# Table of Contents

<table>
<thead>
<tr>
<th>Section 1: Introduction to Field Placement</th>
<th>4-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Work Program Mission &amp; Principles</td>
<td>4</td>
</tr>
<tr>
<td>Letter from the Department of Social Work</td>
<td>5</td>
</tr>
<tr>
<td>Contact Information</td>
<td>6</td>
</tr>
<tr>
<td>Important Dates</td>
<td>7</td>
</tr>
<tr>
<td>Acknowledgement</td>
<td>8</td>
</tr>
<tr>
<td>Mission Statement</td>
<td>9</td>
</tr>
<tr>
<td>Purpose &amp; Objectives of Field Placement</td>
<td>10</td>
</tr>
<tr>
<td>Course Requirements for Field Placement</td>
<td>11</td>
</tr>
<tr>
<td>Field Placement Settings</td>
<td>11</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section 2: Preparing for Field Placement</th>
<th>12-25</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Placement Selection Process</td>
<td>12</td>
</tr>
<tr>
<td>Criteria for Approving a Field Education Setting</td>
<td>12</td>
</tr>
<tr>
<td>Role of Field Education, Admissions &amp; Community Engagement</td>
<td>13</td>
</tr>
<tr>
<td>Duties of Field Education Coordinator</td>
<td>13</td>
</tr>
<tr>
<td>Role of Agency/Organization Administrators</td>
<td>14</td>
</tr>
<tr>
<td>Role of Agency Field Supervisors</td>
<td>15</td>
</tr>
<tr>
<td>Role of External Field Supervisors</td>
<td>15</td>
</tr>
<tr>
<td>Role of Faculty Liaison</td>
<td>15</td>
</tr>
<tr>
<td>Roles &amp; Responsibilities of Students</td>
<td>16-17</td>
</tr>
<tr>
<td>Placement Preparation</td>
<td>18</td>
</tr>
<tr>
<td>Preparing for the Pre-Placement Interview</td>
<td>18-19</td>
</tr>
<tr>
<td>Questions Students may be Asked</td>
<td>19</td>
</tr>
<tr>
<td>Field Placement Anxieties</td>
<td>20</td>
</tr>
<tr>
<td>First Week in Placement - Student Responsibilities</td>
<td>20-21</td>
</tr>
<tr>
<td>Important Dates for Pre-Field Preparation</td>
<td>22-23</td>
</tr>
<tr>
<td>Sault Ste. Marie</td>
<td>22</td>
</tr>
<tr>
<td>Timmins</td>
<td>23</td>
</tr>
<tr>
<td>Field Placement Challenge Process</td>
<td>24</td>
</tr>
<tr>
<td>Learning Outcomes for an HBSW Field Placement Challenge</td>
<td>25</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section 3: Process for Field Placements</th>
<th>26-29</th>
</tr>
</thead>
<tbody>
<tr>
<td>Process for Field Placements</td>
<td>26</td>
</tr>
<tr>
<td>Field Placement Planning Process</td>
<td>27</td>
</tr>
<tr>
<td>Matching Policy</td>
<td>28</td>
</tr>
<tr>
<td>Criminal Record Check</td>
<td>28</td>
</tr>
<tr>
<td>Medical Requirements</td>
<td>28</td>
</tr>
<tr>
<td>Academic Accommodations</td>
<td>29</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section 4: Policies</th>
<th>30-54</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Work Specific Senate Suitability for the Profession Policy (Draft)</td>
<td>30-38</td>
</tr>
<tr>
<td>Social Work Specific Senate Policy Governing Deferred, Denied, or Unsuccessful Field Placements (Draft)</td>
<td>39-42</td>
</tr>
<tr>
<td>Senate Social Media Policy for BSW Students in Field Placement (Draft)</td>
<td>43-47</td>
</tr>
<tr>
<td>Special Considerations for Field Placements</td>
<td>48</td>
</tr>
<tr>
<td>Section 5: Field Supervision</td>
<td>55-62</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Placement Student Meetings/Supervision</td>
<td>55</td>
</tr>
<tr>
<td>Student Learning &amp; Evaluation in Field Placement</td>
<td>55-56</td>
</tr>
<tr>
<td>Reflexive Log in Field Seminar</td>
<td>57-101</td>
</tr>
<tr>
<td>Field Education Integrative Seminars</td>
<td>57</td>
</tr>
<tr>
<td>Mid-Term &amp; End of Placement Evaluation</td>
<td>58</td>
</tr>
<tr>
<td>Flow of Work</td>
<td>59</td>
</tr>
<tr>
<td>Evidence of Learning</td>
<td>59</td>
</tr>
<tr>
<td>Orientation/Educational Opportunities for Field Supervisors/ External Liaison</td>
<td>59</td>
</tr>
<tr>
<td>Special Considerations for Field Placements</td>
<td></td>
</tr>
<tr>
<td>Procedure to Arrange a Placement Under Exceptional Circumstances</td>
<td>60-62</td>
</tr>
<tr>
<td>Difficulty in Securing a Placement</td>
<td>62</td>
</tr>
<tr>
<td>Section 6: Field Placement Related Policies</td>
<td>63-69</td>
</tr>
<tr>
<td>Risks &amp; Liability Insurance Coverage</td>
<td>63</td>
</tr>
<tr>
<td>Sexual Harassment &amp; Human Rights</td>
<td>64-65</td>
</tr>
<tr>
<td>Filing a Complaint</td>
<td>65</td>
</tr>
<tr>
<td>Social Work Department Placement Safety Standards</td>
<td>66</td>
</tr>
<tr>
<td>Personal Safety While on Placement</td>
<td>66</td>
</tr>
<tr>
<td>Safety in the Field Placement Setting</td>
<td>66</td>
</tr>
<tr>
<td>Familiarizing Yourself with Your Particular Field Setting</td>
<td>66</td>
</tr>
<tr>
<td>Maintaining Safety Within the Setting</td>
<td>67</td>
</tr>
<tr>
<td>What to Do in the Event of an Act of Aggression</td>
<td>67</td>
</tr>
<tr>
<td>Home Visits &amp; Community Outreach Activities</td>
<td>68</td>
</tr>
<tr>
<td>Safety &amp; Your Vehicle</td>
<td>68</td>
</tr>
<tr>
<td>Safety While Walking</td>
<td>69</td>
</tr>
<tr>
<td>Travel Opportunities</td>
<td>69</td>
</tr>
<tr>
<td><strong>Section 7: Forms</strong></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
<td>--</td>
</tr>
<tr>
<td>Letter to Placement Employers</td>
<td>Appendix A</td>
</tr>
<tr>
<td>Student Declaration of Understanding</td>
<td>Appendix B</td>
</tr>
<tr>
<td>Workplace Accident Statement of Agreement Form</td>
<td>Appendix C</td>
</tr>
<tr>
<td>Oath of Confidentiality</td>
<td>Appendix D</td>
</tr>
<tr>
<td>Student Placement Safety Orientation Checklist</td>
<td>Appendix E</td>
</tr>
<tr>
<td>HBSW Field Education Planning Placement Form</td>
<td>Appendix F</td>
</tr>
<tr>
<td>Agreement Between HBSW Department and Placement Agency</td>
<td>Appendix G</td>
</tr>
<tr>
<td>Faculty Liaison Field Contact Sheet</td>
<td>Appendix H</td>
</tr>
<tr>
<td>Field Placement Time Sheet</td>
<td>Appendix I</td>
</tr>
<tr>
<td>SWRK 4004 Learning Contract (Sample)</td>
<td>Appendix J</td>
</tr>
<tr>
<td>SWRK 4004 Learning Contract</td>
<td>Appendix K</td>
</tr>
<tr>
<td>Field Placement Reflexive Learning Log</td>
<td>Appendix L</td>
</tr>
<tr>
<td>Mid-Term Field Placement Evaluation Form</td>
<td>Appendix M</td>
</tr>
<tr>
<td>Final Field Placement Evaluation Form</td>
<td>Appendix N</td>
</tr>
<tr>
<td>Student Feedback Questionnaire on Field Placement</td>
<td>Appendix O</td>
</tr>
<tr>
<td>Field Instructor Feedback Questionnaire on Field Placement</td>
<td>Appendix P</td>
</tr>
<tr>
<td>Consent for Audio/Video Recording</td>
<td>Appendix Q</td>
</tr>
<tr>
<td>Evaluation of Field Orientation</td>
<td>Appendix R</td>
</tr>
<tr>
<td>HBSW Field Education Manual Acknowledgement Form</td>
<td>Appendix S</td>
</tr>
<tr>
<td>Social Work Field Placement Declaration of Conflict of Interest</td>
<td>Appendix T</td>
</tr>
<tr>
<td>HBSW Field Placement Student Self-Assessment</td>
<td>Appendix U</td>
</tr>
<tr>
<td>HBSW Field Placement Reflective and Reflexive Practice</td>
<td>Appendix V</td>
</tr>
</tbody>
</table>
Social Work Program Mission and Principles

The Honours Bachelor of Social Work program (HBSW) mission is to prepare students for anti-oppressive, ethical, competent, innovative and critical social work practice directed toward advancing equality and social justice. Our focus is on social work in and with Indigenous, Northern, rural, and remote communities. The HBSW program is characterized by a commitment to structural, anti-oppressive, feminist and Indigenous social work perspectives within a northern context. The Social Work Department employs The Seven Sacred teachings as an overarching framework for ethical practice which includes: Nibwaakaawin (Wisdom), Zaadigiiwin (Love), Mnaadendimowin (Respect), Aakodewewin (Bravery), Gwekwaadiziwin (Honesty), Dibadenziwawin (Humility) and Debewewin (Truth), as well as mainstream Social Work ethics. The Social Work Department acknowledges the intersections that race, culture/ethnicity, gender, sexual orientation and/or gender identity, class, ability and age have in relationship to power and equality.
Letter from the Director of the Social Work Department

September 1st, 2017

Dear Field Supervisors, and Field Placement Students,

Welcome to a very exciting time at Algoma University as the Social Work Program graduates its 5th Honours Bachelor of Social Work students. You should be proud of the work you have achieved in order to be entering your 4th, and final year in placement. The practice of social work in a community agency/setting is often the most gratifying time in a Social Work student’s education, as you now get to practice the theories and skills you have worked so hard to integrate in the classroom. Our hope is that you will also take your social work ethics, values, and energy into your field placement, so that, in addition to an opportunity to learn and grow, you will also experience a passion and desire for making positive changes in all in our Northern communities.

