



University
of Windsor

School of Social Work

MASTER OF SOCIAL WORK

FIELD EDUCATION

POLICIES AND STANDARDS MANUAL

2026-2027

Table of Contents

ACKNOWLEDGEMENT OF INDIGENOUS TERRITORY	7
UWINDSOR'S COMMITMENT TO CHALLENGE, CONFRONT AND ELIMINATE ANTI-BLACK RACISM	8
1. INTRODUCTION	11
1.1. UNIVERSITY OF WINDSOR, MISSION STATEMENT	11
2. THE SCHOOL OF SOCIAL WORK	12
2.1. MISSION STATEMENT	12
2.2. SOCIAL JUSTICE STATEMENT	12
2.3. EQUITY, DIVERSITY, AND INCLUSION	13
2.4. THE ECOLOGICAL PERSPECTIVE	13
2.5. PARTNERSHIPS	14
3. CASW CODE OF ETHICS, VALUES AND GUIDING PRINCIPLES, 2024	14
<i>Purpose of the CASW Code of Ethics</i>	15
<i>Value 1: Respecting the Dignity and Worth of All People</i>	16
<i>Value 2: Promoting Social Justice</i>	17
<i>Value 3: Pursuing Truth and Reconciliation</i>	17
<i>Value 4: Valuing Human Relationships</i>	18
<i>Value 5: Preserving Integrity in Professional Practice</i>	18
<i>Value 6: Maintaining Privacy and Confidentiality</i>	18
<i>Value 7: Providing Competent Professional Services</i>	19
<i>Duty to Report and Duty to Warn</i>	19
4. CONTACT INFORMATION FOR THE FIELD EDUCATION PROGRAM	26
4.1. ON-CAMPUS PROGRAM CONTACT INFORMATION	26
4.2. MSW FOR WORKING PROFESSIONALS PROGRAM (MSWWP) CONTACT INFORMATION	27
5. THE GRADUATE FIELD EDUCATION PROGRAM	28
6. GRADUATE FIELD EDUCATION CURRICULA AND OBJECTIVES	28
6.1. AREA(S) OF INTEREST	29
6.2. COURSE DESCRIPTIONS	29
(SWRK-8571) <i>Master of Social Work Foundation Year Practicum (FYP)</i>	29
(SWRK-8681) <i>Advanced Practice Internship (API)</i>	29
6.3. MSW/JD (OFFERED ON-CAMPUS ONLY)	30
7. FIELD EDUCATION POLICIES AND PROCEDURES	30
7.1. INITIAL PLANNING FOR THE PRACTICUM/INTERNSHIP	30
7.2. MSW FOR WORKING PROFESSIONALS PROGRAM: PRACTICUM/INTERNSHIP OPTIONS	31
<i>Internal Rotation</i>	31
<i>Secondment</i>	32
<i>Leave of Absence from Employment</i>	33
7.3. NEW EMPLOYMENT POSITION AS A PRACTICUM/INTERNSHIP	33
7.4. PLACEMENTS IN CURRENT PLACE OF EMPLOYMENT (STUDENTS IN THE MSWWP SHOULD REVIEW SECTION INTERNAL	

ROTATION)	33
7.5. PAID PRACTICUM/INTERNSHIPS.....	34
8. SCHOOL OF SOCIAL WORK AND AGENCY REQUIREMENTS	35
8.1. VULNERABLE SECTOR CHECK (VSC) OR BROAD RECORD CHECK (BRC)	35
8.2. CRIMINAL CHARGES/CONVICTIONS/PROFESSIONAL MISCONDUCT.....	36
8.3. SUBMISSION OF DOCUMENTS	36
8.4. OTHER REQUIREMENTS	37
9. PRACTICUM / INTERNSHIP PLANNING AND REFERRAL PROCESS	37
10. FIELD EDUCATION SITES	39
10.1. FIELD EDUCATION SITES SELECTION CRITERIA	39
10.2. FORMAL AGENCY/UNIVERSITY AGREEMENT	40
11. FIELD INSTRUCTORS	41
12. SELECTION OF FIELD INSTRUCTORS.....	41
13. SUPERVISION	42
14. SITE VISITS	43
15. PROFESSIONAL BEHAVIOUR	44
16. PROFESSIONAL SUITABILITY POLICY	44
17. SOCIAL MEDIA USE POLICY	45
18. AGENCY POLICIES	46
19. HARASSMENT AND/OR VIOLENCE IN THE FIELD SETTING	47
19.1. OHRCRM CONTACT INFORMATION	48
19.2. SEXUAL MISCONDUCT RESPONSE AND PREVENTION OFFICE	49
20. USE OF PERSONAL VEHICLE IN PRACTICUM / INTERNSHIP.....	49
21. PROFESSIONAL DRESS IN THE FIELD EDUCATION SITE.....	50
22. INFORMATION FOR STUDENTS WITH DISABILITIES	50
22.1. STUDENT ACCESSIBILITY SERVICES.....	50
23. INSURANCE.....	51
23.1. PUBLIC LIABILITY	51
23.2. AUTOMOBILE	52
23.3. WSIB/PRIVATE INSURANCE COVERAGE	52
23.3.1. WSIB	53
23.3.2. Private Insurance Coverage.....	53
<i>What are the reporting requirements if a student has an accident while participating in an unpaid placement?</i>	53
24. THE FOUNDATION YEAR PRACTICUM (FYP)	54
24.1. FOUNDATION YEAR PRACTICUM LEARNING OUTCOMES.....	55

24.2. FOUNDATION YEAR PRACTICUM SCHEDULE.....	56
25. THE ADVANCED PRACTICE INTERNSHIP (API)	56
25.1. ADVANCED PRACTICE INTERNSHIP LEARNING OUTCOMES.....	57
25.2. ADVANCED PRACTICE INTERNSHIP SCHEDULE	57
26. ROLES AND RESPONSIBILITIES.....	58
26.1. ON-CAMPUS MSW PROGRAMS	59
<i>Figure 1-Roles and Responsibilities (On-Campus MSW).....</i>	<i>59</i>
26.1.1. Coordinator of Field Education Programs.....	59
26.1.2. Learning Specialist.....	60
26.1.3. Faculty Field Liaison	60
26.2. MSWwp PROGRAM	62
<i>Figure 2-Roles and Responsibilities (MSWwp).....</i>	<i>62</i>
26.2.1. Coordinator MSWwp Field Education Program	62
26.2.2. Learning Specialist (MSWwp).....	63
26.2.3. Program Administrator - Field/Admissions (MSWwp Program).....	63
26.3. STUDENT	63
26.4. AGENCY-BASED FIELD INSTRUCTOR AND OFF-SITE FIELD INSTRUCTOR.....	64
26.5. OFF-SITE FIELD INSTRUCTOR	65
26.6. ON-SITE TASK SUPERVISOR	65
27. MAJOR COURSE REQUIREMENTS.....	66
27.1. FIELD HOURS.....	66
27.2. EMPLOYMENT WHILE IN PLACEMENT	68
27.3. ABSENCE FROM FIELD PRACTICUM/INTERNSHIP	68
27.4. BEREAVEMENT	68
27.5. PLACEMENT AGENCY LABOUR DISRUPTION	68
27.6. EXTENDED TIME IN FYP OR API	69
27.7. HOLIDAYS	69
27.8. INCLEMENT WEATHER	70
27.9. FIELD/ACADEMIC OBLIGATIONS	70
27.10. SICK DAYS	70
27.11. WELLNESS DAYS (14 HOURS)	71
27.12. REQUEST FOR TIME OFF.....	71
27.13. HOURS LOG	71
27.14. WRITTEN LEARNING AGREEMENTS.....	71
27.15. STUDENT RESEARCH IN THE FIELD:	72
27.16. MID-TERM EVALUATION	73
27.17. FINAL EVALUATION	73
28. GRADING SYSTEM – EVALUATION PROCEDURES.....	74
28.1. STUDENT’S SIGNATURE ON EVALUATION FORMS	75
29. ASSIGNMENT OF GRADES	75
“P” (PASS).....	75
“NP” (NON-PASS).....	76

“INC” (INCOMPLETE)	76
30. VOLUNTARY WITHDRAWAL FROM THE FIELD PRACTICE COURSES	77
31. LEAVE OF ABSENCE FROM THE FIELD EDUCATION COURSES	77
32. PROCEDURES FOR ADDRESSING UNSATISFACTORY PERFORMANCE IN THE FIELD EDUCATION COURSES	78
FIGURE 3- PROCESS TO ADDRESS UNSATISFACTORY PROGRESS	79
FIGURE 4 - PROCESS TO RESOLVE STUDENT/FIELD ISSUES	80
33. PROCEDURES FOR ADDRESSING UNPROFESSIONAL BEHAVIOUR OR LACK OF INTEGRITY IN THE FIELD EDUCATION COURSES	80
34. STUDENT APPEAL OF FIELD PRACTICE GRADE	81
35. STUDENT EVALUATION OF FIELD PRACTICE	81
36. FORMS	81
REFERENCES	82
APPENDIX 1 - INSTRUCTIONS: VULNERABLE SECTOR CHECK	84
APPENDIX 2 - SCHOOL OF SOCIAL WORK PROFESSIONAL SUITABILITY POLICY	86
1. PREAMBLE	86
2. SUITABILITY CRITERIA.....	86
3. PROCEDURES TO RESPOND TO BREACH OF RULES OF CONDUCT AS SET OUT BY THE CASW CODE OF ETHICS AND PROFESSIONAL SUITABILITY POLICY	87
4. DETERMINING AND IMPOSING SANCTION	87
5. APPEALS (BYLAW 31, SECTION 6)	87
6. CONFIDENTIALITY AND SHARING OF INFORMATION	87
<i>Senate Bylaws</i>	88
<i>Senate Policies</i>	88
<i>University Policies</i>	88
APPENDIX 3 - PROCEDURES TO COMPLETE THE FOUNDATION YEAR PRACTICUM (FYP) FIELD FORMS .	89
LEARNING AGREEMENT.....	89
<i>Figure 5-Process for Completing the FYP Learning Agreement</i>	90
MID-TERM EVALUATION	91
<i>Figure 6-Process for Completing the FYP Mid-Term Evaluation</i>	92
FINAL EVALUATION	93
<i>Figure 7-Process for Completing the FYP Final Evaluation</i>	94
APPENDIX 4 - PROCEDURES TO COMPLETE THE ADVANCED PRACTICE INTERNSHIP (API) FIELD FORMS	95
LEARNING AGREEMENT.....	95
<i>Figure 8 - Process for Completing the API Learning Agreement</i>	96
MID-TERM EVALUATION.....	97
<i>Figure 9 - Process for Completing the API Mid-Term Evaluation</i>	98
API FINAL EVALUATION	99

<i>Figure 10 - Process for Completing the API Final Evaluation</i>	101
APPENDIX 5 - INDIVIDUALIZED FIELD EDUCATION PLAN	102
APPENDIX 6 - SAMPLE TASKS AND ACTIVITIES FOR LEARNING AGREEMENTS	104
ORGANIZATIONAL CONTEXT OF PRACTICE	104
COMMUNITY CONTEXT OF PRACTICE	105
SOCIAL WORK SKILLS CONTEXT OF PRACTICE	105
PROFESSIONAL CONTEXT OF PRACTICE	108
APPENDIX 7 - SAMPLE (PARTIAL) FOUNDATION LEARNING AGREEMENT	109
APPENDIX 8 - DEFINITION OF EVALUATION RATING SCALE	116
APPENDIX 9 - PARTICIPANT CONSENT FOR AUDIO AND/OR VIDEO RECORDING	117
APPENDIX 10 - PARTICIPANT AUTHORIZATION FOR RECORDING-STUDENT ACKNOWLEDGEMENT	118

ACKNOWLEDGEMENT OF INDIGENOUS TERRITORY

The University of Windsor and the School of Social Work are situated on the traditional territory of the Three Fires Confederacy of First Nations, comprised of the Ojibway, the Odawa, and the Potawatomi.



'Treaty Canoe' (by artist Alex McKay shown above as exhibited at the School of Social Work, University of Windsor on April 21, 2016) is a performance/sculpture/installation made from cedar, copper wire, birch bark, red-ribbon, glue, and treaties hand-penned onto hand-made linen paper.

UWINDSOR'S COMMITMENT TO CHALLENGE, CONFRONT AND ELIMINATE ANTI-BLACK RACISM



A statue of trailblazing abolitionist and newspaper publisher Mary Ann Shadd Cary, conceived and created by Windsor artist Donna Mayne (BA 1982).

The bronze sculpture stands at the corner of Chatham and Ferry streets on the grounds of Windsor Hall (School of Social Work), a former home of the Windsor Star newspaper, now part of the University of Windsor downtown campus. Born in Wilmington, Delaware and arriving in Upper Canada in 1851, Shadd Cary was a teacher and prominent activist in Underground Railroad communities. In 1853, she published the first edition of The Provincial Freeman, a newspaper that advocated equality, integration, and self-reliance for Black people in Canada and the United States. Shadd Cary was the first woman in Canada and the first Black woman in North America to establish a newspaper (Unveiled May 2022, adapted from the Daily News).

"The land was stolen from Indigenous peoples and enslaved Africans were brought en masse to build these cities. This is occupied Indigenous territories of many nations and these cities are built with stolen African labour and resources. One cannot be remembered without the other. We invite you into a tradition with us of acknowledging and remembering whose territory you are on wherever you are in the Americas (from the North to the Caribbean and to the South) and, also remembering and acknowledging that it was built with stolen African & Black labour and resources as

well." (Blackness Between Us Collective – Bishara & Ashai)

“As an institution of higher learning, the University of Windsor has a duty to its faculty, staff, students and broader community to strive to be an agent of effective change. We have failed to fully address the pervasive racial injustice that manifests in society and on our campus. The year 2020 represents a significant shift in the global conversation around Anti-Black Racism. Black, Indigenous, and racialized peoples in Canada continue to face oppression, and the work of eradicating Anti-Black Racism and oppression in all its forms on our campus is critical. The University of Windsor is affirming its commitment to challenge and dismantle systemic oppression. A truly inclusive future for the University of Windsor begins with our actions and choices today. We invite all members of the campus community to engage in this important work.”

(A Message from former President and Vice-Chancellor Rob Gordon,
<https://www.uwindsor.ca/antiblackracism/>)

1. INTRODUCTION

Schools of Social Work must have policies requiring that the performance of professional responsibilities of social work students be in accordance with the relevant Social Work Code of Ethics and the [CASWE Standards for Accreditation 2021](#). Students are expected to adhere to the Codes of Ethics of the [Canadian Association of Social Workers \(CASW\)](#) and the [Ontario College of Social Workers and Social Service Workers \(OCSWSSW\) Standards of Practice](#), both in School and in the field practicum/internship. It is essential that students review and become familiar with the Code of Ethics, the Standards of Practice, and relevant university policies related to integrity, ethics, and student codes of conduct.

This manual outlines the objectives and related expectations, policies, and procedures pertaining to student field practice in the graduate program at the University of Windsor. Students should also refer to the current University Calendar for rules and regulations governing graduate studies. For university policies, see the University of Windsor Graduate Calendar <https://www.uwindsor.ca/registrar/485/academic-calendars>

Field education is considered a central component of social work education because the integration of knowledge, values, and skills within the field education context is a critical and distinctive aspect of social work education. The purpose of field education is to connect the theoretical/conceptual contributions of the academic setting with the practice setting, enabling students to acquire practical skills that reflect the learning objectives outlined in the Standards. Each program may vary its delivery of the field education component according to the nature and objectives of the program, as well as the influences of its university and local context (CASWE Standards, page 11, March 2021).

1.1. University of Windsor, Mission Statement



The University is a full member of the Association of Universities and Colleges of Canada, the Association of Commonwealth Universities and the International Association of Universities. The University's Mission Statement is "Enabling people to make a better world through education, scholarship, research and engagement."

2. THE SCHOOL OF SOCIAL WORK

2.1. Mission Statement



The Mission of the School of Social Work is to promote social justice through quality professional education, advocacy, community partnerships, and the development and dissemination of knowledge through enquiry. (Passed at School Council October 23, 2019)

2.2. Social Justice Statement

The School of Social Work's commitment to social justice and its mandate in social work education have their roots in the profession's historical commitment to serving the interests of oppressed and vulnerable populations, as well as a set of fundamental values stated in the profession's Code of Ethics.



This mandate is realized in the preparation of students with knowledge, research, and practice intervention skills to assume professional and leadership roles to eradicate systemic barriers which oppress citizens and disenfranchised populations. Principles of justice find their meaning here in a fundamental belief in the dignity of all persons, the importance of access of citizens to participate, and striving for a more equitable distribution of our society's resources in the interest of promoting quality of life for all citizens. (Passed at School Council October 23, 2019)

To that end, the School of Social Work aims to:

- Ensure graduates are equipped with the knowledge, skills, and dedication to make a critical contribution on a local, provincial, national, and global scale to enhance the well-being of all citizens.

- Advance research, practice and policy through student participation and engagement in the unique, diverse, and interdisciplinary and combined programs offered at the University and School of Social Work.
- Collaborate with our diverse partners to address social inequities at the local, provincial, national and global levels while recognizing that the school's unique geographic location on an international border creates research and leadership opportunities within a broad North American context.
- Embrace a leadership role in social work education and research – where we educate the social work leaders of tomorrow to explore society's increasingly complex global challenges.

2.3. Equity, Diversity, and Inclusion

The Faculty of Arts, Humanities and Social Sciences (FAHSS) has formed the Committee on Equity, Diversity, and Inclusion. Membership on this committee has been drawn from across all departments in FAHSS, including faculty, support staff, and students. The Dean of FAHSS (chair of the committee) anticipates that membership on this committee will change from year to year, providing all faculty, staff, and students the opportunity to participate. The University of Windsor President, Dr. Robert Gordon, has established the University of Windsor Anti-Black Racism Task Force to complement the Anti-Black Racism committee within the Faculty of Law. The focus will be:

- Review of policies, program, pedagogy, research, and appropriate actions to address anti- black racism.
- Developing a training and education framework to raise awareness for students, staff, and faculty, senior administrators and the Board of Governors.
- Developing partnerships with the Ontario Human Rights Commission.

2.4. The Ecological Perspective

The MSW program at the University of Windsor is taught from an ecological systems perspective. This means there is an emphasis on the 'interrelationship' across levels of practice, including the interrelationship between individuals and their environments and the impact the environment has on individuals. Environment includes a range of contexts, including but not limited to family context, organizational infrastructures, service systems, network linkages, political forces, cultural forces, social forces, and social work values, roles, and professional issues. The ecological systems perspective is a way of thinking about issues. It is not used as a 'theory' or a 'model' of practice in

this program. Within this perspective, students will incorporate a range of theories and practice models as indicated in the course descriptions. In a direct practice course, an assignment might require students to create a scenario, hypothetically assess a client (individual or family), and develop an intervention. In this case, not only would students create an intervention at a micro level, but they would also consider and possibly include in their intervention the individual/family's environment, such as planning a new resource, increased linkages with the community, addressing policy issues, addressing stigma and oppression. In line with this perspective, field placements encompass a diverse range of settings and offer 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.

2.5. Partnerships

The School of Social Work is uniquely situated to serve an extensive rural and urban geographic area throughout Ontario. Working in partnership with government, non-government and community-based agencies, the School has a history of collaboration and partnership, offering a broad range of social work internships and research experiences.

3. CASW CODE OF ETHICS, VALUES AND GUIDING PRINCIPLES, 2024

Students must be familiar with and comply with the Canadian Association of Social Workers (CASW) Code of Ethics (See CASW 2024 website for the full version of the Code:

<https://www.casw-acts.ca/en/casw-code-ethics-2024>



Purpose of the CASW Code of Ethics

Newly Revised **Code of Ethics, Values and Guiding Principles (2024)**



The purpose of the Code is to serve as a foundation for the ethical practice of social work in Canada. All values, principles and guidelines have equal importance and work together to describe the ethical conduct, behaviour, and professionalism necessary to provide ethical social work services in Canada.

Ethical behaviour comes from a social worker's commitment to ethical practice. Both the spirit and the letter of the Code guide social workers as they act in good faith and with a genuine desire to make sound judgments.

The CASW Code of Ethics articulates the values, principles, and guidelines of social work practice for the social work profession. The Code is not a set of rules that prescribes how social workers should act in all situations. Regulatory bodies in the provinces and territories are governed by legislation to protect the public interest. Regulatory bodies set the standards of practice that put into action the ethical behaviour required of a professional social worker to ensure safe, ethical and competent professional practice.

