will all students be at the same location or at various locations?
* Who will be supervising the students and providing safety training? Are they qualified to do so?
* Have you planned how students and community partners will be informed of the scope and limits of students’ responsibilities during the experiential learning program?
* How will students’ hours be tracked?
* Do you know of any past learning situations that have threatened the safety or security of students while in the field or in which students have been the cause of a safety or security threat to community partners or the public?
* Will students park or work in locations considered high-crime areas?
* Will students use power equipment or dangerous tools? If so, who is responsible for providing an orientation, safety training, and personal protective equipment to students?
* Are all students, including students with disabilities, able to complete all aspects of the experiential learning opportunity?
* Will students be interacting with high-risk or vulnerable populations? (minors, elderly, homeless, prisoners, persons with mental or physical impairments, etc.)
* Are students required to complete Vulnerable Sector Checks, TB tests, or inoculations; or provide driving records to participate? If so, who pays for these services?
* Are students required to sign confidentiality agreements or waivers? (more about this later)
* Are community partners aware of Ontario’s Freedom of Information and Protection of Privacy Act (FIPPA) and Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) requirements and the mandate to ensure the privacy of student records, reports, and evaluations?
* Are there any intellectual property concerns related to who owns the students’ work?

Adapted from the *Resource Guide for Managing Risk in Service Learning*, California State University, Center for Community Engagement, calstate.edu/cce; Gallagher, 2008.

Another critical step in planning your activity and identifying risks is to conduct a **site visit** where students will be working and learning. Site visits are best conducted in person, but when that is not feasible, such as when every student will be in a different location or the site is out of town, technological tools like Google Earth and community partner websites can allow you to “see” sites even if you cannot physically visit them. (University of Tennessee, 2018, p. 22) Also, faculty and staff can establish a contact with the community partner and communicate by phone or email to obtain information about site specific risks.

The University of Windsor’s [Pre-Placement / Field Trip Due Diligence Checklist](https://www.uwindsor.ca/humanresources/sites/uwindsor.ca.humanresources/files/uw_pre-placement-field-trip-due-dilligence-checklist_0.doc) is to be completed for **any location where students may be required to work, study, or perform research activities** while on field trips and on unpaid placements covered by MCU insurance (see Insurance section). This document helps identify unsafe exposures and documents safety measures in place to protect students from exposure.

Here are a few other items to think about to help identify potential issues at the work site and can be added to the bottom of the Due Diligence Checklist:

* Is there adequate parking for all students?
* Are there any special characteristics of the learning site that may be hazardous to students, such as natural hazards (ex. wet rocks, steep cliffs), ongoing construction, or the presence of high-risk or vulnerable populations?
* Does the community partner have an existing safety training program or safety orientation to the work site?
* Do employees appear to be following safety instructions?
* Is there an atmosphere of discrimination or harassment?
* Will students be required to work at night?
* Are students allowed to take photographs or video at the learning site?
* What risks does the community partner think students may encounter?

 Adapted from the *Resource Guide for Managing Risk in Service Learning*, California State University, Center for Community Engagement, calstate.edu/cce; Gallagher, 2008.

Other faculty and staff may also be able to point out risks, liabilities, or challenges previously encountered in similar activities.

# **What I need to know if I want to include…**

## **Off-Campus Industry or Community-Engaged Learning**

If you are considering adding an off-campus **unpaid** industry, community or work-integrated learning (WIL) experience component to your course or program, such as

* conducting on-site research,
* participating in a business fundraiser,
* completing a service-learning placement or on-site project,
* completing a field placement or part-time, unpaid internship, or
* any of the many variations of off-campus placement and engagement opportunities,

follow the Standard Risk Management Practices below. If you have questions about any of these, or if this is your first time integrating a community engaged learning or an off-campus WIL component into your courses or program, contact Richard Taylor, Director of Legal Services.

Courses with students working in an unpaid placement at the University of Windsor (whether on-campus or another location) must follow Proper Program Design described in the **Standard Risk Management Practices** below *and* ensure students complete each of the compulsory training modules listed under [**Required training for Students on unpaid placements at the University**](https://www.uwindsor.ca/humanresources/528/safety-training) on the [Safety Training](https://www.uwindsor.ca/humanresources/528/safety-training) page, as well.