Please take your time to read through the HBSW Field Education Manual. This manual has been re-designed over this summer with field supervisors and field placement students in mind. As you read through the manual, you will see that there are new internal policies in place for Social Work students. These policies are: “Suitability for the Profession Policy,” “Policy Governing Deferred, Denied, or Unsuccessful Field Placements,” and “Social Media Policy for BSW Students in Field Placement.” These are very important policies that are required by our accreditor, the Canadian Association of Social Work Education (CASWE). These policies are also expected of us by another professional regulator, the Ontario College of Social Workers and Social Service Workers. We will be reviewing these policies with Field Placement students during the Field Placement Orientation session that will be held on September 11th, 2017.

On behalf of the faculty and staff of the Social Work Department, we want to thank all of our Field Supervisors, their agencies and organizations who have, and are so giving of their time and space, so that our students can have an enriching and valuable field placement. Your contribution creates a meaningful difference, not only in the educational lives of our students, but also in the lives of future social workers who will be practicing in our communities.

We welcome any feedback, questions or ideas on improvements we can make our HBSW program even better. Your input is both encouraged and welcomed, and we hope to hear from you.

Yours truly,

Dr. Barbara Waterfale, B.A., M.S.W., RSW, Ph.D.
Director of the Social Work Department
Contact Information

Social Work Department Contact Information

Department of Social Work, 
Algoma University 
1520 Queen Street East, 
Sault Ste. Marie, Ontario P6A 2G4 
Telephone: (705) 949-2301 
Toll Free: 1-888-ALGOMA-U 
Fax: (705) 949-6583 
Website: www.algomau.ca

Key Contact Information

Administrative Assistant (Algoma Campus) 
Telephone: 705.949.2301 ext. 4310

Field Education, Admissions, & Community Engagement Coordinator (Algoma Campus) 
Telephone: 705.949.2301 ext. 4310

Jane Petroni
Telephone: 705.235.3211
Email: Jane.Petroni@algomau.ca

Faculty Liason/ Field Seminar Instructor and Director
Barbara Waterfall 
Telephone: 705.949.2301 
Email: Barbara.Waterfall@algomau.ca
# Applications and Field Placement

## Important Dates for 2017 to 2018 (SSM)

<table>
<thead>
<tr>
<th>2017</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>September 11 2017</td>
<td>4th Year Field Education Orientation (1:00-4:00)</td>
</tr>
<tr>
<td>September 15 2017</td>
<td>Last Day to submit course change requests for 2017F and 2018W terms</td>
</tr>
<tr>
<td></td>
<td>Deadline to submit a challenge for placement hours</td>
</tr>
<tr>
<td>September 29 2017</td>
<td>Field Learning Contract completed → Signed form handed into Field Coordinator</td>
</tr>
<tr>
<td>October 9-15 2017</td>
<td>Study Week</td>
</tr>
<tr>
<td>October 20 2017</td>
<td>Graduate Information Sessions (1:30-3:30)</td>
</tr>
<tr>
<td>December 2017</td>
<td>Meeting with Faculty Liaison → Mid Term complete</td>
</tr>
</tbody>
</table>

| 2018                        |                                                                                             |
|-----------------------------|                                                                                             |
| January 19 2018             | No registration course changes permitted for Winter Term                                     |
| January 26 2018             | Applications for Spring Convocation must be submitted                                       |
| February 8 2018             | Field placement Information Session                                                          |
| February 19 2018            | Family Day → No Classes                                                                      |
| February 19-23 2018         | Study Week → No Classes                                                                      |
| March 2 2018                | Last day to withdraw from 2018W courses without academic penalty                            |
| March 12 2018               | Resume and Placement Placement Form due                                                       |
| March 30 2018               | Good Friday → No classes                                                                     |
| April 2 2018                | Easter Monday → No classes                                                                   |
| April 10 2018               | Study day                                                                                    |
| April 11-21 2018            | Official examination period for 2018W and 2017FW courses                                     |
| May 1 2018                  | Final Evaluation → Signed form handed into Faculty Liasion                                    |
Acknowledgements

Various aspects of this manual were adapted from the University of Calgary, Renison University College, School of Social Work Faculty of Social Work, McGill University, Faculty of Social Work, Lakehead University, Faculty of Social Work, St. Thomas University, Memorial School of Social Work, Faculty of Social Work and the Community Economic and Social Development Program at Algoma University with great appreciation and thanks.

Special thanks are also extended to members of the Algoma University HBSW Advisory Committee for their guidance and feedback on the development of the HBSW Program at Algoma University.

Purposes of the Manual

The purpose of the Field Education Manual is to set out the goals, objectives and related expectations pertaining to student field placements in the fourth year of the Honours Bachelors of Social Work (HBSW) program at Algoma University. The material in the manual is the result of contributions from many.
Algoma University Mission

On June 18, 2008 the Government of Ontario created Algoma University, Ontario’s 19th University. Algoma University maintains a special mission with a responsibility as a teaching-oriented university with a particular focus on the needs of northern Ontario; and to cultivate cross-cultural learning between Aboriginal communities and other communities. In 2006, Algoma University signed a covenant with the Shingwauk Education Trust, which commits both institutions to grow together, providing mutual support. Algoma University is proud to serve the Indigenous Peoples (First Nations, Métis, and Inuit) of Algoma District and beyond. We are accredited by the Canadian Association for Social Work Education (CASWE).

The Social Work Department at Algoma University

The HBSW program prepares students for generalist social work practice with individuals, families, groups, organizations, communities and society. The program maintains a particular focus on social work in and with Northern, rural, remote, Indigenous communities. This focus ensures a practice approach that incorporates social justice within a holistic approach to working with individuals, groups, communities and organizations in northern rural and settings. This requires skill at an integrated practice level which students learn through both classroom courses and field practice experiences in human service agencies and organizations under the supervision of a field instructor and/or external supervisor and Faculty Liaison.

The HBSW Program is committed to promoting:

- A commitment to highlighting Indigenous knowledge and approaches and to affirming history that has been neglected or silenced
- Social justice, community healing and social change based on humanitarianism and egalitarianism
- Anti-oppressive practice that values diversity, respect as well as the dignity and worth of all people
- The accreditation standards of the Canadian Association of Social Work Education at the HBSW level
- Development of a professional culture that brings together teaching faculty, field supervisors, students, alumni, and social worker practitioners in the field, Northern College of Arts and Technology, Sault College of Arts and Technology and Algoma University, as partners in the realization of the HBSW Program’s mission within the mission of the university and the community
Purpose and Objectives of the Field Placement

Field Education provides students with a highly foundational experiential learning opportunity to begin to develop basic social work skills, particularly in the form of professional relationships with individuals, families, groups, and communities. Field Education also works to deepen a student’s ability to integrate social work theory with critical practice at the interpersonal, community, organizational, and policy levels. It focuses on interpersonal relationships, power analysis, research problem identification, and problem solving using anti-oppressive approaches and awareness of Northern, remote/rural Indigenous populations.

Upon successful completion of the field placement, students will have reliably demonstrated the ability to:

1. Perform at the entry level of competence as a social worker in a practice setting.
2. Display professional, ethical practice.
3. Reflect on and have developed research and social justice practice skills.
4. Integrate and apply social work concepts, values and theory with practice at the interpersonal, community, organizational and/or policy level.
5. Understand the importance of power analysis, problem identification, problem solving using anti-oppressive approaches and awareness of Northern remote/rural, Indigenous contexts.
6. Articulate awareness of structural and anti-oppressive practices in the social work environment.
7. Identify the link between practice approaches and theoretical perspectives.
8. Understand the relationship between conventional and structural social work values, models, theories, methods and identify same in practice.
9. Articulate potential social and social justice implications of a particular practice.
10. Demonstrate the ability to understand and communicate critical self-awareness of their own experiences as they relate to critical practices/and or research/development of social change.
Course Requirements for Field Placement

In preparation for the field education placement, prerequisite courses are required to ensure students obtain adequate academic preparation prior to completing the field placement. Only students who have completed all required and elective courses up to their fourth year of study will be permitted to register in the field education course (field seminar) and field placement. Participation in the learning community will be required in order to facilitate readiness for placement.

Field Placement Settings

The Field Education Coordinator locates appropriate field placements for Algoma University social work students. The social work program acknowledges the educational and practice benefits of supporting a variety of field placement settings for students. An array of fields of practice offer students a variety of learning opportunities to gain practice exposure and experience that reflect the diversity of micro, mezzo, and macro level structural social work practice in northern, rural, and Indigenous contexts. Field placement settings may include social service organizations, community coalitions and/or projects, community development organizations, and various citizen participation, social policy, and clinical practice settings.
Field Placement Selection Process and Criteria

Criteria for Approving a Field Education Setting

All agencies or organizations offering field education placements must receive prior approval from the Algoma University Social Work program. The following criteria must be met by the agency or organization offering the field placement opportunity:

- Compatibility of agency and/or organizational values, ethics with the social work profession;
- Compatibility of agency and or organizational values and ethics with the mission and values of the Algoma University Social Work Department;
- The field placement instructor or external supervisor maintains a social work degree at either the bachelor level with a minimum of three or more years of practice experience, or at the master’s level with a minimum of one or more years of practice experience;
- The field placement instructor is willing to supervise a field placement student;
- There is adequate support within the agency or organization to ensure appropriate learning opportunities for the student, and to ensure adequate supports for agency staff and supervisors to provide an appropriate learning experience for the placement student;
- The work performed by field placement students does not replace work done by regular employees of the agency;
- Adequate workspace is provided for the field placement student to enable her or him to learn and perform effectively (e.g. use of office equipped with computer, phone, and desk that also offers adequate privacy for interviewing, conducting meetings etc.)

Preparing a Resume

Students are encouraged to access the services of the Student Learning Center for assistance with preparing resumes and cover letters.
**Role of Field Education, Admissions & Community Engagement Coordinator**

1. Develop and maintain quality field education placement opportunities and placements for students;

2. Coordinate the program admissions application processes within the Social Work program;

3. Engage with community stakeholders to promote education and awareness about the Social Work Department and the HBSW Program.

It is the sole responsibility of the Field Education Coordinator to coordinate the field placement process. The duties of the Field Education Coordinator are as follows:

- Identify, obtain and maintain relevant and appropriate field education placements

- Manage administration of all aspects of the field education placement process (i.e. agency site selection, administrative duties associated with learning contracts, and placement site assessment etc.)

