



University  
of Windsor

# **BACHELOR OF SOCIAL WORK (BSW) FIELD EDUCATION POLICIES AND STANDARDS MANUAL 2022-2023**

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## **ACKNOWLEDGEMENT OF INDIGENOUS TERRITORY**

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



'Treaty Canoe' (by artist Alex McKay shown above as exhibited in 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.



*"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."*

## **1.0 INTRODUCTION**

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

### **1.1. Primary Program Objectives**

Field education is a requirement of the Social Work program and successful completion of the Field Education courses is required for graduation. All students will be assigned one field placement in a human service organization or community setting, September to May in their fourth year. Over the course of this 2023-2024 placement, students will complete a total **minimum** of 700 field hours.

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

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

The Field Education program strives to:

- foster professional development wherein personal and professional skills are promoted in the interest of competent professional practice
- develop competence as an entry level professional in generalist social work practice within the four contexts of practice: organization, community, social work skills and professional context
- develop substantive understanding of social work knowledge, values and skills and demonstrate an understanding of and commitment to the principles which underlie professional social work practice



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

## **2.0 PHILOSOPHIES AND PRINCIPLES**

### **2.1. University of Windsor, Mission Statement**

The University is a full member of the Association of Universities and Colleges of Canada, the Association of Commonwealth Universities, and the International Association of Universities.

The University of Windsor is Canada's most personal comprehensive university. It combines a strong and focused emphasis on the learning experience of every student with a very broad range of graduate, undergraduate, and professional programs.

Its reason for being is summed up in its mission statement: *Enabling people to make a better world through education, scholarship, research, and engagement.*

### **2.2. The School of Social Work Mission Statement**



The Undergraduate programs in the School of Social Work are organized as sequences, which combine studies in the social sciences, the humanities and other course options along with professional courses in social work. The objective of the programs is to prepare graduates for generalist Social Work practice. The Mission of the School of Social Work is to promote social justice through quality professional education, advocacy, community partnerships, and the development and dissemination of knowledge through enquiry. (Passed at School Council October 23, 2019)

### **2.3. Social Justice Statement**

The School's commitment of social justice and its mandate in social work education finds its roots in the profession's historical commitment to serve the interests of oppressed and vulnerable populations and a set of fundamental values stated in the professions 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 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 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 education the social work leaders of tomorrow to explore society's increasingly complex global challenges.

### **2.4. 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 and includes faculty, support staff and students. The Dean of FAHSS (chair of committee)

anticipates that membership on this committee will change from year to year providing all faculty, staff, and students the opportunity to participate.

University of Windsor President, Dr. Robert Gordon, has formed the University of Windsor Anti-Black Racism Task Force to complement the Anti-Black Racism committee in the Faculty of Law. The focus will be:

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

### **A Message from President and Vice-Chancellor Rob Gordon**

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.

## **2.5. Partnerships**



The School of Social Work is uniquely situated to serve an extensive rural and urban geographic area which throughout Ontario, including the Windsor/Essex region, Kent and Lambton counties, London, Peel region, and beyond. The School works in partnership with government, nongovernment and community-based agencies. The School of Social Work has a history of collaboration and partnership with skilled practitioners in the community and offers a broad range of social work internship and research experiences. As a result of constructive relationships with agencies in the community, the School provides positive learning experiences for social work internships.

## **2.6. The Generalist Practice Perspective**

The BSW program at the University of Windsor is taught from a generalist practice perspective: While many definitions of Generalist Practice exist, we have selected the following from *Social Work Practice, A Generalist Approach, Canadian Edition*:

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

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

Guided by the principles of fundamental human rights and responsibilities and respect for human diversity, social work seeks to facilitate well-being and participation of people, promote social and economic justice, address structural sources of inequities, and eliminate conditions that infringe human and civil rights. Grounded in reflective practice and engaged in persistent inquiry into theoretical and research bases in the field, social work employs professional approaches and interventions to enhance individual, family, group, community, and population well-being. (Core Learning Objective 2, Canadian Association for Social Work Education, 2021)

## **2.7. Field Education**

The integration of knowledge, values and skills in the context of field education is a critical and distinctive aspect of social work education; therefore, field education is considered the central component of social work education (Standards for Accreditation, Canadian Association for Social Work Education, 2021).

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

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

## **2.8. Canadian Association of Social Workers (CASW) Code of Ethics 2005**

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

### **Purpose of the CASW Code of Ethics**



**CASWE-ACFTS**  
CANADIAN ASSOCIATION FOR SOCIAL WORK EDUCATION  
ASSOCIATION CANADIENNE POUR LA FORMATION EN TRAVAIL SOCIAL

Ethical behaviour lies at the core of every profession. The Canadian Association of Social Workers (CASW) *Code of Ethics* sets forth values and principles to guide social workers’ professional

conduct. A code of ethics cannot guarantee ethical behaviour. Ethical behaviour comes from a social worker’s individual commitment to engage in ethical practice. Both the spirit and the letter of this *Code of Ethics* will guide social workers as they act in good faith and with a genuine desire to make sound judgments.

### **Principles of Social Work**

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

### **Recognition of Individual and Professional Diversity**

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

### **Ethical Behaviour Requires Due Consideration of Issues and Judgment**

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

### **Preamble**

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

As professionals in a country that upholds respect for diversity and in keeping with democratic rights and freedoms, social workers respect the distinct systems of beliefs and lifestyles of individuals, families, groups, communities, and nations without prejudice (United Nations Centre for Human

Rights, 1992). Specifically, social workers do not tolerate discrimination based on age, abilities, ethnic background, gender, language, marital status, national ancestry, political affiliation, race, religion, sexual orientation, or socio-economic status.

## **Core Social Work Values and Principles**

Social workers uphold the following core social work values:

Value 1: Respect for Inherent Dignity and Worth of Persons

Value 2: Pursuit of Social Justice

Value 3: Service to Humanity

Value 4: Integrity of Professional Practice

Value 5: Confidentiality in Professional Practice

Value 6: Competence in Professional Practice

The following section describes each of these values and discusses their underlying principles.

### **Value 1: Respect for the Inherent Dignity and Worth of Persons**

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

#### ***Principles:***

- Social workers respect the unique worth and inherent dignity of all people and uphold human rights.
- Social workers uphold each person's right to self-determination, consistent with that person's capacity and with the rights of others.
- Social workers respect the diversity among individuals in Canadian society and the right of individuals to their unique beliefs consistent with the rights of others.
- Social workers respect the client's right to make choices based on voluntary, informed consent.

- Social workers who have children as clients determine the child's ability to consent and where appropriate, explain to the child and to the child's parents/guardians, the nature of the social worker's relationship to the child.
- Social workers uphold the right of society to impose limitations on the self-determination of individuals when such limitations protect individuals from self-harm and from harming others.
- Social workers uphold the right of every person to be free from violence and threat of violence.

## Value 2: Pursuit of Social Justice



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

group of persons, on any grounds, and specifically challenge views and actions that stereotype persons or groups.

### **Principles:**

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

## Value 3: Service to Humanity

The social work profession upholds service in the interests of others, consistent with social justice, as a core professional objective. In professional practice, social workers balance individual needs, and rights and freedoms with collective interests in the service of humanity. When acting in a professional capacity, social workers place professional service before personal goals or advantage



and use their power and authority in disciplined and responsible ways that serve society. The social work profession contributes to knowledge and skills that assist in the management of conflicts and the wide-ranging consequences of conflict.

***Principles:***

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

**Value 4: Integrity in Professional Practice**

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

***Principles:***

- Social workers demonstrate and promote the qualities of honesty, reliability, impartiality, and diligence in their professional practice.
- Social workers demonstrate adherence to the values and ethical principles of the profession and promote respect for the profession's values and principles in organizations where they work or with which they have a professional affiliation.

- Social workers establish appropriate boundaries in relationships with clients and ensure that the relationship serves the needs of clients.
- Social workers value openness and transparency in professional practice and avoid relationships where their integrity or impartiality may be compromised, ensuring that should a conflict of interest be unavoidable, the nature of the conflict is fully disclosed.

## **Value 5: Confidentiality in Professional Practice**

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

### ***Principles:***

- Social workers respect the importance of the trust and confidence placed in the professional relationship by clients and members of the public.
- Social workers respect the client's right to confidentiality of information shared in a professional context.
- Social workers only disclose confidential information with the informed consent of the client or permission of the client's legal representative.
- Social workers may break confidentiality and communicate client information without permission when required or permitted by relevant laws, court order or this Code.
- Social workers demonstrate transparency with respect to limits to confidentiality that applies to their professional practice by clearly communicating these limitations to clients early in their relationship.

**NOTE: Duty to Report:** Both duty to report and duty to inform supersede confidentiality requirements. Each province has legislation regarding the duty to report suspected child abuse. In Ontario, this is covered in the Child, Youth and Family Services Act. 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.

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

**All students must discuss duty to report and duty to warn during their orientation with their Field Instructor 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 Field Learning Specialist.**

### **Value 6: Competence in Professional Practice**

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

#### ***Principles:***

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

## **2.9 Glossary**

### **2.9.1. Capacity**

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

Recent references in law point to the concept of “a mature minor,” which Rozovsky and Rozovsky (1990) define as “...one with capacity to understand the nature and consequences of medical treatment. Such a person has the power to consent to medical treatment and parental consent is not necessary” (p. 55). They quote the comments by The Honorable Justice Lambert in *Van Mol v. Ashmore*, which help clarify common law with respect to a minor’s capacity to consent. He states: “At common law, without reference to statute law, a young person, still a minor, may give, on his or her own behalf, a fully informed consent to medical treatment if he or she has sufficient maturity, intelligence and capacity of understanding what is involved in making informed choices about the proposed medical treatment...once the capacity to consent has been achieved by the young person reaching sufficient maturity, intelligence and capability of understanding, the discussions about the nature of the treatment, its gravity, the material risks and any special and unusual risks, and the decisions about undergoing treatment, and about the form of the treatment, must all take place with and be made by the young person whose bodily integrity is to be invaded and whose life and health will be affected by the outcome.”

### **2.9.2. Child**

The Convention on the Rights of the Child passed by the United Nations in 1959 and ratified by Canada in 1990, define a child as a person under the age of 18 years unless national law recognizes an earlier age of majority (Alberta Law Reform Institute, 1991). The age of majority differs in provinces and territories in Canada. Under the Criminal Code of Canada, the age of consent is held to be over the age of 14 years; age in the context of the criminal code frequently refers to capacity to consent to sexual relations. All jurisdictions in Canada have legislation regarding child protection, which defines the age of a child for the purposes of protection. In Canada, in the absence of provincial or territorial legislation, courts are governed by common law. Social workers are encouraged to maintain current knowledge with respect to legislation on the age of a child, as well as capacity and consent in their jurisdiction.

### **2.9.3. Client**

Client is a person, family, and group of persons, incorporated body, association or community on whose behalf a social worker provides or agrees to provide a service or to whom the social worker

is legally obligated to provide a service. Examples of legal obligation to provide service include a legislated responsibility (such as in child welfare) or a valid court order. In the case of a valid court order, the judge/court is the client and the person(s) who is ordered by the court to participate in assessment is recognized as an involuntary client.

#### **2.9.4. Conduct Unbecoming**

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

1. Standards of practice are inherent characteristics of any profession.
2. Standards of practice may be written or unwritten.
3. Some conduct is clearly regarded as misconduct and need not be written down, whereas other conduct may be the subject of dispute within a profession (See “Standard of Practice” 3.7.12).

#### **2.9.5. Confidentiality**

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

#### **2.9.6. Discrimination**

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

#### **2.9.7. Informed Consent**

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

#### **2.9.8. Human Rights**

These are the rights of an individual that are considered the basis for freedom and justice and serve to protect people from discrimination and harassment. Social workers may refer to the Canadian Charter of Rights and Freedoms enacted as Schedule B to the Canada Act 1982 (U.K.) 1982, c. 11, which came into force on April 17, 1982, as well as the Universal Declaration of Human Rights (1948) proclaimed by the United Nations General Assembly December 10, 1948.