If you are interested in creating a **paid, full-time internship or co-op** component to your program, contact Kristen Morris, Manager of Co-operative Education & Workplace Partnerships, as well as following the Standard Risk Management Practices below. She will be your guide through the process.

### Standard Risk Management Practices

*(*Adapted from *Legal Issues in Experiential Education*, Kidd, 2018*.)*

Follow these standard risk management practices for all community or WIL placements. Never assume there is no risk to be minimized.

#### **Proper Program Design**

Always start with proper program design to [identify the risks (see section above)](#_Identify_Risks), and to ensure processes are in place to ensure proper activity supervision and review. Appropriate supervision must be provided by both the university and the partner organization.

The course or program design must include a process for a university faculty/staff member to

* select appropriate placement partners,
* approve each placement,
* ensure students are provided safety training and a safe work environment, and
* ensure the partner will provide appropriate supervision.

It must also include a process for the university faculty/staff member to periodically review the progress of the placement.

Ensuring students are provided safety training and a safe work environment involves a robust orientation process. Students must be informed and prepared for risks they may encounter while participating in the placement. This is done through a pre-placement orientation, on-line Health and Safety training, and an on-site orientation.

* **Pre-placement Orientation.** The following list includes examples of the types of information that may be important to share in an orientation for your specific experiential learning opportunity. It is not intended to be a comprehensive list but a starting point for faculty and staff to brainstorm additional topics.
* Overview of experiential learning opportunity
* Academic expectations
* [UWindsor’s Student Code of Conduct](https://lawlibrary.uwindsor.ca/Presto/content/Detail.aspx?ctID=OTdhY2QzODgtNjhlYi00ZWY0LTg2OTUtNmU5NjEzY2JkMWYx&rID=NTk=&qrs=RmFsc2U=&q=U3R1ZGVudCBDb2RlIG9mIENvbmR1Y3Q=&ph=VHJ1ZQ==&bckToL=VHJ1ZQ==&rrtc=VHJ1ZQ==)
* Clearly defined roles and responsibilities for faculty, students, and learning site
* Overview of learning site
* Location
* Scope of work
* Attire, days and times of service or work, total hours required for course credit, salary and benefits, if applicable
* Contact information for learning site supervisor and student supervisor
* Specific risks associated with the learning site as identified in the site visit or as communicated by the community partner
* Overview of safety procedures as related to the experiential learning activity
* Discipline and dismissal procedures
* Transportation to and from the learning site
* Pre-service requirements such as Vulnerable Sector Check, WSIB declaration form, TB testing, confidentiality contracts, waivers, and certificates of insurance where applicable, —including any expenses borne by the student

Adapted from the *Resource Guide for Managing Risk in Service Learning*, California State University, Center for Community Engagement, calstate.edu/cce; Gallagher, 2008.

* **Training Module**. In addition to the pre-placement orientation, all students participating in an off-campus work-integrated learning placement must complete the online [Health and Safety Awareness Training Module](http://www.labour.gov.on.ca/english/hs/elearn/worker/index.php) that explains students’ rights and responsibilities on the job and tells them what Ontario’s Occupational Health and Safety Act (OHSA) expects from them and their supervisor in order to be safe at work.

Students will receive a Proof of Completion certificate once training is completed, which must be saved and/or printed before exiting the module. The Proof of Completion certificate must be submitted to the faculty or staff coordinator by a deadline indicated on the syllabus.

In addition, the placement organization is responsible to provide students with site specific training to protect the students’ health and safety.

* **On-site Orientation**. An on-site orientation is important to inform students about the emergency and accident policies at the site. It is also the perfect time for the employer to complete the University of Windsor’s [**Safety Orientation Checklist**](https://staging.uwindsor.ca/humanresources/sites/uwindsor.ca.humanresources/files/uw_pre-placement-safety-orientation-checklist_covid_update.doc) with the student. This document, found on the [Unpaid Placement Insurance Process](https://www.uwindsor.ca/humanresources/safety/report-an-accident/unpaidplacements) website along with other required forms, includes how to safely operate equipment or machinery included in students’ scope of work, emergency exits, accident procedures at the site and explanation of what to do if there is an accident or injury, and workplace policies and procedures on workplace harassment and violence prevention. This document must be completed **before the placement begins.**

But the orientation should include more than just the obvious safety orientation to ensure the student is comfortable and ready to begin. It should include such things as

* Introduction of learning site supervisors
* Overview and tour of learning site
* Review of course expectations and students’ scope of responsibilities
* Where and with whom students check in each time they arrive at the learning site
* Where and how students record their hours
* Introduction of students to other learning site staff
* Inform students if they are expected to drive as part of their duties at the learning site

This is not intended to be a comprehensive list but a starting point for faculty and staff to brainstorm additional topics in conjunction with the learning site supervisors.