The Code of Ethics is consistent with the International Federation of Social Workers (IFSW) International Declaration of Ethical Principles of Social Work (2014), which requires members of CASW to uphold the values and principles established by both CASW and IFSW.

CASW members are encouraged to review the Guiding Principles and the Context for Practice statements when considering an ethical concern or dilemma judiciously. Ethical decision-making involves sensitivity to ethical issues. It includes gathering relevant facts, considering the circumstances from multiple points of view, and contemplating a decision option that best respects the rights of all involved and does the greatest good and least harm. Social workers can turn to the Guidelines for more direction on the behaviours that align with Guiding Principles. Social workers are encouraged to seek supervision and consultation with their provincial or territorial regulatory body when dealing with an ethical concern.

Professional Values and Guiding Principles

(See CASW 2024 Code of Ethics website for the full version of the Code:

<https://www.casw-acts.ca/en/casw-code-ethics-2024>

Professional Values

Social workers uphold seven core values, which are:

1. Respecting the Dignity and Worth of All People
2. Promoting Social Justice
3. Pursuing Truth and Reconciliation
4. Valuing Human Relationships
5. Preserving Integrity in Professional Practice
6. Maintaining Privacy and Confidentiality
7. Providing Competent Professional Services

Value 1: Respecting the Dignity and Worth of All People

Guiding Principle 1.1

Social workers respect the inherent dignity and worth of all people.

Guiding Principle 1.2

Social workers promote the self-determination and autonomy of all people.

Guiding Principle 1.3

Social workers uphold the human rights and fundamental freedoms of all people consistent with applicable rights and legislation.

Guiding Principle 1.4

Social workers respect the status, rights, diversity and needs of First Nation, Métis, and Inuit Peoples.

Guiding Principle 1.5

Social workers uphold the rights of all people to receive services in a manner that considers intersecting factors of exclusion and respects all manner of diversity.

Guiding Principle 1.6

Social workers respect the rights of service users to make decisions based on voluntary

consent when possible.

Guiding Principle 1.7

Social workers uphold the rights of every person, group, and community to be free from violence or threat of violence.

Value 2: Promoting Social Justice

Guiding Principle 2.1

Social workers uphold the principles of social justice related to the rights of individuals, families, groups, organizations, and communities to receive fair and equitable access to services, resources, and opportunities and to be free of oppression, racism, and discrimination.



Guiding Principle 2.2

Social workers advocate for the rights of Indigenous Peoples to be free from racism, systemic racism, and discrimination as stipulated in the United Declaration on the Rights of Indigenous Peoples Act.

Guiding Principle 2.3

Social workers advocate for the rights of all individuals, families, groups, and communities to be free from oppression, exclusion, racism, and discrimination.

Guiding Principle 2.4

Social workers advocate for the stewardship of natural resources and the protection of the environment for the common good of all people.

Value 3: Pursuing Truth and Reconciliation

Guiding Principle 3.1

Social workers uphold the values and principles of reconciliation.

Guiding Principle 3.2

Social workers acknowledge Indigenous worldviews in their practice.

Value 4: Valuing Human Relationships

Guiding Principle 4.1

Social workers place the well-being and interests of all people at the centre of their relationships.

Guiding Principle 4.2

Social workers continually develop self-awareness and practise self-reflection to guide their practice and personal well-being.

Value 5: Preserving Integrity in Professional Practice

Guiding Principle 5.1

Social workers act with integrity are honest, responsible, trustworthy, and accountable.

Guiding Principle 5.2

Social Workers maintain appropriate professional boundaries with service users.

Guiding Principle 5.3

Social workers are aware of potential conflicts of interest and avoid situations where their personal interests may interfere with their professional obligations.

Guiding Principle 5.4

Social workers in private practice act with integrity in all business practices.

Value 6: Maintaining Privacy and Confidentiality

Guiding Principle 6.1

Social workers uphold the interests of service users, members of the public, and other professionals in developing and safeguarding the trust placed in the confidential relationship.

Guiding Principle 6.2

Social workers respect the right to confidentiality of information shared and documented in a professional context.

Guiding Principle 6.3

Social workers are transparent about the limits of confidentiality in their professional practice.

Guiding Principle 6.4

Social workers disclose confidential information with valid consent in accordance with applicable legislation or without consent when required by law or court order or allowed by legislation.

Guiding Principle 6.5

Social workers preserve privacy and confidentiality in the provision of electronic social work services.

Value 7: Providing Competent Professional Services

Guiding Principle 7.1

Social workers continuously develop their professional knowledge and skill at the level required to provide competent professional services.

Guiding Principle 7.2

Social workers practise within their level of competence and seek appropriate guidance when services required are beyond their competence.

Guiding Principle 7.3

Social workers contribute to the ongoing development of the social work profession and current and future social workers.

Guiding Principle 7.4

Social workers contribute to the knowledge base and advancement of knowledge in the social work profession.

Duty to Report and Duty to Warn

Both Duty to Report and Duty to Warn supersede confidentiality requirements. Each province has legislation regarding the duty to report suspected child abuse. In Ontario, this is covered in the Child, Youth and Family Services Act (2017). Anyone who suspects that a child is or may be in need of protection must promptly report the suspicion and the evidence it is based on to a Children's Aid Society. Professionals, such as social workers, have a duty to report under the CFSA and there are potential legal sanctions if they fail to do so.

The CASW Code of Ethics 2024 has the following guidelines:

When disclosing confidential information related to service users, professional colleagues or others, social workers:

6.4.8 who determine that a person is at risk of harm, self-harm or has intent to harm others, will share this information with relevant parties, including the police where appropriate;

6.4.9 who determine that a child is harmed and may require protection, will disclose that information to the proper authorities as required by law;

6.4.10 will act based on the assessed level and/or imminent or foreseeable risk, prevailing professional standards and practices or applicable legislation or court order;

All students must discuss Duty to Report and Duty to Warn/Inform during their orientation with their Field Instructor to ensure legal and ethical handling of the information. If a student experiences a situation in which they assess they have a duty to report or warn, the student should discuss it first with their Field Instructor. If the student remains in doubt about the direction given, the student should consult with their Faculty Field Liaison.

3.5.1. Glossary

Please see the CASW 2024 Code of Ethics for specific footnotes/explanations of terms.

Advocate The act of directly representing or defending others. In social work, championing the rights of individuals or communities through direct intervention or through empowerment. It is an ethical obligation of the profession.²⁴

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; thus, a person may be capable of deciding about a place of residence, for example, but not capable of deciding about treatment. Capacity can change over time.²⁵

Child and Age of Consent 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. The age of majority differs in provinces and territories in Canada.²⁶

Conflict of Interest A situation in which a social worker has a personal, financial, or other professional interest or obligation which gives rise to a reasonable apprehension that the interest or obligation may influence the social worker in exercising his or her professional responsibilities. One of the hallmarks of a conflict-of-interest situation is that a reasonable person, informed of all of the circumstances, would have a reasonable apprehension (in the sense of reasonable expectation or concern) that the interest might influence the social worker. The influence need not be actual but may simply be perceived.²⁷

Confidentiality A professional value that stresses that professionally acquired information be kept private and not shared with third parties unless the service user provides informed consent, or a professional or legal obligation exists to share such information without the service user's informed consent.

Competence The demonstrated ability of an individual to accomplish an activity, task, or professional act.²⁸

Cultural Diversity Integrated patterns of diverse and unique human behaviour, including attitudes, thoughts, communications, actions, traditions, customs, beliefs, and values. Culture also encompasses diversity based on race, ethnicity, religion, ability, disability, sexual orientation, sexual identity, gender identity, age and generational differences.²⁹

Cultural Humility The attitude and practice of working with clients at the micro, mezzo, and macro levels with a presence of humility while learning, communicating, offering help, and making decisions in professional practice and settings. Cultural humility is other-oriented.³⁰

Discrimination The unjust or prejudicial treatment of a person or group of people that deprives them of or limits their access to opportunities and advantages that are available to other members of society based on race, national or ethnic origin, colour, religion, age, sex, sexual orientation, gender identity or expression, marital status, family status, genetic characteristics, disability and conviction for an offence for which a pardon has been granted or in respect of which a record suspension has been ordered.³¹

Diverse Service Users The variety of cultural backgrounds, heritage, languages, beliefs and spiritual practices, identities and experiences among the individuals, couples, families, groups, communities and organizations that social works serve.

Electronic Social Work Services The use of computers (including the Internet, social media, online chat, text, and email) and other electronic means (such as cell phones, tablets, landline telephones, and video technology) to (a) provide information to the public, (b) deliver social work services to clients, (c) communicate with clients, (d) manage confidential information and case records, (e) store and access information about clients, and (f) arrange payment for professional services.³²

Equity Deserving Group Defined as “a group of people who, because of systemic discrimination, face barriers that prevent them from having the same access to the resources and opportunities available to other members of society, and that are necessary for them to attain just outcomes. Some preference is given to the term “equity deserving group” because it highlights that equity should be achieved from a systemic, cultural, or societal change and the burden of seeking equity should not be placed on the group.³³

Equity, Diversity, and Inclusion (EDI) A conceptual framework that promotes the fair treatment and full participation of all people, especially populations that have historically been underrepresented or subject to discrimination because of their background, identity, disability, and other factors. Equity involves providing resources according to the need to help diverse populations achieve their highest state of health and other functioning.

Diversity refers to the representation or composition of various social identity groups in an organization, or community. Inclusion strives for an environment that offers affirmation, celebration, and appreciation of different approaches, styles, perspectives, and experiences.³⁴

Human Rights Describe how we instinctively expect to be treated as persons. Human rights define what we are all entitled to a life of equality, dignity, respect, and a life free from discrimination. Fundamental human rights include the right to live free from torture, the right to live free from slavery, the right to own property, as well as the right to equality and dignity, and to live free from all forms of discrimination. In Canada, your human rights are protected by provincial, territorial, federal and international laws.³⁵

Informed Consent For consent (i.e. to treatment, participation in counselling or program, or agreement to disclose professional information to a third party) to be considered valid, it must be an “informed” consent. The service user must have been given an adequate explanation about the nature of the proposed assessment, referral, treatment, intervention or record disclosure, its anticipated outcome, and the significant

risks to the service user that may result in providing consent, and alternatives available. The information must be such that it will allow the patient to reach an informed decision. In situations where the service user is deemed to not be mentally capable, the discussion must take place with the substitute decision-maker.³⁶

Intersectionality Denotes how individuals' occupancy of more than one social category, such as ethnicity, economic status, gender, sexual orientation, permanent or temporary limits on a person's ability, and other identity factors that result in inequality, discrimination, exclusion, and disadvantage.³⁷

Intersecting Factors of Exclusion A lack of belonging, acceptance and recognition derived from intersecting factors such as gender, sexual identity, ethnicity, disability, migrant experiences, health or economic status.³⁸

Involuntary Service Users People whose involvement with social workers is mandated by law, including families in the child protection system who are subject to a court order, users of mental health services who are under a legal order to remain in a hospital or required to participate in mental health services, people with a cognitive disorder who are assessed as being unable to voluntarily participate, and people involved in the criminal justice system who are the subject of a court order such as probation or court-ordered assessment.

Privilege The advantages enjoyed by a person or group of people due to their membership in a given social group or category. Usage examples: gender privilege, linguistic privilege, racial privilege, socioeconomic privilege, and privilege derived from role and authority.³⁹

Professional Boundaries A set of guidelines, expectations and rules that set limits for safe, acceptable, and effective behaviour by social workers. Modern professional boundaries are derived from a variety of sources. Some are from law or government policy, some are laid down and codified in quality standards, some are generally understood as good practice, and some will be found in organizations' policies and procedures. They are driven by many factors and as a result "professional boundaries" is a catch-all term for a very varied collection of rules and guidelines.⁴⁰

Racism An ideology that establishes a hierarchy between races or ethnic groups. There is no scientific basis for the concept of race.⁴¹

Reconciliation In the context of Crown-Indigenous relations, the process of repairing and improving relationships between Indigenous and non-Indigenous peoples and

governments. Acknowledging the past and present effects of colonialism in Canada is essential to this process. For reconciliation to move forward, concrete actions must be taken by non-Indigenous people, governments, and institutions to correct the historical and ongoing wrongs done to Indigenous Peoples. First Nations, Inuit and Métis may have different perspectives on reconciliation, as these Peoples have not had the same experiences with colonialism.⁴²

Resilience An ability to recover from or adjust easily to misfortune or change, the ability to regulate emotions, attention, and behaviour.⁴³

First Nation, Métis and Inuit resiliency is rooted in language, culture, and spirituality in both individual and collective processes contributing to strengthening the individual and collective identities coexisting in balance with the land.

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 to prevent harm.⁴⁴

Self-Determination in an Indigenous social work context refers to Indigenous people fully consenting and actively participating in decision-making where outcomes benefit the overall well-being of the individual, family, and community.⁴⁵

Social Exclusion People who are socially excluded are more economically and socially vulnerable and tend to have diminished life experiences. Social exclusion describes a state in which individuals are unable to participate fully in economic, social, political and cultural life, as well as the process leading to and sustaining such a state.⁴⁶ Indigenous social exclusion resulting from colonialism and current social policies impacts education, income and employment and the inequitable distribution of resources.⁴⁷

Service User(s) Individuals (clients, patients, residents, etc.), parents and substitute decision-makers, families, groups, communities, and populations who access or receive social work services.

Social Worker A person who is duly registered to practise 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 CASW, who is practising social work and who voluntarily agrees to be subject to this Code of Ethics.

Social Justice The belief that people from all identity groups have the same rights, opportunities, access to resources, and benefits. It acknowledges that historical inequalities exist and must be addressed and remedied through specific measures, including advocacy to confront discrimination, oppression, and institutional inequalities, with a recognition that this process should be participatory, collaborative, inclusive of difference, and affirming of personal agency. Social justice is a foundational value and aspiration of the social work profession.⁴⁸

Systemic Racism Systemic racism (also known as institutional racism) is a concept whereby social structures produce inequalities based on racial discrimination. Racialized people thus face challenges due to racism from both individuals and institutions (health, education, penal system, etc.). Systemic racism is a concept different from that of individual racism.⁴⁹

Trauma and Trauma Informed Practice A strengths-based framework grounded in an understanding of and responsiveness to the impact of trauma. It emphasizes physical, psychological, and emotional safety for everyone and creates opportunities for survivors to rebuild a sense of control and empowerment.⁵⁰

4. CONTACT INFORMATION FOR THE FIELD EDUCATION PROGRAM

4.1. On-Campus Program Contact Information

Name	Title	Location	Contact
Katka Hrnčić-Lipovic MSW, RSW	Coordinator of Field Education Programs	School of Social Work University of Windsor 167 Ferry Street Windsor, ON N9A 0C5	E-mail: katkahl@uwindsor.ca Office phone: 519-253-3000 x. 3082 Cell phone: 519-564-3821 Fax: 519-973-7036
Nicole Scott MSW, RSW	Field Learning Specialist	School of Social Work University of Windsor Rm. 230 167 Ferry Street Windsor, ON N9A 0C5	E-mail: nscott1@uwindsor.ca Office phone: 519-253-3000 x. 6782 Cell phone: 226-340-3481 Fax: 519-973-7036
TBD	Field Learning Specialist	School of Social Work University of Windsor Rm. 229 167 Ferry Street Windsor, ON N9A 0C5	

NOTE: Students are assigned a Learning Specialist who works directly with them to plan field practica/internships. If you have a question about your field education plan, please contact the Learning Specialist assigned to coordinate your practicum/internship.

4.2. MSW for Working Professionals Program (MSWwp) Contact Information

Name	Title	Location	Contact
Carol Wade, PhD RSW	Coordinator of MSWwp Field Education Program	School of Social Work University of Windsor 167 Ferry St. Windsor, ON N9A 0C5	E-mail: cwade@uwindsor.ca
Milena Sanson, MSW, RSW	Field Learning Specialist	Contact by e-mail	E-mail: milena.sanson@uwindsor.ca Cell phone: 416-259-5150
Renee Gilliam, MSW, RSW	Field Learning Specialist	Contact by e-mail	E-mail: Renee.Gilliam@uwindsor.ca Cell phone: 519-990-1496
Clarissa Campigotto	Field Learning Specialist	Contact by e-mail	E-mail: Clarissa.Campigotto@uwindsor.ca Office phone: 519-253-3000 ext. 6728
Benjamin Wright	Program Administrator – Admissions & Field Education	School of Social Work University of Windsor 167 Ferry St. Windsor, ON N9A 0C5	E-mail: mswwpfield@uwindsor.ca Office phone: 519-253-3000 ext. 6726

NOTE: Students are assigned a Learning Specialist who works directly with them to plan field practica/internships. If you have a question about your field education plan, please contact the Learning Specialist assigned to assist you in coordinating your practicum/internship.

5. THE GRADUATE FIELD EDUCATION PROGRAM

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

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

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

In each field education course, the student is placed in a single organization or setting for the duration of the placement.

6. GRADUATE FIELD EDUCATION CURRICULA AND OBJECTIVES

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

The Graduate Field Education program strives to:

- foster professional development wherein personal and professional skills are promoted in the interest of competent, advanced professional practice
- develop competence as an advanced-level professional in social work practice
- support the development of effective and efficient delivery of social welfare services and the process of quality improvement through professional evaluation

- develop advanced level understanding of social work knowledge, values and skills and demonstrate an understanding of and commitment to the principles which underlie professional social work practice
- enhance professional skills and techniques as well as analytical competence to work with direct and indirect systems in an agency/community setting to develop an understanding of the relationships between human behaviour and societal processes
- develop self-awareness and self-discipline sufficient to enable students to apply advanced knowledge, values, and skills when working with client systems
- develop critical thinking skills and an inquiring interest in professional issues and knowledge along with a commitment to the ethical principles of social work and the development of a professional identity

6.1. Area(s) of Interest

The three areas of interest, child welfare, gerontology, and health, contextualize the student's interest and provide a starting point for referral planning for the practicum/internship. Please note that these categories are broadly defined, and in keeping with the CASW Code of Ethics, the emphasis is on the profession and service rather than personal goals related to a narrowly defined population or area of practice.

6.2. Course Descriptions

(SWRK-8571) Master of Social Work Foundation Year Practicum (FYP)

This course is offered in a field education setting and is designed to assure the practice of advanced social work from the ecological perspective. The foundation practicum comprises 450 hours of supervised social work practice. [Prerequisites: SWRK-8503, SWRK-8504, SWRK-8515, SWRK- 8523, SWRK-8531, SWRK-8532, SWRK-8533, SWRK-8534, SWRK-8547, SWRK- 8550.]

(SWRK-8681) Advanced Practice Internship (API)

This course is offered in a field education setting. Students develop skills which will equip them for leadership in advanced social work practice. The internship comprises 450 hours of supervised social work practice. [Prerequisites: SWRK-8610, SWRK-8611, SWRK-8621, SWRK-8622, SWRK-8640.]

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



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

7. FIELD EDUCATION POLICIES AND PROCEDURES

7.1. Initial Planning for the Practicum/Internship

The development of practica and **Ontario-based** internships is initiated by the Field Office, based on the goals and objectives of the MSW Program. When planning for individual practica (Foundation Year) and internships (Advanced Year), the Field Office considers:

- Student's area of interest (child welfare, gerontology, health)
- Student confirmation of an internal rotation, secondment or leave of absence
(MSWwp only)
- Student's ability to meet agency requirements (e.g. use of a car for agency business, experience, etc.)
- Assessed learning needs of the student, aligned with the Learning Outcomes of the graduate field education courses
- Student's year of study
- Geographic region in **Ontario** in which the student wishes to complete the field course
- Opportunities to develop skills and knowledge in advanced social work practice
- Agencies available to provide appropriate placements/ agency requests for students

NOTE: While the Program provides opportunities for students to interview for their practica and internships, the School cannot guarantee that students will be placed in a particular agency. A variety of factors affect the availability of practicum/internship opportunities year-to-year. It is important that students are open to considering a range

of settings as there can be no guarantee of obtaining a practicum/internship with any specific site, practice area or Field Instructor. **Students should not circulate their resumes or contact agencies directly to inquire about practicum/internship placements**, as this may slow as well as complicate the placement process. As noted above, many factors are taken into consideration when selecting graduate learning sites. Additionally, most organizations have a department contact or process through which universities work to facilitate the placement process. Agencies prefer one contact to coordinate requests for placements, interviews, and confirmations. The School of Social Work must approve all sites as having opportunities for students to achieve the learning outcomes of the graduate field education courses and meet CASWE accreditation requirements. This policy also ensures we have a fair process for all students. The School of Social Work utilizes a collaborative process working with the student to explore agencies that meet our curricular standards, CASWE Standards for Accreditation, and the School's learning outcomes for graduate field education courses. This is a process used by many Schools of Social Work in Canada and requires that we work closely together in the initial planning phase. Although we prefer an initial, mutually agreed-upon placement referral, there may be multiple referrals before a placement can be confirmed.