### **2.9.9. Malpractice and Negligence**

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

### **2.9.10. Self-Determination**

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

### **2.9.11. Social Worker**

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

### **2.9.12. Standard of Practice**

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

### **2.9.13. Voluntary**

“In the context of consent, ‘voluntariness’ refers to a patient’s right to make treatment decisions free of any undue influence, such as ability of others to exert control over a patient by force, coercion or manipulation. ...The requirement for voluntariness does not imply that clinicians should refrain from persuading patients to accept advice. Persuasion involves appealing to the patient’s reason in an attempt to convince them of the merits of a recommendation. In attempting to persuade the

patient to follow a particular course of action, the clinician still leaves the patient free to accept or reject this advice” (Etchells, Sharpe, Dykeman, Meslin and Singer, 1996, p. 1083).

### **3.0 CONTACT INFORMATION FOR THE FIELD EDUCATION PROGRAM**

Please note that Field Education professional staff can be reached on office phone, cell phone, and by e-mail during regular business hours.

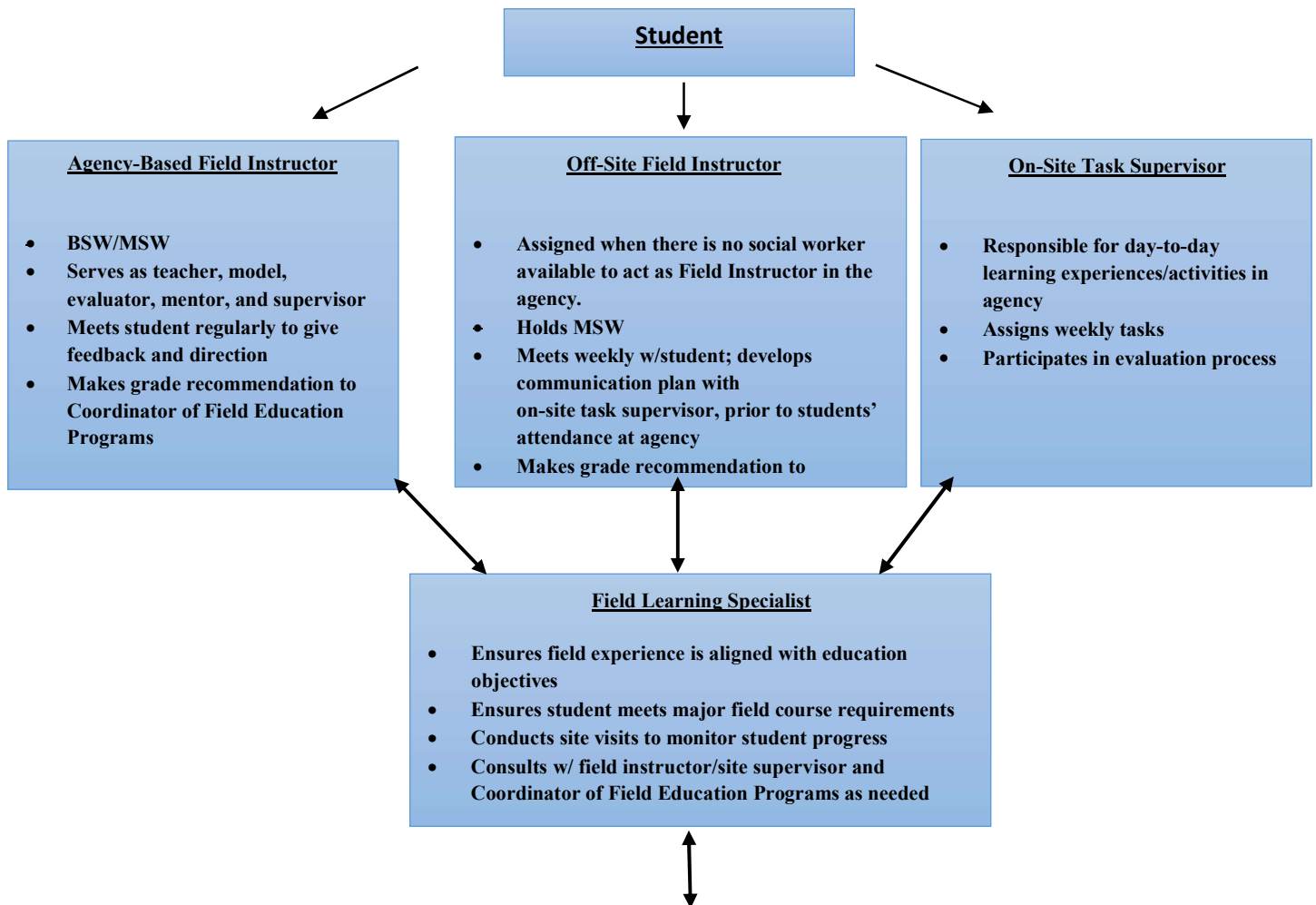
<b>Name</b>	<b>Title</b>	<b>Location</b>	<b>Contact</b>
Mary Kay Morand, BSW, MSW, RSW	Coordinator of Field Education Programs	Windsor Hall University of Windsor Rm. 201-D 167 Ferry Street Windsor, ON N9A 4M5	E-mail: <a href="mailto:mkmorand@uwindsor.ca">mkmorand@uwindsor.ca</a> Office phone: 519-253-3000 ext. 6772 Cell Phone: <b>519-890-4443</b> Fax: 519-973-7036
Nicole Scott BSW, MSW RSW	Field Learning Specialist	Windsor Hall University of Windsor Rm. 230 167 Ferry Street Windsor, ON N9A 4M5	E-mail: <a href="mailto:nscott1@uwindsor.ca">nscott1@uwindsor.ca</a> Office phone: 519-253-3000 ext. 6782 Cell Phone: <b>226-340-3481</b> Fax: 519-973-7036
Katka Hrcic-Lipovic, MSW, RSW	Field Learning Specialist	Windsor Hall University of Windsor Rm. 229 167 Ferry Street Windsor, ON N9A 4M5	E-mail: <a href="mailto:katkahl@uwindsor.ca">katkahl@uwindsor.ca</a> Office phone: 519-253-3000 ext. 3082 Cell Phone: <b>519-564-3821</b> Fax: 519-973-7036
Brigitte Romao	Undergraduate and Field Secretary	Undergraduate/BSW Field Education Secretary Office: Room 205-B, 167 Ferry Street Windsor, ON N9A 0C5	Email: <a href="mailto:bsw@uwindsor.ca">bsw@uwindsor.ca</a> Office phone: (519) 253-3000 ext. 3066



## **4.0 ROLES AND RESPONSIBILITIES**

The optimal field practice experience should be a joint venture with regular ongoing communication between all parties concerned (Wilson, 1981). Students, field instructors, on-site task supervisors, and Field Learning Specialists all have responsibilities in relation to fulfilling duties and all have a role to play in assuring that learning 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 undergraduate field education experience (Figure 1).

**Figure 1 – Roles and Responsibilities**



**Coordinator of Field Education Programs**

- Responsible for the overall planning, development, co-ordination, administration, and management of Field Education Programs

#### **4.1. School of Social Work, Field Education Program**

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

#### **4.2. Coordinator of Field Education Programs**

The Coordinator is responsible for the overall planning, development, co-ordination, administration, and management of field education courses for the Bachelor of Social Work programs, including the assignment of final grades. The field courses are administered through the office of the Coordinator who is responsible to the Director of the School of Social Work for the overall organization and policies of field education, both educationally and administratively.

#### **4.3. Field Learning Specialist**

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

- Negotiates and confirms field placements.
- Participates in the development of the Learning Agreement and Evaluation of the students, if requested by the Field Instructors and/or Coordinator of Field Education Programs.
- Coordinates the agency-school partnership.
- Ensures the student's field experience is in line with course learning outcomes.
- 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 and support student progress.

- Reviews learning agreements, midterm and final evaluations and hours log.
- Consults with Field Instructor/On-Site Task Supervisor (if applicable) as needed.
- Assesses the quality of field experiences and opportunities provided to each student and makes recommendations for change to the Coordinator.

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

#### **4.4. The Placement Agency**

##### **Orientation to the Agency**

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

- orientation to the physical setting
- orientation to overall agency program
- orientation to the specific area in which the student will be placed
- reviewing with the student his/her understanding of social work, some of his/her life experiences, to establish learning needs
- ensures that safety policies and protocols are shared with the student at the beginning of placement

##### **Selecting Field Practice Assignments**

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

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

and to ensure sufficient intensity to provide the student with an appropriate workload each day of field placement

#### **4.5. Agency Administrator**

Agency administrators represent 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.

#### **4.6. Agency-based Field Instructor**

Field Instructors at the BSW level:

- Normally hold at minimum, a BSW degree from an accredited social work program.
- Have two years of social work practice experience after graduation.
- Are interested in social work education; and,
- Have support from the setting to permit adequate time for assuming field instruction responsibilities (CASWE Standards for Accreditation, March,2021)

Additionally, the Field Instructor:

- Is assigned, by agreement of the agency and the School of Social Work, to teach the students placed in the agency
- Assumes teaching responsibilities *within* their own agencies.
- Serves as a teacher, model, evaluator, mentor, and supervisor
- Provides opportunities for shadowing agency staff
- Directs student learning in a manner that is consistent with student needs and capacities
- 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 a regularly scheduled time during the week to provide field supervision and gives feedback and direction regarding performance.
- Provides opportunity to explore educational and academic practice experiences
- Helps the student move from the specific problem situation to more general conceptual and professional understanding
- Assists the student to develop professional competence by integrating theory and practice as it applies to diverse situations

- Makes grade recommendations to the Coordinator of Field Education Programs

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

### **Role of the Field Instructor**

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

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

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

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

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

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

### **Setting Up a Learning Environment**

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

- A formal appointment for the first meeting with the Field Instructor
- Physical space for the student to work, along with the necessary amenities and support
- A formal orientation to the agency

- Assignments which encourage immediate involvement in social work activity of the field education setting
- Clarification of expectations for the student regarding assignments, case responsibility, supervisory arrangements, field instruction sessions, reporting times and methods, work schedules, and other related duties and responsibilities
- A specifically set time for field instruction; this is important for the student as it provides structure to the learning experience; back-up time should be available for the student
- The student should submit an agenda prior to the meeting which includes what the student needs to discuss, including the specific aspects of the case(s) and/or the student's learning; this helps the student make the best use of field instruction time available. The structure of completing a supervision agenda each week helps the student to incorporate reflective learning and practice. It also provides information to the Field Instructor to guide supervision and evaluation

#### **4.7. On-Site Task Supervisor**

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

- Assumes responsibility for day-to-day learning experiences/activities *within* their own agency.
- Clarifies expectations for the student regarding assignments, case responsibility, supervisory arrangements, field instruction sessions, reporting times and methods, work schedules, and other related duties and responsibilities.
- Assigns weekly tasks and activities and supervises the student on the completion of those tasks.
- Participates in the development of the Learning Agreement and signs the Agreement with the student and Field Instructor.
- Participates in the evaluation process and signs the Midterm and Final Evaluations 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.

#### **4.8. Off-Site Field Instructors**

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

- Is assigned by the School to a student when there is no BSW or MSW available to act as a Field Instructor in the agency.
- Holds a social work degree from a CASWE accredited program
- Meets weekly with the student, either individually or in a group format with other students who do not have an agency-based Field Instructor.
- Provides formal, social work supervision and field instruction to the student.
- Ensures the participation of the On-Site Task Supervisor and the student in the development of the Learning Agreement and in the evaluation process.
- Develops a communication plan with the On-Site Task Supervisor, prior to the student's attendance in the agency, at mid-term and prior to completion of the final evaluation.
- Makes grade recommendations to the Coordinator of Field Education Programs.
- Attends site visits as required.