Adapted from the Resource Guide for Managing Risk in Service Learning, California State University, Center for Community Engagement, calstate.edu/cce; Gallagher, 2008.

#### **Contracts**

Written agreements, which specify the responsibilities of each party and specify the consequences if a party doesn’t fulfill its responsibilities, help to set clear expectations and avoid a myriad of problems later. Agreements should exist between:

1. the University of Windsor and the student,
2. the **placement host organization** and **the student,** and
3. the **University of Windsor** and **the placement host organization**.

 Agreements can be very simple or very complex. Some things that may be included are:

* base requirements of providing students constructive (educational) work,
* commitment to provide professional supervision,
* insurance and WSIB coverage,
* clarification of how/when terms may end,
* police clearance,
* health screening,
* pre-placement training or orientation,
* duration of affiliation and termination.

University of Windsor’s Legal Services has many examples of such contracts. Contact them to create the needed contracts for your program.

#### **Abiding by Employment Law / Labour Law in Ontario**

Students participating in their institution’s approved work experience programs are not considered “employees” as defined in the [Employment Standards Act](https://www.ontario.ca/laws/statute/00e41), (2000). Ideally, students will receive payment and credit while on a Workplace Integrated Learning (WIL) placement but if a student is not being paid, the student must receive credit. **Always ensure that agreements signed with students and/or placement hosts state that academic credit is provided.**

In Ontario, the Occupational Health and Safety Act, (1990) treats work placement students as workers and obligates the placement host to provide information and training to the students, at least to the extent that it is necessary to ensure that they can work safely. To help ensure placement employers complete a safety orientation with students, **provide employers with the University of Windsor’s** [**Safety Orientation Checklist**](https://staging.uwindsor.ca/humanresources/sites/uwindsor.ca.humanresources/files/uw_pre-placement-safety-orientation-checklist_covid_update.doc) (on the [Unpaid Insurance Placement Process](https://www.uwindsor.ca/humanresources/safety/report-an-accident/unpaidplacements) webpage) **and keep the completed document on file.** This is also a required part of the MCU insurance process (see below).

If a student will be working outside of Ontario, consult with Legal Services.

#### **Insurance**

Insurance is required to be in place for all off-campus activities. The type of insurance process depends on the type of activity.

For students participating in most course-based unpaid **work integrated learning**, there are two types of insurance.

1. Most unpaid, course-based work integrated placements qualify for insurance paid through the Ministry of Colleges and Universities (**MCU**). Visit the University of Windsor’s [Unpaid Insurance Placement Process](https://www.uwindsor.ca/humanresources/safety/report-an-accident/unpaidplacements) webpage for more information regarding placements that qualify and download and complete all the necessary forms according to the instructions on the site.If you are new to this process or if you just need further information on the unpaid placement process, contact the University's Health and Safety office at ext. 4521.
2. For those placements that do not qualify for MCU insurance (such as placements on the UWindsor campus and those in courses not funded by MCU) **private** insurance may be available. For information, contact the Insurance, Risk Management & FIPPA Officer, Legal Services.

Students who are placed with the University of Windsor will be covered under the University of Windsor’s insurance. To obtain this coverage (Accidental Injury Coverage for Student Placements), please contact the Insurance, Risk Management & FIPPA Officer, Legal Services.

For paid placements, many organizations have WSIB in place, provided by the company.

For placements outside of Ontario, including international placements, or questions about paid placements, contact Insurance, Risk Management & FIPPA Officer.

Occasionally, an employer or work site will request a Certificate of Insurance (proof of liability coverage). The Insurance, Risk Management & FIPPA Officer will be able to provide the employer with the required certificate.