For a full overview of the practicum/internship placement process, please see section **10. Practicum/Internship Planning and Referral Process.**

7.2. MSW for Working Professionals Program: Practicum/Internship Options

Internal Rotation

The School of Social Work permits students to complete their practicum/internship in their place of employment (Internal Rotation) if the organization can provide the opportunity for new learning at a graduate level and under the supervision of a Field Instructor who has primary responsibilities for field instruction and evaluation of the student in placement. (Standards for Accreditation, March 2021). Students "rotate" into another position or a newly created practicum/internship position with a new or different supervisor other than their current manager in the organization. Ideally, students wishing to pursue this option should have approval from their employer before beginning the program. For planning purposes, it would be helpful if the student could confirm an internal rotation at the time of admission. At the point of placement planning, the student will be required to complete an Internal Rotation Planning Form and submit it to their

Learning Specialist. The form will require the student to describe the Internal Rotation and clearly delineate the student/employee role.

When planning for an Internal Rotation, students should consider:

- Whether the employer has any requirement vis-à-vis the current employment position
- The agency agrees that the Internal Rotation is undertaken for the purposes of graduate education and thus, is receiving educational credits
- That an internal rotation is not simply a “job-swap” – the internal rotation must consider graduate education requirements, separate from employment
- That Human Resources and union issues may require more complicated negotiations and need to be addressed by the student and employer
- That assignments and opportunities available in the agency must meet graduate field curriculum requirements

Secondment

The School of Social Work permits students to complete their practicum/internship in another organization as a secondment if the organization can provide the opportunity for new learning, at a graduate level and under the supervision of a Field Instructor who has primary responsibilities for field instruction and evaluation of the student in placement (Standards for Accreditation, March 2021). Ideally, students wishing to pursue this option should have approval from their employer and the secondment site before beginning the program, and, if possible, will be required to provide confirmation of such at the time of admission.

When planning for a Secondment, students should consider:

- Whether there is time to negotiate this option, and with which agency
- Whether the Executive Director will assist with this process, and whether the Executive Director is interested in another student being seconded into the student’s agency
- Whether the student’s employer has any requirement vis-à-vis the current employment position
- That Human Resources and union issues may require more complicated negotiations and need to be addressed by the student, employer and the seconding agency
- That assignments and opportunities available in the agency must meet graduate

field curriculum requirements

Leave of Absence from Employment

Students who are not eligible for an Internal Rotation or Secondment, must take a Leave of Absence from their place of employment for a temporary assignment elsewhere in an organization that can provide the opportunity for new learning, at a graduate level and under the supervision of a Field Instructor who has primary responsibilities for field instruction and evaluation of student in placement (Standards for Accreditation, March 2021). Students wishing to pursue this option should have approval from their employer prior to beginning the program and will be required to provide confirmation of such at the time of admission.

When planning for a Leave of Absence, students should consider:

- Whether the student will have any obligations to their current position
- Financial implications of this option

7.3. New Employment Position as a Practicum/Internship

On occasion, the School of Social Work receives requests from students who have an opportunity to secure a new position and wish to “use” the position as a practicum or internship. These requests will not be approved due to potential conflicts of interest on the part of the student, the Field Instructor, and the agency.

7.4. Placements in Current Place of Employment (Students in the MSWwp should review Section Internal Rotation)

In the on-campus graduate field education program, students are generally not placed in an agency where they are employed to avoid a conflict of interest on the part of the student, the Field Instructor, or both. The practicum/internship is intended to ensure that students engage in new learning, which is best achieved in a new location. The School recognizes that in some exceptional situations, a student may be able to complete the requirements of the field curricula in their place of employment. The Field Office will consider requests from students to complete their field practicum/internship in their current place of employment; however, the student must present a compelling rationale

which includes a discussion of why a field practicum/internship outside their normal place of employment is not a consideration and how their proposal is the best option to achieve the graduate field education learning goals. The rationale must go beyond financial considerations.

Requests must be submitted to the Coordinator of Field Education Programs and include:

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

7.5. Paid Practicum/Internships

In keeping with best practices in field education, practica and internships in the School of Social Work are unpaid. Employers may, at their discretion, choose to provide reimbursement for expenses.

8. SCHOOL OF SOCIAL WORK AND AGENCY REQUIREMENTS

8.1. Vulnerable Sector Check (VSC) or Broad Record Check (BRC)

The School of Social Work requires that all students secure and submit a yearly Vulnerable Sector Check (VSC). The VSC must be valid for the duration of the practicum/internship. A VSC is good for up to one year from the date of issue. If the VSC expires a month before the end of placement (or earlier), a new VSC is required. If the VSC expires during the last month (or during the last 30 days) of field placement, students do not require a new one if their field instructor/field site agrees. Students completing internal rotations (MSWwp) or macro-based placements are also required to submit a VSC.

Some agencies may require students to obtain a new category of police record check, a Broad Record Check (BRC) instead of a vulnerable sector check. The BRC offers a more comprehensive background assessment for individuals who work closely with children and youth. The BRC is only required upon agency request and, in these cases, would replace the need for a VSC. The BSC must be valid for the duration of the placement. Students completing internal rotations (MSWwp) or macro-based placements are also required to obtain the BSC if needed.

The process for securing police checks varies from agency to agency, city to city, and region to region. It is the student's responsibility to discuss the process for securing the required checks with their practicum/internship agency, as well as with police services in their geographic area (see Appendix 1).

The RCMP has additional safeguards in place for the vulnerable sector's enhanced screening process. Some students may be required by the RCMP to arrange a fingerprinting screen when they receive their initial response to the request for a VSC. If you are in this situation, please forward, via email, your most recent VSC and official documentation confirming that you are going through this fingerprinting process to the Coordinator of Field Education Programs / the Coordinator of the MSWwp Field Education Program. It is your responsibility to discuss this with your Field Instructor as soon as possible. This fingerprinting process may take an additional several weeks.

In most circumstances, **students will not be permitted to begin placement until a copy of their VSC or Broad Record Check (if applicable) is received by the school.**

In cases in which the police check will not be available before beginning placement due to circumstances beyond the student's control, on-campus students must contact the Coordinator of Field Education Programs to discuss next steps. MSWwp students must contact the Coordinator of the MSWwp Field Education to discuss next steps. If, due to circumstances beyond the student's control, the police check is not complete before the start of the practicum/internship, the student must email the Coordinator with the following information:

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

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

8.2. Criminal Charges/Convictions/Professional Misconduct

Students must immediately discuss if they have any charges or convictions on their Vulnerable Sector Check (VSC) with their Field Learning Specialist in advance of placement planning. In these cases, students will be asked to produce a VSC as soon as possible. Charges or convictions on a VSC may impact the placement process and may impede the student from moving forward with their field placement, or field education credits.

Students who have professional registration with the Ontario College of Social Workers and Social Service Workers and have been found guilty of professional misconduct or are named in an upcoming hearing may not be able to move forward with a field placement or field education credits. Students must disclose such situations to the field education team immediately.

8.3. Submission of Documents

All students are required to submit their VSC to the link provided on the field education Brightspace site.

8.4. Other Requirements

Students should consult with the agency in which they are completing their field practicum/internship to ensure that all other requirements have been met. Some agencies require additional medical clearances, such as TB skin tests, flu vaccinations, COVID-19 tests or vaccinations, mask fittings, and specific site training. Costs associated with meeting other requirements are incurred by the student.

9. PRACTICUM / INTERNSHIP PLANNING AND REFERRAL PROCESS

1. The School of Social Work maintains a list of existing agency-university Affiliation Agreements.
2. Students are expected to review the Field Brightspace site and the MSW Field Education Policies and Standards Manual in preparation for discussions pertaining to their field placement experience.
3. **Students in the MSW On Campus Programs** complete and submit the Graduate Student Profile Form (GSPF) electronically to the field Brightspace site when notified by the School of Social Work. It is important that the GSPF accurately reflects the student's experience and learning goals, as this form is reviewed by potential field sites.
 - Learning Specialists meet with each student to discuss the student's learning goals and gather additional information if needed.
 - The Learning Specialist may send the student's GSPF/resume to the potential Field Instructor as a way of introduction. Once agreement is reached between the Learning Specialist and the student, a formal referral is made to the agency.
4. **Students in the MSW for Working Professionals Program (MSWwp)** complete and submit the Graduate Student Profile Form (GSPF) and a resume electronically to their field Brightspace site when notified by the Coordinator of MSWwp Field Education Program. This GSPF is used to guide placement planning discussions between the student and their Field Learning Specialist.
 - Learning Specialists meet with each student to discuss the student's learning goals and gather additional information if needed. Depending

upon whether a student in the MSWwp Program is doing an internal rotation, secondment or leave of absence and the practicum/internship site requirements, the Learning Specialist may send the student's resume to the potential Field Instructor as a way of introduction. Once agreement is reached between the Learning Specialist and the student, a formal referral is made to the agency.

5. In most cases, a student will be required to attend an interview at the agency upon direction from the Learning Specialist. Unless otherwise advised, it is the student's responsibility to contact the agency, arrange the interview, and notify the Learning Specialist of the interview's outcome. If the student interview is successful, both the student and the field instructor need to confirm to proceed with the practicum/internship.
6. Once the practicum/internship is confirmed, the School will send a Confirmation of Practicum/Internship to the student and agency.

Students should review the Brightspace field education site to ensure they are aware of all mandatory orientation sessions before entering the field. These dates are normally published at the start of the program (please see a schedule of important dates in the Brightspace field education site).

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

1. Field practicums at the University of Windsor are unpaid. The field practicum is a pass/fail course, which is different from paid co-op work terms. Financial planning regarding the placement must be undertaken before starting the program. Additional expenses may include transportation to and from placement, parking, one million dollars of liability coverage for car insurance, the cost of a VSC, or other site-specific requirements (e.g., training).
2. The Field Offices at the School of Social Work will discuss possible placement sites and work with the student to refer to agencies that have been determined to meet the student's learning needs. MSW program requirements, MSW field education learning outcomes and the School's Affiliation Agreements with community partners also factor into the decision process. Practicum sites include agencies/organizations where advanced professional social work is practiced, and which can incorporate student learning related to the ecological perspective. Practicum(s) will provide MSW-level practice specific to the chosen

concentration: Health, Gerontology or Child Welfare. The student will be placed in an agency that the field team has assessed as providing an experience that will meet the MSW field learning and educational outcomes.

3. Students **must not** contact agencies directly to set up their own placement; students are not permitted to “find” their own placements. Any information regarding potential contacts and sites should be provided to the student’s Field Learning Specialist.
4. Some agencies will prefer to interview students who have a personal vehicle, with additional vehicle insurance that they will have access to throughout the duration of the placement.

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

10. 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.

10.1. Field Education Sites Selection Criteria

The School of School Work will select agencies as practicum/internship sites on the following basis:

- Agency’s readiness/interest in providing field placements (for the MSW for Working Professionals, this includes Internal Rotations and Secondments)
- Availability of acceptable, qualified Field Instructors/On-site Task Supervisors.
- Placement setting accepts students without discrimination and is free of discriminatory practices in the delivery of services (Standards for Accreditation, 2021)
- 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 enough time to the student
 - make available appropriate physical resources
- Ability to provide accommodations for students with accessibility needs (when needed or required)

Additionally, the following criteria are considered by the Coordinator of Field Education Programs / Coordinator of MSWwp Field Education Program in the selection and maintenance of field education sites. The practicum/internship site:

- Is 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, supporting the social worker's ability to carry out their professional role.
- Provides diversified learning experiences for students that are consistent with the School's field education learning outcomes and as appropriate to the Foundation and/or Advanced Practice field placement. The site will cooperate with the student to ensure a diversified experience.
- Is committed to providing a work climate that supports experiential learning.
- Provides qualified field supervisors.
- Allocates time for field supervisors to prepare and implement educational supervision for students.
- Allows time for field supervisors to participate in meetings, training seminars and/or workshops offered by the School of Social Work.
- Provides educational opportunities for students to participate in regular activities such as staff meetings, case presentations, conferences, and in-service training.
- Provides students with appropriate tools and settings to carry out tasks and responsibilities.
- Treats all information about students in a confidential manner.

10.2. 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 legal and formal Affiliation Agreement for the field education of the University's students, subject to terms

and conditions which apply. Both parties sign the agreement. 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. FIELD INSTRUCTORS

In keeping with CASWE accreditation requirements, Field Instructors in a one-year MSW program or in the second year of a two-year MSW program:

- Normally hold, at minimum, an MSW degree from an accredited social work program, (for FYP students, a BSW degree is the minimum requirement)
- Are interested in social work education; and,
- Have support from the setting to permit adequate time for assuming field instruction responsibilities.

In those instances, when there is no agency-based Field Instructor who meets this accreditation standard, alternate arrangements are made for supervision through an Off-site Field Instructor, provided by the University of Windsor School of Social Work (see Section 20-Roles and Responsibilities).

12. SELECTION OF FIELD INSTRUCTORS

The Coordinator of Field Education Programs/Coordinator of MSWwp Field Education Program, and Learning Specialists will usually appoint the person recommended by the agency, with attention paid to:

- The proposed Field Instructor has the academic and professional qualifications required by the Canadian Association of Social Work Education (CASWE) Standards for Accreditation.
- The proposed On-Site Task Supervisor has been approved by the School as having the required qualifications, including experience and has been approved to supervise the day-to-day activities in the field.
- There is no perceived or real conflict of interest on the part of the Field Instructor or On-Site Task Supervisor. Students should err on the side of caution and discuss any potential conflicts with the Learning Specialist.
- There is no duality of roles that could compromise the Instructor's, Supervisor's or student's experience in the field education program.

Before the start of the field practicum/internship, field supervisors are invited to attend a

Field Instructor/Supervisor's training session/webinar. These training sessions provide tools and information to aid and support all field supervisors in their teaching role. This information is also located online, and Field Instructors are provided with access via a OneDrive shared folder. The Field Instructor/Supervisor must be willing to devote time to several 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 meeting the learning agreement outcomes by selecting appropriate student tasks and identifying methods for evaluating the student's performance.
- Provide regularly scheduled weekly supervision with the student (a minimum of one hour per week).
- Schedule a field site visit to discuss student progress, agency needs/concerns, and any revisions to the Learning Agreement.
- Confer as needed (in addition to the scheduled site visits) with the Faculty Field Liaison / Learning Specialist.
- Evaluate the student's performance through written evaluations and provide verbal feedback to the student on their professional performance in the field agency.

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.

13. SUPERVISION

Supervision is offered as an opportunity for students to address the theoretical, ethical, and personal interactions that they derive from their placement. It is also an opportunity for students to engage in effective supervision practice, critical for professional social work development. The relationship with the Field Instructor/On-site Task Supervisor (if applicable) is significant to the outcome of the field education experience. The Field Instructor/On-site Task Supervisor is the agency person to whom a student is directly responsible. The Instructor/Supervisor is there to support and guide the student, facilitate learning, and evaluate the student's performance. If any questions, dissatisfactions, concerns, problems, etc. arise, the student must take initiative to talk to

their Field Instructor.

The effectiveness of field learning is largely determined by student participation. As an adult, the student is responsible for creating their learning environment. The student needs to be an active learner and have a sense of ownership in the field experience. Being an active learner includes developing the Learning Agreement, creating personalized learning outcomes and appropriate tasks, monitoring and evaluating practice, confronting personal biases/prejudices, and assessing one's professional development as a Master's level social worker. It also means preparing an agenda for the weekly supervisory meetings. Most importantly, the student must develop the ability to receive constructive criticism within the context of increasing one's competence as an advanced practice social worker. Feedback that is specific and focuses on something the student can change is a major factor affecting professional growth. The importance of weekly structured supervision cannot be understated (Wilfrid Laurier University, 2008).

14. SITE VISITS

Site visits will take place mid-term and are attended by the Student, Field Instructor, Off-site Instructor and/or On-site Task Supervisor (if applicable) and Faculty Field Liaison (On Campus) / Learning Specialist (MSWwp). Site visits can be in person or completed remotely, depending on the feasibility of the geographic location. (see Section 20-Roles and Responsibilities).

The Faculty Field Liaison / Learning Specialist will generally follow a standardized site visit process, which includes a discussion of the student's adjustment to the practicum/internship, opportunities/progress integrating classroom learning with field learning, student strengths, personal/professional challenges in the field, compliance with administrative field requirements (Hours, Learning Agreement, Mid-term Evaluation, due dates) and revisions to the Learning Agreement. The site visit is an opportunity for the student and instructors to collaborate in reviewing student progress to date, explore ways to deepen the learning, and address any concerns. It is intended to be a supportive visit to ensure all parties are aligned in helping the student to achieve the Learning Outcomes.

The student is responsible for ensuring that the Site Visit Form is completed and submitted to the field Brightspace in advance of the site visit as per the School of Social Work instructions.

15. PROFESSIONAL BEHAVIOUR

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 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 their intern status and maintain full disclosure of their intern role while conducting business on behalf of the field placement site. Understanding and abiding 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).

16. PROFESSIONAL SUITABILITY POLICY

The School of Social Work's Professional Suitability Policy is a requirement of the Canadian Association for Social Work Education and derives from the Social Work Code of Ethics. Students should become familiar with the Code of Ethics as these standards guide the School's assessment of suitability for the profession of social work (see **Appendix 2**). Persistent and/or serious breaches of the CASW Code of Ethics (2024) in Field Education may result in a recommendation for a leave of absence (LOA), termination of placement, and/or a non-pass grade. Factors that could initiate student supports, Individual Learning Plans, and a review of professional suitability could include some of the following:

- Charges or convictions of a criminal offense involving violent or abusive behavior (e.g. physical assault, sexual assault)
- Evidence of substance abuse issues that interfere with one's ability to function within a professional social work context
- Mental health and or health issues that create barriers for attendance, expected performance, and progression of skills
- Serious conduct that violates the policies of the field practicum setting
- Evidence that student has shared, disclosed or breached confidential information of agencies and clients without explicit consent
- Speech or behavior that contravenes the provisions of the Ontario Human Rights

Code in the classroom, in field placement, or in discussions with others, that may interfere with the provision of professional services to the client, may cause harm to clients/colleagues/the profession or with the provision and maintenance of an environment conducive to learning

17. SOCIAL MEDIA USE POLICY

The guidelines for use of social media outlined in this document have been designed to help members of the School of Social Work, including Faculty, Staff, students, and other persons associated with the University of Windsor social work program, make appropriate professional decisions about ethical use of social media. These policies, standards and codes are applicable to the field education and classroom settings, virtual learning environments such as Brightspace, on-line seminars/webinars, text messaging, and on-line social networking sites (Facebook, LinkedIn, X, etc.), including closed private online groups.

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.

While the School of Social Work values both academic freedom and freedom of inquiry and affirms these as pillars of a university education whether expressed in oral communication, print or electronically, the following policies and guidelines apply to all members of the School of Social Work.

Guidelines

- Members of the School of Social Work must review and adhere to University/classroom/ agency-specific social media policies.
- The use of social media, the internet, email, or texting for non-academic purposes during class or in field placement is not permitted.
- Use of cell phones is not permitted in the classroom or in field placement, unless required for an emergency purpose, and when there is no other means of contact available.
- Members of the School of Social Work are expected to maintain confidentiality and privacy. Do not post confidential information about the School of Social Work,

its students, faculty, or its agencies. Confidentiality also extends to families, agency staff, and organizations.

- Be aware of liability. Members of the School of Social Work are responsible for the content that is posted on their own sites.
 - Avoid using unprofessional online personas. Do not post defamatory, libelous, or obscene content.
 - Students may not access agency computers for social networking, unless this is for an agency purpose and is approved by the Field Instructor.
 - Do not engage in any conduct that is not consistent with the following:
 - University of Windsor, [Student Code of Conduct](#)
 - University of Windsor, IT Services, [Acceptable Use Policy](#)
 - University of Windsor, School of Social Work, [Professional Suitability Policy](#)
 - [CASW Code of Ethics and Scope of Practice](#)
 - [Ontario College of Social Workers and Social Service Workers \(OCSWSSW\) Code of Ethics and Standards of Practice](#)
 - [CASWE Standards for Accreditation, 2021](#)
- The failure of any member of the School of Social Work to conform to these guidelines, while using any social media site, may result in disciplinary action.
<http://www.uwindsor.ca/secretariat/49/senate-bylaws>

Acknowledgement: This policy has been formulated based on social media guidelines and policies from the following sources: Government of Nova Scotia, University of Michigan, Boise State University School of Nursing, University of Windsor School of Nursing, Renison School of Social Work, University of Regina Faculty of Social Work, King's University College at Western University. In compliance with Bill 168.