#### **4.9. Students**

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

- Following the placement referral, an "on-site" pre-placement screening interview is scheduled by the student with his/her field instructor, where feasible. Telephone conferences or written correspondence may be substituted where appropriate
- Seeks out and completes pre-placement reading assignments related to agency practice
- Participates in agency orientation
- Prepares for a discussion with the Field Instructor at the start of placement regarding expectations for skill development and potential learning experiences which will form the basis of the Learning Agreement
- Carries out agency assignments, observes agency policies, preserves confidentiality, provides written reports and records, and otherwise behaves in an appropriate professional manner while in field placement
- Arrives at the placement on time, and actively involves him/herself in all assigned meetings

- Unless special arrangements have been made on their field assignment days, students are expected to be in placement the same hours as those required of agency staff. Overtime required in connection with student practice should follow the normal policy of the placement setting, but may not accumulate; therefore, the student should be given compensatory time off week by week
- Notifies the Field Instructor of illness or any other emergency requiring their absence prior to the opening of the agency business day (on field education days); longer term illness or absence (two placement days) from the assigned placement must be reported to the Field Learning Specialist by the student; medical documentation confirming the necessity of absence may be required; time missed because of illness or due to other reasons acceptable to the setting should be made up before the end of each term Fall and Winter of the placement period, or as determined, by special arrangement with the Field Instructor and the Field Learning Specialist. Field education obligations must have priority over other responsibilities which the student has undertaken, whether these are personal, academic, or professional in nature. Students are expected to be familiar with the CASW and NASW Code of Ethics and demonstrate their commitment to these codes in their personal/professional life
- Upholds professional ethical standards
- Completes specific minimum number of hours
- Meets/completes all major course requirements
- Regularly attends and participates in Field Integration classes
- Completes and submits the final field site feedback form in the last week of placement to assist the School in quality assurance planning. This is considered within the context of professional responsibility rather than as a student requirement.
- Submits an agenda prior to the meeting which includes what the student needs to discuss, including the specific aspects of the case(s) and/or the student's learning; this helps the student make the best use of field instruction time available.

## **5.0 FIELD EDUCATION CURRICULA AND OBJECTIVES**

Field practice courses are required courses and successful completion of two Field Practice courses is required for graduation. Extending over two semesters of study, the field placement involves a **minimum** of 700 hours in supervised field practice.



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

### **5.1. Field Education Courses**

If a student has not successfully completed any of the required courses (SWRK-2100, SWRK-3360, SWRK-3370, SWRK-3440, SWRK-3380, SWRK-3390, SWRK-3710), they will not be permitted to begin the first field placement course SWRK-4730 Field Education I, until the prerequisite has been successfully completed. These courses provide foundational and/or required knowledge and skill sets and therefore must be successfully completed prior to continuing to Field Placement courses.

Students in the Honours BSW and combined Honours BSW programs are required to take the following Field Education Courses:

#### **SWRK-3710 Field Education Preparation**

The Field Education Preparation course examines student progress in the social work program with the purpose of evaluating student readiness for a field practicum. Students will demonstrate the foundation level social work knowledge, skills, and values required to meet field education expectations and to ensure success in the field. The course integrates classroom and field learning through co-instructed learning sessions that include skill development, community resources training from community agencies and practicing professionals, exposure to service users, and assignments that require interaction with agencies and the community. This course will facilitate student development and growth on personal, professional, and civic levels. In addition, the course will ensure a smooth transition from the classroom setting into the field setting by demonstrating how connecting theory and practice results in successful individual, family, group, and community intervention. The course facilitates the development of professional, reflective, self-evaluating, and competent social workers. (Pre-requisites SWRK-2100, SWRK-3360, SWRK-3370. Co-requisites SWRK-3380, SWRK-3390).

#### **SWRK-4730 Field Education I**

9.00 Credit Hours

Pre-requisites: SWRK-2100, SWRK-3360, SWRK-3370, SWRK-3440, SWRK-3380, SWRK-3390, SWRK-3710

Co-requisites: SWRK-4300, SWRK-4230

Students in Field Education I attend placement three days per week (Monday-Wednesday) in the Fall semester. As noted above, Field Education I is taken concurrently with Integration Seminar I (SWRK-4300) and Social Policy and Social Welfare (SWRK-4230).

### **SWRK-4300 Integration Seminar I**

The Integration Seminar I course is taken concurrently with the Field Education I course (SWRK-4730). This seminar course builds on the knowledge, skills, and values developed in the theory and practice courses SWRK-3360, SWRK-3370, SWRK-3380, SWRK-3390, along with problem solving models covered in SWRK-3440 and SWRK-3710. The focus of learning for this course will be the application of concepts from theories and practice models to the process of assessment and intervention planning. The seminar enables students to integrate academic learning and field work experience to test and advance social work knowledge, values, and skills in preparation for professional social work practice. The course will provide students with opportunities to share their field placement experiences with the instructor and peers. This course will include classroom instruction, simulations, self-reflection, discussions, group sharing and problem solving, and presentations to facilitate the development of professional, reflective, self-evaluating, and competent social workers. (Prerequisites: SWRK-2100, SWRK-3360, SWRK-3370, SWRK-3380, SWRK-3390, along with problem solving models covered in SWRK-3440 and SWRK-3710)

### **SWRK-4730 Field Education II**

12.00 Credit Hours

Pre-requisites: SWRK 4730 and SWRK 4300

Co-requisite: SWRK-4310

Students in Field Education II attend placement four days per week (Monday-Thursday) in the Winter semester. As noted above, Field Education II is taken concurrently with Integration Seminar II (SWRK-4310).

### **SWRK-4310 Integration Seminar II**

The Integration Seminar II course is taken concurrently with the Field Education II course (SWRK 4750). This seminar course builds on the knowledge, skills, and values developed in Field Education I (SWRK-4730) and Integration Seminar I (SWRK 47-4300). The seminar enables students to integrate academic learning and field work experience to test and advance social work knowledge, values, and skills in preparation for professional social work practice. The course will provide students with opportunities to share their field placement experiences with the instructor and peers. Students will participate in a variety of activities, including self-reflection, discussions, group sharing and problem solving and presentations to facilitate the development of professional, reflective, self-evaluating, and competent social workers. Students will be expected to engage in critical reflection to integrate knowledge and skills from generalist practice into their own developing practice framework.

### **5.1.1. Undergraduate Field Education Learning Outcomes**

#### **SWRK 4730 Field Education I**

- Articulate knowledge of field agency's structure, mission, policies, communication channels, and worker roles by creating a self-orientation plan, employing expected professional behaviour, and establishing appropriate communication links with agency personnel.
- Assess the impact of community characteristics on social work practice, including agency function in the community, available community resources, and economic, political, and social conditions.
- Employ generalist social work practice skills, effective written and oral communication, and client advocacy in micro and macro contexts.
- Display social work core values (the inherent dignity of persons, social justice, service to humanity, confidentiality, integrity and competence in professional practice) and appropriate use of self in micro and macro practice.

#### **SWRK 4750 Field Education II**

- Implement strategies for utilizing agency structure, mission, protocols, and communication channels to prepare for action sufficiently and effectively with individuals, families, groups, organizations, and communities.
- Employ working relationships with formal and informal networks and resources using organizational, collaborative, and leadership skills to impact larger systems and involve and empower the community.
- Demonstrate practice approaches that fit client system, problem, and diverse social work roles by using self-reflection, critical thinking, problem solving, and evaluating intervention effectiveness.

- Portray oneself as a member of the social work profession by upholding social work mission, values, and ethical reasoning; displaying personal initiative, strengths, self-awareness, and professional behaviour; and espousing continuous learning.

## **6.0 School of Social Work and Agency Requirements**

### **6.1. Vulnerable Sector Check (VSC)**

All students are required to secure a yearly Vulnerable Sector Check (VSC). This is a requirement of the School of Social Work. The Vulnerable sector check must be valid for the duration of the placement. The process to secure the VSC varies from agency to agency, city to city and region to region (see **APPENDIX 1**). It is the student's responsibility to discuss the process to secure a VSC with their placement agency as well as the police department in their geographic area.

Recently the RCMP has added additional safeguards for the vulnerable sector enhanced screening process. Some students may be asked to arrange a fingerprinting screen when they receive their initial response to the request for a VSC. If you are in this situation, please bring your most recent police clearance and the documentation confirming that you are going through this fingerprinting process to the School of Social Work. It is your responsibility to discuss this with your Field Instructor as soon as possible. This fingerprinting process may take an additional several weeks.

As stated, in most circumstances, students will not be permitted to begin placement until a copy of their VSC is submitted to the link on the Brightspace Field Education Site. In cases in which the VSC will not be available prior to beginning placement due to circumstances beyond the student's control, the student must contact the Coordinator of Field Education Programs to discuss next steps. If due to circumstances beyond your control, you do not have a VSC prior to the start of your practicum/internship you must email the Coordinator of Field Education Programs with the following information:

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

**NOTE:** Students must **immediately** discuss any possibilities of a criminal record on their Vulnerable Sector Check with their Field Learning Specialist. Charges or convictions may impact placement options.

Some agencies do not require a VSC; however, it is a policy of the Social Work program that all students complete and submit the VSC.

## **6.2. Other Requirements**

**Students should consult with the agency in which they are completing their field placement to ensure that all other requirements have been met.** Some agencies require additional medical clearances, such as a COVID test or Covid Vaccinations, TB skin tests, flu shots, mask fittings, training, etc. The student should inquire about additional requirements at the screening interview or at the point of confirmation of the placement.

**Note:** Costs associated with the VSC, and other requirements are incurred by the student.

## **6.3. Submission of Documents**

The VSC must be submitted to the Field Education Brightspace site prior to students beginning their placements. Students should keep the original (unless it is requested by the agency) and forward a copy to the agency and a copy to the Undergraduate Secretary in the School of Social Work.

# **7.0 FIELD EDUCATION POLICIES AND PROCEDURES**

## **7.1. Initial Planning for the Field Placement**

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

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

- student's program of study
- student's use of a car for agency business
- geographic region in which student wishes to complete the field course

## **7.2. Placement Planning Process**

1. Students are expected to review the School of Social Work website and the BSW Field Education Brightspace site.
2. The Field Office sends formal requests for placements to all approved placement settings. The process is completed in the Spring and updated in the Summer. Agencies provide information regarding the number of students they can accommodate, the qualifications of their staff, e.g. BSW or MSW and other pertinent information.
3. The initial planning period occurs from mid-April to mid-June. Field Learning Specialists will conduct 1:1 meeting with all students in April to assess each student's learning needs. After the meeting, students may not hear from the Field Education staff until late May-June. This is the norm. The Field office reviews available placements, agency requests and student Placement Planning Forms to initiate the placement process. Criteria for placement includes learning goals, prior volunteer/ employment experience, special needs and considerations, geographic location, languages spoken, opportunities to practice within the generalist perspective, and meets any agency requirements such as the use of a personal vehicle for placement purposes.
4. When there is a tentative placement opportunity the student will be contacted to discuss the placement and next steps.
5. After discussion with the student and potential placement site, the Field Office completes a formal referral via e-mail which will contain all necessary contact information including the student's Placement Planning Form. The Field Education personnel make every effort to ensure an efficient planning process.

**NOTE:** Students are advised that under certain circumstances the University may be required to disclose students' personal information to their placement site. This disclosure may occur where facts or circumstances exist which could reasonably put the health and/or safety of agency clients and/or employees at risk. The Field Learning Specialist will discuss this with

the student before any information is shared with the site. If a student suspects that the Vulnerable Sector Check may have a record of potential concern, they should discuss this immediately with the Field Learning Specialist.

6. The student is required to contact the Field Instructor to schedule an appointment for a pre-placement screening interview. This should occur as quickly as possible to avoid any delay in the placement process. Following the interview, the agency/Field Instructor, Field staff and the student discuss the possible placement and decide if they can move forward with confirmation. Both the student and agency are informed of the final decision by the Field Office via e-mailed memoranda.
7. Students attend Field Education I (SWRK 4730) in the Fall Semester (of 4th year) usually on Mondays, Tuesdays and Wednesdays. After successful completion of Field Education, I, students will begin the second field course, Field Education II (SWRK 4750) in the Winter Semester usually on Mondays, Tuesdays, Wednesdays and Thursdays.

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

- Field placements at the University of Windsor are unpaid. The field placement courses are pass/non pass courses which is different from paid co-op work terms. Financial planning regarding the placement is important prior to starting the program. Additional expenses may include transportation to and from placement and to the field integration class, parking, liability coverage for car insurance, the cost of a vulnerable persons check police clearance, medical clearances, training etc. Costs associated with these requirements are incurred by the student.
- 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, the School's learning outcomes for undergraduate field education courses and can provide appropriate supervision. We discuss possibilities for placements with the student and refer the student to the agreed upon agency. This is a process used by many Schools of Social Work in Canada and requires that the student and Field Learning Specialist work closely together in the initial planning phase. The School of Social Work has a very formal referral and confirmation procedures, so students are discouraged from reaching out to organizations.
- The Field Office at the School of Social Work will seek out a suitable placement with the student, considering their experience and BSW program requirements. Placement settings include agencies/organizations where professional broad social work is practiced.

Placements will provide BSW level practice experience. The student will be placed in an agreed upon agency that the field team has assessed as providing an experience that will meet the BSW field learning outcomes.