## **Field Work or Field Trip**

Review and follow the [**Tips for Organizing Field Trips**](http://www.uwindsor.ca/legal-services/310/student-eventsfield-trips) from Legal Services. Contact the Insurance & Risk Management & FIPPA Officer to determine if the SERMP (Student Event and Activities Risk Management Policy) form needs to be completed and for the preparation of a waiver.

If the field work or field trip is explicitly outlined in the course curriculum, then waivers signed by the students may not be required; however, if the field work or field trip is an optional activity of your course then a waiver is required.

While presenting the waiver for signing, educate the students about the risks associated with the experiential learning program and question students’ thoughts about those risks, as well. This is an excellent time to educate students how to ensure they enjoy a safe educational experience.

Keep in mind that if the student is a minor, parents or legal guardians are required to sign the waiver.

The University does not provide insurance for employee’s private vehicles.  Employees may use their personal vehicle while on University business; however, it is the employee’s insurance that will apply in an accident situation.  **Vehicle owners are strongly advised to check with their own insurer to confirm appropriate coverages or consider an alternate mode of transportation, such as a bus, when transporting students.**

The University does not provide insurance for students’ personal vehicles.

Ensure the course syllabus and/or activity description very clearly specifies what activities and/or time frames are considered part of the course and what is considered student “free time” and clearly states that “free time” is under the student’s own supervision.

The course syllabus and/or activity descriptions should also specify the requirements of the activity(ies). During activities, keep in mind that the role of the faculty member is supervision and students’ safety.

Contact Julie Laforet, Insurance, Risk Management & FIPPA Officer**, if you have** any questions about the forms, field work, site visits, study tours, or field trips.

## **On-campus EL (with Industry or Community Engagement)**

Sometimes course embedded consulting activities, industry research and other industry or community-engaged activities can happen without students ever leaving campus. Such experiential learning is usually low risk, but you should consider:

* Are there any components that require the students to leave the campus to complete? Will students need to visit a workplace to meet a community partner? (If so, see *Off-campus Work Integrated Learning* above.)
* How will students and community partners be informed of and agree to the scope and limits of students’ responsibilities and the partners’ responsibilities during the experiential learning program? Is there a written agreement?
* Is the community partner information that is being shared with students confidential?
* Will the community partner need any confidential student information?
* Will visitors be bringing equipment that might require providing safety training?

If students will be working in an unpaid placement on campus at the University of Windsor, please see the **Off-Campus Industry or Community-Engaged Learning** section above.

If you have any questions about the potential risk involved in your activity, contact the Insurance, Risk Management & FIPPA Officer.

## **Interactive Simulation**

Simulating a work-place activity in your classroom, lab or other location is often an experiential learning activity. Although there may not be risks that immediately come to mind, here are a few questions to start the brainstorming process:

* Will the activity create potential health and safety risks or use equipment requiring training? Is there a plan to manage the risk through training, personal protective equipment and supervision?
* Will students need to leave campus to complete some or all of the activity?
* Will all students, including students with disabilities, be able to complete all aspects of the experiential learning opportunity?

Once you have addressed the risks that come to mind, contact the Centre for Teaching and Learning if you need help ensuring the activity is aligned with course learning outcomes and meets the criteria of a true experiential learning activity.

# **Important for All EL Activities**

Adapted from *Legal Issues in Experiential Education,* Kidd, 2018.

## Discrimination and Accommodation

Academic Institutions must not [discriminate](https://www.ontario.ca/laws/statute/90h19?search=discrimination) who can participate in the program or placements and must provide reasonable [accommodations](http://www.uwindsor.ca/ohrea/53/accessibility) for students with disabilities.

Students are not required to disclose disabilities unless they request accommodation, but **activities should be created with** [**Universal Design**](https://scholar.uwindsor.ca/ctlpres/2/) **and accessibility in mind** so as not to discourage students from participating in the course/activity.

For questions about accessibility and accommodation, visit <http://www.uwindsor.ca/ohrea/> or contact ohrea@uwindsor.ca.

## Confidential Information and Privacy

In accordance with the Freedom of Information and Protection of Privacy Act (FIPPA), (1990), program administrators/faculty must:

* ensure that proper acknowledgements are received from students before disclosing information to placement hosts or community partners, such as resume and contact information. **When requesting and gathering students’ information, be sure to explicitly inform students how the information will be used.** (Ex. Your resume must be uploaded by Sept 4th to mySuccess. The coordinator will send your resume to potential workplace employers(s).)
* **ensure personal information is only accessible to those who need it**. Care should always be taken to protect personal information, especially if you are involved in human rights or workplace accommodation discussions.