18. 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 Instructor to obtain information about the agency's operating procedures. If there is written documentation, the student should be furnished with a copy. Examples of

operating procedures include policies about contact with clients outside the agency, transportation of clients, record keeping, personal safety and security, how to handle crisis situations, etc. The student should understand agency policies relating to confidentiality and always work within the values and ethics of the social work profession (Wilfrid Laurier University, 2008). It is the student's responsibility to be aware of and comply with all agency policies and procedures.

19. HARASSMENT AND/OR VIOLENCE IN THE FIELD SETTING

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

The School of Social Work expects students to err on the side of caution when assessing risk to themselves and will support students who take appropriate steps to remove themselves from potential harm. In such a situation, the student should attempt to consult with their Field Instructor or their Field Instructor's supervisor as soon as possible. If there is a question about the direction received and they are unable to reach their Faculty Field Liaison/Learning Specialist, the student should contact the Coordinator of Field Education Programs or Coordinator of MSWwp Field Education Program.

Field sites should have policies and procedures in place that address safety and security for all personnel. These safety and security policies and procedures need to be part of the student's site orientation. However, if this information is not formally presented, the student must initiate a discussion of such policies and procedures with the Field Instructor. Every effort must be made to reduce potential risk in field settings. Safety and security issues to be addressed with the student include:

- Office and facility security (interviewing rooms, emergency exits, disaster plan, parking areas, before and after hours' work).
- In-house emergency procedures for summoning security, police and backup assistance.
- Policies and procedures for home and community visits (where, when, with another worker or escort, under what conditions a visit should or should not be made,

- emergency backup plans).
- Transporting clients (personal car, agency vehicle, insurance and liability, when, where, with another worker, under what conditions would an intern be given this assignment).
- Assessing and handling agitated and/or violent clients (de-escalation techniques, treating clients with a history of violence).
- Potential risks and safety issues unique to a setting and/or client population.

Concerns and complaints about harassment are taken very seriously by the School of Social Work and the University of Windsor. If a student believes they are being harassed by others (e.g. field instructors, other employees or practicum students, clients), it is important to voice these concerns to the Field Instructor if appropriate and their Faculty Field Liaison/Learning Specialist. If a student decides not to speak with the Field Instructor, students in the on-campus program should contact their Faculty Field Liaison who will consult with the Coordinator of Field Education Programs; students in the MSWwp Program should contact their Learning Specialist who will consult with the Coordinator of MSWwp Field Education Program. The issue may be resolved with assistance from the Faculty Field Liaison/Learning Specialist and/or Field Instructor; however, students may also consult directly with the Director of the School of Social Work. Students may also contact the **Office of Human Rights, Conflict Resolution and Mediation (OHRCRM)** responsible for education; human rights inquiries and complaints; ombuds functions related to human rights, equity, and accessibility; government reporting; policy development; and other matters requiring accountability in these areas at the University. OHRCRM provides services for students, staff, and faculty. The office also provides support in resolving unit-wide issues and/or concerns involving multiple parties.

19.1. OHRCRM Contact Information

LOCATION / EMAIL:
University of Windsor, Main Campus 401 Sunset Avenue, Windsor, ON Chrysler Hall Tower, Floor 3, Room 325, Phone: 519-253-3000 ext. 3400 / TTY at (519) 971-3690 E-mail: hrcrm@uwindsor.ca

The University of Windsor has comprehensive workplace violence and harassment policies and procedures. These policies and procedures are located on the University website and originate from Bill 168 – [Workplace Violence and Harassment](#)

Legislation (for a copy of this legislation, refer to the University of Windsor website). Students are encouraged to review the University's policies and procedures on the website.

19.2. Sexual Misconduct Response and Prevention Office

The Sexual Misconduct Response and Prevention Office exists to provide support, information, referrals, resources, and guidance to any member of the campus community who has experienced sexual violence or been the target of sexual misconduct.

Students will be referred to a referral sheet if they decide to meet with the University of Windsor's Sexual Misconduct Response and Prevention Officer.

The University of Windsor's Sexual Misconduct Response and Prevention Officer is Dr. Dusty Johnstone.

Contact e-mail: dustyj@uwindsor.ca

Phone number: 519-253-3000 ext. 4550.

The Sexual Misconduct Response and Prevention Office is located in Room 1121 of the Ron W. Ianni Faculty of Law Building (Main Campus)

For more information, please visit the University's Sexual Assault and Sexual Misconduct [website](#):

20. USE OF PERSONAL VEHICLE IN PRACTICUM / INTERNSHIP

Some agencies require their staff and students to have access to a vehicle for the delivery of social work/agency services. Students may be expected to have personal vehicles available for use during their practicum/internship. It is essential for the student to confirm agency policies regarding necessary insurance coverage before engaging in placement with a personal vehicle. Additionally, the student will be required to contact their insurer and confirm that they have adequate insurance coverage.

Some agencies may choose in their policy to reimburse students for travel expenses related to agency work, but the student should not expect to be reimbursed for mileage or expenses to and from their home to the agency. The student should discuss this with

their Field Instructor or On- site Task Supervisor (if applicable).

21. 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; it is good practice to ask the Field Instructor or On-site Task Supervisor about the agency dress code, while also noting how others dress in the agency. It is important that the student is aware of the appropriate style of dress for the work of the agency (East Carolina University, June 2008). When in doubt, err on the side of more formal or business casual attire.

22. INFORMATION FOR STUDENTS WITH DISABILITIES

22.1. Student Accessibility Services

Students who require support from Student Accessibility Services (SAS) are asked to email sas@uwindsor.ca for information on how to register for field practicum/internship accommodations.

- The student must be formally registered with Student Accessibility Services (SAS) to receive academic and field accommodations.
 - The student needs to begin the process of registering with Student Accessibility Services by contacting the office (see contact information below) and scheduling an intake appointment with an Advisor
 - The student is advised to wait until their intake appointment before proceeding with having any documentation completed
 - If the student has existing documentation, they are asked to submit the documentation at the intake appointment in SAS before proceeding to update or obtain any new documentation
 - During the intake appointment, the Advisor will review any existing documentation and determine if anything further will be required
 - Once the documentation has been finalized, the Advisor will discuss which accommodations are going to be appropriate
 - After accommodations are determined, the student will be asked to sign a registration form, and a letter of accommodations will be issued

- The student should then distribute the accommodation letter to the Field Learning Specialist/Faculty Field Liaison from whom the student will be seeking accommodations
- If the student requires accommodations in Field Placement, please inform the SAS Advisor as soon as possible. The student will have an opportunity in the field placement planning meeting to share any accommodation requirements. This information will be kept confidential unless the student wishes to share it with the site. The Learning Specialist will work with the student to secure a site that can best meet the identified accommodation needs.

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

Student Accessibility Services

Phone and Fax:	Email/Location
519-253-3000 ext.: 6172	sas@uwindsor.ca
FAX: 519-973-7095	University of Windsor Dillon Hall, Room 117 (Lower Level) 401 Sunset Avenue Windsor, Ontario N9B 3P4

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

23. INSURANCE

23.1. Public Liability

The University maintains a Comprehensive General Liability Policy, which provides coverage for bodily injury, personal injury, and property damage. A Certificate of Insurance can be provided upon request. This policy also covers any executive officer, member of board of governors, trustees and any other officials, elected or appointed in connection with University activities and or operations, employees, volunteer workers,

including lecturers, guest lecturers all while acting within the scope of their duties as such, and a person gratuitously performing work in connection with an undertaking of the University with the knowledge or the expressed approval of the University. In addition, all University of Windsor registered students are embraced by the term Insured, but only with respect to liability arising from the Named Insured and only while students are engaged in activities involving their normal course of studies, including on-the-job training programs arranged by the University for students enrolled for courses of study at the University.

Personal Injury includes:

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

23.2. Automobile

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

23.3. WSIB/Private Insurance Coverage

The Ministry of Colleges and Universities (MCU) provides insurance coverage for workplace injuries incurred by students participating in an unpaid work placement as part of their academic program.

Ministry of Colleges and Universities (MCU) provides insurance coverage for Ontario Postsecondary students who must complete an unpaid work placement as a requirement of their publicly supported postsecondary education program. This includes all undergraduate and graduate students placed in field education sites, completing the required practicum hours.

23.3.1. WSIB

MCU provides WSIB coverage for the Placement Employer (Field Site); the Placement Employer must be an Ontario employer covered under the Ontario *Workplace Safety and Insurance ACT (WSIA) 1997*. The Government of Ontario, through MCU, pays WSIB for the cost of Benefits it pays to Student Trainees enrolled in an Approved Program at a Training Agency during Unpaid Work Placements with employers who are either compulsorily covered or have voluntarily applied to have WSIB coverage.

23.3.2. Private Insurance Coverage

MCU also covers the cost of private insurance for Student Trainees enrolled in an Approved Program at a Training Agency during Unpaid Work Placements with employers who are not required to have compulsory coverage under the WSIA. This coverage is for the job placement portion of individuals on unpaid placements with employers, providing that the placement is authorized by the training agency (University of Windsor) and that the individual participates in the activities of the placement employer and is not merely observing. The Workplace Safety & Insurance Board provides benefits for students injured in an "on-the-job" accident. Such benefits include health and medical costs, short and long-term benefits, rehabilitation, and survivors' benefits.

For placement eligibility, please see the University of Windsor [Student Unpaid Placement Insurance Process](#)

What are the reporting requirements if a student has an accident while participating in an unpaid placement?

Reporting procedure if a student has an accident while participating in an unpaid placement:

- Student reports the injury to the field instructor and their respective Field Coordinators
- The Student and Field Instructor or agency representative must complete and sign the MCU Postsecondary Student Unpaid Work Placement Workplace Claim Form and return it to the University's Placement Coordinator to initiate a WSIB claim.
- The Placement Coordinator must obtain the **Incident Report**, the completed **MCU Postsecondary Student Unpaid Work Placement Workplace Claim Form**, and

the completed **Letter of Authorization to Represent Employer** and send copies to the University's Health and Safety office and Risk & Insurance Officer within 24 hours of the incident.

24. THE FOUNDATION YEAR PRACTICUM (FYP)

If a student has not successfully completed the following required courses – SWRK-8503, SWRK-8504, SWRK-8523, SWRK-8531, SWRK-8532, SWRK-8533, SWRK-8534, SWRK-8547, SWRK-8550 – the student will not be permitted to begin/continue the FYP and Integration Seminar courses SWRK-8570, SWRK-8571 until the course has been successfully completed. These courses provide foundational or required knowledge and skill sets and, therefore, must be successfully completed before continuing to the Advanced Year courses.

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

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

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

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

24.1. Foundation Year Practicum Learning Outcomes

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

Organization

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

Community

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

Social Work Skills

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

Professional

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

24.2. Foundation Year Practicum Schedule

It is the student's responsibility to refer to the Field Brightspace site and the most current on-line University graduate calendar for important dates.

25. THE ADVANCED PRACTICE INTERNSHIP (API)

If a student does not successfully complete the following required courses – SWRK-8610, SWRK-8611, SWRK-8621, SWRK-8622, SWRK-8640 – the student will not be permitted to begin/continue the Advanced Internship and Seminar courses SWRK-8680, SWRK-8681 until the course(s) has been successfully completed.

NOTE: On-Campus students: A student identified as being in academic difficulty must meet with the MSW Coordinator. The MSW Coordinator will subsequently contact the Coordinator of Field Education Programs to discuss the student's status in the program and determine whether all prerequisites have been met to begin the API. It is the student's responsibility to check their progress on the UWinsite.

NOTE: MSW for Working Professionals Students: Any student identified as being in academic difficulty must meet with the Academic Coordinator, MSWwp. The Academic Coordinator will subsequently contact the Coordinator of MSWwp Field Education Program to discuss the student's status in the program and determine whether all prerequisites have been met to begin the API. It is the student's responsibility to check their progress on the UWinsite.

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

25.1. Advanced Practice Internship Learning Outcomes

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

Organization

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

Community

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

Social Work Skills

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

Professional

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

25.2. Advanced Practice Internship Schedule

It is the student's responsibility to refer to the Field Brightspace site and the most current on-line University graduate calendar for important dates.

26. ROLES AND RESPONSIBILITIES

The optimal field practice experience should be a joint venture with regular ongoing communication between all parties concerned (Wilson, 1981). Students, Field Instructors and Faculty Field Liaisons/Learning Specialists all have responsibilities in relation to fulfilling duties and all have a role to play in ensuring 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 2).

26.1. On-Campus MSW Programs

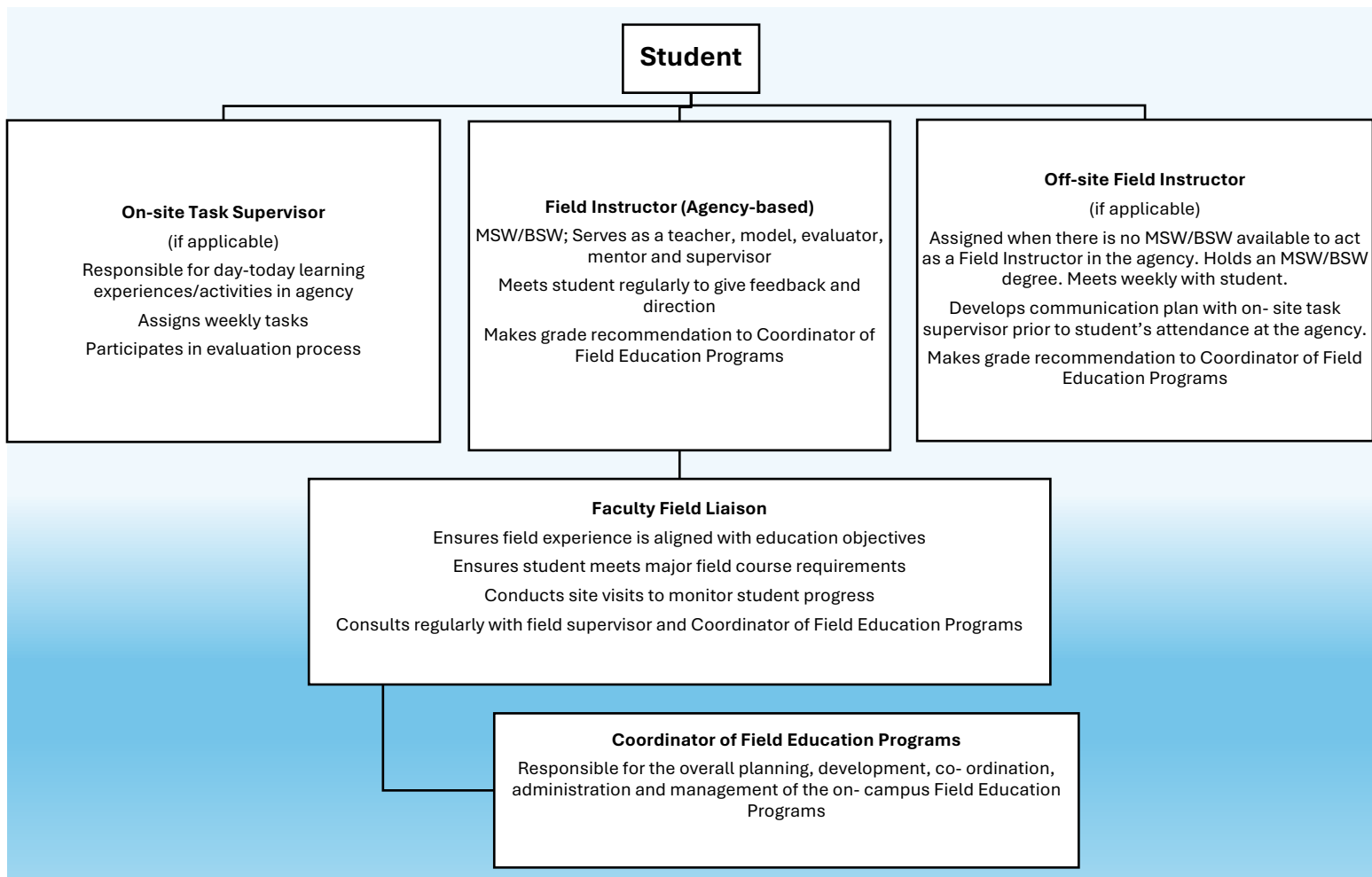


Figure 1-Roles and Responsibilities (On-Campus MSW)

26.1.1. Coordinator of Field Education Programs

The Field Education Program is a cooperative effort between the University of Windsor and the professional social work community. The Coordinator of Field Education Programs is responsible for the overall planning, development, coordination, administration, and management of the Foundation Year Practicum (FYP) and Advanced Practice Internship (API) courses for the Master of Social Work program. The Coordinator of the Field Education Program provides supervision and support to Field Learning Specialists/Faculty Field Liaisons and support to students, and is responsible

to the Director of the School of Social Work for the overall organization and policies of field education, both educationally and administratively.

26.1.2. Learning Specialist

Each student is assigned a Learning Specialist. The Learning Specialist negotiates and confirms field placements.