- **Students must not contact agencies directly to set up their own placement.** In general, the field office has a list of sites with affiliation agreements which are used for field placements; however, students may suggest new agencies that the field office may follow up on.
- Some placement sites have a requirement that students have access of a vehicle throughout the duration of their placement.

### **7.3. Selection of Field Education Sites**

Field placements reflect a wide range of settings and provide a variety of field practice experiences. These include work with individuals, families, groups, organizations, communities, social policy, and research. Agencies will be selected as field placement sites on the following basis:

- Agency's readiness/interest in providing field placements
- Student's ability to meet agency standards of service (e.g. use of a car for agency business, experience, etc.)
- The availability of acceptable, qualified Field Instructors/On-site Task Supervisors
- Placement requirements of the School of Social Work
- An appropriate "fit" for the student and his/her learning needs as assessed at the field planning meeting
- Placement setting accepts students without discrimination and is free of discriminatory practices in delivery of services (Standards for Accreditation, March 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

Additionally, the following criteria are considered by the Field Program in the selection and maintenance of field education sites (adapted from Wilfrid Laurier University, 2008):

- The field site must be committed to upholding social work values and ethics as outlined in the CASW Code of Ethics. This should be demonstrated by stated policies and procedures that address program design and service delivery in support of the social worker's ability to carry out the professional role.



- The field site must be able to provide diversified learning experiences for students that are consistent with the School's field education learning outcomes.
- The field site should be committed to providing a work climate that supports experiential learning.
- The field site must be able to provide qualified field supervisors.
- The field site must be able to allocate time for field supervisors to prepare and implement educational supervision for students.
- The field site should allow time for field supervisors to participate in meetings, training seminars and/or workshops offered by the School of Social Work.
- The field site should provide educational opportunities for students to participate in regular activities such as staff meetings, case presentations, conferences, and in-service training.
- The field site should provide access to appropriate physical space and logistical arrangements for students such as office/desk space, supplies, telephone, support staff, etc. (like that provided to agency staff), to carry out assigned tasks/responsibilities.
- The field site must treat all information about students in a confidential manner.

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

#### **7.4. Placements in Current Place of Employment**

Students will not be placed in an agency in which they are employed to avoid a conflict of interest on the part of the student, the Field Instructor, or both. The field placement is intended to ensure that students engage in new learning, and this is best achieved in a new location. The School recognizes that in some exceptional situations, the student can complete the requirements of the field curricula in the student's place of employment. The Field Office will consider requests from students to complete their field placement in their current place of employment; however, the student must present a compelling rationale which includes a discussion of why a field placement outside their normal place of employment is impossible to arrange and how their proposal is the best option to achieve course learning outcomes.

Requests must be submitted to the Coordinator of Field Education Programs, including:

- A proposal outlining the following: The reasons for the request to complete the field practicum/internship in place of employment. The request must go beyond financial considerations.
- An articulation of the relationship between the learning 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 placement differs from the student's employment and constitutes new social work learning.

### **7.5. New Employment Position as a Field Placement**

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

### **7.6. Paid Placements**

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

### **7.7. Placement Outside of the City of Windsor**

Some of our placement sites are outside of the City of Windsor, so students can be expected to travel, sometimes up to one hour, to get to their field site. It is the school's responsibility to secure a suitable field education site and the student's responsibility to ensure the student can get to the placement site and fulfill the site's transportation requirements. Students who wish to complete a field placement outside of the tri-county areas (Windsor, Essex County, and Chatham-Kent) should indicate that request on the Placement Planning Form. The expectation is that students will be in Ontario for their practicum. All students are required to participate virtually in the Field Integration classes. The School of Social Work will consider undergraduate placements for 2023-2024 in the student's home community if requested by the student and possible.

### **7.8. Selection of Field Instructors**

The Coordinator of Field Education Programs jointly with the Field Learning Specialists will usually appoint the person recommended by the agency, provided that the person recommended has the academic and professional qualifications required by the CASWE Standards for Accreditation or has been approved as an On-Site Task Supervisor, based on their professional experience and relevant

education to supervise the day-to-day activities in the field. In each instance the Coordinator of Field Education Programs or Field Learning Specialist will contact the Agency Director, or his/her delegate to discuss placement possibilities or requirements.

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

The Field Instructor/Supervisor must be willing to devote time to several activities. These may include the following:

- Attend training seminars/meetings for field supervisors sponsored by the School of Social Work.
- Provide field site orientation to the student.
- Assist the student in developing the learning agreement outcomes by selecting appropriate student tasks and identifying methods for evaluating the student's performance.
- Provide regularly scheduled weekly supervision with the student (a minimum of one hour per week).
- Attend a scheduled field site visit with the Field Learning Specialist to discuss student progress, agency needs/concerns, and any revision to the Learning Agreement.
- Confer as needed (in addition to the scheduled site visits) with the Field Learning Specialist.
- Evaluate the student's performance through written evaluations and provide verbal feedback to the student on his/her professional performance in the field agency.

Many agencies adopt a team approach to field instruction. The principal members of the team are the Field Instructor, On-site Task Supervisor (if applicable) and Student; however, there are many others who play an important role in the field education experience. Agency staff from other disciplines may also contribute to the field education process and, indeed, the School of Social Work supports and encourages a multi-disciplinary field education experience. Supervision is offered as an opportunity for students to address the theoretical, ethical, and personal interactions that the student derives from placement. It is also an opportunity for students to engage in an effective supervision practice which is crucial for professional social work development.

### **7.9. Site Visits**

Site visits will begin within a few weeks of placement to mid-term each semester and are attended by the Student, Field Instructor, Off-site Field Instructor and/or On-site Task Supervisor (if applicable)

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

### **7.10. Supervision**

The relationship with the Field Instructor/On-site Task Supervisor is significant to the outcome of the field education experience. The Field Instructor/On-site Task Supervisor is the agency person to whom a student is directly responsible. The Field Instructor/Supervisor is there to support and guide the student, facilitate learning, and evaluate the student's performance. If any questions, dissatisfactions, concerns, problems, etc. arise, the student must take initiative to talk to his/her field supervisor. It is not unusual at the beginning of the field placement for the student to have anxiety in approaching the field supervisor. This is a new situation and a new relationship; therefore, the student may be unsure of how to proceed. The relationship will develop and change as the student and supervisor get to know one another and adjust to their respective "student" and "teacher" roles. Gradually, the student will feel more comfortable and take on more responsibility in maintaining open and ongoing communication with the field supervisor.

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

### **7.11. Professional Behavior**

The placement site is equivalent 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 his/her student status and maintain full disclosure of his/her role while carrying out assigned tasks/responsibilities on behalf of the field placement site. It is critical for the student in field placement to understand and abide by the CASW Code of Ethics, which provides guidelines for professional conduct, is critical for the student in the field setting (Wilfrid Laurier University, 2008). The expectation of professional behaviour extends to interactions with the school, in the classroom and with student colleagues.

### **7.12. Professional Suitability Policy**

The 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 7**).

### **7.13. Social Media Use Policy**

Approved, School Council, January 24, 2018

#### **Introduction**

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, text messaging, and on-line social networking sites (Facebook, LinkedIn, Twitter, 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 Policy S6: Student Code of Conduct (<http://www.uwindsor.ca/secretariat/48/senate-policies>)
  - University of Windsor Information Technology Services, Acceptable Use Policy (<https://www.uwindsor.ca/itservices/653/policies>)
  - University of Windsor School of Social Work Professional Suitability Policy (see Appendix 7)
  - CASW Code of Ethics (<http://casw-acts.ca/en/Code-of-Ethics>)
  - Ontario College of Social Workers and Social Service Workers (OCSWSSW) Code of Ethics and Standards of Practice (<https://ocswssw.org/professional-practice/code-of-ethics/>)
  - CASWE Standards for Accreditation (<https://caswe-acfts.ca/commission-on-accreditation/coa-standards/>)

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.

### **7.14. Agency Policies**

Agencies vary in the policies and procedures that they expect students to follow. Most agencies require students to attend orientation sessions. Depending on the size of the agency, this orientation may or may not cover policies specifically geared to the provision of social work services. It is important for the student to meet with the field supervisor to obtain information about the agency's operating procedures. If there is written documentation, the student should be furnished with a copy. Examples of operating procedures include policies on contact with clients outside the agency, transportation of clients, record keeping, personal safety and security, how to handle crisis situations, etc. The student should understand agency policies relating to confidentiality and always work within the values and ethics of the social work profession (adapted from Wilfrid Laurier University, 2008). All policies should be continuously reviewed. Confidentiality in the workplace also includes policy regarding client files, access to records, and information.

### **7.15. Harassment and/or Violence in the Field Setting**

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

The school expects students to err on the side of caution when assessing risk to themselves and will support a student who takes appropriate steps to remove themselves from potential harm. In such a situation the student should attempt to consult with their Field Instructor or their Field Instructor's supervisor as soon as possible. If there is a question about the direction and they are unable to reach their Field Instructor, then the student should contact their Field Learning Specialist.

Field sites should have policies and procedures dealing with safety and security issues for all personnel. These safety and security policies and procedures need to be a part of the student's site

orientation. However, if this information is not formally presented, the student must initiate discussion of such policies and procedures with the Field Instructor. Every effort must be made to reduce potential risk in field settings. Safety and security issues to be addressed with the student include:

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

Concerns and complaints about harassment are taken very seriously by the School of Social Work and University of Windsor. If a student believes they are being harassed by others (e.g. field instructors, other employees or placement students, or clients), it is important to voice these concerns to the Field Instructor if appropriate and their Field Learning Specialist. If a student decides not to speak with the Field Instructor, they should contact their Field Learning Specialist who will consult with the Coordinator of Field Education Programs. The issue may be resolved with assistance from the Field 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, Equity & Accessibility (OHREA)** responsible for education, human rights inquiries and complaints, ombuds functions related [to human rights, equity and accessibility](#), government reporting, policy development, and any other matters requiring accountability in these areas at the University of Windsor:

## **OHREA CONTACT INFORMATION**

### **LOCATION / EMAIL/WEBSITE:**

Chrysler Hall Tower, Room 325

E-mail: [ohrea@uwindsor.ca](mailto:ohrea@uwindsor.ca)

Website: <https://www.uwindsor.ca/ohrea/51/contact-us>



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 more information please see <https://www.uwindsor.ca/humanresources/safety/wpvh>). Students are encouraged to review the University's policies and procedures on the website.

### **7.16. Sexual Misconduct Response and Prevention Office at the University of Windsor**

The University of Windsor offers support through the Coordinator of the Sexual Misconduct Response and Prevention Office at the University of Windsor.

Students will be referred to a referral form, should s/he decide to meet with the Coordinator: <http://www.uwindsor.ca/sexual-assault/311/contact-form> or [http://www.uwindsor.ca/sexual-assault/sites/uwindsor.ca.sexual-assault/files/new\\_referral\\_sheet\\_colour.pdf](http://www.uwindsor.ca/sexual-assault/sites/uwindsor.ca.sexual-assault/files/new_referral_sheet_colour.pdf)

The University provides additional resources as well:  
<http://www.uwindsor.ca/sexual-assault/>  
<http://www.uwindsor.ca/sexual-assault/298/get-support>

### **7.17. Use of Personal Vehicle in Field Placement**

Some agencies require their staff and students to have access to a vehicle for the delivery of social work/agency services. If a student does not drive or have access to a vehicle the field team will find them a placement where this is not a requirement. 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. Students must abide by any agency policy governing transporting clients in their personal vehicles. Some agencies may require that students have adequate liability insurance if they will be driving clients in their vehicles during placement hours. Some agencies may choose in their policy to reimburse students for travel expenses related to agency work, but the student should not expect to be reimbursed for expenses to and from their home to the agency. The student should discuss this with their Field Instructor or On-site Task Supervisor (if applicable).

### **7.18. Professional Dress in the Field Education Site**

Students represent the agency and the social work profession and therefore their appearance should reflect a standard of professionalism. In concert with agency policy students should go to their placement dressed appropriately for their work. It is good practice to ask the Field Instructor or On-

site Task Supervisor about the agency dress code, while also noting how others dress in the agency. It is important that the student is aware of the appropriate style of dress for the work of the agency (East Carolina University, June 2008).