Students, (whether paid or unpaid):

* owe duties of loyalty and confidentiality to their placement hosts
* may not, without the placement hosts’ consent:
	+ disclose the employer’s confidential information, or
	+ use the employer’s confidential information to the employee’s own advantage.
* may be required to enter into a nondisclosure/confidentiality agreement

These duties may continue even after the employment relationship has ended.

**Keep these in mind when designing assigned reports, learning activities, reflections, etc**. The information the student is permitted to share with faculty/staff may be affected by these.

## Considerations for International Students and International Study

When planning activities, keep in mind that international students may need additional documentation to be able to participate in any off-campus work, including short-term curricular placements. A placement does not need to be paid to be considered employment in the eyes of the Canadian government. **Ensure your students confirm their study permit states they have permission to accept employment off campus prior to beginning any placement.**

For questions or assistance, contact Amal Jammali, International Student Advisor at the International Student Centre.

If a Canadian student is being placed in a foreign jurisdiction, the student must comply with that jurisdiction’s legal requirements. Contact Michelle Fitzgerald at International and Exchange Student Services for pre-departure assistance and cultural training for the student.

# **Risk Management for Remote and Online Experiential Learning**

Students working remotely, particularly in the comfort of their own home, is usually low risk but there still may be some risks to consider that are specific to remote and online learning. **Before starting any new activity,** **you are strongly encouraged to contact the****Insurance, Risk Management & FIPPA Officer**.

## **Safety and Accommodations for All Remote Experiential Learning**

* When designing your EL activity, did you consider discrimination and accommodation issues? See the **Discrimination and Accommodation** section above and create activities with [Universal Design](https://scholar.uwindsor.ca/ctlpres/2/) and accessibility in mind.
* Will students be provided thorough safety instructions for working at home just as if they were completing the activity face-to-face? Will all safety instructions be documented?
* Have you incorporated ways to encourage students to set up an [ergonomic workspace](https://www.uwindsor.ca/coronavirus/sites/uwindsor.ca.coronavirus/files/covid-19tipsforworkingremotely.pdf) and to take planned breaks to stretch and move about?

The Centre for Teaching and Learning (CTL) has created sample syllabus wording addressing various aspects of learning online that may prove useful.

## **Risk Management for Remote EL with an Industry or Community Partner**

Course-embedded consulting activities, industry research, work placements, or any variety of experiential learning with a partner can have potential risks.  Below are considerations that may help mitigate some of these risks.

### Logistics

* Are students prepared to successfully begin the experiential activity? See the resources under **Preparing Your Students** on the [Remote and Online Experiential Learning webpage](https://www.uwindsor.ca/cces/1408/remote-and-online-el) for tips.
* Is the industry/community partner prepared to work with and/or supervise your students? Does the supervisor know how to mentor students? See the CEWIL resources [**Tips for Onboarding Students Remotely**](https://www.cewilcanada.ca/_Library/COVID_19/FINALTips_for_onboarding_students_remotely_-_CEWIL_Canada.pdf) and [**Tips for Supervising Students Remotely**](https://www.cewilcanada.ca/_Library/COVID_19/FINALTips_for_supervising_students_remotely_-_CEWIL_Canada.pdf) that can be shared with placement partners.
* Are there clearly defined roles and responsibilities for faculty, students, and partners?
* Is the scope of the work or project clearly defined?
* Have the roles, responsibilities, and scope been agreed to? Is there a written agreement?
* Will the partner need any confidential student information?
* Are students able to protect the privacy and confidentiality of the industry/community partner or client while working from home? As students may need to share spaces and/or equipment with others in their home, this may involve extra efforts for students such as designating a space for confidential conversations, coordinating schedules with others, using a headset, password protecting devices, and locking devices when not in use.
* Are there any intellectual property concerns related to who owns the students’ work?