- Initiates the field practicum/internship process
- Meets with students to discuss students' learning goals and field program objectives
- Collaborates with students for referral to possible placement sites
- Communicates regularly with students to ensure timely exchange of information during the field practicum/internship planning process
- Refers students to practicum/internship sites and confirms practicum/internship arrangements
- Ensures necessary students' field forms are complete and submitted prior to placement
- Attends and participates in MSW student field orientations
- Attends (as needed) MSW town hall meetings
- Engages in recruitment of field practicum/internship sites and is involved in placement site retention
- Collaborates with the Coordinator of Field Education Programs/Faculty Field Liaison as required
- Provides support and a brief orientation to Faculty Field Liaisons before the practicum/internship commences; transfers relevant information to Faculty Field Liaison regarding field practicum sites and student's learning needs
- Engages in field program development activities as needed

26.1.3. Faculty Field Liaison

In the On-Campus Program, each student is assigned a Faculty Field Liaison. In most cases, the Faculty Field Liaison serves as the instructor in the integration seminar. The Faculty Field Liaison:

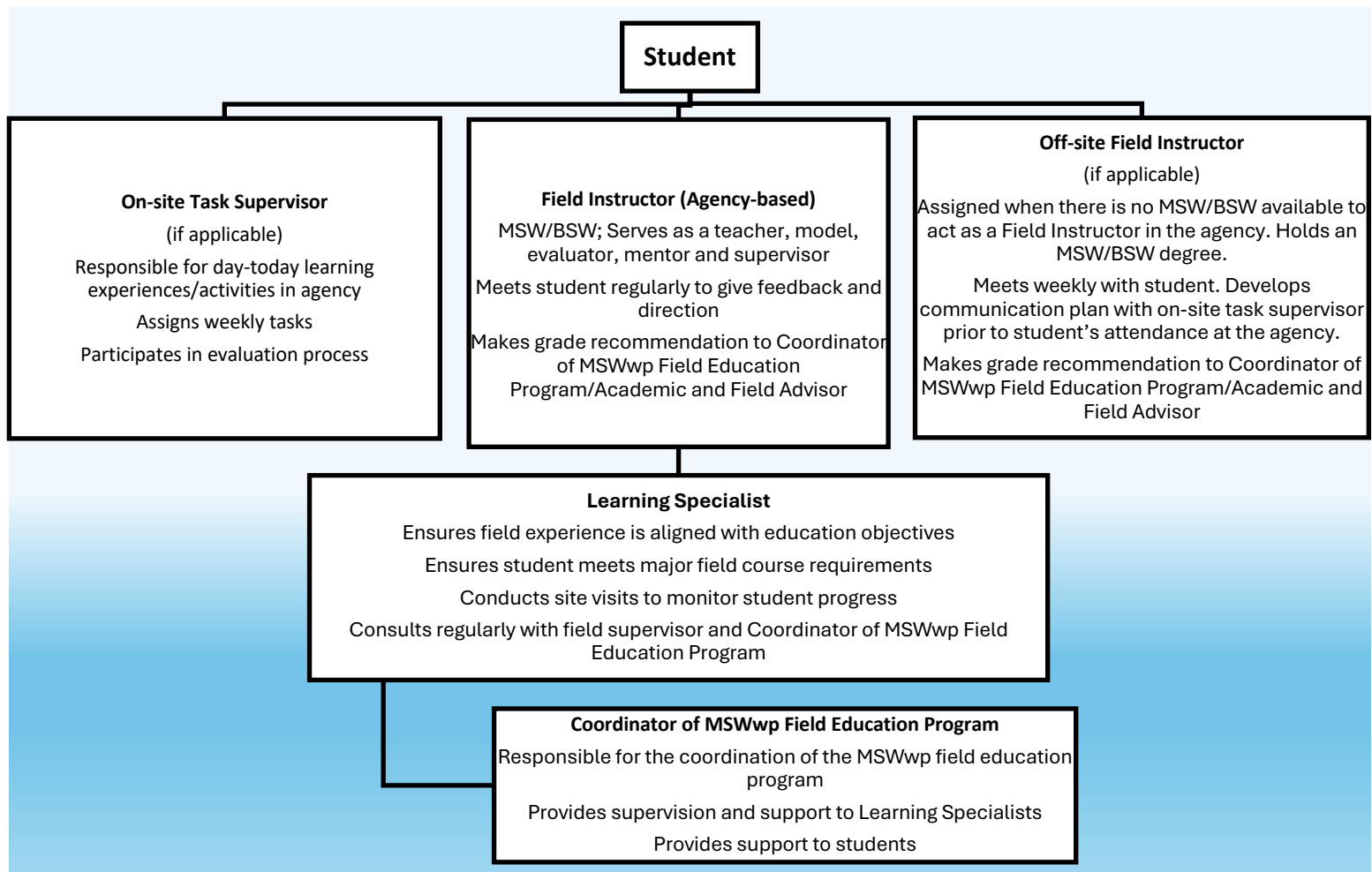
- Ensures the student's field experience is in line with education objectives
- Facilitates field teaching and student learning
- Monitors student progress in meeting major field course requirements
- Serves as intermediary between the field site and the school
- Ensures student compliance with field program policies and procedures and CASWE

regulations

- Conducts site visits to monitor student progress
 - Reviews Learning Agreements, Evaluations and Hours Logs
 - Consults with Field Instructors and the Coordinator of Field Education Programs as needed
 - Assesses the quality of field experiences and opportunities provided to each student and makes recommendations for change to the Coordinator of Field Education Programs
 - Reviews and signs the Learning Agreement, Midterm and Final Evaluation
 - Provides support to the Field Instructor, as necessary, to address student learning and any concerns

26.2. MSWwp Program

Figure 2-Roles and Responsibilities (MSWwp)



26.2.1. Coordinator MSWwp Field Education Program

The MSWwp Field Education Program is a cooperative effort between the University of Windsor and the professional social work community. The Coordinator of MSWwp Field Education Programs is responsible for the overall planning, development, coordination, administration, and management of the Foundation Year Practicum (FYP) and Advanced Practice Internship (API) courses for the Master of Social Work for Working Professionals program. The Coordinator of the MSWwp Field Education Program provides supervision and support to Learning Specialists and support to students and is responsible to the Director of the School of Social Work for the overall organization and

policies of field education, both educationally and administratively.

26.2.2. Learning Specialist (MSWwp)

Each student is assigned a Learning Specialist. The Learning Specialist negotiates and confirms field placements.

- Collaborates with students for referral to possible placement sites
- Refers and confirms practicum/internship
- Ensures the student's field experience is in line with education objectives
- Facilitates field teaching and student learning
- Monitors student progress in meeting major field course requirements
- Serves as intermediary between the field site and the School
- Ensures student compliance with field program policies and procedures and CASWE regulations
- Conducts site visits to monitor student progress
- Consults with field supervisor and/or MSWwp Coordinator of Field Education Program as needed
- Assesses the quality of field experiences and opportunities provided to each student and makes recommendations for change to the Coordinator of MSWwp Field Education Program
- Reviews and signs the Learning Agreement, Midterm and Final Evaluation, and the Field Hours Log

26.2.3. Program Administrator - Field/Admissions (MSWwp Program)

The Program Administrator is primarily responsible for administrative support to the Program and acts as a repository for general student questions and submission of all field forms.

26.3. Student

- Meets program and agency requirements
- Adheres to agency policies
- Upholds professional ethical standards
- Completes minimum number of hours
- Meets/completes all major course requirements
- Carries out agency assignments, observes agency policies, preserves

confidentiality, provides written reports and records, and adheres to professional standards while in field placement

- Completes and submits the final field site evaluation online survey in the last week of placement to assist the School in assessing and improving the learning opportunities available in the agency or community
- Completes field site evaluation form at the end of field placement

26.4. Agency-based Field Instructor and Off-Site Field Instructor

Field Instructors for students in the one-year MSW program or in the second year of a two-year MSW program:

- Normally hold at minimum an MSW degree from an accredited social work program
- Are interested in social work education; and,
- Have support from the setting to permit adequate time for assuming field instruction responsibilities

Field Instructors for students in the first year of a two-year MSW program:

- Normally hold at minimum a BSW with experience or an MSW degree from an accredited social work program
- Are interested in social work education; and
- Have support from the setting to permit adequate time for assuming field instruction responsibilities

Additionally, the Field Instructor:

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

- Provides educational and academic practice experience
- Offers an opportunity for advanced practice experience from which to develop knowledge and skills
- Collaborates with the field team throughout the placement process and is a part of the student's evaluation team

NOTE: Agency leadership represents the authority of the agency in the administration of all aspects of practice and service delivery within their 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.

26.5. Off-site Field Instructor

- Assigned to a student when there is no BSW or MSW available to act as a Field Instructor in the agency
- Holds a Master of Social Work degree from a CASWE accredited program
- 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
 - Collaborates with the field team throughout the placement process and is a part of the student's evaluation team

26.6. On-site Task Supervisor

- Is approved by the program to provide, and assume responsibility for day-to-day learning experiences/activities *within* their own agency (does not possess the required MSW for FYP or API or two years post-BSW experience for FYP)
- 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

27. MAJOR COURSE REQUIREMENTS

(See **APPENDIX 3** for Procedures to Complete Foundation Year Practicum Field Forms and **APPENDIX 4** for Procedures to Complete Advanced Practice Internship Field Forms)

27.1. Field Hours

The Academic Calendar for the School of Social Work is built upon the University Academic Calendar. Certain dates and activities are set by the University, and within that framework, the School of Social Work establishes its calendar to be observed by students. The University and School calendars take precedence over dates established within agencies. All students will begin and end their practica and internships on the dates designated by the School unless other arrangements have been made and approved by the Coordinator of Field Education Programs and/or the Coordinator of the MSWwp Field Education Program.

In this regard, proposals to compress hours or end early will not be approved for the following reasons:

- Students must meet prerequisite requirements
- Curriculum has been designed to ensure optimum learning in the field
- Alternative schedules may meet the minimum hours' requirement, but in keeping with best practices in field education, the experiential component of a professional program considers such aspects as learning over a period of time, ensuring the opportunity to integrate theory and practice, etc.
- Adherence to the schedule facilitates effective administration of the program; individual schedules impact submission of documents, scheduling of site visits, etc.
- The field education schedule is widely distributed and as such represents our

contract and commitment to our field education sites

It may be possible to negotiate a schedule which is different from the usual 8:30 a.m.- 4:30 p.m. period or the School's Field Education Schedule. A decision to do so would be based on the following factors:

- The revised schedule meets the needs of the agency and the people it serves
- Student and agency agree to an alternate schedule
- Student learning is not compromised
- The student has a social worker on site for supervision
- Following approval from the Field Instructor and agreement from the student, the student submits the proposed revised schedule to the Faculty Field Liaison/Learning Specialist, who sends the proposal to the Coordinator of Field Education Programs/Field and Coordinator of MSWwp Field Education Program for approval

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

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

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

Supervisor (if applicable) and, if possible, accommodated on a weekly basis.

27.2. Employment while in Placement

Students who wish to have paid employment while completing their practicum must do so with the understanding that their field placement hours and field schedule are a priority and cannot be altered. The student is responsible to manage their schedule so that conflicts with placement hours do not occur.

27.3. Absence from Field Practicum/Internship

Any absence of two (2) consecutive days by students must be reported by the student to their Faculty Field Liaison/Learning Specialist and the placement Field Instructor/Supervisor. Depending on the reason for the absence, a doctor's note may be requested at the discretion of the Faculty Field Liaison/Learning Specialist.

27.4. Bereavement

Student requests for bereavement leave should be granted in accordance with the policies and procedures governing bereavement leaves of the agency. Students do not have to make up the hours covered by the agency's bereavement policy. If a student requires more time off than is covered under the agency bereavement plan, the school will endeavour to develop a support plan with the student and field site. If there is no governing bereavement policy in the placement agency, the Coordinator of Field Education programs and the Field Instructor will develop a supportive bereavement plan for the student.

27.5. Placement Agency Labour Disruption

The School of Social Work and the University of Windsor discourage students from crossing picket lines, and as such, the School will be informed of any pending labour disruptions and work with the agency to develop a plan to continue to meet the requirements of the graduate field education courses. Depending on the length of the disruption, the plan will be reviewed after two weeks, and a decision will be made regarding ongoing planning.

27.6. Extended Time in FYP or API

Under certain circumstances, based on feedback from the Field Instructor and/or the Faculty Field Liaison/Learning Specialist and with approval from the Coordinator Field Education Programs/Coordinator of MSWwp Field Education Program, it may be recommended that the student spend additional time in their practicum or internship to achieve the competencies outlined in the Learning Agreement and graduate field learning outcomes. This recommendation may originate with the Field Instructor or the Faculty Field Liaison/Learning Specialist. In these instances, an Individualized Field Education Plan (**see APPENDIX 5**) will be developed by the Field Instructor and On-site Task Supervisor (if applicable). The plan outlines the steps and assignments to achieve the field education learning outcomes and is 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.

As noted, there may be other circumstances that result in extended time in field. These circumstances will be discussed on a case-by-case basis. Any extensions to the practicum must fit within the timelines for grade submission to Graduate Studies.

27.7. Holidays

The University is closed for Labour Day, Thanksgiving Monday, Family Day, Good Friday, Victoria Day, Canada Day, and the Civic Holiday. **Students are not in the field on these days.** These holidays are taken into account in the field schedule.

If the field site is closed on days other than University holidays (e.g. Remembrance Day, Easter Monday), the student will need to negotiate a plan with their Field Instructor to make up the missed hours.

Students placed in schools should negotiate a plan at the beginning of placement to cover March Break. March Break hours must be made up, and tasks to be completed during March Break must be aligned with the student's Learning Agreement

If the student has other religious or cultural holidays they wish to take, they will need to discuss this with their Field Instructor, well in advance, and the student will need to negotiate a plan with the field site to make up the missed hours. The Faculty Field Liaison/Learning Specialist should be advised of this plan.

27.8. Inclement Weather

As a rule, when the University of Windsor is closed, students are not expected to attend the practicum or internship (for example, due to inclement weather). It is the student's responsibility to contact the field site to report their absence. Students and Field Instructors should plan for agency closure due to inclement weather by confirming that the student can "work from home" to continue to accumulate hours and meet agency requirements. Otherwise, time missed by students **must** be made up. The Field Instructor will determine a suitable time and manner by which the time can be made up. Typically, this is done before the end of the practice term.

27.9. Field/Academic Obligations

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

27.10. Sick Days

Any absence of two (2) consecutive field education days, by students, must be reported by the student to their Faculty Field Liaison/Learning Specialist. A physician's note may be requested for the absence. If there is to be any modification of hours due to medical accommodations, a physician's note must be provided outlining the accommodation plan for placement days. This will be reviewed by the Coordinator of Field Education/Coordinator of MSWwp Field Education Program for final approval. A return-to-work note may be requested. 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. Extensions to the practice term would need to be negotiated through the Faculty Field Liaison/Learning Specialist and approved by the Coordinator of Field Education Programs/Coordinator of the MSW Field Education Program.

27.11. Wellness Days (14 hours)

Optional: Students can complete virtual learning activities on the field education Brightspace site for a total of 14 hours (two placement days). Students can ‘bank’ these hours for later use in the semester, such as sick days, personal days, or during the Reading Week break (if applicable). Due dates for completing the wellness hours are posted on the Field Education Brightspace site. Wellness days are to be used during the full term, and students are not permitted to use them to finish the placement early. Students must notify their field instructor in advance whenever they plan on using these for approval.

27.12. Request for Time Off

The School cannot support time off during practicum/internship. When the School arranges practicums with agencies, it is a contract with the agency for the student to be in the agency for 450 hours, between a specified start and end date, to earn the academic grade. This timeframe does not allow for requests like time off for vacations. The placement timeframe aligns with the academic calendar and must be adhered to.

27.13. Hours Log

Students are required to document their hours on a weekly basis using the FYP Hours Log and API Hours Log. The Logs must be signed by the student, On-site Task Supervisor and Field Instructor and submitted to the Field Brightspace Site with the final evaluation. The Coordinator of Field Education Programs/Coordinator of MSWwp Field Education Program will assign a failing grade if the Hours Log and the final evaluation are not submitted by the grade submission due date.

27.14. Written Learning Agreements

The FYP/API Learning Agreement is a blueprint of the student’s educational experience with specific assigned tasks designed to develop advanced social work knowledge and skills. See **APPENDIX 6** for a list of Sample Tasks and Activities and **APPENDIX 7** for a sample Learning Agreement. The Learning Agreement is a document produced by the student, with input from and interaction with the Field Instructor. Learning Agreements promote the development of knowledge, values and skills and outline both the School’s

requirements as well as outline specific areas within which the student wishes or needs to increase knowledge and enhance skills. For the most part, Learning Agreements include goals related to knowledge acquisition, goals that focus on skill development and professional development or competence building goals (Sweitzer and King, 1999). It is recommended that students bring a copy of the Learning Agreement form when they start placement, as they will likely be hearing of many task opportunities during their orientations.

The Learning Agreement facilitates the development of individual learning within a framework of expected social work competencies designated by the School of Social Work. The Learning Agreement is used as the basis for the ongoing assessment of the student and for referencing when completing the evaluations. The Learning Agreement is intended to guide the student's practicum/internship and should be consulted regularly throughout the duration of the placement, especially prior to evaluation meetings.

27.15. Student Research in the Field:

The Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans- (TCPS2 (2022) defines research as “an undertaking intended to extend knowledge through a disciplined inquiry or systematic investigation” (TCPS2, 2022, Chapter 2, Article 2.1).

Article 6.1 TCPS2 states: Institutions shall establish or appoint Research Ethics Board(s) to review the ethical acceptability of all research involving humans conducted within their jurisdiction or under their auspices, that is, by their faculty, staff or students, regardless of where the research is being conducted” (TCPS2, 2022). Students can engage in “research or research tasks” several ways:

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

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

27.16. Mid-term Evaluation

The Mid-term Evaluation is completed by the student and Field Instructor and/or On-Site Supervisor and Off-Site Supervisor (as applicable), with each completing their respective sections. This will include a description of learning activities and tasks, new learning completed by midterm, any areas of learning that requires special attention, and any revisions to the learning agreement.

The Mid-term Evaluation should be completed by the student and given to the Field Instructor and On-site Task Supervisor (if applicable) prior to the evaluation meeting so that they have the opportunity to complete their portion of the form. The student and Field Instructor will review the evaluation together and discuss it at the meeting. Following the meeting, the student will make any revisions that were agreed upon and give the revised Learning Agreement and the evaluation summary to the Field Instructor and the On-site Task Supervisor (if applicable) for signatures. If there is significant disagreement between the student and the Field Instructor, the Field Instructor should contact the Faculty Field Liaison/ Learning Specialist immediately. It is the responsibility of the student to submit the evaluation to the Faculty Field Liaison/Learning Specialist for review, comment, and signature. The Coordinator of Field Education Programs/Coordinator of MSWwp Field Education Program will assign the final grade, based upon the formal evaluations by the Field Instructor, along with documentation submitted by the Faculty Field Liaison/Learning Specialist and student. The Field Instructor is responsible for recommending the designation of the student as being “In Good Standing” or “In Difficulty”. The Mid-term Evaluation is reviewed and signed by the Faculty Field Liaison/Learning Specialist who then forwards the recommendation to the Coordinator of Field Education Programs/Coordinator of MSWwp Field Education Program.

27.17. Final Evaluation

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

any differences in perception of expectations and accomplishments.
The On- site Task Supervisor is present in the final evaluation meeting.

The working copies or drafts should be integrated into a single form, which reflects agreement between all parties involved in the evaluation. If there is significant disagreement, the Field Instructor should contact the School immediately. After the evaluation is completed, the Field Instructor and the On-site Task Supervisor (if applicable) sign it. The student then submits the evaluation to the Faculty Field Liaison/Learning Specialist for review, comment, and signature.

The Coordinator of Field Education/Coordinator of MSWwp Field Education Program determines the final grade and submits the grades to the Registrar's Office, based upon the formal evaluations by the Field Instructor, along with any additional documentation submitted by the Faculty Field Liaison/Learning Specialist and student. The Coordinator of Field Education Programs/ Coordinator of MSWwp Field Education Program, in consultation with the Director of the School of Social Work has the prerogative to assign a grade that is different from that recommended by the Field Instructor.

28. GRADING SYSTEM – EVALUATION PROCEDURES

Student evaluations are completed at the mid-term and end of each practicum/internship. Although programs are highly variable in terms of focus and/or concentration, there are general core learning areas in which students will be evaluated that are reflected in some manner in nearly all social work programs throughout Canada:

- Identify as a professional social worker and adopt a value perspective of the social work profession
- Adhere to social work values and ethics in professional practice
- Promote human rights and social justice
- Support and enhance diversity by addressing structural sources of inequity
- Employ critical thinking in professional practice
- Engage in research
- Participate in policy analysis and development
- Engage in organizational and societal systems' change through professional practice
- Engage with individuals, families, groups, and communities through professional practice (CASWE Standards for Accreditation March 2021)

28.1. Student's Signature on Evaluation Forms

All evaluations must be signed by the Field Instructor, the On-site Task Supervisor (if applicable), and by the student before they are submitted to the Faculty Field Liaison/Learning Specialist. Handwritten signatures are preferred. However, in case of remote practicums, electronic signatures will be accepted. The Field Instructor is primarily responsible for the content of the final evaluation. The student's signature verifies that the final evaluation has been seen and signed by the Field Instructor and that the student has received a copy. It does not necessarily imply that the student agrees with the content. The student has the prerogative to submit an attachment to the evaluation if there is a lack of concurrence on the content. The attachment must be submitted to the Faculty Field Liaison/ Learning Specialist. The student must provide the Field Instructor and On-site Task Supervisor (if applicable) with a copy of the attachment prior to submission to the Faculty Field Liaison/Learning Specialist. The Faculty Field Liaison/Learning Specialist will forward the attachment to the Coordinator of Field Education Programs/ Coordinator of MSWwp Field Education Program.

29. ASSIGNMENT OF GRADES

The Coordinator of Field Education Programs/Coordinator of MSWwp Field Education Program can assign the following grades:

- P (Pass)
- NP (Non-Pass)
- INC (Incomplete)

“P” (Pass)

The following criteria must be met for assignment of a “Pass” grade by the Coordinator of the Field Education Programs/Coordinator of MSWwp Field Education Program:

1. The student has demonstrated at least an “expected” (3) level of performance with respect to the learning outcomes in the evaluation.
2. The student has completed the minimum required hours (450 hours per academic year).
3. The student has submitted all documents including the signed evaluation and field hour's log.

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

“NP” (Non-Pass)

If one or more of the following criteria are evident, the Coordinator of Field Education Programs, On-Campus/Coordinator of MSWwp Field Education Program may assign an “NP” (Non-Pass).

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

“INC” (Incomplete)

IN (incomplete) is given when students have not completed all class assignments due to illness, bereavement or extenuating circumstances as defined in Bylaw 51- 1.18.1 and the student will complete the work at a later date (See also Aegrotat Standing). An “Incomplete” is also given when a student is alleged to have committed an act of academic misconduct. The grade of “Incomplete” will remain on the student’s transcript until the matter is adjudicated. - IN (incomplete) grades will convert to 0% if no grade is submitted six weeks after the last date of the examination period.