- Monitor the field education process

- Conduct assessments of field placement sites

- Provide ongoing support and resolution to students and field placement supervisors throughout the placement process, and document and file pertinent information as per the policies of the BSW Department

- Identify best practices and policy issues pertaining to field education

- Liaise with the National and professional bodies (ie., CASWE Annual Field Educators meeting, OCSWSSW, etc.)
Role of Agency/Organization Administrators

Student opportunities for learning through ‘doing’ would not be possible without the willingness of agency administrators and community leaders to share social work educational responsibilities. Following are the more specific responsibilities of agency/organization administrators as they make their ongoing contributions to student learning:

1. To participate in the development of an agreement that defines the roles and responsibilities of the Department of Social Work, agency and the student.

2. To recognize that student field placements have educational components that require the expenditure of considerable time by agency staff members. Field supervisors and agency staff need to be allowed sufficient time to prepare for the student’s arrival, to develop orientation plans, establish regular supervisory conferences for students and to attend relevant meetings, training and workshops provided by the Department.

Role of Agency Field Supervisors

Agency Field Supervisors are required to have a minimum HBSW with three years of post-degree social work experience, or an MSW. The agency field instructor works directly with the Faculty and the Field Placement Coordinator to:

1. To be available to provide a pre-placement visit and/or interview to the setting outlining any specific requirements such as a criminal records check, medical, immunizations, cross referencing for the protection of client information and confidentiality. This provides an opportunity for both the field instructor and the student to determine the appropriateness of the placement ‘fit’.

2. To ensure student is oriented to the agency setting.

3. To become familiar with the program as well as the role and expectations of field liaison and field coordinator roles.

4. To design, manage and evaluate a creative student learning placement in the agency.

5. In conjunction with the student, to facilitate the development of a student learning plan utilizing the format provided by the Social Work Department. This learning plan is intended to reflect the individual needs of the student, the uniqueness of the placement setting and the criteria utilized for evaluation purposes.
To have major responsibility for student learning in the field instruction process. The field instructor is responsible for scheduling regular individual supervisory sessions at weekly/biweekly intervals, if full time, bi-weekly or monthly if partial weeks, throughout the field placement. Ongoing feedback and evaluation helps to build the students confidence and reinforces the acquisition and integration of knowledge and skills.

To engage early regarding student-field supervisor challenges. It is the responsibility of both the field instructor and the student to take the first steps in the resolution of any challenges in their relationship that affects the way the student learns or the way the field instructor teaches. This can be accomplished by discussion with each other, at an early state, the nature of the difficulty, as seen from each vantage point. To do otherwise would deny an honest, open working relationship. In those few instances in which challenges cannot be resolved in this way, either or both should bring the issue to the attention of the Liaise and/or Field Education Coordinator as soon as possible.

**Role of External Field Supervisor**

An External Field Supervisor is made use of in a field placement setting where the Field supervisor does not have a social work degree, or meet our requirements. The External Field Supervisor will meet with the organizational supervisor and the student on five occasions. The first will occur at the beginning of the placement as an orientation as well as completion and signing of the learning contract. The external field role is identical to the Field Supervisor with the exception of time spent and degree. The third visit will occur during December, ensuring that the mid-term evaluation is completed and signed. On the last visit, the final evaluation is completed and signed.

**Role of Faculty Liaison**

The Faculty Liaison in addition to teaching Integrative Seminar SWRK4004 will provide a minimum of three visits per student to ensure an adequate progression through the learning contract has occurred through orientation, mid-term and the final evaluation. Telephone conversations with student/supervisor may also be undertaken. The Faculty Liaison submits the final grade for the Field Placement course.
Roles and Responsibilities of Students

- Develop some familiarity with the range of placement alternatives available.

- Identify on a placement planning form, interests and preferences for type of placement setting along with previous experience.

- Identification of learning needs. The student will meet with the Field Education Coordinator to discuss learning needs and suitable available placement if necessary.

- In consultation with the Field Education Coordinator, students will arrange a preplacement visit or interview with their potential placement.

- Students will be informed as to their placement setting as soon as possible. Students are responsible to check with the Field Education Coordinator to confirm their placements.

- The student is expected to familiarize themselves with the OCSWSSW Code of Ethics F:\CASWE\CASW_Code of Ethics.pdf the field education manual, the competency criteria, and requirements for student evaluation.

- It is mandatory the student attends the field orientation and identify issues and concerns he/she may have at that time.

- It is the student’s responsibility to fully participate in the field placement experience.

- Under the direction and guidance of the field supervisor/liaison, the student will engage in increasingly self-directed learning. The student will be fully accountable regarding placement related work and matters pertaining to the placement experience.

- The student will observe all agency policies, guidelines, hours of work and dress code.
Roles and Responsibilities of Students Continued...

- The student in conjunction with the field supervisor will develop the learning contract utilizing the outline provided by the Social Work Program (Appendix I). It is the student's responsibility in conjunction with the field supervisor to ensure that the learning contract is realistic, appropriate and within the scope of the placement setting and competency criteria. The student is responsible for ensuring that the learning contract is completed and forwarded to the Faculty consultant by the end of September.

- The student is responsible for recording the range of involvements he/she has in the placement setting to be made available at mid and end term evaluation or upon termination in the setting.

- The student is to prepare him/herself for evaluation by reviewing the evaluation form, the learning contract and making available evidence of learning material to the Field Supervisor. The student will be involved in the evaluation process and discussion of performance utilizing the evaluation guidelines. The student and the field supervisor/liaison will sign the evaluation and forward it to the Faculty Liaison along with required evidence of learning and documentation as required. Should the student and the field supervisor disagree on the evaluation; the student will add an addendum stating the areas for concern. The student and/or the field supervisor can then request a review with the Faculty Liaison. The evaluation, addendum and all supporting documentation will be forwarded to the Field Liaison according to the date specified on the placement calendar.

- The student will provide an evaluation of the placement setting and the field supervisor utilizing the form provided by the Social Work Department. This evaluation will take place at the end of the placement.
Placement Preparation

Before a placement begins, it is a student's responsibility to have read and be familiar with:

- The Canadian Association of Social Worker's Code of Ethics and Guidelines for Ethical Practice [CASWE\CASW_Code of Ethics_.pdf]
- The Social Work Specific Policies: Senate Social Media Policy for BSW Students in Field Placement; Social Work Specific Senate Suitability for the Profession Policy; and the Social Work Specific Senate Policy Governing Deferred, Denied, or Unsuccessful Field Placements
- The Academic Policies, Procedures and Regulations Social Work Program of Algoma University (on Algoma U website)
- Honours Bachelor of Social Work - Student Manual (on Algoma website)
- HBSW - Field Education Manual (on Algoma U Website)

Preparing for the Pre-Placement Interview

The following are some suggestions to assist students to prepare for a field placement interview:

- Research information about agencies/organizations and their fields of practice available.
- Write down any questions you may have for the Field Supervisor about the agency’s mandate, services, learning opportunities, format of the interview.
- Consider what you really want to learn in your field placement. Make a list of goals/objectives and be very specific.
- Ask the Field Supervisor about the learning opportunities available in a placement and expectations of you as a placement student.
- Be prepared to propose ways of accomplishing your goals even it is an area that the field is not currently involved in (i.e. leading a group). Keep in mind that field supervisors may have expertise in areas beyond their present role descriptions.
- Consider how you like to learn. Identify your preferred learning style and any methods which you find useful to facilitate your learning.
Preparing for the Pre-Placement Interview Continued...

- Enquire about the field supervisor's supervision style, expectations and process of providing supervision.
- Ask the supervisor if there are any policy manuals or other resources available for you to read in preparation for the beginning of the placement.
- Discuss hours of attendance and any special administrative arrangement such as oaths of confidentiality, use of vehicle and mileage expense payment, dress code, flexible time schedule, etc.
- Have a copy of your resume available to share your previous experience with the potential supervisor and colleagues.
- Remain open and flexible regarding placement options recognizing the learning opportunity in each.
- Do I need a criminal research check/vulnerable search check?
- Do I need a medical examination, ie. TB test? Updated immunizations?

Questions Students May Be Asked

Why did you choose social work as a profession?

Describe your previous social work or related experience, including any relevant life experiences?

How would you describe yourself (i.e. learning style, interests, hobbies)?

What are your goals in social work? Where do you plan to be five to ten years from now?

What do you feel you have to offer the placement? What are you capable of contributing to the placement?

What do you expect the placement to offer you in terms of a learning experience?

Why should the organization consider you as a field placement student?

What do you feel will be most challenging for your to deal with in this placement setting?
Field Placement Anxieties

Students are advised that the field placement is a learning experience and thus, students, as learners, are not expected to be as skilled or knowledgeable as the professional staff. Initial anxiety prior to beginning the placement, meeting placement personnel and meeting the "first client" is not unusual. Students may experience anxiety about other aspects of the placement such as areas that provoke personal fear or painful memories.

Students are encouraged to be open to discussing such anxieties with the field supervisor. In many cases, it was not that long ago that the field supervisor was also a student in field placement, perhaps experiencing many of the same anxieties. Students who feel that the workload expectations are unreasonable, unmanageable, or unsuitable should discuss such concerns with the field supervisor and/or Field Coordinator.

Students experiencing challenges or concerns that cannot be resolved in discussion with the field supervisor are directed to contact the Field Education Coordinator as soon as possible for consultation and direction.

First Week in Placement - Student Responsibilities

- Find out what your Field supervisor has planned for your orientation and learning activities.
- Develop a daily log or calendar system for your personal use that ensures privacy of clients.
- Observe office routines.
- Find out who will be your ‘back up’ Field supervisor when your Field supervisor is absent.
- Learn how to access client files.
- Ask about how to track statistics.
- Find out how to use your phone and computer.
Find out how to track mileage claims.

Learn about how to write case notes.

Who do you see about your regular daily work schedule?

What kind of ID you might need to use a photocopier.

Where do you park and do you need to pay?

Do you need a key to get into your office or space?

Where can you store your personal belongings/lunch?

Where can you find policies/procedures in your agency to read including those around Health & Safety and Security?

Read any materials related to your agency including brochures for clients.

Can you meet with other social workers/staff to learn about their roles in the agency?

What is the theoretical model used by your agency and seek out course texts or other literature that discusses how to practice from this theoretical framework?

What local resources can you visit to learn about agency networking?

Start your reflective log – keep track of questions, issues, feedback, successes etc.

Find out what potential risks and safety issues there are with your particular setting/client population.
Important Dates for Pre-Field Preparation – SSM

**February**

8 **Placement Orientation Workshop.**
   This workshop provides students with information regarding the field education placement including the purpose and objectives of field education as well as expectations regarding practice and assignment requirements. The orientation workshop also provides a forum for students to ask questions about the field education experience. Students will also meet Integrative Seminar participants, the instructor, and members of the Field Education Team.

**March**

12 **Field Placement Preference Submission Deadline.**
   Students must have their field placement preferences handed into the Field Education Coordinator.
   