### Safety

* Will students be working with equipment, whether provided by the partner, the university, or the student, that might require safety training?  How will the training be provided and documented?
* If students will be required to make phone calls to clients from their personal phones, do they know how to hide/block their number from being visible on caller ID in order to protect their privacy? Their phone carrier/provider’s website should include instructions for hiding or blocking caller information. Ask them to test it out with a friend beforehand. Keep in mind that some clients may not answer an unidentified caller and so options, such as set appointment times, may need to be considered.
* Is a vulnerable sector check required? Are there any special considerations for obtaining a vulnerable sector check at this time?
* Has adequate supervision been arranged for whenever students are working with vulnerable populations (ex. counselling, tutoring)? This may mean that an advisor, supervisor, or child’s parent needs to be online with the student.
* Are students aware that they are not to perform any work they consider unsafe and if they are asked to perform work they consider unsafe, they know to contact you or your designate right away?
* If the student is paid, will they be covered by the employer's WSIB? If not or if they are unpaid, is there another insurance in place?  For help navigating this, visit the [Unpaid Placement Insurance Process page](https://www.uwindsor.ca/humanresources/safety/report-an-accident/unpaidplacements) and contact the University's Health and Safety office.
* Is there a plan to deal with digital harassment and online bullying, should it occur?

### Other

* Will there be networking opportunities for the student?
* Is there a "buddy" assigned to the student who will be available to answer questions when the supervisor is not available?
* As a faculty member/program administer, are you familiar with your responsibilities regarding the Freedom of Information and Protection of Privacy Act (FIPPA)? Are you familiar with students’ duty of loyalty and confidentiality to placement hosts? See the **Confidential Information and Privacy**section above.

## **Risk Management for Remote Interactive Simulations and Labs**

Although there may not be risks that immediately come to mind when thinking about a remote simulated workplace activity or lab, here are a few questions to start the brainstorming process:

* Will the activity create potential health and safety risks or use equipment requiring training?  Is there a plan to manage the risk through training, personal protective equipment and supervision?
* Will students be provided thorough safety instructions for working at home just as if they were completing the activity face-to-face? Will all safety instructions be documented?
* Will a safety checklist be completed by the students and submitted to the instructor?
* If material will be mailed/shipped to students for activities, are all applicable laws complied with and no hazardous material mailed/shipped?
* Will students need to leave their home to complete any of the activity?
* Are expectations and resources for help clearly defined?
* Will all students, including students with disabilities, be able to complete all aspects of the experiential learning opportunity?

If you have any questions about the potential risk involved in your activity, contact the Insurance, Risk Management & FIPPA Officer.

Once you have addressed the risks that come to mind, contact the Centre for Teaching and Learning if you need help ensuring the activity is aligned with course learning outcomes and meets the criteria of a true experiential learning activity.

# **Monitor, Review, and Adjust Risks**

The last component of risk management is to continually gauge the effectiveness of the risk controls and adjust them as needed.

It is important to listen to students and site supervisors throughout the program, course or activity to evaluate how the risk management controls are working. With proper program design as described above, constant review and supervision will be built into the program. Students and site supervisors each have unique perspectives that may validate the mitigation strategies or reveal unexpected hazards. Therefore, in addition to your own observations, it is important to solicit their feedback before, during, and after the activity.

When new risk management concerns are identified, it is necessary to adjust the activity or program to prevent the hazard from occurring in the future or reduce its likelihood or impact.

Risk management is a continual cycle. As future courses or activities are offered, it will become necessary to identify new risks, assess and manage those risks, and continually monitor and adjust the chosen mitigation strategies so the student experience at the University of Windsor remains unparalleled in quality and excellence.

Adapted from *Risk Management Handbook*, The University of Tennessee, Knoxville, Experience Learning, experiencelearning.utk.edu