30. VOLUNTARY WITHDRAWAL FROM THE FIELD PRACTICE COURSES

Occasionally, due to unforeseen circumstances, it may be necessary for a student to withdraw from the Field Practice courses. The University of Windsor Undergraduate Calendar outlines the process for withdrawing from courses and the time frames within which to do so. The School of Social Work encourages students to speak with the Academic Coordinator of MSW Programs on campus or the MSWwp Academic Coordinator prior to initiating a withdrawal.

The request must be supported by appropriate documentation. If approved by the Academic Coordinator of MSW Programs on campus or the MSWwp Academic Coordinator, the terms of the return to the program will be specified. The 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 of Social Work's and placement site's expectations.

31. LEAVE OF ABSENCE FROM THE FIELD EDUCATION COURSES

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

Students returning from an LOA are to meet with the Academic Coordinator of On-Campus Programs or the MSWwp Academic Coordinator to discuss any return to the program.

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

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

- All students are assigned a Faculty Field Liaison/Learning Specialist and are informed that it is their responsibility to contact their Faculty Field Liaison/Learning Specialist if any issues are identified. Most problems in the field placement, if identified and acted upon early, can be resolved in a professional manner between the parties involved. If informal problem-solving efforts are unsuccessful, formal corrective action will be required. It is the function of the student's Faculty Field Liaison/Field Learning Specialist to determine whether the problem is a performance or non-performance concern.
- All On-site Task Supervisors, Off-Site Field Instructors (if applicable) and Field Instructors are informed that the Faculty Field Liaison/Field Learning Specialist should be contacted immediately if there are problems with the student or the field site.
 - Students, On-site Task Supervisors, Off-Site Field Instructors (if applicable) and Field Instructors are informed that a site visit is scheduled during the term. Additional site visits can be scheduled at the discretion of the Faculty Field Liaison/Learning Specialist.
 - All students have access to the MSW Field Education Manual and the CASW Code of Ethics.

The procedure for addressing unsatisfactory performance or unprofessional behaviour identified by the Field Instructor, On-site Task Supervisor or Faculty Field Liaison/Learning Specialist is outlined below (Figure 3).

Figure 3- Process to Address Unsatisfactory Progress

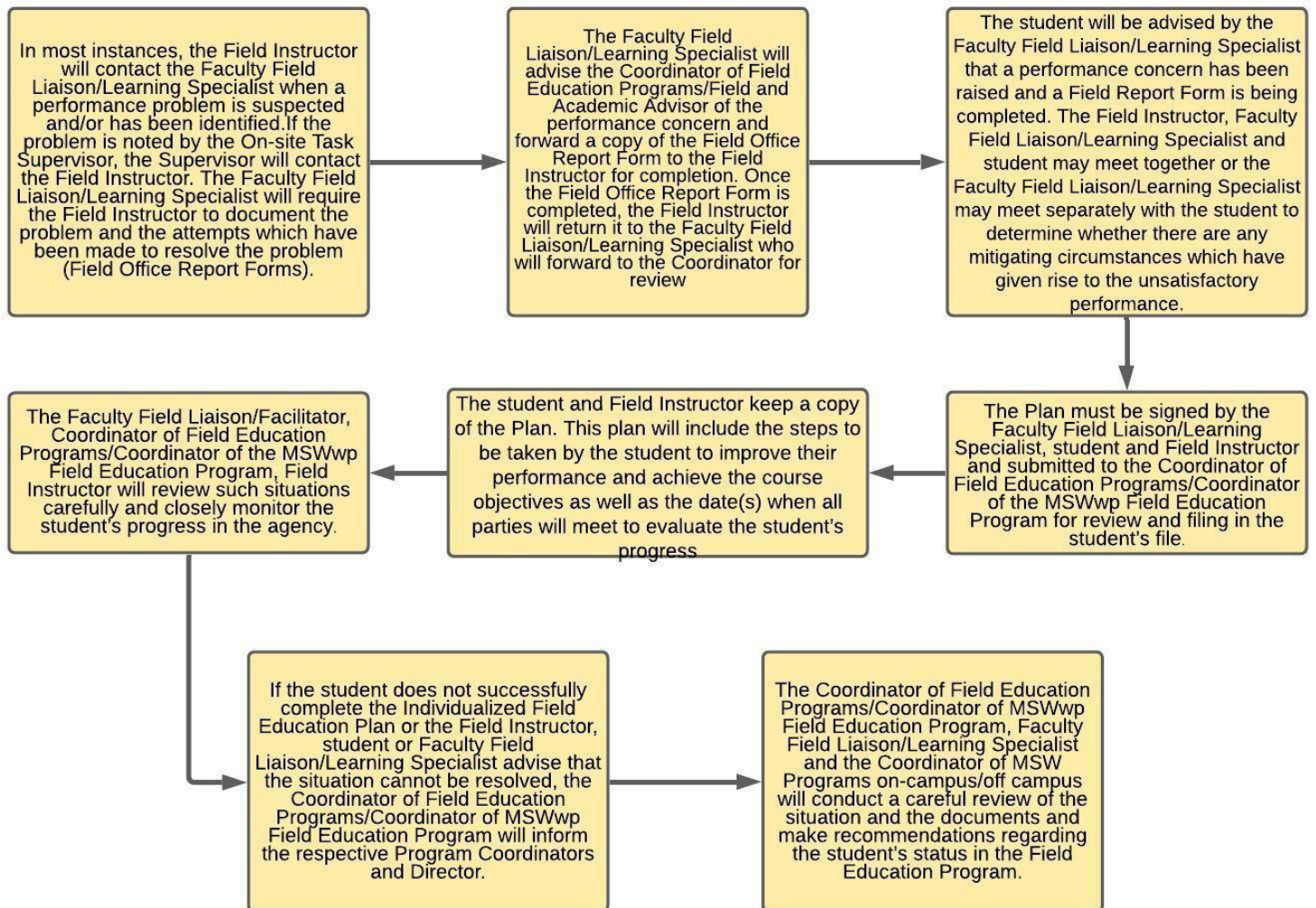
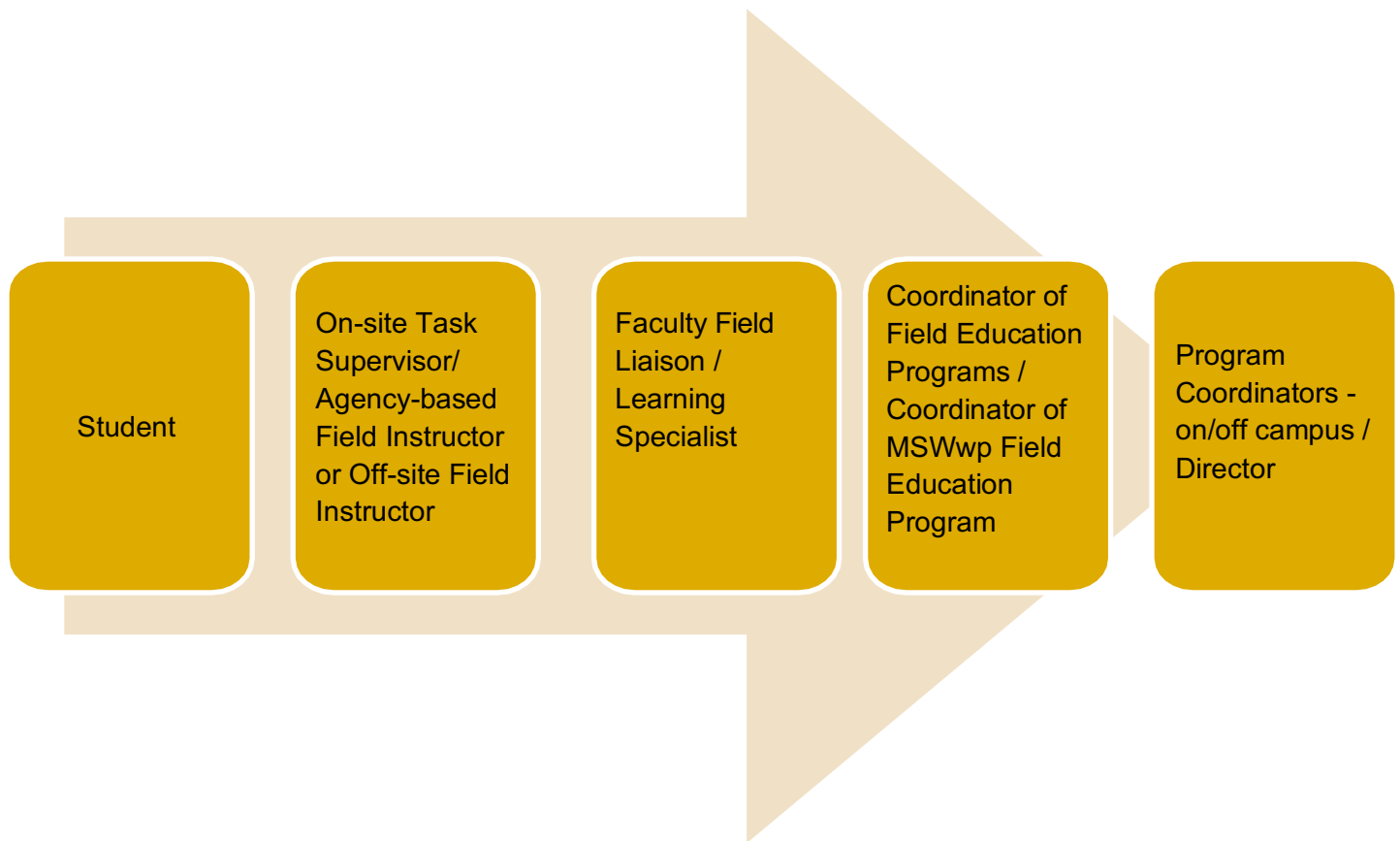


Figure 4 - Process to Resolve Student/Field Issues



33. PROCEDURES FOR ADDRESSING UNPROFESSIONAL BEHAVIOUR OR LACK OF INTEGRITY IN THE FIELD EDUCATION COURSES

In those cases, in which a student has displayed unprofessional behavior or lack of integrity in the practicum/internship as described in the CASW Code of Ethics and Senate Bylaw 31, the Coordinator of Field Education Programs/Coordinator of MSWwp Field Education Program will refer to the School of Social Work's Professional Suitability Policy and Senate Bylaw 31 to develop a response and/or plan of action to address the

identified behavior or attitude. As per University of Windsor policies, students must comply with Senate Bylaw 31, so it is important that students review this policy. In the Appendix 2 of this manual, the School of Social Work's Professional Suitability Policy: The University of Windsor Bylaw 31: Student Affairs and Integrity, Academic Misconduct (2.1), states "For professional programs, all actions that result in a breach of the rules of conduct as set out by the professional bodies and adopted in substance by the relevant professional program as part of its code of conduct in the program shall also be considered acts of academic misconduct". (2.1.1).

Students should become familiar with [Bylaw 31](#) (amended April 2013).

34. STUDENT APPEAL OF FIELD PRACTICE GRADE

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

35. STUDENT EVALUATION OF FIELD PRACTICE

The School evaluates the field practice sites annually. All students are expected to complete and submit an exit survey at the end of the placement when advised by the School of Social Work. The Feedback Survey link shared with the field Brightspace site. The information provided by the student is used for ongoing program development. Results of the survey are confidential, and feedback will only be shared with an agency with the student's consent.

36. FORMS

For all field forms please see the Field Brightspace Site at:
<https://www.uwindsor.ca/brightspace/>

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This manual is intended primarily for use by students, Field Instructors, On-site Task Supervisors, Off-site Field Instructors, Field Learning Specialists, and Faculty Field Liaisons associated with the MSW Field Education Program. Statements contained in this manual are subject to change without notice.

APPENDIX 1 - INSTRUCTIONS: VULNERABLE SECTOR CHECK

Windsor, LaSalle, Chatham-Kent, London, Toronto, and Ontario Provincial Police

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

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

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

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

Windsor Police Service –

<https://www.police.windsor.on.ca/services/info-requests/record-checks/Pages/default.aspx>

LaSalle Police Service -

<https://www.policesolutions.ca/checks/services/lasalle/index.php?page=pvsc>

Chatham-Kent Police Service -

<https://www.policesolutions.ca/checks/services/chathamkent/index.php?page=pvsc>

London Police Service –

<https://www.londonpolice.ca/en/services/Vulnerable-Sector-Check.aspx>

Toronto Police Service - <https://www.tps.ca/services/police-record-checks/>

(active as of Sept 5, 2023)

Students will require a unique organization-based code. For the School of Social Work Code, please contact Ms. Mary Kay Morand, Coordinator of Field Education Programs (on-campus students) or Dr. Wayne Ambrose-Miller, Coordinator of MSWwp Field Education Program (off-campus students).

Ontario Provincial Police (OPP) -

<https://www.opp.ca/index.php?id=147&lng=en>

Other

If students are placed in geographic areas other than those discussed above, please check with the local police services. If you need assistance, contact the School of Social Work for further information.

APPENDIX 2 - SCHOOL OF SOCIAL WORK

PROFESSIONAL SUITABILITY POLICY

1. Preamble

The Canadian Association for Social Work Education (CASWE) Standards for Accreditation, June 2021 (SB/M 2.4.5) requires “The academic unit has a policy regarding the professional suitability of the student for the profession of social work. Students are made aware that serious or repeated violations of the Code of Ethics put them at risk of exclusion from the program based on professional unsuitability.” At the University of Windsor, breach of professional codes and rules are covered within Senate Bylaw 31: Student Affairs and Integrity.

The University of Windsor Bylaw 31: Student Affairs and Integrity, Academic Misconduct (2.1) states “For professional programs, all actions that result in a breach of the rules of conduct as set out by the professional bodies and adopted in substance by the relevant professional program as part of its code of conduct in the program shall also be considered acts of academic misconduct”. (2.1.1). Students should become familiar with [Bylaw 31](#) (amended May 2017) located on the University of Windsor website.

2. Suitability Criteria

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

- Respect for the Inherent Dignity and Worth of Persons
 - Pursuit of Social Justice
 - Service to Humanity
 - Integrity in Professional Practice
 - Confidentiality
 - Competent Application of Knowledge and Skills for Professional Practice.
- Examples of misconduct can be found under “Appendix A” of Senate Bylaw 31

3. Procedures to Respond to Breach of Rules of Conduct as set out by the CASW Code of Ethics and Professional Suitability Policy

Senate Bylaw 31 allows for informal and formal resolution if a student breaches the Code of Ethics, with the agreement of the Director of Social Work. Formal and informal resolution procedures are described in [Bylaw 31](#) (Section 3).

4. Determining and Imposing Sanction

Where a student has been found to have acted with misconduct and/or breached the Professional Suitability Policy, Bylaw 31 provides a range of sanctions (Bylaw 31, 2.3). Sanctions may be imposed by the Director of the School of Social Work, Associate Deans, the Vice-Provost or the Judicial Panel and the Discipline Appeal Committee, depending upon the sanction.

5. Appeals (Bylaw 31, Section 6)

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

6. Confidentiality and Sharing of Information

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

<https://www.uwindsor.ca/legal-services/298/freedom-information-and-protection-act>

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

Senate Bylaws

[Bylaw 31 Student Affairs and Integrity](#) [Bylaw 33: Student Rights and Freedoms](#)

Senate Policies

[Policy S6: Student Code of Conduct](#) [Policy A4: Alcohol Use](#)

[Policy E3: Rules of Conduct for Examinations](#)

University Policies

[Acceptable Use Policy \(Information Technology Services\)](#) [Human Rights Policy](#)

[Leddy Library Behaviour Code](#)

All University bylaws and policies are available at the Senate website:

<https://lawlibrary.uwindsor.ca/Presto/home/home.aspx>

APPENDIX 3 - PROCEDURES TO COMPLETE THE FOUNDATION YEAR PRACTICUM (FYP) FIELD FORMS

Learning Agreement

Purpose of the Learning Agreement

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

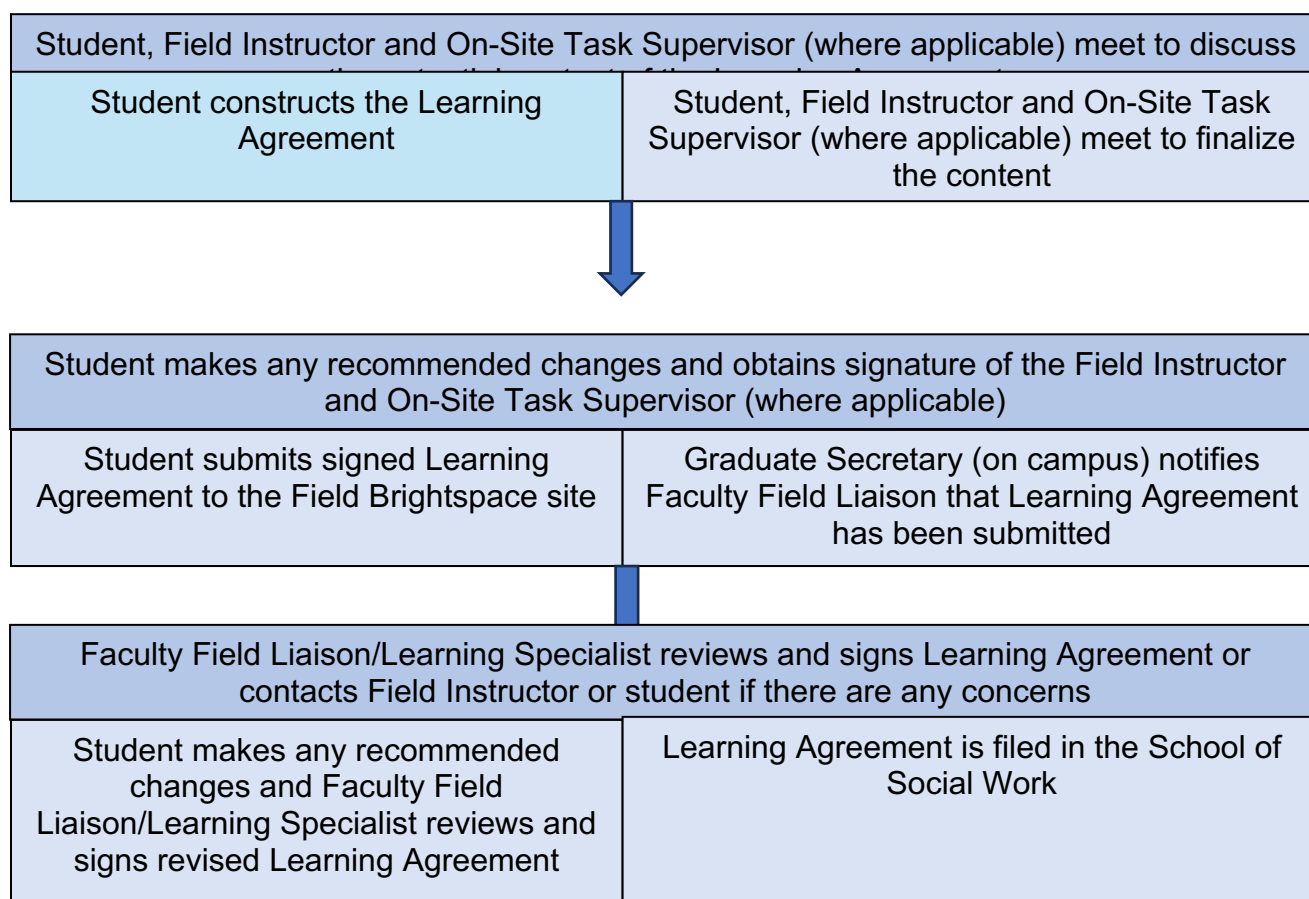
Throughout the practicum, emphasis is on applying foundation social work knowledge and developing social work skills and values to create and sustain health within and among complex systems. The practicum also ensures the development of reflective practice and critical thinking. Students will be provided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

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

Completing the Foundation Year Practicum Learning Agreement

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

Figure 5-Process for Completing the FYP Learning Agreement



NOTE: The learning Agreement (draft or final) should be available at the site visit unless the site visit occurs prior to the Learning Agreement due date. Students should keep a copy for themselves and the Field Instructor and reference during field supervision. It is the student's responsibility to ensure that all documents are signed.