### **7.19. Information for Students with Disabilities**

**Students who require support from Student Accessibility Services (SAS) are asked to e-mail [sas@uwindsor.ca](mailto:sas@uwindsor.ca) for information on how to register for field placement accommodations.**

#### GENERAL PROCESS

- Students 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 (SAS) 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 the student is asked to bring that to their intake appointment in SAS, again, before proceeding to update or obtain any new documentation
- During the intake appointment a SAS Advisor will review any existing documentation with the student and determine if anything further will be required
- Once the documentation has been finalized the Advisor will discuss with the student 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 then be issued to the student
- The student should then distribute their accommodation letter to the instructors and Field Learning Specialist from whom the student will be seeking accommodations
- If the student requires accommodations in their Field Placement, the student should inform their SAS Advisor as soon as possible

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

#### **Student Accessibility Services**

University of Windsor  
Dillon Hall (Lower Level)

2023-2024 BSW Field Education  
Policies and Standards Manual  
401 Sunset Avenue  
Windsor, Ontario, Canada N9B 3P4  
PH: 519-253-3000 Ext: 3288  
FAX: 519-973-7095  
TTY: (519) 973-7091  
[sas@uwindsor.ca](mailto:sas@uwindsor.ca)

The field program ensures that students with disabilities are accommodated in field placements by confirming that the field site complies with the accommodation request. With assistance from the field education staff, the field experience is structured consistent with the academic program policies (i.e., prerequisites must be completed prior to beginning the field education course). A student may wish to discuss a possible accommodation need with the Field Learning Specialist, but not want the information shared with the field site. Ultimately, the student's confidentiality will be respected.

## **8.0 MAJOR COURSE REQUIREMENTS**

### **8.1. Field Hours**

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

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

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

- The field education schedule is widely distributed and as such represents our contract and commitment to our field education sites

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

### **8.1.1. Calculation of Field Hours**

In keeping with the CASWE Standards for Accreditation, students must complete a total **minimum** of 700 hours in a supervised placement: 266 hours in the fall semester (SWRK 4730) and 434 hours in the winter semester (SWRK 4750). 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 Field Learning Specialist must be informed to develop a workable schedule as soon as possible.

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

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

Although students are required to complete a minimum number of hours in field practice, they are expected to continue in their placement according to the Field Education schedule even after they have completed the required minimum number of hours. Students are not permitted to compress their practicum/internship; in other words, students may not develop a schedule which allows them to accumulate additional hours for early termination from the agency. Most students will probably complete more than the required number of hours; this is related in part to the variations among agencies in daily schedules and 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 placements during regular agency hours. Individual questions regarding placement hours should be directed to their Field 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.

### **8.1.2. Absence Due to Illness**

Students are required to notify the Field Instructor in advance if they are unable to attend placement. Any absence of 2 consecutive field education days, by students, must be reported by the student to the Field Learning Specialist. Time missed by students, because of illness, must be made up. The Field Instructor will determine a suitable time and manner by which the time can be made up. Normally this will be done prior to the end of the practice term.

### **8.1.3. Bereavement**

Student requests for bereavement leave should be granted in accordance with the policies and procedures governing bereavements/leaves of the agency they are placed with. If a student requires more time off than is covered under the agency bereavement plan, the school will endeavour to develop a suitable plan with the student and field site.

### **8.1.4. Placement Agency Labour Disruption**

The School of Social Work and University of Windsor discourage students 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 decision will be made regarding ongoing planning.

### **8.1.5. Request for Time Off**

The School does not normally allow time off during field placement. When the School arranges practicums with agencies, it is a contract with the agency for the student to be in the agency for 700 hours, between a specified start and end date. This timeframe does not account for time off such as vacations.

### **8.1.6. Extended Time in Placement/Individualized Field Education Plan**

Under certain circumstances, based on feedback from the Field Instructor and/or the Field Learning Specialist and with approval from the Coordinator Field Education Programs, there may a recommendation that the student spend additional time in their placement to achieve the

competencies outlined in the Learning Agreement. This recommendation may originate with the Field Instructor or the Field Learning Specialist. In these instances, an Individualized Field Education Plan (see APPENDIX 2) will be developed by the Field Instructor, On-site Task Supervisor (if applicable) and Field Learning Specialist and shared with the student. The plan will outline the steps and assignments to achieve the field education learning outcomes and will be presented to the student. The plan will articulate a time frame in which the student is to demonstrate achievement of the competencies in question and/or completion of the plan.

#### **8.1.7. Holidays**

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

#### **8.1.8. 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) in the Fall term and 14 hours (two placement days) in the Winter term. Due dates for the completion of the wellness hours are posted in the BSW Field Education Brightspace site for Fall and Winter terms. Students can 'bank' these hours for later use in the semester. The 'banked' hours for use during placement time. during the fall term including during Reading Week, as sick days, or as personal days. Students must notify their field instructor in advance whenever they plan on using these for approval. If not used, the wellness days can be transferred to the Winter term and used during the winter term and in combination with the Winter term wellness hours (if Winter wellness hours have been completed).

March Break: 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.

#### **8.1.9. Religious/Cultural Holidays**

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. The student will need to negotiate a plan with their

field instructor to make up the missed hours and advise the Field Learning Specialist at the School of Social Work.

#### **8.1.10. Inclement Weather**

As a rule, when the University of Windsor is closed, students are not expected to attend placement (for example due to inclement weather). It is the student's responsibility to contact the field site to report their absence. Time missed by students **must** be made up. The Field Instructor will determine a suitable time and manner by which the time can be made up. Normally this will be done prior to the end of the practice term

#### **8.1.11. Field/Academic Obligations**

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

#### **8.1.12. Request for an Alternate Field Schedule**

Requests for an alternative field schedule must be made in writing to the Field Learning Specialist, cc'd to the Coordinator of Field Education Programs.

### **8.2. 2021-2022 Academic and Field Education Dates\***

It is the students' responsibility to check with the Registrar's Office (<http://www.uwindsor.ca/registrar/events-listing>) and the School of Social Work for a complete list of important dates. **A list of most important field education dates is posted in the BSW Field Education Brightspace Site for students (Brightspace.uwindsor.ca)**

### **8.3. The Field Hours Log**

The student is expected to complete all work assigned by the Field Instructor within agreed upon timelines. Students are required to document their hours on a weekly basis by using the Field Placement Hours Log. The Log must be approved by the student and Field Instructor and submitted to the School with the Mid-Term Evaluation and the Final Evaluation at the end of each semester. The Coordinator of Field Education Programs will assign a non-pass grade if the Hours Log and the final evaluation are not submitted by the grade submission due date.

## **8.4. The Learning Agreement**

Please note, Learning Agreements should be submitted on the BSW Field Education Brightspace by students.

(See **APPENDIX 3** for Procedures to Complete the Undergraduate Learning Agreement)

The Field Education Learning Agreement is a blueprint of the student's educational experience with specific assigned tasks designed to develop knowledge and skills. The Learning Agreement facilitates the development of individual learning within a framework of expected social work competencies designated by the School of Social Work. The learning outcomes incorporate the competencies required for generalist social work practice. The Field Instructor, the student, and the On-Site Task Supervisor (if applicable) develop the learning assignments and activities (see **APPENDIX 4** for sample tasks and activities). The Learning Agreement is used as the basis for the ongoing assessment of the student and for referencing when completing the evaluations. Learning Agreements promote the development of knowledge, values and skills and outline both the School's requirements as well as outline specific areas within which the student wishes or needs to increase knowledge and enhance skills. For the most part, Learning Agreements include goals related to knowledge acquisition, goals that focus on skill development and professional development or competence building goals (Sweitzer and King, 1999). The Learning Agreement is intended to guide the student's field practice and should be consulted regularly throughout the duration of the placement, especially prior to evaluation meetings.

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

### **8.4.1. Student Research in Field**

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

- student driven research projects
- existing agency research projects
- program assessment or evaluation tasks that might meet the definition of research



- systematic data collected directly from individuals (internal or external) or groups that could meet the definition of research (McMurphy, S., 2014).

Students should consult with their Field Learning Specialist if they are asked to engage in research or research tasks. The Field Learning Specialist will review Learning Agreements to assess whether tasks or a specific project might involve research and if so, will consult with the Coordinator of Field Education Programs.

### **8.5. Mid-Term and Final Evaluations**

Please note, midterm and final evaluations should be submitted on the BSW Field Education Brightspace by students, ensure that the document has the required signatures.

(See **APPENDIX 5** for Procedures to Complete the Undergraduate Mid-Term and Final Evaluations and **APPENDIX 6** for Evaluation Rating Scale)

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

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

Student evaluations are completed midterm and at the end of each semester. Due dates are posted on the BSW Field Education Brightspace Site.

The student will participate in one mid-term and one final evaluation during each semester. The Field Instructor and the student will refer to the Learning Agreement to review the School's learning

outcomes, the student's assignments and activities, and to the student's Field Activities Log, which lists and describes student activities throughout the semester. 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 should submit a draft with their comments to their Field Instructor and/or On-site Task Supervisor (if applicable) at least 1 week prior to the due date. The Field Instructor should schedule a meeting with the student and the On-Site Task Supervisor (if applicable) to compare drafts of the evaluation to clarify any differences in perception of expectations and accomplishments.

The working copies or drafts should be integrated into a single form, which reflects agreement between all parties involved in the evaluation. If there is significant disagreement, the Field Instructor should contact the School immediately. After the evaluation is completed, it is approved by the Field Instructor, the On-site Supervisor (if applicable), and the student and submitted to the School. The Field Learning Specialist will review and approve the evaluation. The Coordinator of Field Education Programs assigns the final grade, based upon the formal evaluations by the Field Instructor, along with documentation submitted by the Field Learning Specialist and student. In addition, the student may complete an evaluation of the field site and the Field Instructor at the end of the final semester. This is considered within the context of professional responsibility rather than as a student requirement.

## **9.0 AGENCY-UNIVERSITY RELATIONS**

### **9.1. Formal Agency/University Agreement**

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

### **9.2. Public Liability**

The University carries a Comprehensive General Liability Policy, which covers bodily injury, personal injury, and property damage. A Certificate of Insurance can be provided upon request. This Policy

also covers any executive officer, member of board of governors, trustees and any other officials, elected or appointed in connection with University activities and or operations, employees, volunteer workers, including lecturers, guest lecturers all while acting within the scope of their duties as such, and a person gratuitously performing work in connection with an undertaking of the University with the knowledge or the expressed approval of the University.

In addition, all University of Windsor registered students are embraced by the term Insured, but only with respect to liability arising from the Named Insured and only while students are engaged in activities involving their normal course of studies, including on-the-job training programs arranged by the University for students enrolled for courses of study at the University

Personal Injury includes:

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

### **9.3. 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.

### **9.4. WSIB/Private Insurance Coverage**

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

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.

## **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.

### **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 which are not required to have compulsory coverage under the WSIA.

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

For placement eligibility please reference:

<https://www.uwindsor.ca/humanresources/safety/report-an-accident/unpaidplacements>

### **9.5. Student Accident during Placement**

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

- Student reports the injury to the placement employer (Field Instructor) and to the Placement Coordinator (School of Social Work Field Learning Specialist who reports to the Coordinator of Field Education Programs)
- The Student trainee and placement employer (Field Instructor) must complete and sign the MCU Postsecondary Student Unpaid Work Placement Workplace Claim Form and return it to the University's Placement Coordinator (School of Social Work Coordinator of Field Education Programs) to initiate a WSIB claim.
- The Placement Coordinator (School of Social Work Coordinator of Field Education Programs) 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.

## **10.0 CONFIDENTIALITY**

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

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

Any transmission of information about clients, field practice settings, social workers, field instructors and field placement students will be subject to the standards of confidentiality outlined in the CASW Code of Ethics as well as any standards in place in the field practice setting. **Appendix 8**

See [APPENDIX 8: CONSENT FOR AUDIO and/or VIDEO RECORDING](#)

## **11.0 GRADING SYSTEM – EVALUATION PROCEDURES**

### **11.1. Evaluation Procedure**

Student Evaluations and Hours Logs are completed at the mid-term (mid semester) and end of each Field Education course (SWRK 4730 and SWRK 4750). Prior to completing the final evaluations, the student, Field Instructor, On-Site Task Supervisor Off-Site Field Instructor, (if applicable) prepare written notes on the student's performance in relation to the Learning Agreement and Evaluation. In those instances when an On-Site Task Supervisor is providing day-to-day task supervision, the Field Instructor and the On-Site Task Supervisor must compare notes before the student meeting to ensure that there are no discrepancies between these two parties. If there is significant disagreement, the Field Instructor must contact the Field Learning Specialist immediately.