# **Campus Contacts to Assist with Experiential Learning**

|  |  |  |  |
| --- | --- | --- | --- |
| Assistance required | Contact Name | Ext. | Email |
| Getting started in EE:* Course templates, examples, best practices
* How to help students find placements
* Finding and using UWindsor’s resources
* Using mySuccess
* Guidance for starting any new EL course or program and help with any EL questions
 | Kerri Zold orAnna Galka,Career Development and Experiential Learning | 35593549 | kzold@uwindsor.caagalka@uwindsor.ca |
| Setting up new full-time (paid) Internships and Co-op Programs. | Kristen Morris,Manager, Co-operative Education & Workplace Partnerships | 3899 | kmorris@uwindsor.ca  |
| Setting up new part-time (one-course equivalent) paid or unpaid internships. | Kerri Zold orAnna Galka,Career Development and Experiential Learning | 35593549 | kzold@uwindsor.caagalka@uwindsor.ca |
| Insurance for WIL placements (that qualify for MCU) | Lisa Kiritsis,Manager of Occupational Health & Safety  | 4521 | kiritsis@uwindsor.ca |
| Contracts and legal documents pertaining to unpaid internships | Richard Taylor,Director of Legal Services | 4059 | Richard.Taylor@uwindsor.cahttps://www.uwindsor.ca/humanresources/safety/report-an-accident/unpaidplacements |
| * Tours and Field trips consent forms and insurance
* Privacy & confidentiality questions
* Liability insurance
* Placement insurance for WIL placements that don’t qualify for MCU
 | Julie Laforet**Insurance, Risk Management & FIPPA Officer, Legal Services** | 2080 | jlaforet@uwindsor.cahttp://www.uwindsor.ca/legal-services/310/student-eventsfield-trips |

|  |  |  |  |
| --- | --- | --- | --- |
| Reflection, learning outcomes, assessments, incorporating experiential learning activities within the classroom, and other pedagogical assistance | Centre for Teaching and Learning | 3090 | ctl@uwindsor.ca |
| Accessibility or accommodation questions | Student Accessibility Services | 6172 | sas@uwindsor.cahttp://www.uwindsor.ca/studentaccessibility/ |
| International Students and Work Permit questions | Amal JammaliInternational Student Advisor | 3951 | amal@uwindsor.ca |
| Canadian students abroad | Michelle Fitzgerald,Administrator, International and Exchange Student Services | 3934 | exchange@uwindsor.ca |
| Activities and resources already available in your faculty | Your faculty Experiential Education Coordinator (Faculty of Science currently has a dedicated EE coordinator.)Science: Michelle Bondy | 3730 | mbondy@uwindsor.ca |
| Emergency |  | 911 or 4444 from any campus phone |  |

# **Campus Incident and Emergency Contacts**

**Emergency**

(519) 253-3000, ext. 1234 or 911

or use any Blue-Light Phone on campus

**Campus Community Police (E**mergencies)

911

**Campus Community Police** (Non-emergencies)

(519) 253-3000, ext. 1234

**Department of Legal Services**

**Richard Taylor, Director of Legal Services**
(519) 253-3000, ext. 4059
richardt@uwindsor.ca

**Julie Laforet, Insurance, Risk Management & FIPPA Officer**
(519) 253-3000, ext. 2080
jlaforet@uwindsor.ca

**Health & Safety**
Lisa Kiritsis, Manager of Occupational Health & Safety
(519) 253-3000, ext. 4547

safety@uwindsor.ca

**Student Counselling Centre**

http://www.uwindsor.ca/studentcounselling/

**Facility Services, Maintenance (Emergency)**

**Ext. 2850**

**UWindsorAlert**

Members of the university community are encouraged to sign up for the [UWindsorAlert](http://web4.uwindsor.ca/alert) emergency notification service. This service delivers time-sensitive emergency notifications (descriptive information about news or events), via voicemail, text-messaging and email, to the entire University of Windsor student, faculty and staff population within minutes of an emergency affecting the University of Windsor. Your contact information will not be used for any purpose other than notifying you via the UWindsor Alert Emergency Notification System. (University of Windsor, 2018)

**Walksafe** (available Monday-Thursday, 7pm-1am)

Walksafe is a free service provided for all students, faculty, employees and visitors at the University of Windsor.

519-253-3000, ext. 3504

http://www.uwsa.ca/uwsa-services/walksafe/

**Safe Lancer Mobile App**

A free downloadable app that features one-touch access to Campus Police and a Virtual Walk Home feature.

http://www.uwindsor.ca/campuspolice/safelancer

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Several sections of this Guide have been adapted or reproduced in whole or part from *Risk Management Handbook*, The University of Tennessee, Knoxville, Experience Learning, experiencelearning.utk.edu. We thank the University of Tennessee, Knoxville, for their generosity in sharing their Risk Management Handbook.

Several sections of this Guide have been adapted or reproduced in whole or part from the workshop presentation, *Legal Issues in Experiential Education*, by G. Kidd, July 12, 2018.