Mid-term Evaluation

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

Completing the Mid-Term Evaluation

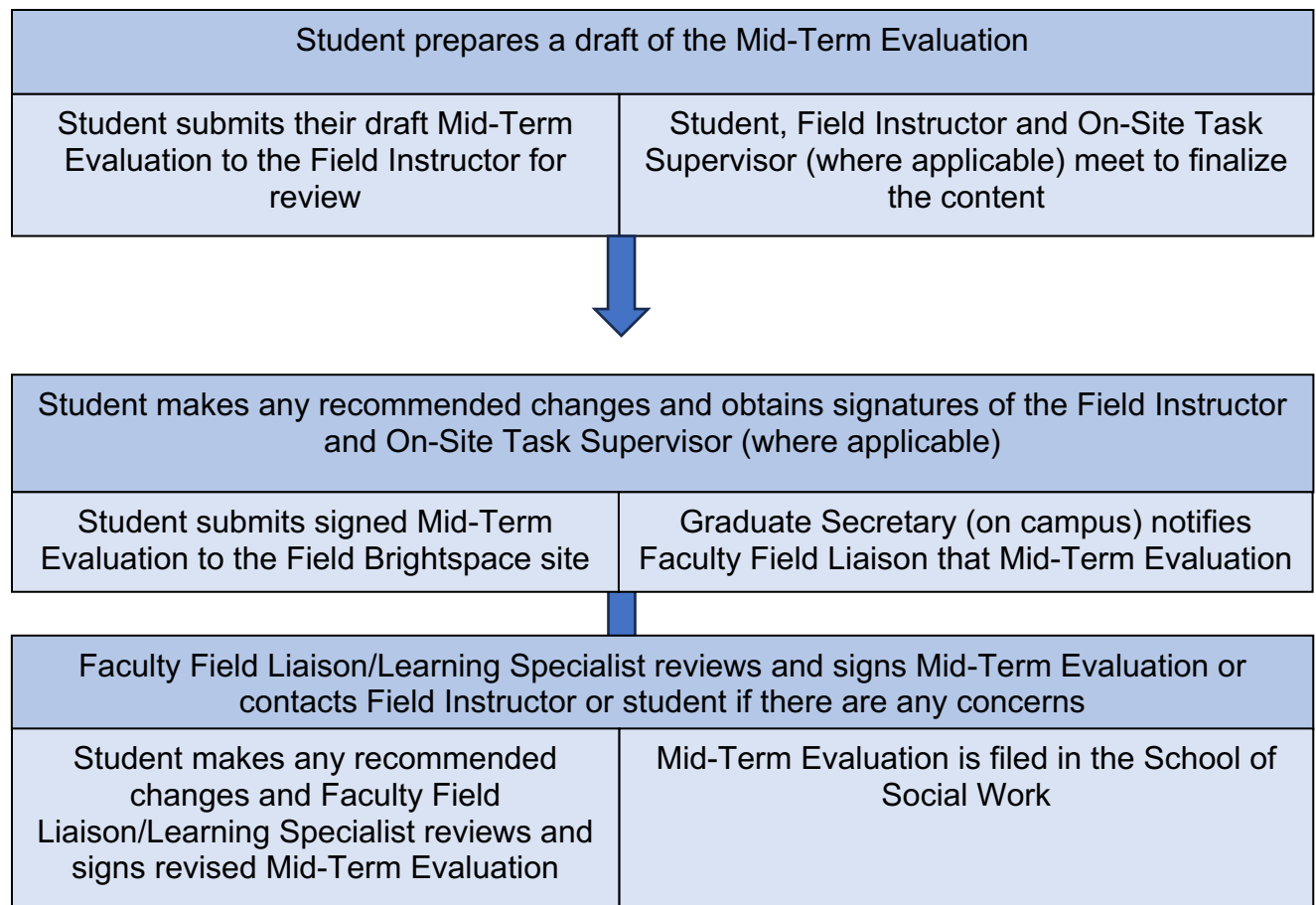
The Mid-term Evaluation is completed by the student and Field Instructor and/or On-Site Supervisor, Off Site Supervisor (as applicable) with each completing their respective sections. This will include a description of new learning activities and tasks, new learning completed by midterm, any areas of learning that requires special attention, and any revisions to the learning agreement.

- The Mid-term Evaluation should be completed by the student and given to the Field Instructor and On-site Task Supervisor (if applicable) prior to the evaluation meeting so that they have the opportunity to complete their portion of the form.
- The student and Field Instructor will review the evaluation together and discuss at the meeting. Following the meeting the student will make any revisions that were agreed upon and give the revised Learning Agreement and the evaluation summary to the Field Instructor and the On-site Task Supervisor (if applicable) for signatures. If there is significant disagreement between the student and the Field Instructor, the Field Instructor should contact the Faculty Field Liaison/ Learning Specialist immediately.
- It is the responsibility of the student to submit the evaluation to the Faculty Field Liaison/Learning Specialist for review, comment, and signature. The Coordinator

of Field Education Programs/Coordinator of MSWwp Field Education Program will assign the final grade, based upon the formal evaluations by the Field Instructor, along with documentation submitted by the Faculty Field Liaison/Learning Specialist and student.

- The Field Instructor is responsible for recommending designation of the student as being “In Good Standing” or “In Difficulty”. The Mid-term Evaluation is reviewed and signed by the Faculty Field Liaison/Learning Specialist who then forwards the recommendation to the Coordinator of Field Education Programs/Coordinator of MSWwp Field Education Program.

Figure 6-Process for Completing the FYP Mid-Term Evaluation



NOTE: Students should keep a copy for themselves and the Field Instructor and reference during field supervision. It is the student’s responsibility to ensure that all documents are signed.

Final Evaluation

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

Completing the Final Evaluation

To complete the final evaluation, the student, Field Instructor and On-site Task Supervisor (if applicable) will refer to the Learning Agreement to review the School's learning goals and outcomes as well as the student's assignments and activities throughout the practicum. 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. To start the process the student fills out their comments for each competency and, if applicable, sends the draft to the On-site Task Supervisor who adds their comments and forwards to the Field Instructor.

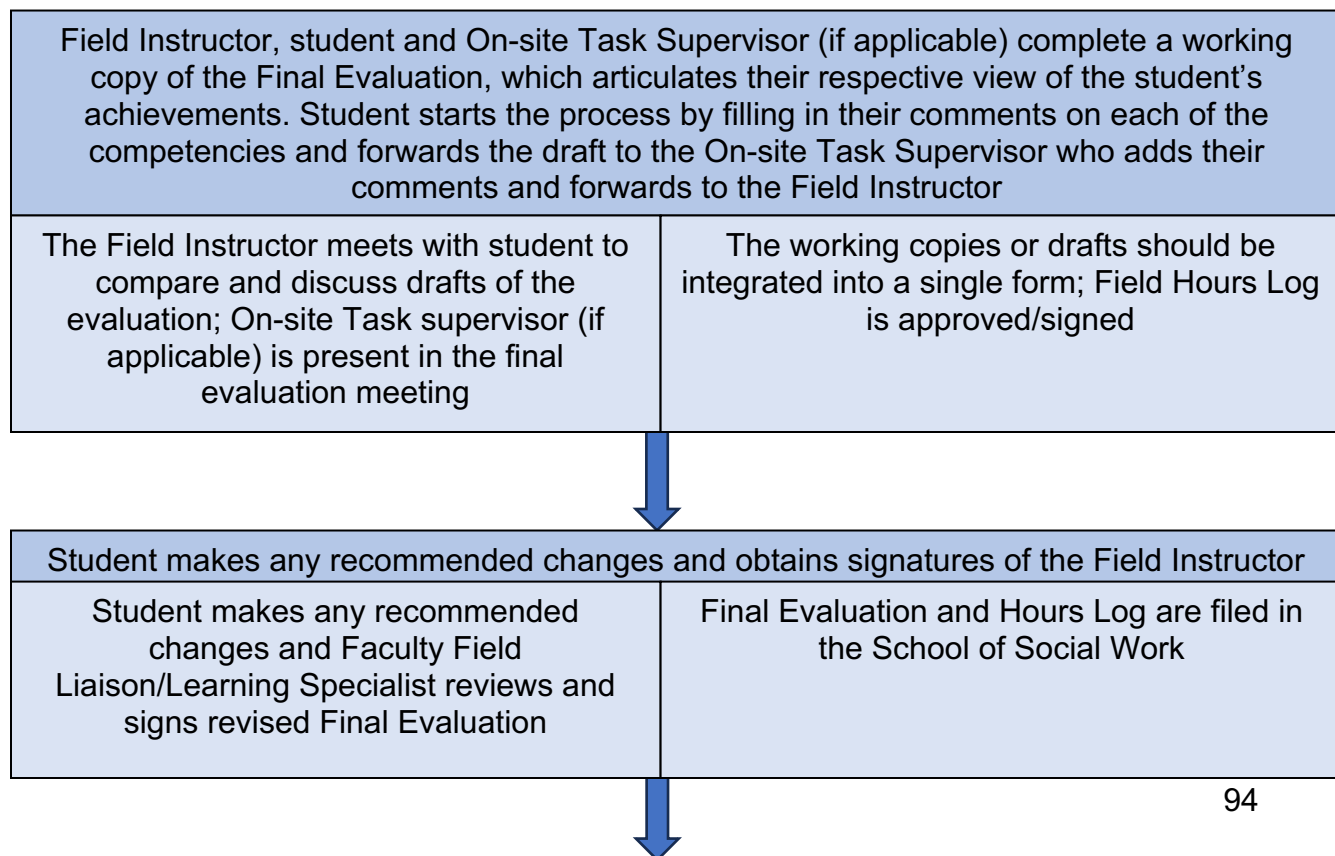
The Field Instructor schedules a meeting to compare drafts of the evaluation to clarify any differences in perception of expectations and accomplishments. The On-site Task Supervisor is present in the final evaluation meeting. The working copies or drafts should be integrated into a single form, which reflects agreement between all parties involved in the evaluation. If there is significant disagreement, the Field Instructor should contact the Faculty Field Liaison/Learning Specialist immediately. The Field Instructor has the ultimate responsibility for the grade recommendation and is expected to forward the final grade recommendation to the Coordinator of Field Education Programs/Coordinator of MSWwp Field Education Program.

After the evaluation is completed, it is signed by the Field Instructor, the On-site Task Supervisor (if applicable), and the student. After the evaluation process, the Field Instructor recommends a Pass or a Non- Pass mark on the Final Evaluation Form, which the student will submit to the Field Brightspace site for review by the Faculty Field Liaison/Learning Specialist.

The Faculty Field Liaison/Learning Specialist signs the evaluation and forwards the evaluation to the Coordinator of Field Education Programs/Coordinator of MSWwp Field Education Program for review of the grade recommendation. The Coordinator of Field Education Programs/Coordinator of MSWwp Field Education Program determines the final grade and submits the grades to the Registrar's Office based upon the formal evaluations by the Field Instructor, along with additional documentation submitted by the Faculty Field Liaison/Learning Specialist, On-site Task Supervisor (if applicable) and student. The Coordinator of Field Education Programs/Coordinator of MSWwp Field Education Program 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: It is the student's responsibility to ensure that all aspects of the evaluation are complete. It is the student's responsibility to ensure that the forms are signed by all parties and to submit the completed evaluation and Hours Log to the appropriate Field Brightspace site.

Figure 7-Process for Completing the FYP Final Evaluation



APPENDIX 4 - PROCEDURES TO COMPLETE THE ADVANCED PRACTICE INTERNSHIP (API) FIELD FORMS

Learning Agreement

Purpose of the Learning Agreement

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

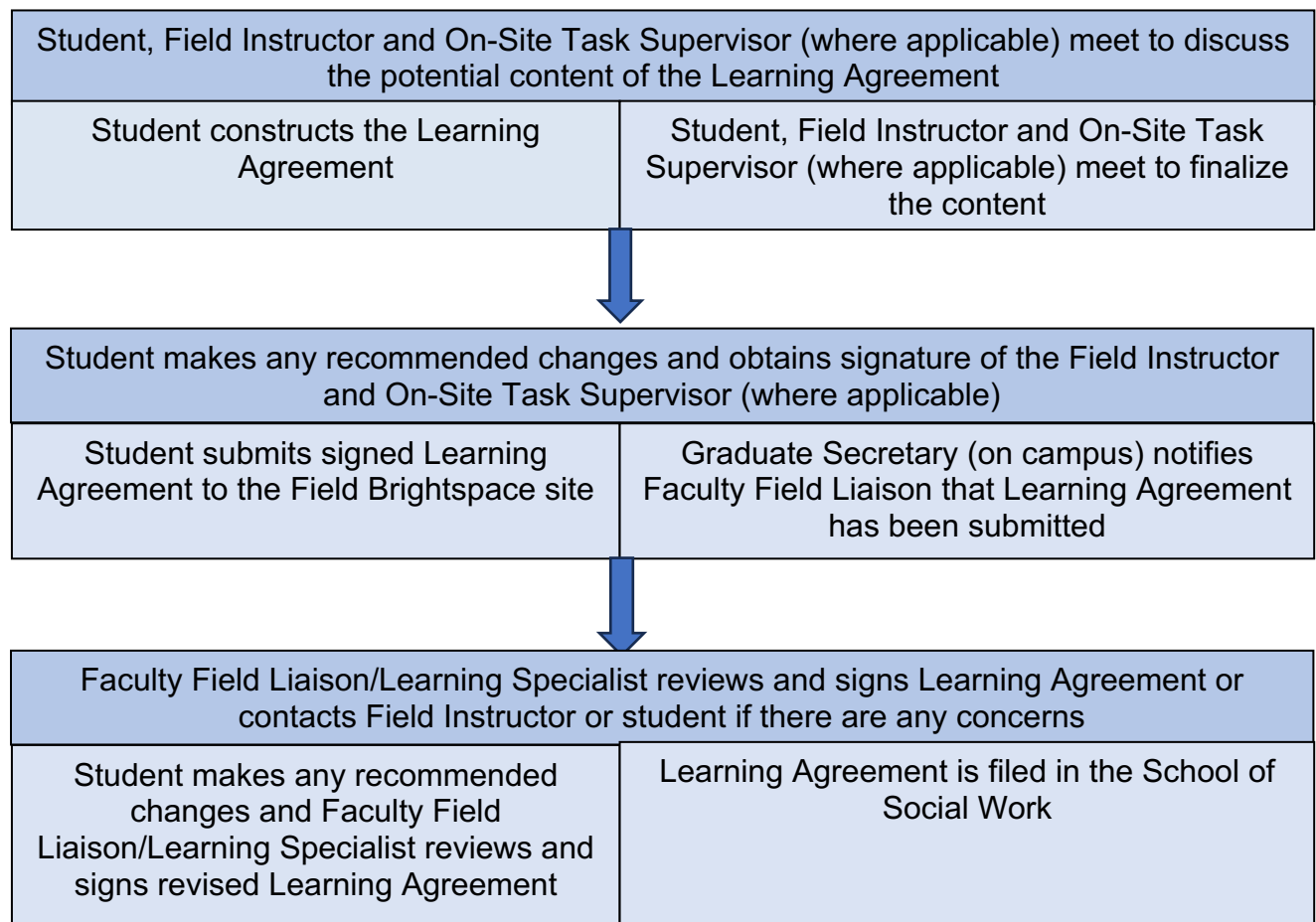
Completing the API Learning Agreement

- Review the goals and objectives of the API as described in the MSW Student Manual.
- List major assignments for the API and be as specific as possible. The critical aspect of the Learning Agreement is the relevance of the assignments to the learning outcomes and related objectives.
- Assignments should be appropriate to the agency setting and should facilitate the

achievement of the learning objectives developed by the School of Social Work.

- The Faculty Field Liaison/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 School of Social Work, Field Education Program.
- After the Learning Agreement is completed, it is signed by the Field Instructor, the On- site Task Supervisor (if applicable), the student and the Faculty Field Liaison/Learning Specialist.
- Students are responsible for submitting the Learning Agreement to the appropriate Field Brightspace site for review by the Faculty Field Liaison/Learning Specialist. All students should keep a copy of their Learning Agreement for themselves.

Figure 8 - Process for Completing the API Learning Agreement



NOTE: The Learning Agreement (draft or final) should be available at the site visit unless the site visit occurs before the Learning Agreement due date. Students should keep a copy for themselves and the Field Instructor and reference during field supervision. It is the student's responsibility to ensure that all documents are signed.

Mid-Term Evaluation

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

Completing the Mid-Term Evaluation

The Mid-term Evaluation is completed by the student and Field Instructor and/or On-Site Supervisor, Off Site Supervisor (as applicable) with each completing their respective sections. This will include a description of new learning activities and tasks, new learning completed by midterm, any areas of learning that requires special attention, and any revisions to the learning agreement.

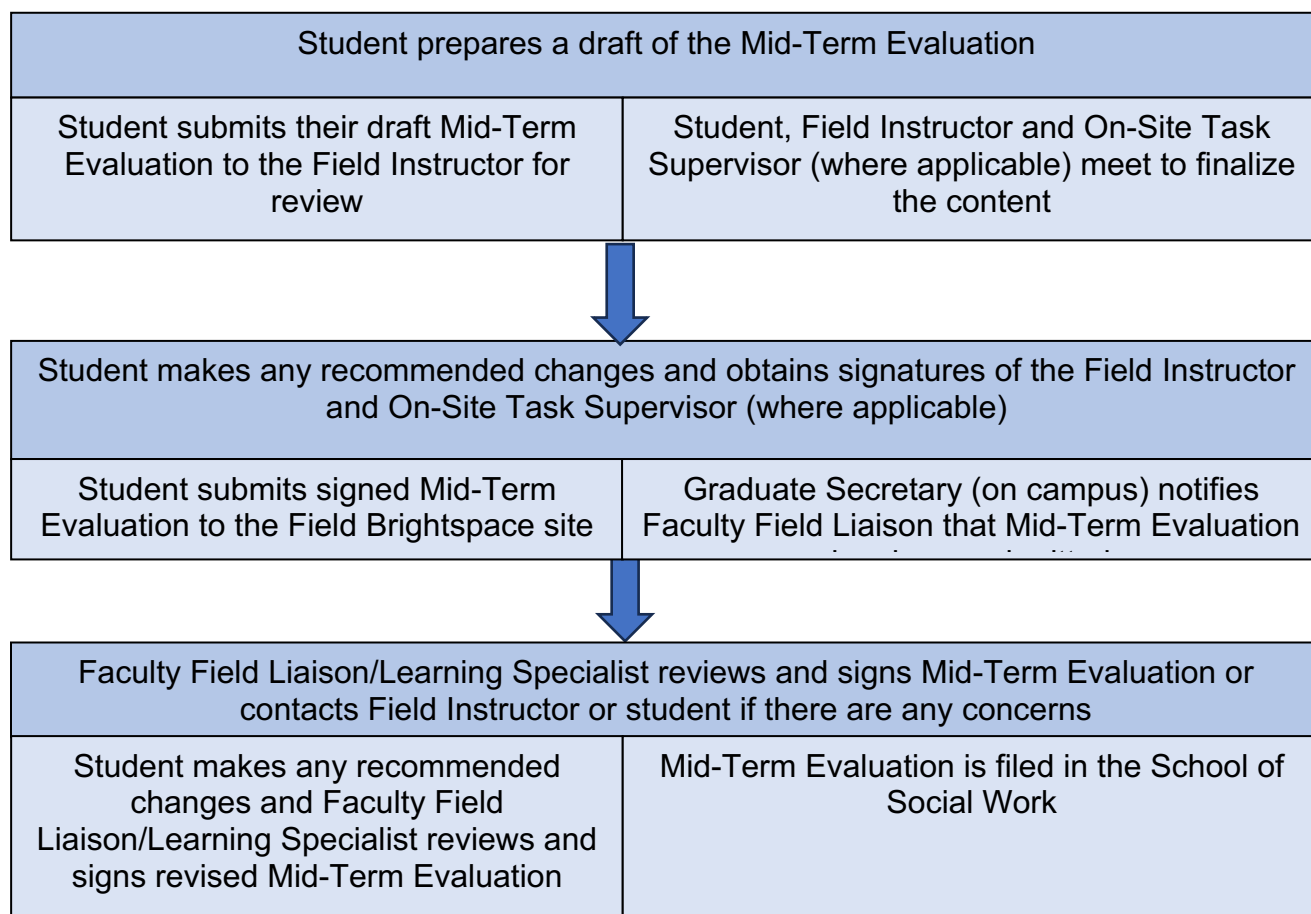
The student's completed form should be given to the Field Instructor and On-site Task Supervisor prior to the evaluation meeting.

- The Mid-term Evaluation will be discussed at the meeting. Following the meeting the student will make any revisions that were agreed upon and give the revised Mid-term Evaluation summary to the Field Instructor and the On-site Task Supervisor (if applicable) for signatures.
- If there is significant disagreement, the Field Instructor should contact the Faculty Field Liaison/Learning Specialist immediately.
- The student should submit the signed Mid-Term Evaluation to the Field Brightspace Site for review by the Faculty Field Liaison/Learning Specialist.