   *Note:* In order for field placement preferences to receive consideration, students must complete a Field Placement Selection Form and submit it to the Field Education Coordinator by this date.

**April to June**

**Pre-placement Interview Timeline.**
   The suggested timeline for completing pre-placement interviews, and having a confirmed field placement falls between April to June.

**September**

11 **First Day of Field Placement.**

29 **Placement Visits Completed.**
   Introductory placement visits and learning plan agreement must be completed and submitted by this date.

**December to January**

**Mid Term Evaluations to be Completed during this time frame.**

**March to April**

**Final Evaluations.**
   The deadline for completing and submitting final evaluations is one week after last day of placement.
Important Dates for Pre-Field Preparation– Timmins

November

30 Placement Orientation Workshop.
This workshop provides students with information regarding the field education placement including the purpose and objectives of field education as well as expectations regarding practice and assignment requirements. The orientation workshop also provides a forum for students to ask questions about the field education experience. Students will also meet Integrative Seminar participants, the instructor, and members of the Field Education Team.

30 Field Placement Preference Submission Deadline.
Students must have their field placement preferences handed into the Field Education Coordinator.

*Note: In order for field placement preferences to receive consideration, students must complete a Field Placement Selection Form and submit it to the Field Education Coordinator by this date.

March

Pre-placement Interview Timeline.
The suggested timeline for completing pre-placement interviews, and having a confirmed field placement by March 31st.

May

1-4 First Day of Field Placement.

11 Placement Visits Completed.
Introductory placement visits and learning plan agreement must be completed and submitted by this date.

July

15 Mid Term Evaluations to be Completed by this Date.

Final Evaluations.
The deadline for completing and submitting final evaluations is one week after last day of placement.
Field Placement Challenge Process

1. If applying to challenge placement hours based on a Native Social Services Worker, Social Services Worker or Child and Youth Worker Program diploma, students will need to provide documentation that details their field placement and a letter outlining how they have met the learning outcomes of a first HBSW field placement. In recognition of this learning, students may be granted 250 hours, less 700 placement hours. (Refer to 6a for details)

   OR

2. Students requesting credit for their paid workplace experiences must assemble and submit an application package comprising of a recent resume and a detailed letter outlining their rationale for seeking recognition of prior social work learning experience in their current or former workplace. The information needed for this package is a letter outlining the following:

   - Where and when the work experience was achieved including dates, hours, roles, responsibilities, and duties that you had in your paid employment. Include what you were responsible for and if possible, include a copy of the job description. You must demonstrate an ability to be reflective, to have reflexivity in your previous social work experiences and to demonstrate an understanding of Anti-Oppressive social work practice. You will need to demonstrate this in your letter through examples of how you practiced anti-oppressive social work and how you used reflexivity in your social work practice at micro, mezzo and macro levels.

   - Demonstrate ability in understanding the importance of power analysis, use of evaluation, problem identification and analysis/problem solving using anti-oppressive approaches and awareness of Northern, remote/rural, Indigenous contexts.

   - Identify how you were able to provide linkages between conventional and structural social work values, models, theories and methods.

   - Articulate potential social and social justice implications of a particular practice

   - Demonstrate the ability to understand and communicate critical self-awareness of your experiences as they relate to critical practices.

   - Identify how you provided ethical research and/or development of social change.

   - You will need to provide a reflexive process you have followed to resolve an ethical issue or other dilemma that you have encountered in your work place and how you resolved the ethical concern.

You may present this information in a formal essay or letter that demonstrates how this work met the learning outcomes of a first HBSW placement. If successful you will obtain 250 hours that you can use against the 700 hours of placement.
Learning Outcomes for an HBSW Field Placement Challenge

Students who successfully challenged field placement hours must demonstrate the ability to:

★ Articulate structural and anti-oppressive social work practice approaches.

★ Identify the link between practice approaches and theoretical perspectives.

★ Understand the relationship between conventional and structural social work values, models, theories and methods.

★ Articulate potential social justice implications of a particular practice.

★ Demonstrate the ability to understand and communicate critical self-awareness/reflexivity of his/her own experiences as they relate to critical practices.

★ Articulate his or her development of fundamentals of social work practice.

★ Critically think about service delivery and practice issues.

★ Demonstrate professionalism and ethical social work practice within the realm of their experience.

★ Display and demonstrate awareness of ethics particularly in terms of research or development of social change.

★ Provide a written document articulating the above as well as provide a written reference from a person who has directly supervised your experience. The letter should outline details of your social work experience, skills, ability and a clear indication that the referee feels confident in recommending a reduced number of hours.
Process for Field Placements

The field education placement is offered in the fourth year of the program from September until April. Students will be required to indicate their intent to complete the field placement by registering with the Field Coordinator by March of their third year of study in the social work program.

Placement selections will typically be completed in May/June (but may extend through the summer) to allow students adequate time to participate in pre-placement interview processes where applicable, as well as to ensure the completion of other requisite requirements such as criminal records checks or immunizations prior to the commencement of the field placement.

Students are encouraged to discuss their field placement decisions with a variety of people including the Field Education Coordinator, faculty, fellow students, and/or colleagues. Students will be invited to identify three areas of professional interest by completing a Placement Planning form by the indicated deadline March 12th, 2017.

The Field Education Coordinator will contact agencies, organizations and/or identified preferred professional interest that students have listed on their Field Placement form.

The Field Education Coordinator will advise students of any specific pre-requisite criteria or requirements of the agency such as a competitive interview process, suitability interviews, specific background or experience, a criminal record check, access to a vehicle, specific immunizations or health considerations, and/or atypical working hours including shift work expectations.

Students are expected to participate in placement interviews as professional social work candidates. Participation in several interviews may be necessary prior to finding a field placement that best suits the interests and learning needs of the student. Agency interview processes should be ideally be occurring in May/June with final decisions regarding field placement sites confirmed by August.

Students are encouraged to contact the Field Education Coordinator to discuss any concerns or challenges experienced during this process as early as possible. Once a decision has been made regarding a field placement opportunity, the student must advise the Field Education Coordinator.

In cases where a field education placement is confirmed between the placement student and the Field Placement Supervisor, a Field Placement Agreement confirming the offering and acceptance of the placement opportunity between the Field Placement Supervisor, the placement student, and the Field Education Coordinator. Please see the Agreement form provided on the next page.

All field placements are subject to final approval by the Field Education Coordinator.
Field Placement Planning Process

Begin Here

3rd & 4th year students receive Field Placement Manual at Orientation

Student to apply for Criminal Record/Vulnerable Sector Search as advised by Field Coordinator

Field Coordinator to contact agencies regarding placement availability & interview process

Field Coordinator will contact agency field supervisor to confirm placement & supervisory arrangements

Student will ensure all medical & other requirements are met before beginning placement

Placement Commences

3rd year student placement workshops -October November/January

3rd year student submits updated Placement Planning form & resume electronically to Field Education Coordinator

Student submits resume & placement applications to agencies as advised by Field Coordinator

Field Coordinator to contact agencies regarding placement availability & interview process

Student submits resume & placement applications to agencies as advised by Field Coordinator

Student accepts field placement and informs the Field Coordinator

Field Coordinator ensures student & supervisors have placement package, field calendar & forms

Agencies will arrange pre-placement interviews with student

Agencies select student for placement and offer placement opportunities

Field Coordinator ensures student & supervisors have placement package, field calendar & forms

Student to meet with Field Coordinator to discuss goals

Student to apply for Criminal Record/Vulnerable Sector Search as advised by Field Coordinator

Student to arrange interview appointment with Field Coordinator

3rd year student to arrange interview appointment with Field Coordinator

4th year student attends Field Placement Orientation in September prior to placement

Placement Commences
Matching Policy

It is important for students to understand that the work of matching students to placement opportunities takes a lot of time and is an ongoing process. Students need to be aware that ‘matching’ is not to be interpreted as ‘shopping’ and that students cannot go to several different interviews and then choose the agency that they like best. Students also need to understand that the Field Placement Coordinator is matching them to a placement based on their preselected ‘areas of practice’ preferences and that there will be times that this cannot occur because of the limited number of potential opportunities in a smaller city. (For example, if ten students want to work in addictions, there may only be three potential placement opportunities.)

ALL PLACEMENT OPPORTUNITIES ARE TO BE ARRANGED THROUGH THE OFFICE OF THE FIELD EDUCATION COORDINATOR. STUDENTS ARE KINDLY REQUESTED NOT TO CONTACT AGENCIES OR FIELD SUPERVISORS ON AN INDIVIDUAL BASIS.

Criminal Record Check

Students may be required to obtain a current criminal record search for the records of the placement agency before beginning their field placement and they will be responsible for the cost of this search. This criminal record search should meet the requirements of the placement agency, which may require the criminal record search to be obtained within six months, three months, or one month of the placement start date. Many agencies also require a Vulnerable Sector Search. Planning ahead is crucial in obtaining the criminal record search. The criminal record search must be obtained from the police serving the student’s home community. If the student’s community is serviced by the Ontario Provincial Police a longer process may be required for the Vulnerable Sector Search. The results of the criminal records search are to be provided directly to the placement agency and not to the HBSW program. A student may be denied access to a placement site by the placement agency, based on the nature of past offences, and this may affect the student’s continuation in the HBSW program.

Medical Requirements

Certain placements in medical, residential, educational or health care settings may require specific medical screening, which may include, but not be limited to a medical examination, tuberculosis skin testing, vaccinations or confirmation of immunizations, and mask fit testing. The student is responsible for ensuring that they meet these requirements and is responsible for any costs associated with these measures. Any proof of medical requirements/screening are to be shared only with the placement agency and not with the HBSW Program.
Academic Accommodations for Field Placements

Social Work students with disabilities who require special accommodations for their field placements must be registered with The Learning Centre at Algoma University. With the student’s consent, The Learning Centre will normally provide notification of the student’s requirements for academic accommodation to course instructors.