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

At the end of the mid-term evaluation, the Field Instructor indicates whether the student is “In Difficulty” or “In Good Standing”. At the end of the final evaluation process, the Field Instructor On-Site Task Supervisor, Off-Site Field Instructor, recommends a “Pass” or a “Non-Pass (Fail)” on the Evaluation Form, which is submitted to the Field Learning Specialist. The Field Learning Specialist forwards the recommendation to the Coordinator of Field Education Programs. The Coordinator determines the final grade and submits the grades to the Registrar's Office, based upon the formal evaluations by the Field Instructor, along with documentation submitted by the Field Learning Specialist and student. The Coordinator of Field Education Programs and the Director of the School of Social Work have the prerogative to assign a grade which is different than that recommended by the Field Instructor.

### **11.2. Student’s Signature on Evaluation Forms**

All field forms (Learning Agreement, Midterm and Final Evaluations) should be submitted on the BSW Field Education Brightspace by students. **Signatures are required unless a remote learning situation prevents this.**

## **12.0 ASSIGNMENT OF GRADES**

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

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

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

### **12.1. “P” (Pass)**

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

1. The student has demonstrated at least an “expected” (3) level of performance with respect to each learning outcome and related competency in the evaluation.
2. The student has completed the minimum required hours (700 hours per academic year).
3. The student has submitted all documents including the signed evaluation and field hours log.

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

### **12.2. “N/P” (Non-Pass)**

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

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

### **12.3. “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.

#### **12.4. Voluntary Withdrawal from Field Practice Courses**

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

#### **13.0 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 Field Learning Specialist and are informed that it is their responsibility to contact their Field Learning Specialist if any concerns are identified. Most concerns 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 Field Learning Specialist to determine whether the problem is a performance or non-performance concern.
- All On-site Task Supervisors (if applicable) and Field Instructors are informed that the student has been assigned a Field Learning Specialist and that the Field Learning Specialist should be contacted immediately if there are problems with the student or the field site.
- On-site Task supervisors and Field Instructors are encouraged to be proactive in working in collaboration with the student around noted challenges, issues and/or concerns. Field Learning Specialists are available to provide support to both the Field Instructors and students to ensure their success in the field.
- All students and Field Instructors are contacted by the Field Learning Specialist within the first month of the placement to schedule a site visit. This contact also provides an opportunity for the student and the Field Instructor (Or On-site Task Supervisor, if applicable) to discuss the student's



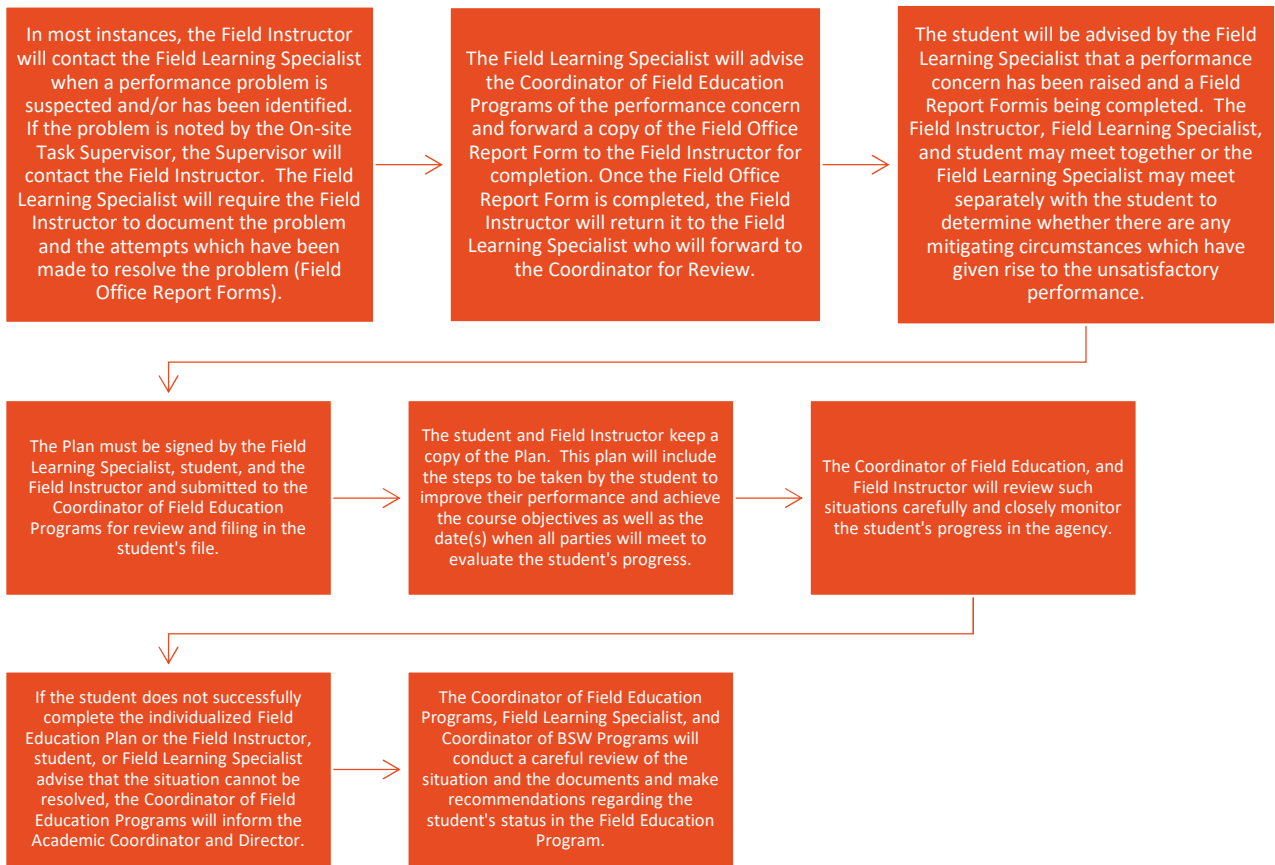
adjustment, to promote communication between the School and the placement site, the School and the student, and, to discuss the students progress to date.

- Students, On-site Task Supervisors (if applicable) and Field Instructors are informed that a site visit is scheduled during the term. Additional site visits can be scheduled at the discretion of the Field Learning Specialist.
- All students have access to the BSW Field Education Manual and the Social Work Code of Ethics on the BSW Field Education Brightspace site.

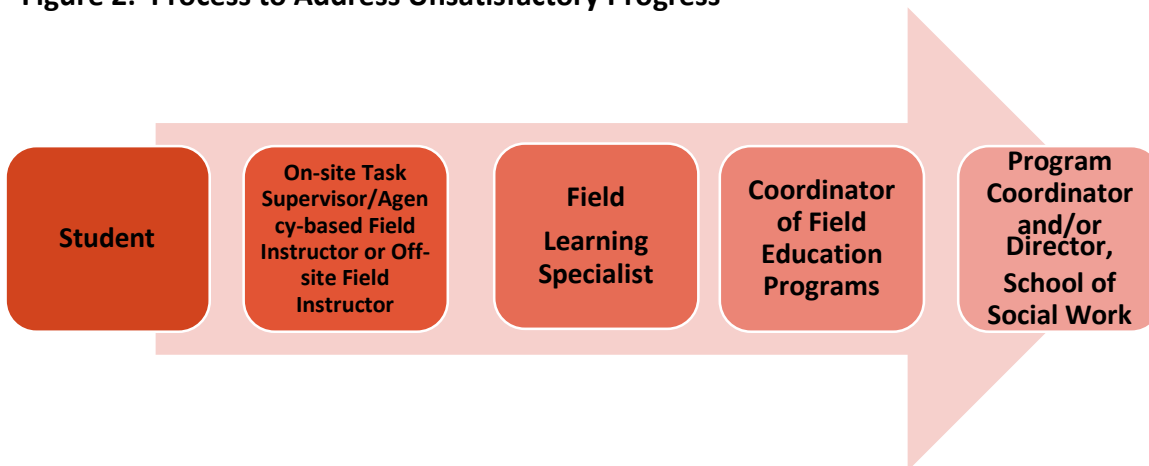
The procedure for addressing unsatisfactory performance or unprofessional behaviour identified by the Field Instructor, On-site Task Supervisor or Field Learning Specialist is outlined below (see Figure2):

- In most instances, the Field Instructor will contact the Field Learning Specialist when a performance problem is suspected and/or has been identified. If the problem is noted by the On-site Task Supervisor, the Supervisor will contact the Off-site Field Instructor.
- The Field Learning Specialist will require the Field Instructor to document the concern and the attempts which have been made to resolve the concern.
- The Field Learning Specialist will advise the Coordinator of Field Education Programs of the performance concern.
- The Field Learning Specialist will forward a copy of the Field Office Report Form to the Field Instructor for completion. Once the Field Office Report Form is completed, the Field Instructor will return it to the Field Learning Specialist.
- The student will be advised by the Field Learning Specialist that a performance concern has been raised and a Field Office Report Form is being completed. The Field Instructor, Field Learning Specialist and student may meet, or the Field Learning Specialist may meet separately with the student to determine whether there are any mitigating circumstances which have given rise to the unsatisfactory performance. A decision will be made at this point whether the issue has been resolved or if an Individualized Field Education Plan is required (see **APPENDIX 2**).

- The completed Field Office Report Form with attached documentation will be forwarded to the Coordinator of Field Education Programs for review. The report will then be submitted to the Undergraduate Secretary to be filed in the student's file.
- If it is determined that an Individualized Field Education Plan is required, the Field Learning Specialist will draft the plan with input from the Field Instructor and/or On-Site Task Supervisor. The Plan must be approved by the Field Learning Specialist, student and Field Instructor and submitted to the Coordinator of Field Education Programs for review and filing in the student's file. The student and Field Instructor keep a copy. This plan will include the steps to be taken by the student to improve his/her performance and achieve the course outcomes as well as the date(s) when all parties will meet to evaluate the student's progress. The Field Learning Specialist, Coordinator of Field Education Programs and Field Instructor will review such situations carefully and closely monitor the student's progress in the agency.
- If the student does not successfully complete the Individual Field Education Plan or the Field Instructor, student or Field Learning Specialist advise that the situation cannot be resolved, the Coordinator of Field Education Programs will inform the Undergraduate Coordinator. The Coordinator of Field Education Programs and the Undergraduate Coordinator will conduct a careful review of the situation and the documents and make recommendations regarding the student's status in the Field Education Program.



**Figure 2: Process to Address Unsatisfactory Progress**



**Figure 3: Process to Resolve Student/Field Issues**

## **14.0 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 placement site as described in the Social Work Code of Ethics and the University of Windsor's Senate Bylaw 31, the Coordinator of Field Education Programs will refer to the School of Social Work's Professional Suitability Policy (see **APPENDIX 7**) and Senate Bylaw 31 to develop a response and plan of action to address the identified behavior or attitude. As per University of Windsor policies, students must comply with Senate Bylaw 31, so it is important that students [review Senate Bylaw 31](#).

## **15.0 ASSESSMENT OF FIELD EDUCATION COURSES**

At the end of the field placement experience, students and field instructors are asked to complete an 'exit' program survey to comment on and assess their field placement and overall experience.

### **15.1. Student Evaluation of Field Education Courses**

The School evaluates the field practice sites annually. All students are asked to complete a Qualtrics survey recording their feedback.

and submit a "Field Placement Feedback Form" at the end of the placement when advised by the School of Social Work. The form is available on the Field Education website. This is considered within the context of professional responsibility rather than as a student requirement.

The information provided by the students contributes to quality control within the Field Education Program and may be shared with the field sites in a non-identifying manner for the purposes of providing general site-specific feedback.

## **16.0 STUDENT APPEAL OF FIELD EDUCATION COURSE GRADE(S)**

Students have the right to appeal their field education grade in the same way as other academic appeals. The appeal procedures are outlined in Senate [Bylaw 54 and 55](#). Students should also consult [Senate Bylaw 31: Academic Integrity](#) available on the University Secretariat website at: <https://lawlibrary.uwindsor.ca/Presto/home/home.aspx>

## **17.0 FORMS AND SUPPORT RESOURCES**

### **17.1 Student Access**

To access field forms and support resources, students should go to <https://Brightspace.uwindsor.ca> and select BSW Field Education Site (*under organizations tab, not courses tab*). Students will need their UWindsor username and password to log into the site.