At mid-term, the Field Instructor is ultimately responsible for feedback to the School by indicating whether the student is "In Good Standing" or "In Difficulty". Students should keep a copy of their Mid-Term Evaluation.

Note: The purpose of this evaluation is to ensure that both the student and Field Instructor are keeping focused on the expected competencies. It also ensures that all students receive some feedback part way through their placement and if the Field Instructor has any concerns regarding the student's learning, the Faculty Field Liaison/Learning Specialist can support the student with an Individualized Field Education Plan (see **APPENDIX 5**).

Figure 9 - Process for Completing the API Mid-Term Evaluation



NOTE: Students should keep a copy for themselves and the Field Instructor and reference during field supervision. It is the student's responsibility to ensure that all documents are signed.

API Final Evaluation

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

Completing the Final Evaluation

To complete the final evaluation, the student, Field Instructor and On-site Task Supervisor (if applicable) will refer to the Learning Agreement to review the School's learning goals and outcomes as well as the student's assignments and activities throughout the internship. 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 student starts the process by completing their comments regarding the competencies and strengths, learning needs and goals, and forwarding the draft to the On-site Task Supervisor (if applicable) or Field Instructor **at least a week before the due date**. If the team includes an On-Site Task Supervisor, it is important that this supervisor has an active role in the completion of the evaluation. The On-Site Task Supervisor forward comments to the Off-Site Field Instructor. The Field Instructor schedules a meeting to compare drafts of the evaluation to clarify any differences in perception of expectations and accomplishments. See **APPENDIX 8** for Evaluation Rating Scale. The On-site Task Supervisor (if applicable) is present in the final evaluation meeting.

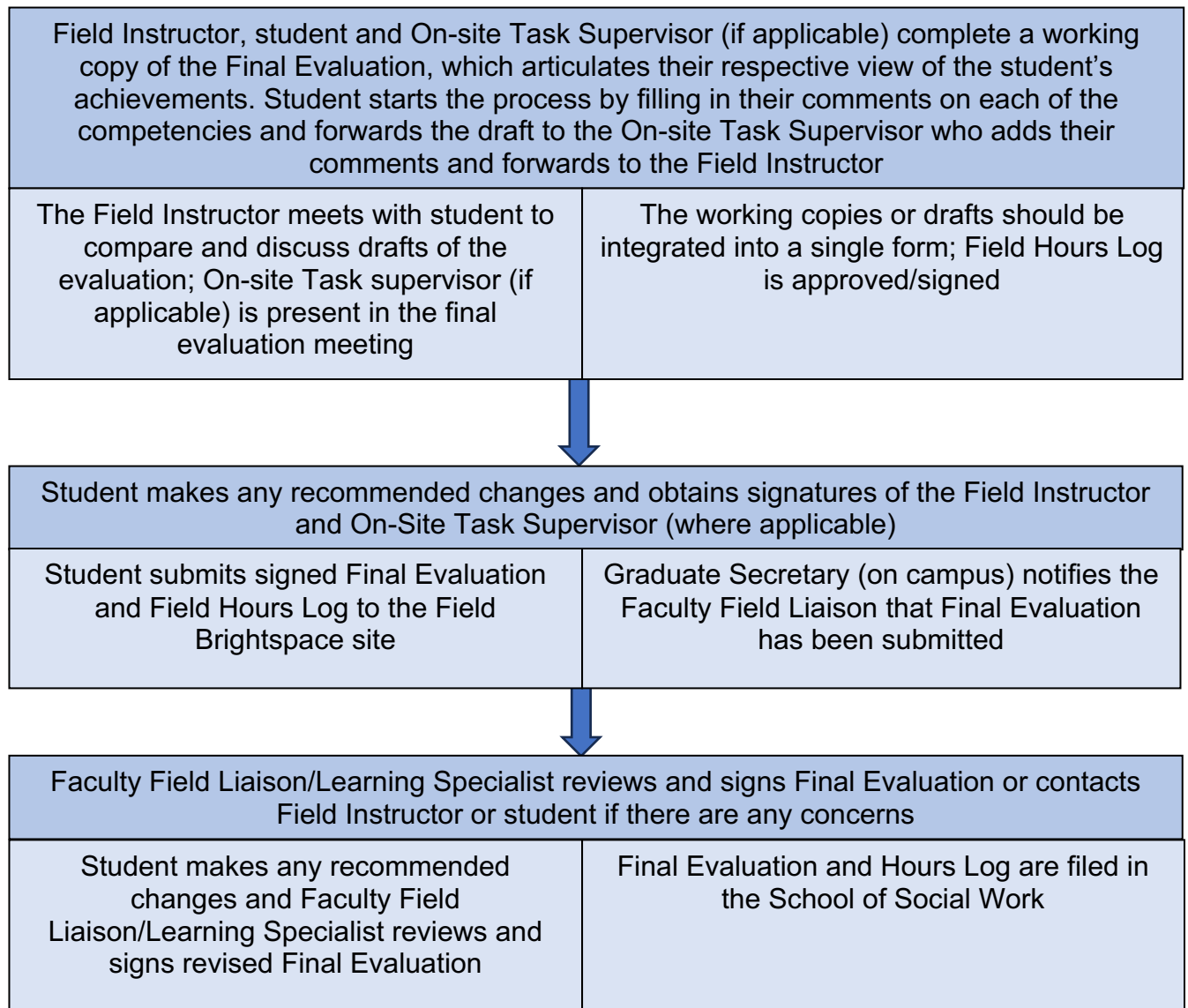
The working copies or drafts should be integrated into a single form, which reflects agreement between all parties involved in the evaluation. If there is significant disagreement, the Field Instructor should contact the Faculty Field Liaison/Learning Specialist immediately. The Field Instructor has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

After the evaluation process, the Field Instructor recommends a Pass or a Non- Pass mark on the Final Evaluation Form. The Final Evaluation is submitted to the Field Brightspace site for review by the Faculty Field Liaison/Learning Specialist. The Faculty

Field Liaison/Learning Specialist signs the evaluation and informs the Coordinator of Field Education Programs/Coordinator of MSWwp Field Education Program of the grade recommendation. The Coordinator of Field Education Programs/Coordinator of MSWwp Field Education Program determine the final grade and submit the grades to the Registrar's Office. The Coordinator of Field Education Programs/Coordinator of MSWwp Field Education Program and the Director of the School of Social Work have the prerogative to assign a grade which is different than that recommended by the Field Instructor.

It is the student's responsibility to ensure that all aspects of the evaluation are complete. It is the student's responsibility to submit the completed evaluation and Hours Log to the appropriate Field Brightspace site.

Figure 10 - Process for Completing the API Final Evaluation



APPENDIX 5 - INDIVIDUALIZED FIELD EDUCATION PLAN

SCHOOL OF SOCIAL WORK INDIVIDUALIZED FIELD EDUCATION PLAN (IFEP)

In order to address the identified learning needs that have given rise to the unsatisfactory performance, the following learning plan has been developed in collaboration with the Field Instructor and/or Faculty Field Liaison/Field Learning Specialist. The identified tasks will be undertaken by the student to improve their

Area(s) of Concern (check as many as appropriate)		
☐ Organizational Context ☐ Social Work Skills Context ☐ Community Context ☐ Professional Context ☐ Code of Ethics ☐ Hours in Placement ☐ Other: _____		
Reference the Learning Agreement and identify the relevant Learning Outcome by number and the specific competencies that apply, by letter (See identified learning outcomes on following pages).		
	Initial Review /Implementation Date:	Final IFEP Evaluation Date:
Signature of Student:		
Signature of Field Instructor:		
Signature of Field Learning Specialist:		

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

Office Use Only:
Copy to student file:

Summary of concerns (from the Field Office Report Form) and/or Learning agreement competencies being addressed:

Competency or Learning Outcome to be Addressed:	Task(s) to Develop Competencies:	Completion Date:	Evaluation:	Reviewed by:
Reference the Learning Agreement and identify the relevant Learning Outcome by number and the specific competencies that apply, by letter:	Assignments, meetings, reports, reflective journal, assessments, number of hours, etc.		Relative to competencies; can outline specific dates, or periods, e.g. weekly	Field Instructor and/or Field Learning Specialist

Individualized Field Education Plan: Successful Unsuccessful

Date:

Field Learning Specialist / Faculty Field Liaison:

APPENDIX 6 - SAMPLE TASKS AND ACTIVITIES FOR LEARNING AGREEMENTS

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

Organizational Context of Practice

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

- Make presentations, formally and informally, to client systems and other professionals or students about the services, policies and procedures of the agency.
- Observe and reflect on agency culture and discuss with the field instructor.
- Review the organization's safety policies and procedures and discuss with the field instructor at an early supervision session.

Community Context of Practice

- Seek out and discuss local, provincial and national trends/demographics and the implications for practice at your organization. Critically analyze whether existing services are adequately meeting the needs of newcomer populations.
- Attend community/coalition meetings on behalf of client systems and practicum/internship sites.
- Meet with community partners to discuss social justice issues affecting the client system.
- Attend a city council meeting. Interview a council member regarding the community served.
- Review community statistics in relation to placement organization.
- Attend interagency committee meetings relevant to demographic served.
- Complete an asset map which involves directly talking with a variety of people and organizations in the community served, including informal community leaders.
- Visit/interview community agencies connected to your “population served”.
- Review community resource information e.g. Ontario 211.
- Create a list of community partners and organize site visits at 3 of these agencies.
- Use a networking list (provided by the School of Social Work) to do an initial scan of services & report to the Field Instructor.
- Read the newspaper.
- Identify key community events that impact the agency/clients.
- Conduct a walking tour of the community – discuss impressions with field instructor

Social Work Skills Context of Practice

- Explore current research on issues pertinent to the population served and share findings with your field instructor and or team.
- Read pertinent legislation, regulations, policies related to population or issue.
- Conduct a web search on best practices related to interventions with target population/issues.
- Observe/Shadow Field Instructor/On-site Task Supervisor.

- Attend staff meetings, case conferences, etc.
- Complete a client system assessment which includes information related to the cultural, social, familial and personal elements impacting the lives of clients and client populations.
- Read social work literature related to intervention with the client system.
- Meet with the Instructor to discuss personal and professional growth in the application of social work skills and knowledge.
- Make presentations, formally and informally, about the population and issues in the field site.
- Manage own files, direct or indirect, using social work skills of collaboration, engagement, assessment, planning, intervention, termination, advocacy.
- Review work with client systems and articulate the social work theories and practice concepts in the assessment, planning, implementation and evaluation of the intervention.
- Attend community meetings with Field Instructor or On-site Task Supervisor (if applicable) as “observer”.
- Increase responsibility at community meetings with/for Field Instructor or On-site Task Supervisor (if applicable) e.g. take minutes, present report, etc.
- Participate in fundraising activities.
- Attend events involving client populations, e.g. agency barbeque; workshop, etc.
- Plan activities *with* representatives of the 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 the agency. Video tape or do a process interview on one of your interviews and submit for clinical supervision feedback.
- Review different types of interventions (and their purposes) used by the agency.
- Attend professional development activities, as appropriate to the agency and as possible with schedules.
- Initiate discussions with Field Instruction/On-site Task Supervisor (if applicable) regarding environmental and community conditions which facilitate or prevent client system empowerment and health.
- Identify systemic barriers and opportunities in the social environment experienced by their client system.
- Complete a literature review/web search to determine social, economic and political factors affecting the client system.
- Complete an analysis of the social issues, policies, programs that affect their client system and the implications for intervention. Regularly read the newspaper to keep

up to date on political and social developments that may relate to the population served.

- Discuss your self-care plan with your field instructor and make a commitment to prioritize utilization of the plan including regular self-assessment.
- Discuss the implication of social and economic forces on their proposed intervention with client systems.
- Integrate field learning about social justice into academic papers and discuss in the integration seminar class.
- Complete intake/assessment forms.
- Letter writing.
- Thank you letters (for fundraising).
- Request for support/funds/items.
- Send information to clients.
- Participate in volunteer training—move from observer to presenter.
- Newsletters—coordinate/develop.
- Complete case notes and submit to the field instructor for feedback.
- Answer phones, complete intakes over the phone.
- Verbally present assessments, reports at meetings.
- Design and deliver public education sessions on behalf of the agency.
- Review an example of well written committee minutes and take the minutes at a future meeting.

Professional Context of Practice

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

- Engage in regular self-evaluation and demonstrate a commitment to ongoing professional development.
- Be civically engaged.

APPENDIX 7 - SAMPLE (partial) FOUNDATION LEARNING AGREEMENT



**University
of Windsor**

School of Social Work

MSW FOUNDATION YEAR PRACTICUM SWRK 8571 LEARNING AGREEMENT

Student Information:

Date:	May 9, 2023	Student #:	000 000 000
Student:	<i>First and Last Name</i>		
Telephone:	519-555-5555	E-Mail:	student@uwindsor.ca
Student Signature:	<i>Please sign here</i>		

Agency Information:

Date:	May 10, 2018				
Field Instructor Name:	<i>This is your social work supervisor</i>				
On-Site Task Supervisor Name (if applicable):	<i>If you don't have a social worker on site</i>				
Agency:	Agency X				
Telephone:	519-666-6666	Fax:	519-777-7777	E-mail:	fieldinstructor@agencyx.com
Signatures:					
Field Instructor:	<i>Please sign here</i>	On-Site Task Supervisor:			

Faculty Field Liaison/ Learning Specialist:

Date:	
Faculty Field Liaison/Learning Specialist name:	
Signature:	<i>Will review and sign after you submit to Brightspace</i>



LEARNING OUTCOME: ORGANIZATIONAL CONTEXT OF PRACTICE

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

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

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

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

- understand the agency's organizational structure, governance, communication, recording system, administrative and personnel practices
- service delivery systems and mission statement
- articulate role expectations and provide service within the social work student role
- meet work performance requirements, including punctuality and productivity
- link services and resources to meet the needs of the client system
- participate in field instruction/supervision sessions

Student Assignments	Target Completion Date:	Date Completed:
Student will develop and implement a self-orientation plan to become familiar with the program, organizational structure, mission statement, and services (policies, procedures, pamphlets, social work intern binder, etc.)	April 26/23	April 25/23
Student will be familiar with agency's community partners and most common referral sources		

Add additional rows as needed

LEARNING OUTCOME: COMMUNITY CONTEXT OF PRACTICE

Evaluate the impact of community characteristics by:

- Identifying the agency's role and function within a community
- Utilizing indirect strategies to respond to an issue
- Analyzing the impact of oppression and discrimination

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

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

- understand the interrelationship of personal problems and environmental circumstances (person-in-environment)
- use collaboration, relationship-building, and advocacy in intervention plan
- use literature for models of intervention already being used with the client system
- understand the impact of policies and programs on vulnerable populations
- develop foundational knowledge of the social, economic and political climate, community demographic and their implications for interventions with vulnerable populations

Student Assignments	Target Completion Date:	Date Completed:
<u>Student</u> will demonstrate awareness and understanding of specific social issues, policies and programs and how they affect the client system. Student will initiate this discussion with <u>field instructor</u> at least 2 x before the end of the practicum	May 20, 2023	

Add additional rows as needed.

LEARNING OUTCOMES: SOCIAL WORK SKILLS CONTEXT OF PRACTICE

Explain how the ecological perspective informs social work practice

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

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

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

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

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

Student Assignments	Target Completion Date:	Date Completed:
<u>Student</u> will become familiar with agency <u>template</u> for writing clear, concise case notes. <u>Student</u> will write a case note after every meeting with a client.	May 7, 2023	
<u>Student</u> will assist program staff with completion of intakes/assessments for new clients, incorporating information related to cultural, social, familial, and personal elements impacting clients <u>in order to</u> develop a holistic understanding of clients and their situations	June 17, 2023	
<u>Student</u> will complete 2 intakes and 2 assessments independently under the supervision of a supervisor	July 15, 2023	

Add additional rows as needed.

LEARNING OUTCOMES: PROFESSIONAL CONTEXT OF PRACTICE

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

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

Demonstrate self-awareness regarding:

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

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

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

- recognize the orientation, role and activities of social workers as unique from those of other professionals and disciplines
- recognize value or ethical dilemmas and bring them to the attention of the Field Instructor/Supervisor
- work collaboratively for the purposes of responding effectively to social problems and client systems
- engage in a variety of social work roles; and, recognize areas of personal strength and professional competence as well as areas needing improvement and growth

Student Assignments	Target Completion Date:	Date Completed:
<u>Student</u> will develop an agenda for supervision, actively participate in supervision meetings, and propose/offer to complete tasks and assignments to meet practicum goals	Apr 30, 2023 (<u>weekly</u> , ongoing)	
<u>Student</u> will provide a written and/or verbal analysis of interactions and interventions with client systems, including the use of self	May 7, 2023	

**STUDENT/FIELD INSTRUCTOR AGREEMENT WITH RESPECT TO PRACTICUM
INSTRUCTION AND SUPERVISION**

Supervision schedule (such as days and times)

Placement hours: Monday to Thursday, 8:30 –4:30

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

Supervision format (such as accessibility, group, individual)

1:1 with the field instructor

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

Method (such as interviews, practicum observation, documentation review, role playing, audio/video recordings, other persons to be involved)

Feedback from other staff

Shadowing

Direct observation

MSW FOUNDATION FIELD PRACTICUM ADDENDUM TO LEARNING AGREEMENT

TO BE COMPLETED IF THERE ARE REVISIONS TO BE REPORTED TO THE SCHOOL AFTER THE LEARNING
AGREEMENT HAS BEEN SUBMITTED

Field Instructor Signature		Date	
Student Signature		Date	
Faculty Field Liaison / Field Facilitator Signature		Date	

NOTICE OF DISCLOSURE CONFIDENTIALITY AND USE OF PERSONAL DATA

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

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

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

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

If you have any questions about the collection, use, and disclosure of this information please contact: Director of the School of Social Work.

July 2013

APPENDIX 8 - DEFINITION OF EVALUATION RATING SCALE

5 - Exceptional

The student's performance with respect to the factor under consideration consistently and fully meets, and regularly exceeds, all 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 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 9 - PARTICIPANT CONSENT FOR AUDIO and/or VIDEO RECORDING

PARTICIPANT CONSENT FOR AUDIO and/or VIDEO RECORDING

To be completed at the placement agency and retained in the agency's secure file.

_____ (name of agency) may authorize the use of audio or video recordings of sessions between social work students, and their clients. The recordings can be valuable tools for education, supervision, and clinical purposes. Clients have a right to decide whether they wish to have a session recorded. Recordings can only be made and/or shared with the client's signed informed consent below.

I (name) _____ give _____ (University of Windsor student) permission to make: (check all that apply)

_____ an audio recording
_____ a video recording

Of an interview(s) held with myself and/or my family provided that such recording will be used solely for educational or therapeutic purposes.

Further, I (name) _____ give my permission for this recording to be viewed by: (check all that apply)

_____ the social work student and student's field instructor or supervisor
_____ other students and staff associated with the agency
_____ the social work student's university seminar instructor

This recording will be deleted by: _____ (date)

Stored in the agency secured file: Yes _____ No _____

I understand that confidentiality will be reviewed with any viewer(s) prior to the use of this material and all Identifying data will be removed. I understand that this agreement is totally voluntary and that I may withdraw at any time.

Signature of Client

Date

Signature of Student

Signature of Field Instructor and, or On-Site Supervisor

APPENDIX 10 - PARTICIPANT AUTHORIZATION FOR RECORDING-STUDENT ACKNOWLEDGEMENT

PARTICIPANT AUTHORIZATION FOR RECORDING *STUDENT ACKNOWLEDGMENT*

This form must be signed and submitted with the recording to the Faculty Liaison, Off-Site Supervisor (or appropriate course instructor). The social work student and field instructor are responsible for deleting the recording.

The client(s) participating in the:

_____ audio recording

_____ video recording

submitted by _____ (student), has signed a consent form to authorize the student to submit to the Faculty of Social Work the enclosed recording which will be used solely for educational purposes. The client's consent form is on their agency file. All identify data has been removed.

The client(s) understands that the recording will not be viewed by any person other than:

_____ the social work student and the student's agency supervisor (field instructor).

_____ other student(s) and staff associated with the agency.

_____ the social work student's university instructor.

Signature of Student _____

Date _____

Signature of Field Instructor/On-Site Supervisor _____

Date _____