The Learning Centre provides services to students with disabilities, such as assessing and identifying reasonable accommodations that could be implemented as part of the placement process. However, it is the student’s responsibility to initiate this process and to inform their Field Education Coordinator about this matter. During the Honours Bachelor of Social Work placement planning process, requested accommodations at the placement site may need to be shared with the Field Supervisor/Agency to ensure that the student is provided with the requested accommodations. Further information about The Learning Centre as well as Algoma University’s policies and procedures concerning accommodations for students with disabilities are available on the Algoma University website at the following link: https://algomau.ca/learning/.
SOCIAL WORK SPECIFIC SENATE SUITABILITY FOR THE PROFESSION POLICY

Category: Senate
Number: SE3
Responsibility: Director of Social Work
Approval: Senate
Amendments: As circumstances of legislation warrants

PREAMBLE

WHEREAS the Social Work Department at Algoma University is based upon Anishinaabe, structural, feminist, and anti-oppressive principles, theories, and methods of practice. To that end, this policy employs as an overarching framework the Seven Sacred Teachings of Nibwaakaawin, (Wisdom) Zaagidiwin, (Love) Mnaadendimowin, (Respect) Aakodewewin, (Bravery) Gwekwaaadiziwin, (Honesty) Dibadenziwawin, (Humility) and Debwewin, (Truth), as well as mainstream Social Work Ethics. The Social Work Department acknowledges the intersections that race, culture/ethnicity, gender, sexual orientation and/or gender identity, class, ability and age have in relationship to power and inequality. The Social Work Department also acknowledges diversity of perspectives with respect to community participation and responsibility, and considers issues of social justice, equity, and marginalization. The Department of Social Work abides by Algoma University’s policies, and has also established its own specific policies for the Bachelor of Social Work Program (“BSW Program”). Given that this policy pertains to BSW Program professional field placements, in the event of a conflict, this policy takes precedence over the other Algoma University policies. This policy also replaces the Social Work Specific Behaviour Policy that was approved by Senate, (December 2, 2011).

DEFINITIONS

The terms used in this Policy have the following meanings:

i. Professional Suitability means:
   a. Adherence to the core social work values, as set out in the Canadian Association of Social Workers (“CASW”) Code of Ethics, including:
      i. Respect for the inherent Dignity and Worth of People
ii. Pursuit of Social Justice
iii. Service to Humanity
iv. Integrity in Professional Practice
v. Confidentiality in Professional Practice
vi. Competence in Professional Practice

b. Adherence to the Guidelines for Ethical Practice as set out by the CASW; and,
c. Adherence to the Ontario College of Social Workers and Social Service Workers (“OCSWSSW) Ethics and Standards for Practice.

ii. **Professional Unsuitability** means acting in a manner which violates the core social work values of the CASW and/or the CASW’s Guidelines for Ethical Practice and/or the OCSWSSW Code of Ethics and Standards of Practice.

iii. **Social Work Professional Suitability Review Committee** ("PSR Committee") means the committee formed pursuant to this Policy, responsible for conducting Stage Three Reviews.

iv. **Director** means the Director of the Social Work Department, or designate.

v. **Complaint** means a submission by a Complainant to the Director that a student has engaged in conduct or behaviour which makes them unsuitable for the profession of social work.

vi. **Complainant** means a person who has submitted concerns about a student whom they believe violated this Policy.

vii. **Advisor** means a person, arranged by the student, who supports a student required to appear for a hearing and who provides advice, guidance and/or moral support to the student. For the purposes of this Policy, the Advisor is normally a faculty member in the Social Work Department, or the Ombudsperson. The Advisor is not a party at the hearing.

**JURISDICTION AND APPLICATION**

**Senate Approved.** The Senate of Algoma University has approved this Social Work Professional Suitability Policy (the “Policy”) to comply with the Canadian Association for Social Work Education (“CASWE”) Standards and to address complaints against students in the Algoma University BSW Program.

**Scope.** This Policy applies to all students registered in the BSW program upon their accepting the offer of admission.

**Governing Law.** This Policy shall be governed and construed in accordance with the laws in force in the Province of Ontario, including the Ontario Human Rights Code.

The Policy is not intended, nor shall be used, to limit legal and professionally appropriate student activities that are directed at transforming, challenging or critically engaging organizational structures, forms of practice and theory.

The Policy shall be applied in a reasonable manner, recognizing that students are engaged in educational and
learning processes. When errors or lapses in professional behaviour are identified the University shall expect that students demonstrate an ability to self-reflect, to learn and to correct mistakes.

POLICY

Standards of Accreditation. In professional programs, such as the BSW Program, academic standards pertain to both professional and scholastic performance. The CASWE requires that all Schools of Social Work have policies that meet the following CASWE Accreditation Standards:

i. The academic unit has a policy requiring that the performance of professional responsibilities of social work students be in accordance with the relevant social work code of ethics; and,
ii. 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 puts them at risk of exclusion from the program based on professional unsuitability. 1

Purpose of Policy. The purpose of the policy is to:

i. Comply with the CASWE Accreditation Standards and any other social work professional regulatory bodies;
ii. Inform students and faculty of the attitudes, values, and conduct that are suitable for a professional social worker;
iii. Assist faculty in evaluating student suitability for social work practice; and
iv. Ensure students are made aware of any concerns or complaints with their professional suitability through a fair and transparent process.

Codes and Policies. All students must adhere to and demonstrate attitudes and behaviours that are consistent with the following policies:

i. The Canadian Association of Social Workers (CASW) Code of Ethics 2;
ii. The CASW’s Guidelines for Ethical Practice 3;
iii. The Ontario College of Social Workers and Social Service Workers (OCSWSSW) Standards of Practice 4;
iv. The Algoma University Student Code of Conduct; and
v. Any other relevant Algoma University bylaws or policies including, but not limited to, the Community Standards for Student Conduct, the Academic and Non-Academic Student Code of Conduct, the Use of Social Media policy, the Use of Technology Services policy, the Use of Tobacco and Smoking on Campus policy and the Poster and Banner policy.

PROCEDURES

Grounds for Suitability Review. The following may be grounds for a Professional Suitability Review:

i. The student is alleged to have violated the CASW Code of Ethics, the CASW’s Guidelines for Ethical Practice or the OCSWSSW Standards of Practice;
ii. The student is alleged to have violated the Algoma University Code of Conduct and any other relevant Algoma University bylaws or policies;
iii. The student has a condition which prevents him or her from meeting a bona fide qualification of social work, recognizing that reasonable accommodation is required by Ontario’s Human Rights Code;
iv. The student was found guilty under the Criminal Code for an infraction indicating a lack of professional suitability;
v. A Classroom Instructor and/or Field Supervisor and/or External Field Supervisor alleges that the student has shown evidence of incompetency defined as:
   a. A lack of knowledge, skill or judgment or a general disregard for the welfare of the public;
   b. A pattern of failure to learn from practice errors when identified by instructors and to repeats problematic unprofessional behaviour; or
   c. A pattern of behaviour that demonstrates that the student is unfit to carry out the responsibilities of a person engaged in the practice of social work.
vi. One or more beneficiaries of the services of the organizations, one or more students, one or more colleagues, one or more professors or members of the public have alleged that the student behaved in a manner that showed a breach of professional suitability;
vii. The student did not disclose a criminal infraction(s), criminal conviction(s), or allegation(s) of professional misconduct under any code of ethic, any of which would reasonably indicate professional misconduct; and
viii. A student is denied a field placement, and is not able to demonstrate readiness by adequately addressing the concerns that led to the decision to deny a field placement, within the time frame specified by the faculty of the Department of Social Work.

Suitability Review Process. The Suitability Review Process has three (3) stages. The Department of Social Work reserves the right to proceed with a review at any point that is deemed to be appropriate, and may, where necessary, proceed directly to a later review stage.

4A. STAGE ONE REVIEW

Classroom Instructor. Where a Classroom Instructor has concerns about a student’s suitability for the professional, they will:

i. Discuss the concerns directly with the student and seek to work with the student to resolve them;
ii. Document dates and the content of all meetings with the student; and, where the Classroom Instructor deems it necessary, will:
   iii. Notify the Director, in writing, that a Stage One Review has been commenced.

Field Supervisor and/or External Field Supervisor. Where a Field Supervisor and/or External Field Supervisor has concerns about a student’s suitability for the professional, they will:
i. Discuss the concerns directly with the student and seek to work with the student to resolve them;

ii. Document dates and the content of all meetings with the student;

iii. Notify the Faculty Field Liaison that a Stage One Review has been commenced; and, if the Field Supervisor and/or External Field Supervisor deems it necessary will:

iv. Discuss their concerns with the Field Education Coordinator, who, if the Field Education Coordinator deems it necessary, will:

v. Notify the Director, in writing, that a Stage One Review has been commenced.

Other Complaints. Where an individual other than a Classroom Instructor, Field Supervisor or External Field Supervisor has concerns about a student’s suitability for the professional, they may report their concerns to a Classroom Instructor, Field Supervisor or External Field Supervisor who will then follow the suitability review process.

Resolution or Further Concerns. In many instances, a Stage One Review will resolve the concerns and no further review processes will be needed. In that case, the Field Education Coordinator or Classroom Instructor shall record, in writing, what was discussed at the Stage One Review meetings and the resolution of the matter. If there is still concern after the Stage One Review has been completed, the parties will proceed to a Stage Two Review.

4B. STAGE TWO REVIEW

Complaints. Once concerns are brought to the Director they are deemed to be Complaints and must be recorded in writing.

Classroom Instructor. Where a Stage Two Review is necessary:

i. The Classroom Instructor shall notify the Director that a Stage Two Review is needed; and,

ii. The Classroom Instructor and the Director shall meet with the student to discuss the Complaint. The student may elect to bring an Advisor to the meeting. If the student plans to bring an Advisor, the student must notify the Director in advance of the meeting.

Field Supervisor and/or External Field Supervisor. Where a Stage Two Review is deemed necessary:

i. The Field Education Coordinator will inform the Faculty Field Liaison, the Field Seminar Instructor, and the Director, that a Stage Two Review is needed; and,

ii. The Director shall meet with the student to discuss the Complaint. The following parties may attend the meeting: The Field Supervisor, the External Field Supervisor, the Field Education Coordinator, the Faculty Field Liaison and the Field Seminar Instructor. The student may elect to bring an Advisor to the meeting. If the student plans to bring an Advisor, the student must notify the Director before the meeting. A maximum of five people will be permitted in the meeting, not including the student.

Resolution and Corrective Plan. Either the Director (where the concerns arise from the classroom) or the Field Education Coordinator (where the concerns arise from the field placement), will gather sufficient information to examine the Complaint.

After meeting with the student, the Director will review all available documentation and determine whether:
a. The Complaint has been resolved or whether there is insufficient evidence to indicate professional unsuitability;
b. The Complaint can be dealt with through a corrective plan. If, after a time specified in the corrective plan, the Complaint is not resolved the Director will refer the matter to the PSR Committee for a Stage Three Review; or:
c. There is sufficient evidence and/or information that the student is not suitable for the profession of social work, on a prima facie basis, to immediately refer the matter to the PSR Committee for a Stage Three Review.