### **17.2 Field Instructors Access**

To access field forms and resources, Field Instructors should go to <https://Brightspace.uwindsor.ca> and select Social Work Field Instructors site (*under organizations tab*). Log in information will be e-mailed at the beginning of the Fall term to all Field Instructors and On-site Task Supervisors.

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

August 17, 2021

## **APPENDIX 1: INSTRUCTIONS: VULNERABLE PERSONS CHECK**

The School of Social Work requires that all students obtain a Vulnerable Persons Check (VPC) 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. (Via the BSW Field Education Brightspace Site).

The student should also keep the originals for the placement agency and a copy for their own records. Please note that the School will not provide copies of VPC to students.

### **VPC Request Letter from the School of Social Work**

The School of Social Work Field Education Program has a **VPC Request Letter** that can be issued to students when students initiate the process of securing the VPC. To request the letter, students should email Brigitte Romao Undergraduate Secretary at [bsw@uwindsor.ca](mailto:bsw@uwindsor.ca). The VPC Request Letter should be provided to the police station/OPP to confirm student needs a VPC for placement.

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

**LaSalle Police Service:** more info here <https://www.policolutions.ca/checks/services/lasalle/index.php>

**Sarnia Police Services:** more info here <https://www.policolutions.ca/checks/services/sarnia>

**Chatham-Kent Police Services** (includes **Blenheim, Ridgetown, Chatham, Tilbury, Wallaceburg**): more info here <http://www.policolutions.ca/checks/services/chathamkent/index.php?page=pvsc>

**London Police Service:** more info here <https://www.londonpolice.ca/en/services/Record-Checks.aspx>

**St. Thomas Police Service:** more info here <https://www.policolutions.ca/checks/services/stthomas/index.php>

**Toronto Police Service:** [Vulnerable Sector Screening- Toronto Police Service \(tps.ca\)](#)

The request form for Toronto Police Service is available as a hard copy from the School of Social Work. It is signed by Dr. Wayne Ambrose-Miller, Coordinator of MSWwp Field Education Program.



**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 (your Field Learning Specialist) for further information.

***Additional information/instructions:*** Paper applications may be submitted or picked-up (walk-ins) to any police substation located in the above locations. However, the on-line process (see link above) is quicker as the applicant will put on their information and answer "time sensitive" questions regarding their credit history e.g. What is the last 4 digits of your Social Insurance Number? Who is your Cell phone provider? These questions are time sensitive and if they time out, the police station will still get them electronically; however, the applicant will have to pick up their background checks in person (at any of the substations). If they pass authentication, the application will be mailed out to the applicant to the address they designate. There is a fee charged.

## **APPENDIX 2: FIELD OFFICE REPORT FORM AND INDIVIDUALIZED FIELD EDUCATION**

### **PLAN**



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### **FIELD OFFICE REPORT FORM**

*To be completed by a Field Instructor, On-site Task Supervisor (if applicable) and/or Off-site Field Instructor (if applicable)*

<b>Date of Report:</b>	
<b>Student:</b>	<b>E-Mail:</b>
<b>Field Instructor:</b>	<b>E-Mail:</b>
<b>On-Site Task Supervisor:</b>	<b>E-Mail:</b>
<b>Agency:</b>	

<b>Area(s) of Concern</b> <i>(check as many as appropriate)</i>		
<input type="checkbox"/> Organizational Context of Practice	<input type="checkbox"/> Social Work Skills Context of Practice	<input type="checkbox"/> Code of Ethics
<input type="checkbox"/> Community Context of Practice	<input type="checkbox"/> Professional Context of Practice	<input type="checkbox"/> Hours in Placement
<input type="checkbox"/> Other:		

<b>Reported by:</b>
<b>Position:</b>

**Description of Concern(s):** *(Context, circumstances, or relevant history)*

**What attempts have been made to resolve the concern(s)?** *(Meetings, assignments, etc.)*

*Attach any further documentation. (Ex. Supervision notes)*

**Other persons involved:**     **Yes**     **No**

If “yes” what is their role/connection with this concern?    Name:

Field Learning Specialist comments and documentation of outcome/next steps:

<b>Office Use only:</b>	
Copy to File: <input type="checkbox"/>	Copy to Coordinator of Field Education Programs: <input type="checkbox"/>
	Copy to Coordinator of MSWwp Field Education Program: <input type="checkbox"/>
Field Learning Specialist Signature:	



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 of the above student, the following learning plan has been developed in collaboration with the Field Instructor and/or Field Learning Specialist. The identified tasks will be undertaken by the student to improve his/her performance in the field.

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

<b>Date of Report:</b>		
<b>Student:</b>	<b>Email:</b>	
<b>Field Instructor:</b>	<b>Email:</b>	
<b>On-Site Task Supervisor:</b>	<b>Email:</b>	
<b>Agency:</b>		
<b>Area(s) of Concern</b> (check as many as appropriate)		
<input type="checkbox"/> Organizational Context of Practice	<input type="checkbox"/> Social Work Skills Context of Practice	<input type="checkbox"/> Code of Ethics
<input type="checkbox"/> Community Context of Practice	<input type="checkbox"/> Professional Context of Practice	<input type="checkbox"/> Hours in Placement
<input type="checkbox"/> Other:		
Reference the Learning Agreement and identify the relevant Learning Outcome by number and the specific competencies that apply, by letter:		
<b>Signature of Student:</b>		
<b>Signature of Field Instructor:</b>		
<b>Signature of Field Learning Specialist:</b>		
<b>Final Evaluation Date:</b>		

**Office Use Only:**

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

**INDIVIDUALIZED FIELD EDUCATION PLAN (CONT'D)**

Identified Competency or Learning Outcome to be Addressed:	Task(s) to Develop Competencies:	Completion Date:	Evaluation:	Reviewed by:
	<i>Assignments, meetings, reports, reflective journal, assessments, number of hours, etc.</i>		<i>Relative to competencies; can outline specific dates, or periods, e.g. weekly</i>	<i>Field Instructor and/or Field Learning Specialist (FLS)</i>

## **APPENDIX 3: PROCEDURES TO COMPLETE SWRK 4730 FIELD EDUCATION I & SWRK 4750 FIELD EDUCATION II LEARNING AGREEMENTS**

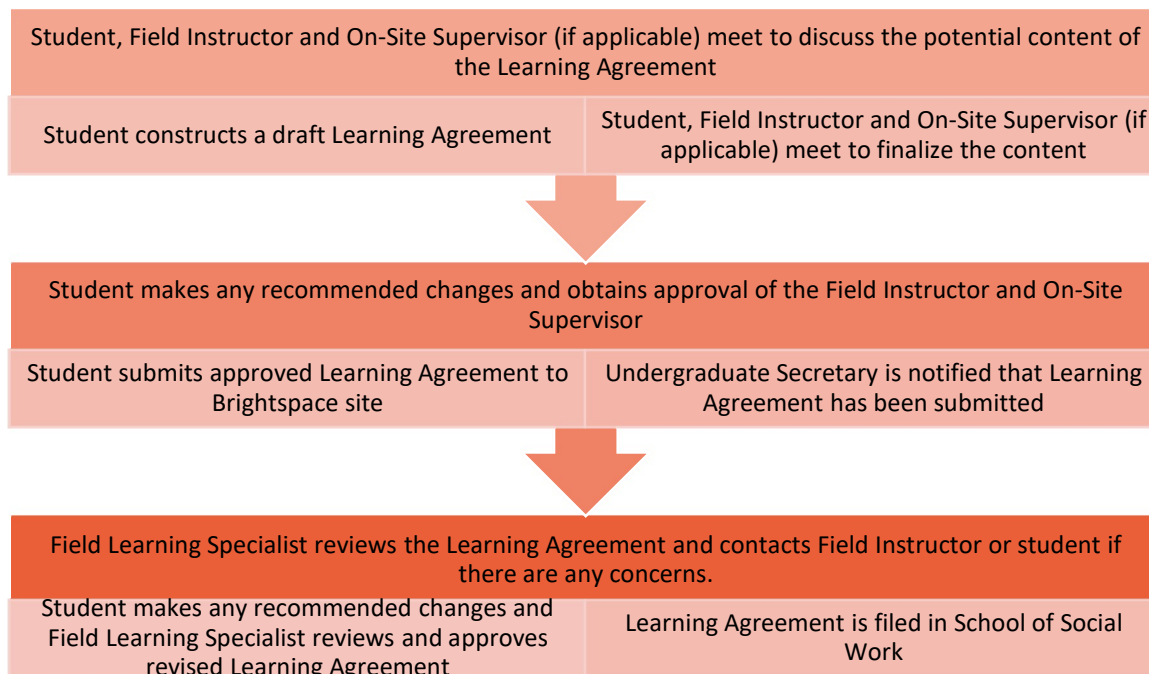
### **LEARNING AGREEMENT**

#### **Purpose of the Learning Agreement**

The Field Education Learning Agreement is a blueprint of the student’s educational experience with specific assigned tasks designed to develop knowledge and skills. The Learning Agreement facilitates the development of individual learning within a framework of expected social work competencies designated by the School of Social Work. The objectives incorporate the initial competencies for generalist social work practice. The BSW program is based on the principles of Generalist Practice.

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

**FIGURE 3: PROCESS FOR COMPLETING THE UNDERGRADUATE LEARNING AGREEMENT**



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

#### **Completing the Learning Agreement**

- Students should have and utilize the Learning Agreement form at the start of their field placement to begin to identify tasks and opportunities that will facilitate achievement of the learning outcomes.
- Students need to know agency expectations at the beginning of the semester. Field Instructors/On-Site Task Supervisors should review expectations for performance, growth and grading.
- The Learning Agreement should incorporate the learning outcomes and competencies.
- List major assignments and be as specific as possible. The critical aspect of the Learning Agreement is the relevance of the assignments to the learning outcomes and related competencies.
- Assignments can include activities which lead to the development of knowledge (e.g. a literature review, discussions in supervision, review of Internet information on particular subjects) and should be written using action words.
- Assignments should be appropriate to the agency setting and should facilitate the achievement of the learning outcomes stated in the Learning Agreement.
- The Field Learning Specialist is available for consultation in developing the Learning Agreement (and is expected to review the final product before approving it on behalf of the Field Education Program).
- 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 receive a copy of their Learning Agreement.
- It is the student's responsibility to submit the Learning Agreement to the School (via the BSW Field Education Brightspace site).
- The assigned Field Learning Specialist will review and approve the Learning Agreement after it is submitted to the Brightspace site.

### **Using the Learning Agreement**

- The Learning Agreement is used as the basis for the ongoing assessment of the student and for referencing when completing the final evaluation.
- The Learning Agreement is intended to guide the student's field practice and should be consulted regularly throughout the duration of the placement, especially prior to evaluation meetings.
- Changes and additions to the Learning Agreement can be made at any time. Any revisions or additions related to the Field Education courses should be included on the Addendum and submitted to the School by midterm.



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

## **APPENDIX 4: LEARNING AGREEMENT SAMPLE TASKS AND ACTIVITIES**

**Note:** These suggestions are to get you thinking about the kind of tasks you might consider including on your learning agreement. If you are utilizing these ideas for the Student Assignments section of your learning agreement you will need to state them in a manner that is specific to your site and follows S.M.A.R.T. principles i.e. “Student will obtain a copy and memorize the organization’s vision and mission statement. Student will interview a field instructor and others at the agency for examples of how the agency endeavours to realize its mission. Student will reflect on his/her contribution to the agency mission and discuss with supervisor. Target 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 self with any quality control systems and studies at the agency.
- Look for opportunities to observe or participate in agency policy development.
- Review selection of files and familiarize self with the agency recording system.
- Seek out information about referral sources to agency and from agency.
- Meet with office administrator to review IT systems.
- Make presentations, formally and informally, to client systems and other professionals or students about the services, policies and procedures of the agency.
- Observe and reflect on agency culture and discuss with field instructor.
- Review the organizations safety policies and procedures and discuss with field instructor at an early supervision session.

**Community Context of Practice:**

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

**Social Work Skills Context of Practice:**

- Explore current research on issues pertinent to the population served and share findings with your field instructor and or team.
- Read pertinent legislation, regulations, policies related to population or issue.
- Conduct a web search on best practices related to interventions with target population/issues.
- Observe/Shadow Field Instructor/On-site Task Supervisor.
- Attend staff meetings, case conferences, etc.
- Complete a client system assessment which includes information related to the cultural, social, familial and personal elements impacting the lives of clients and client populations.
- Read social work literature related to intervention with client system.
- Meet with Instructor to discuss personal and professional growth in the application of social work skills and knowledge.
- Make presentations, formally and informally, about the population and issues in the field site.