4C. STAGE THREE REVIEW

The Professional Suitability Review Committee. Algoma University shall establish a Professional Suitability Review Committee (the “PSR Committee”) that will conduct Stage Three Reviews. Members of the PSR Committee will serve either in their ex officio capacity or otherwise for a two-year term. The PSR Committee Chair will be elected by members of the PSR Committee every two (2) years.

PSR Committee Composition: The PSR Committee will be composed of the following members:

a. The Director (ex officio and voting);
b. Full time faculty of the Social Work Department (ex officio and voting);
c. The Field Education Coordinator of the Social Work Department (ex officio and voting);
d. A Part-time faculty member of the Social Work Department (ex officio and voting);
e. A practicing social worker and an alternate who are members in good standing of the OCSWSSW. This may or may not be a person who is currently teaching part-time in the Social Work Department at Algoma University (ex officio and voting); and
f. A First Nations or Métis Elder who serves as a Visiting Elder for the Algoma University community (ex officio and voting).

A quorum for PSR the Committee shall be five (5) members.

Procedure. Where the Director has referred a Complaint to the PSR Committee, the PSR Committee Chair will:

a. Schedule a date for the Committee Hearing (the “Hearing”). The Hearing should be held as soon as is reasonably practicable following the Director’s determination that there is sufficient evidence to proceed.
b. Within five (5) of the hearing being scheduled, send an e-mail to the student’s Algoma University e-mail address with a “Request a Delivery Receipt” and a “Request a Read Receipt”, which provides:
   i. The statement that: “If the allegations contained in the complaint are substantiated and are determined to constitute professional unsuitability you may be required to withdraw from the BSW program.”;
   ii. A summary of the complaint;
   iii. A copy of this policy;
   iv. The names of the members of the Committee and alternates;
   v. A statement advising the student of the availability of the services of the University Ombudsman office;
   vi. A statement advising the student of their right to examine all documentation relevant to the complaint, and how the student can access this documentation;
   vii. Any other information which the Chair deems relevant for the student to address the complaint;
   viii. The date, time and place of the Hearing.
The Hearing shall continue notwithstanding if the student has withdrawn from the BSW Program, or has opted to defer their registration in the BSW Program.

If the student fails to attend the Hearing, the PSR Committee may re-schedule the Hearing or decide, based upon the evidence available, in the absence of the student.

**Student’s Rights.** The student has the right to:

a. Have an Advisor present;
b. Present relevant evidence at the Hearing as appropriate;
c. Be informed of all relevant information and evidence regarding the complaint;
d. Receive a written copy of any findings or reports.

The student must inform the PSR Committee the identity of any Advisor accompanying the student at least five (5) working days prior to the Hearing.

**PSR Committee Findings and Decisions.** Following the Hearing, the PSR Committee shall meet in closed session with its members to consider the evidence and information. The PSR Committee shall produce a report (the “Report”) which contains:

a. A summary of the Complaint, the evidence presented informing the Complaint, and the Student’s response, if any; and,
b. A finding that:
   i. The student is not suitable for the professional of social work;
   ii. The student requires remediation and correction to achieve professional suitability;
   iii. The student had a condition which temporarily prevented him or her from meeting a bona fide qualification of social professional suitability; or
   iv. The evidence does not indicate professional unsuitability.

The Report shall be sent to the Director, the Academic Dean, the Registrar, the Ombudsman services, the student and, where signed consent has been given by the student, to the Advisor, as soon as is reasonably practicable following the completion of the Hearing.

**Professionally Unsuitable.** Where the PSR Committee finds that the student is not suitable for the profession of social work it will, through its Chair, recommend to the Director that the student be required to withdraw from the BSW Program, or to defer registration in the Program for a two (2) year period.

**Remediation and Correction.** Where the PSR Committee finds that the student requires remediation and correction, or has a condition which temporarily prevented him or her from meeting a bona fide qualification of social work suitability, the PSR Committee will develop a corrective plan which may include:

a. A plan for the achievement of professional suitability, which may include any appropriate measures as determined by the PSR Committee, including but not limited to, a temporary suspension from the BSW Program;
b. A reduced course load, fulfillment of specified conditions, or other remediation;
c. On-going monitoring of the student’s progress towards professional suitability, feedback on the student’s progress towards professional suitability, timelines for the student’s achievement of his or her professional suitability goals; and/or
   d. Accommodation pursuant to the Ontario Human Rights Code.

**Professionally Suitable.** Where the PSR Committee finds that the evidence does not indicate professional
unsuitability, this finding will be communicated to the student by the Chair, and the records will be handled as described in the “Records and Retention of Material” section below.

The imposition of any form of sanction by the PSR Committee does not in any way preclude the application and enforcement of any other Algoma University policy should the student be deemed to have violated such a policy.

4D. EMERGENCY SAFETY MEASURES

Where a Classroom Instructor, Field Supervisor, External Field Supervisor, Field Education Coordinator, Faculty Field Liaison and or Field Seminar Instructor has concerns that the behaviour of a student poses an immediate threat to the safety of the campus community, or to the Field Placement setting, the matter will be referred directly to the Director. The Director will determine whether:

a. The matter requires taking emergency safety measures and, if so, shall immediately notify the Academic Dean, Student Affairs and, if it is a campus issue, Campus Security; and,
b. The matter should immediately proceed to a Stage Three Review.

4E. APPEALS

A student may submit a request for appeal of the PSR Committee’s decision to the Appeal Committee.

The Appeal Committee. Algoma University shall establish an Appeal Committee that will conduct appeals of the PSR Committee’s decisions. Members of the Appeal Committee will serve either in their ex officio capacity or otherwise for a two-year term. The Appeal Committee Chair will be elected by members of the Appeal Committee every two (2) years. Members of the Appeal Committee shall be different than members of the PSR Committee.

Appeal Committee Composition: The Appeal Committee will be composed of the following members:

a. The Secretary of Senate (ex officio and voting);
b. A Full-time faculty member of the Social Work Department (ex officio and voting);
c. A Part-time faculty member of the Social Work Department (ex officio and voting);
d. A practicing social worker and an alternate who are members in good standing of the OCSWSSW. This may or may not be a person who is currently teaching part-time in the Social Work Department at Algoma University (ex officio and voting); and
e. A First Nations or Métis Elder who serves as a Visiting Elder for the Algoma University community (ex officio and voting).

A quorum for the Appeal Committee shall be three (3) members.

Granting of Appeal. The Appeal Committee may grant an appeal based on:

a. New information and facts not considered by the PSR Committee; and/or
b. A claim that the PSR Committee did not follow this Policy.

Appeal Options. Upon receipt of an appeal request, the Appeal Committee may:

a. Deny the appeal as having no basis;
b. Allow and hear the appeal.
Where the Appeal Committee hears the appeal, and finds in favour of the student, the Appeal Committee shall refer the matter back to the PSR Committee.

Where the Appeal Committee denies the appeal or hears the appeal and upholds the decision of the PSR Committee, the matter will be closed and the PSR Committee’s decision shall stand.

**RECORDS AND RETENTION OF MATERIAL**

**Confidentiality.** Algoma University will keep all information related to concerns, complaints, and their investigation confidential to the extent possible. Algoma University will only release as much information as is necessary to investigate and respond to the situation or as is required by law. The Registrar’s Office and the Department of Social Work shall manage and maintain all files and records as required by the Freedom of Information and Protection of Privacy Act (‘FIPPA’).

**Record Retention Policy.** All material shall be retained by the Office of the Registrar and the Department of Social Work in accordance with FIPPA and Algoma University’s record retention policies. Records generated under these policies will be held for a period of five (5) year unless a longer retention period is specifically mentioned elsewhere. After the retention period, the records will be destroyed. Records collection, use, disclosure, and destruction shall be in adherence with FIPPA.

**AMENDMENTS**

This Policy may be amended by the Senate pursuant to recommendations by the Department of Social Work.
Social Work Specific Senate Policy Governing Deferred, Denied, or Unsuccessful Field Placements

Category: Senate
Number: SE2
Responsibility: Director of Social Work
Approval: Senate
Amendments: As circumstances or legislation warrants

PREAMBLE
The Social Work Department at Algoma University is based upon Anishnaabe, structural, feminist, and anti-oppressive principles, theories, and methods of practice. To that end, this policy governing deferred, denied or unsuccessful field placements employs as an overarching framework the Seven Sacred Teachings of Nibwaakaawin, (Wisdom) Zaagidiwin, (Love) Mnaadendimowin, (Respect) Aakodewewin, (Bravery) Gwekwaaadiziwin, (Honesty) Dibadenziwawin, (Humility) and Debwewin, (Truth), as well as mainstream Social Work ethics. The Social Work Department acknowledges the intersections that race, culture/ethnicity, gender, sexual orientation and/or gender identity, class, ability and age have in relationship to power and inequality. The Social Work Department also acknowledges diversity of perspectives with respect to community participation and responsibility, and takes into account issues of social justice, equity, and marginalization. This policy is also in accordance with the Ontario Human Rights Code, and the Accessibility for Ontarians with Disabilities Act. The Department of Social Work abides by Algoma University’s policies, and has also established its own BSW specific policies. Given that this policy pertains to BSW professional field placements, this policy takes precedence over the other university policies. This policy also replaces the Social Work Specific Behaviour Policy that was approved by Senate, (December 2, 2011).

To ensure that the interests of Social Service users/clients are a first priority, and to provide the best professional training possible, the following procedures will be followed in the case of a deferred, denied, or unsuccessful field placement.
POLICY

1. Deferred Field Placement
A field placement may be deferred if the student submits a written request to the Director of the Department of Social Work citing mental or physical health or other extenuating circumstances.

Should the field placement be deferred, the Director of the Social Work Department will negotiate a placement at the earliest possible time, consistent with the student’s academic program and the availability of an appropriate field placement setting. Field placements are normally offered once a year: From September until late April. Alternative arrangements may be considered by the Field Education Coordinator at the request of the student and in consultation with faculty of the Social Work Department.

2. Denied Field Placement
The Social Work Department may deny a field placement for any of the following reasons:

2.1 The prospective student has not successfully completed required courses and/or course assignments;
2.2 There is confirmed evidence that the student has violated the Professional Codes of Ethics of the Ontario College of Social Workers, the Canadian Association of Social Workers, or the Ontario Human Rights Act;
2.3 The student is incapable of meeting the bona fide qualifications of social work practice in a designated field placement;
2.4 When required for the field placement, the student has not provided a current adequate vulnerable sector/criminal record check;
2.5 The student has not disclosed pending criminal charges.

When a student is deemed not ready to begin a field placement, the onus is on the student to demonstrate readiness by adequately addressing the concerns that led to the decision to deny a field placement. In the case of a postponement, the student may be required to pay a pro-rated tuition fee.

The Social Work Department is obligated to arrange a placement for each student accepted into the program, unless the student has been denied a field placement based on the above reasons.

If, for some reason, no suitable placement can be identified, or a student is denied a placement due to circumstances beyond his or her control, arrangements will be made for a suitable placement at a later date at no additional cost to the student.

3. Withdrawal from a Field Placement
A student, who chooses to withdraw from a field placement for a reason not deemed valid by the Department of Social Work, is not guaranteed a subsequent field placement. However, if a student withdraws from a field placement for valid reasons (on medical or compassionate grounds), arrangements will be made for a suitable placement at a later date at no additional cost to the student.

4. Dismissal from a Field Placement
The Field Education Coordinator and Faculty Field Liaisons will support all students in resolving issues that arise in their field placements. When these efforts have not been successful, the Social Work Department and/or host agency may recommend to the Director of the Social Work Department that a student be dismissed from a field placement when there is evidence of the following:
4.1 The student has failed to adhere to the attendance policy (see Appendix), and has failed to negotiate an acceptable alternative arrangement;
4.2 The student has violated the Professional Codes of Ethics of the Ontario College of Social Workers and Social Service Workers, the Canadian Association of Social Workers, or the Ontario Human Rights Act;
4.3 The student has chosen to discontinue the field placement for any reason not deemed valid by the Social Work Department;
4.4 The Social Work Department has determined that the student is not suitable for social work practice as per the Suitability for the Profession Policy through a Stage 3 Review;
4.5 The student's behaviour or attitude has interfered with his or her ability to work with agency staff and/or service users;
4.6 The student has not followed through in meeting learning objectives;
4.7 The student has been charged with harassment or a violation of an ethical code.

5. Procedure
When there is evidence that a student is not meeting the requirements for successful completion of a field placement, the Review Processes outlined in the Professional Suitability Policy will be followed.
APPENDIX

Attendance in Field Placements

The field education program is guided by the requirements of the Canadian Association of Social Work Education (CASWE). The CASWE policy requires that students enrolled in the BSW program receive a minimum of 700 field instruction hours, and a minimum of thirty (30) Field Seminar Instruction Hours.

Students are expected to make up any missed time due to illness, storm days, strike action, and/or holidays. Flexibility in making up missed time is possible and may include, besides additional field placement days, time spent doing relevant field-related activities. These activities can include journal writing, library research and readings on field-related work, group work preparation and design, and/or the attending of relevant outside meetings and workshops. Students must document these work hours and consult the Field Instructor on their plans for making up missed field days.

Class attendance for the integrated seminars is essential for learning about the issues addressed in the field. Participation is necessary for the development of self-reflexivity, and other skills associated with the course. Students are expected to attend all integrated seminars on time, and to remain for the duration of the class. It is the responsibility of the student to advise the instructor of any extenuating circumstances arise that may prevent them from attending the integrated seminars. Absence from 20% or more of these seminars may mean that you will not receive credit for the course. Please read the Academic Regulations in the Algoma University Calendar.

Accumulating overtime hours is allowed, provided that it does not mean that a placement ends earlier than two weeks before the official placement ending time.
SENATE SOCIAL MEDIA POLICY FOR BSW STUDENTS IN FIELD PLACEMENT

Category: Senate
Number: [this will be assigned by the Office of the VPFA]
Responsibility: Director of Social Work
Approval: Senate
Amendments: As circumstances or legislation warrants

PREAMBLE
The Social Work Department at Algoma University is based upon Anishnaabe, structural, feminist, and anti-oppressive principles, theories, and methods of practice. To that end, this policy governing the use of Social Media outlets in the BSW field placement employs as an overarching framework the Seven Sacred Teachings of Nibwaakaawin, (Wisdom) Zaagidiwin, (Love) Mnaadendimowin, (Respect) Aakodewewin, (Bravery) Gwekwaaadiziwin, (Honesty) Dibadenziwawin, (Humility) and Debwewin, (Truth), as well as mainstream Social Work ethics. The Social Work Department acknowledges the intersections that race, culture/ethnicity, gender, sexual orientation and/or gender identity, class, ability and age have in relationship to power and inequality. The Social Work Department also acknowledges diversity of perspectives with respect to community participation and responsibility, and takes into account issues of social justice, equity, and marginalization. The Social Work Department strictly adheres to the professional duty to ensure the protection of undue hardship for the vulnerable sector. This policy is also in accordance with the Ontario Human Rights Code, and the Ontario Disabilities Act. The Department of Social Work abides by Algoma University’s policies, and has also established its own BSW specific policies. Given that this policy pertains to BSW professional field placements, this policy takes precedence over the other university policies. This policy also replaces the Social Work Specific Behaviour Policy that has been approved by Senate, (December 2, 2011).

BACKGROUND
Due to the accessibility of social media website, Social Workers are increasingly reliant on online communication (e.g. Facebook, LinkedIn, Twitter, Instagram, and all other social media platforms) in both their professional and personal lives. The following social media policy and guidelines are intended to help social work students understand and navigate some of the ethical issues that arise from their involvement in online media, and to provide guidelines for safe, ethical online communication.
Whether you are using social media as a vehicle to advance your professional activities and to advocate for social justice, or to maintain contact with friends and family and to engage in other personal activities, you are developing an online public presence and professional image that reflects not only on you, but also on the profession, on the Social Work Department and Algoma University. Whether you are in your field placement, at home, or in the community, you should be aware of how your online conduct might be viewed by society, service users, colleagues, the media, governing bodies and other agencies. Our legal and ethical responsibilities as social work students extend beyond our classroom and field placement agencies, and into the online world of social media websites or platforms.

As Social Work program students, you are expected to portray that you are trustworthy, and that your professional behaviour is honorable. In the Social Work program, we hold ourselves accountable to a standard that maintains public trust and respect.

STATEMENT

The Social Work Department is committed to maintaining an academic culture of freedom of inquiry and expression, in both oral and printed communication, including in electronic media. Faculty, staff, and students acknowledge the important role of electronic social media in supporting the values and principles of the profession in promoting social change, and commit themselves to using social media knowledgeably and wisely. All members of the Social Work community, including students of the Social Work program are accountable and responsible for their actions and statements in public forums, inclusive of online media.

As future members of the profession, students are expected to learn and understand the importance of intelligent, wise, and ethical use of social media, and to engage in social media practices that are consistent with human rights legislation, to adhere to the ethical standards of the profession of Social Work, the mission of CASWE-ActFS, and the mission of the Social Work Department. Students are encouraged to use social media to exchange ideas and knowledge, and to promote the social work profession. Students should apply the same principles as professional Social Workers. As such, students are expected to be vigilant in managing professional responsibility and standards for interacting and communicating with people online as in other areas of practice. Violation of this policy and guidelines may result in an informal and/or formal review of the student’s suitability for professional practice (see BSW Suitability for the Profession Policy I & II).

Guidelines

Students are expected to adhere to social work values and ethics, and to engage in professional conduct as outlined in the CASW Code of Ethics (2005 a+b), and the Ethics and Standards of Practice for the Ontario College of Social Workers and Social Service Workers (OCSWSSW) (2008) http://www.ocswssw.org/professional-practice/code-of-ethics when using social media communication tools, whether using a personal site, agency site, or University site.

The CASWE Code of Ethics outlines the core social work values as:

- Respect for the inherent dignity and worth of persons
- Pursuit of social justice
- Service to humanity
- Integrity of professional practice
- Confidentiality of professional practice
- Competence of professional practice
Confidentiality

Our ethical obligations to our clients are the same whether it is through written communication, email, texting, Facebook, Twitter or any other social media platform. Social Work program students are responsible for setting and maintaining clear boundaries, and for maintaining the confidentiality of information related to clients, in the classroom, with employers, colleagues, and/or supervisors. Social work program students are responsible for understanding how to use social media, and for checking and maintaining personal security settings.

Dual relationships

Social Work program students should maintain appropriate personal and professional boundaries in their relationships with clients, peers, supervisors, and colleagues. Allowing clients or former clients to cross into your personal life will complicate and blur your professional boundaries and etiquettes. This is particularly tricky when managing Facebook, and other social media accounts. It is your responsibility to manage your friend requests, including who is following your accounts, the level of self-disclosure, as well as to monitor interactions on social media, including wall posts, information sharing, etc. Social Work program students must also consider what confidential information clients and the community could have access to if privacy settings are not engaged.

Privacy

There really is no such thing as privacy or security of information on the internet. Everything you post online becomes public information and is potentially permanent and available to anyone with access to the Internet, even if you attempt to modify or delete your post. Messages you have created, as well as third party material you have used in a message, may end up being used in ways you did not originally foresee. You cannot anticipate how what you say might reverberate throughout social media to people you did not intend. For example, a comment you make on a colleague’s/peer’s Facebook wall is visible to anyone that person is connected to. People can see when you are tagged in photos, view comments made by others, note your status updates, and see who you’ve friended. Search engines can turn up posts years after they are created, and comments can be forwarded or copied.

Students should be aware that third parties – including media, faculty, future employers, social work professionals, and other Algoma University officials – can easily access your profiles and view all of your personal information. This includes your pictures, videos, comments, and posts. Inappropriate material found by third parties affects the perception of our students, the Social Work Department, and Algoma University. Inappropriate material can also be detrimental to a student’s future employability, whether in the profession or in other sectors.

You are legally liable for everything you write or post online. Comments and images that are defamatory, pornographic, proprietary, harassing, libelous, or that can create a hostile educational or work/field placement environment can open you to legal action by an individual or organization, and to dismissal from the Social Work program.

GUIDELINES FOR RESPONSIBLE, SAFE ONLINE CONDUCT

• Be thoughtful about all your interactions online. Your posts and your profile can help you build a good reputation in your community.

• If you wouldn’t say it at a conference or to a member of the media, consider whether you should post it online.
• Be aware that employers and volunteer organizations are increasingly running online searches and even asking for permission to gain access to your online identity, before making a job offer. A good guideline is to not put anything on a social networking site that you would not want to see on the front page of the paper. Try running a Google search on yourself to see what image you’ve created.

• Be vigilant about the safety of your identity, including that of your friends and family. Consider the implication and risks of putting any personal information on social media sites. You may want to ask family and friends to bear this in mind when posting information that includes you (photographs, or family information, for example).

• Even when you assume you are speaking for yourself, your comments can be understood as representing the profession, the Social Work Department, the Field Placement agency, and Algoma University.

• Be knowledgeable, accurate, and respectful when referring to others, including the Social Work Department, professors, supervisors, your Field Placement agency, Algoma University, colleagues, and peers.