- Manage own files, direct or indirect, using social work skills of collaboration, engagement, assessment, planning, intervention, termination, advocacy.
- Review work with client systems and articulate the social work theories and practice concepts in the assessment, planning, implementation and evaluation of the intervention.
- Attend community meetings with Field Instructor or On-site Task Supervisor (if applicable) as “observer”.
- Undertake responsibility at community meetings with/for Field Instructor or On-site Task Supervisor (if applicable) e.g. take minutes, present report, etc.
- Participate in fundraising activities.
- Attend events involving client populations, e.g. agency barbeque; workshop, etc.
- Plan activities *with* representatives of client group served.
- Attend “fairs”—job, seniors, resume, health, etc.
- Take clients to various community appointments; OW, ODSP, doctor’s appointments, housing appointments.
- Complete forms with/for clients.
- Review different types of interviews (and their purposes) used by agency. Video tape or do a process interview on one of your interviews and submit for clinical supervision feedback.
- Review different types of interventions (and their purposes) used by agency.
- Attend professional development activities, as appropriate to the agency and as possible with schedules.
- Initiate discussions with Field Instruction/On-site Task Supervisor (if applicable) regarding environmental and community conditions which facilitate or prevent client system empowerment and health.
- Identify systemic barriers and opportunities in the social environment experienced by their client system.
- Complete a literature review/web search to determine social, economic and political factors affecting client system.
- Complete an analysis of the social issues, policies, programs that affect their client system and the implications for intervention. Regularly read the newspaper to keep up to date on political and social developments that may relate to the population served.
- Discuss your self-care plan with your field instructor and make a commitment to prioritize utilization of the plan including regular self-assessment.
- Discuss the implication of social and economic forces on their proposed intervention with client systems.
- Integrate field learning about social justice into academic papers and discuss in integration seminar.

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

**Professional Context of Practice:**

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

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

## **APPENDIX 5: PROCEDURES TO COMPLETE SWRK 4730 FIELD EDUCATION I & SWRK 4750 FIELD EDUCATION II MID-TERM AND FINAL EVALUATIONS**

### **Introduction**

The evaluation rating scale (see **APPENDIX 6**) is designed to assess the student's level of attainment of the learning outcomes in the first semester. The rating scale provides a list of competencies which reflect the beginning competencies needed by a generalist social worker. A rate of 3 is the expected level of achievement. The narrative section (field instructor comments/student comments) provides an opportunity for all parties to comment on progress, concerns, etc.

### **Completing the SWRK 4730 Field Education I Mid-Term Evaluation (Fall Term)**

Suggested process:

- Download a copy of the SWRK 4730 Midterm Evaluation (2-pages) from the BSW Field Education Brightspace Site.
- Schedule a time to meet with your Field Instructor and On-site Task Supervisor (if applicable) to discuss your learning and progress in field. Complete 'student comments' section of the Midterm and forward to your Field Instructor (and On-site Task Supervisor, if applicable) at least one week prior to the meeting.
- Ask your Field Instructor (or On-Site Task Supervisor and Off-Site Field Instructor) to complete the Midterm Evaluation using the rating scale, and to provide some brief commentary ('Field Instructor/Supervisor comments' section) on your progress. Your Field Instructor/On-Site Task Supervisor should also approve your field hours (Field Hours Log).
- Your Field Instructor should indicate if you are "In Good Standing" or "In Difficulty". If assessed as "In Difficulty" please contact your Field Learning Specialist right away.
- Finalize the Midterm Evaluation and collect all required approvals.
- Scan and submit the completed Midterm and Hours Log to the BSW Field Education site
- Your Field Learning Specialist will review your Midterm Evaluation and the Hours Log after you submit these documents to the BSW Field Education Brightspace site.

### **Completing the SWRK 4750 Field Education II Mid-Term Evaluation (Winter Term)**

Suggested process:

- Download a copy of the SWRK 4730 Midterm Evaluation template from the BSW Field Education Brightspace Site.
- The midterm evaluation has sections for both the student and field instructor to complete.

- Schedule a time several weeks in advance of the due date to meet with your Field Instructor and On-site Task Supervisor (if applicable) to discuss your learning and progress in field.
- Complete the student and agency information section.
- Complete the **Student Self -Assessment of Progress** by fully answering the six questions in this section.
- Forward your completed portion to your Field Instructor (and On-site Task Supervisor, if applicable) so that they can include their assessment of your progress and document this in the **Assessment of Students Progress Section**.
- Your Field Instructor should indicate if you are “In Good Standing” or “In Difficulty”.
- If assessed as “In Difficulty” please contact your Field Learning Specialist right away.
- Your Field Instructor/On-Site Task Supervisor should also approve your field hours (Field Hours Log).
- Scan and submit the completed Midterm and Hours Log to the BSW Field Education site
- Your Field Learning Specialist will review your Midterm Evaluation and the Hours Log after you submit these documents to the BSW Field Education Brightspace site.
- Ensure you adhere to the due date

**NOTE:** Students should keep a copy of the Midterm Evaluation and Hours Log for themselves and the Field Instructor and reference it during field supervision. It is the student’s responsibility to ensure that all documents are approved.

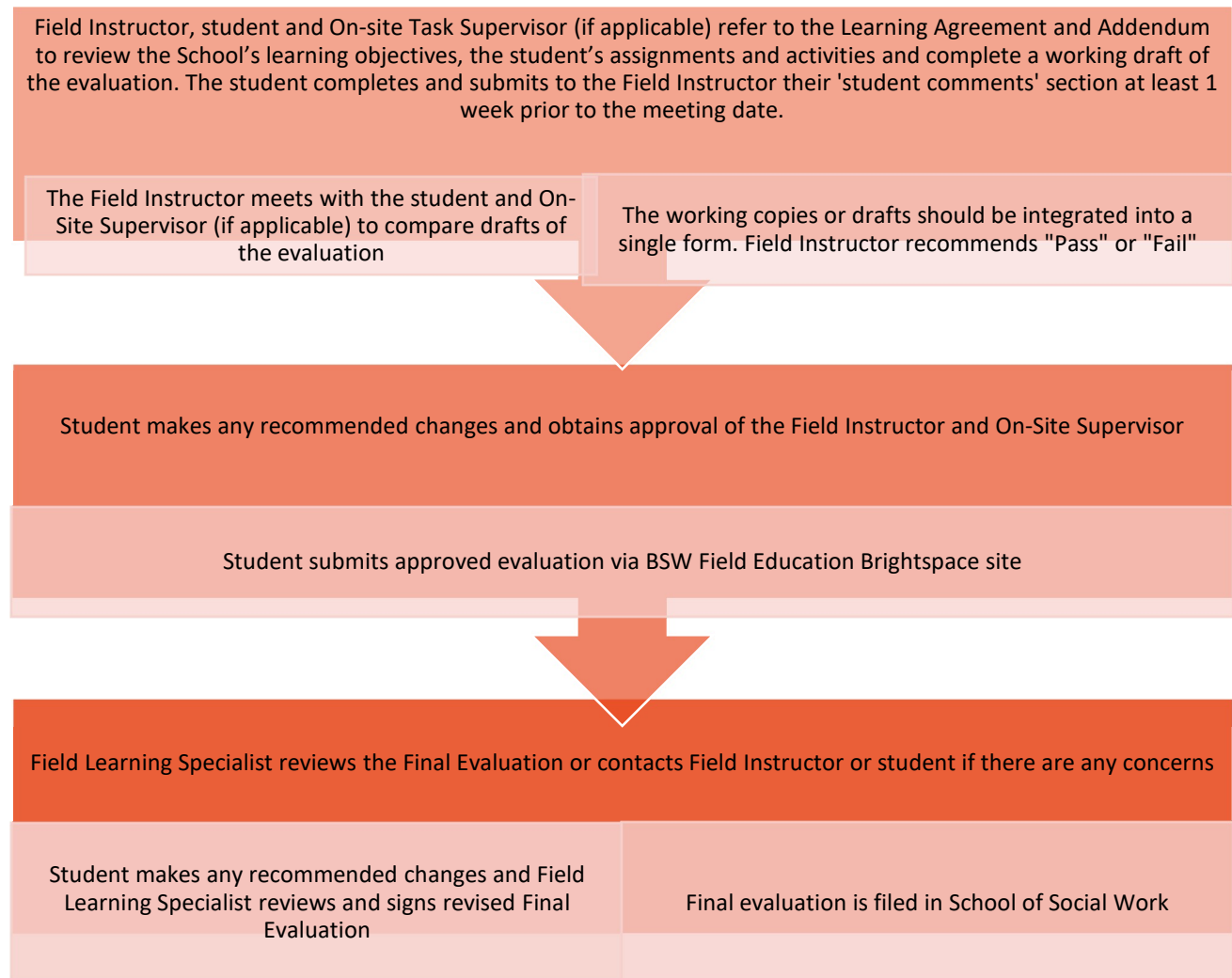


## Final Evaluation Process (SWRK 4730 Field Education I and SWRK 4750 Field Education II)

### Introduction

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

### PROCESS FOR COMPLETING THE FINAL EVALUATIONS



- **NOTE:** It is the student's responsibility to ensure that all aspects of the evaluation are complete. Students should keep a copy of their final evaluation.

## **APPENDIX 6: 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 7: SCHOOL OF SOCIAL WORK PROFESSIONAL SUITABILITY POLICY**



University  
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### **School of Social Work Professional Suitability Policy**

#### **1.0 Preamble**

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

The University of Windsor Bylaw 31: Student Affairs and Integrity, Academic Misconduct (2.1) states “For professional programs, all actions that result in a breach of the rules of conduct as set out by the professional bodies and adopted in substance by the relevant professional program as part of its code of conduct in the program shall also be considered acts of academic misconduct”. (2.1.1). Students should become familiar with Bylaw 31 (amended May 2017) which is located on the University of Windsor website [https://www.uwindsor.ca/academic-integrity/sites/uwindsor.ca.academic-integrity/files/bylaw\\_31\\_-\\_academic\\_integrity\\_amended\\_170526\\_0.pdf](https://www.uwindsor.ca/academic-integrity/sites/uwindsor.ca.academic-integrity/files/bylaw_31_-_academic_integrity_amended_170526_0.pdf).

#### **2.0 Suitability Criteria**

Students in the BSW and MSW programs in the School of Social Work are expected to demonstrate attitudes and behaviours that are consistent with the Canadian Association of

Social Workers Code of Ethics from which the suitability criterion are drawn:

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

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

#### **3.0 Procedures to Respond to Breach of Rules of Conduct as set out by the CASW Code of Ethics and Professional Suitability Policy**

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

#### **4.0 Determining and Imposing Sanction**

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

#### **5.0 Appeals (Bylaw 31, Section 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).

#### **6.0 Confidentiality and Sharing of Information**

The School recognizes that the safety, confidentiality and self-determination of students or others who have been subjected to unprofessional conduct under this Policy must be an important priority. Personal information collected by the University shall only be disclosed and used in accordance with the University's duties and obligations under the Freedom of Information and Protection of Privacy Act (FIPPA). In developing a response to a concern about student suitability, the School must balance confidentiality against its duty to protect existing and future students or persons who might otherwise be placed in jeopardy by a student who is acting in an unprofessional manner under this Policy. As required by FIPPA, records of disciplinary action are kept only in the Office of the Senate Secretariat. The Notice of Disclosure, Confidentiality and Use of Personal Information (FIPPA) policy can be found by accessing the following link: <https://www.uwindsor.ca/registrar/519/notice-disclosure-confidentiality-and-use-personal-information-fippa>

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

##### **Senate Bylaws**

[Bylaw 31 Student Affairs and Integrity](#)

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

##### **Senate Policies**

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

[A4: Alcohol Use](#)

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

[Policy U1: Unacceptable Use of Computer Resources](#)

##### **University Policies**

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

[Human Rights Policy](#)

[Leddy Library Behaviour Code](#)

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

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

## **APPENDIX 8: 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

## **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:

2021-2022 BSW Field Education  
Policies and Standards Manual

\_\_\_\_\_ 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 \_\_\_\_\_