• Refrain from any online comment that could reflect negatively on the Social Work Department or your Field Placement Agency’s reputation.

• Never reveal identifiable content or privileged information about classroom discussions, work, or individuals unless you have permission to do so.

• Avoid harassment, intimidation, abuse or threats (both when posting and responding to posts).

• Know and understand your Field Placement Agency’s policies regarding the use of social media. Unless given permission in writing by your Field Supervisor and your Agency Supervisor you are not authorized to speak on behalf of your Field Placement Agency.

• If you are developing a Website, social networking group or writing a blog that will mention the Social Work Department, your Field Placement and/or their employees or clients, you must identify that you are a student, and that the views expressed on the blog or website are yours alone, and do not represent the views of the Social Work Department and/or the Field Placement Agency.

• You may not share your classroom discussions from the Field Seminar (inside and out) publicly, any confidential information about the Social Work Department, your Field Placement setting and/or clients and colleagues. If you have any questions about whether information has been released publicly or doubts of any kind, please speak with the Director of the Social Work Department, or the Field Placement Coordinator.

• Taking and sharing photographs without consent is a breach of confidentiality. Know your agency’s policy regarding photography, including any limitations on its use.

• Consider what posts/pages you chose to like/follow, and whether or not these are appropriate and adhere to professional etiquette.
GUIDELINES FOR INTERACTIONS WITH CLIENTS ON THE INTERNET

• Do not “friend” or “follow” your clients (current or past) and do not allow your clients (current or past) to “friend” or “follow” you.

• Do not use messaging on websites such as Twitter, Facebook, and LinkedIn to contact your clients or respond to clients who may have contacted you. These sites are not secure.

• Always use your professional (work/placement) email, not your personal email address to communicate with clients.

• All email communication with clients should be of a professional nature. Never have personal discussions or make personal disclosures of any kind.

• Do not discuss details of your work with clients.

• If you choose to communicate with your clients by email, be aware that all emails are retained in the logs of your and their Internet service providers. While it is unlikely that someone will be looking at these logs, they are, in theory, available to be read by the system administrator(s) of the Internet service provider.

• Social Work students who partake in community events/consultation/activism must be aware and vigilant that if they enter online groups that clients may also be members of these groups. Refer back to guidelines in this policy, to the CASW Code of Ethics (2005 a+b), and the Code of Ethics and Standards for Practice of OASWSSW (2008) if such online interactions occur.

TIPS FOR RESPONDING TO SOCIAL MEDIA REQUESTS FROM CLIENTS

Here are examples of what you can say to clients who request or attempt to contact you through any form of social media:

Friending
“I do not accept friend requests from current or former clients. This holds true on Facebook, LinkedIn, and all other social networking sites. My reasons for this are that I believe that adding clients as friends on these websites can compromise confidentiality and blur the boundaries of our working relationship. If you have questions about this, please feel free to bring them up when we meet and I will be happy to talk more about it.”

Interacting
“Please do not use messaging on websites such as Twitter, Facebook, and LinkedIn to contact me. These sites are not secure, and I may not read these messages in a timely fashion. If you need to contact me, please use the system outlined in our first meeting.”

Email
“I prefer to use email only to arrange or modify appointments. Please do not use email to send content related to our work together, as email is not completely secure or confidential. If you choose to communicate with me by email, please be aware that all emails are retained in the logs of your and my Internet service providers. While it is unlikely that someone will be looking at these logs, they are, in theory, available to be read by the system administrator(s) of the Internet service provider. You should also know that any email I receive from you and any responses that I send to you will be printed out by me and kept in your file.”
Special Considerations for Field Placements

In circumstances where a student is unable to complete the field education placement during the assigned block period of September to April in the fourth year of study or has family and/or work responsibilities that result in barriers to completing the field placement during the regularly assigned time period, accommodations may be considered, providing that the supervisor agrees to meet the expectations and responsibilities required by all placement settings. Students must negotiate an equivalent process to the concurrent integrative seminars that are offered during regular block placements. Students may approach the Field Education Coordinator to discuss potential options.
Conflict of Interest

The intent of the conflict of interest policy is to ensure Social Work students are placed in a placement setting that offers the most safe and objective learning environment and evaluation of performance possible. Students will be required to sign a conflict of interest statement with the Social Work Department prior to beginning their initial placement experience (Appendix T). Students wishing to undertake a placement in an agency where they have prior relationships must declare a potential conflict of interest to, and discuss the appropriateness of the situation with the Field Education Coordinator.

A potential conflict of interest may exist in the following circumstances:

⭐ A student or immediate family member is or has been a client of the agency.

⭐ A student is a former or present employee of the agency or has relatives at and/or other close relationships with staff members of an agency (immediate family is defined as a parent, grandparent, child, sibling, spouse and/or/ significant other; who shall remain unidentified).

As the Social Work Department will not specifically ask the student to divulge this information, it is the student's responsibility to either inform the Field Education Coordinator of a potential conflict of interest, or to refrain from accepting a placement setting in which there is a conflict of interest, if they choose not to enter into the necessary discussion. Where a potential conflict of interest exists with regard to a proposed student placement, the final placement decision will be at the discretion of the Field Education Coordinator and the Field Placement agency. If the Field Education Coordinator and/or the Faculty Liaison discovers a conflict of interest is not declared with respect to a particular placement application or placement, the Field Coordinator, the Faculty Liaison, and/or the Director of Social Work may terminate the application or placement forthwith, and ensure it is documented accordingly. A substitute placement within the time limits of the student's program will be pursued to accommodate the student.
Some of the potential risks of an undeclared potential conflict of interest on placement may include:

- The student may unknowingly violate agency policy regarding conflict of interest, which might lead to placement breakdown.

- The student's confidentiality may be breached due to the agency and staff being unprepared for the situation and workers possibly experiencing confusion as to the nature of the student's role at the agency.

- On placement, labour law does not protect the student, as students are granted placement at the discretion of the agency, and this permission may be retracted at any time if the agency decides that the placement situation is not viable for any reason.

- Breakdown of a placement due to a conflict of interest can be a very stressful experience for all involved, and may delay course completion and potentially compromise the agency's relationship with Algoma University and the Social Work Program.

- If a placement supervisor is not aware of a student's past involvement with a placement agency, he or she may not be able to adequately prepare for the placement and to support the student's learning by designing a suitable learning experience that will be both appropriate and protective for the student and the agency. The issues of access to records and confidentiality also need to be considered.

- The student may be exposed to emotional triggers related to his or her own life experiences, and be unable to access the necessary supports and/or debriefing at placement. It may also be challenging to explore certain issues in supervision.

- Client care may be unintentionally compromised due to the above concerns.

Questions to ask yourself...

Do I know the staff/supervisor/administration of the agency?
Are any of my friends seeing Social Work as the agency? Etc...
Adherence to Placement Policies

Students are expected to review and adhere to all placement policies and procedures as outlined in the Algoma University Social Work Field Education Manual and the Student Handbook.

Confidentiality in Social Work Field Placements

Sharing of Information/Confidentiality in HBSW Program. The personal information on the social work application package, placement planning forms and placement evaluation forms is collected pursuant to Section 14 of the Algoma University Act as well as the Social Work and Social Services Act, the personal information will be used to coordinate and evaluate social work practice for students in the HBSW program. The information will be disclosed only to the extent necessary for the effective operation, supervision and assessment of the placement and may be shared with the Social Work Director, Field Education Coordinator, faculty members, potential placement sites, field supervisors and members of the Field Education Advisory Committee. If any information should come to the attention of the Social Work Program which could affect a student’s placement role, and thus the field placement experience, the Social Work Program shall confidentially assess and discuss the significant information with the appropriate parties.

Information disclosed during student meetings with supervisors or Field Education Coordinator will be shared to the extent necessary to resolve concerns about a student’s capability to successfully complete the field placement. The Social Work Program will balance confidentiality against its duty to protect students, clients and placement agencies, as well as against legal duties to report.

Students are required to protect the confidentiality of all information acquired in their field placement agency/organization including information about the clients, families, groups or others at all times. This includes any identifying information such as names, addresses, telephone numbers and any identifying information to be revealed outside of the agency. Students must adhere to the confidentiality policies and guidelines of their placement agency as well as the CASW Code of Ethics.

It is important that students seek consultation and advice from their Field of Placement Supervisors and Faculty Field Liaisons on any confidentiality issue.
The Social Work Program recognizes that the safety and confidentiality of students or others who have been subject to unprofessional conduct under this Policy must be an important priority. The Program must balance the need for confidentiality against its duty to protect present and future students or persons who might otherwise be placed in jeopardy by a student who is acting in an unprofessional or unethical manner under this Policy. Information disclosed during meetings with Field Supervisors, Field Education Coordinator or the Director will not be kept confidential if the information raises concerns about the student’s capability of assuming the professional responsibilities of social work practice. Field supervisors, Faculty Liaisons and/or Field Education Coordinator and/or the Director will share pertinent information with each other in a respectful and professional manner, for the purpose of identifying student issues and enhancing problem solving about the concerns. The Social Work Department reserves the right to share information with the Social Work Faculty; the members of the Professional Suitability Review Committee; with other members of the university; third parties as required by law; and Social Work Specific Polices, and University regulations.

Confidentiality is one of the foundations of social work ethics. In Northern, rural and remote communities, information of confidential nature may often surface in situations such as classroom discussions, student assignments, placement seminars and faculty consultations where individuals often know one another, other social workers and the clients they work with. It is therefore critical that there is a commitment to respect the privileged and confidential nature of the communication and to protect the confidentiality of service users, settings, social workers and students in all aspects of social work education from students. This extends to assignments, reflective/reflexive journaling, field notes, process recordings, audio and video tapings, case examples, or any other learning situations, including the use of all forms of social media. Students in the Field Seminar will be required to sign an Oath of Confidentiality (Appendix D) prior to commencing discussions in the Field Seminar.
Audio/Video Recordings and Case Material/Information

Students must obtain a signed consent form from client(s) for any audio and/or video recordings and/or the use of any case material/information for educational purposes where there is any chance of a client being identified. In agencies where recordings, audio and videotapes will be used, the Social Work Program and each field placement agency will clearly outline and contract who has ownership of the audio/video material and how this material will be erased after use. (Appendix O)

Field Placement Hours and Attendance

The Canadian Association Social Work Education (CASWE) requires a minimum of 700 hours of field placement experience. The Social Work Program, in compliance with CASWE standards, requires students to complete 700 hours in SWRK 4004, and an integrative seminar.

Field Education Placement Hours

In order to complete the minimum of 700 hours of placement, field placement students will typically complete their placements within a 25 week period (based on a 24 hour work week) spanning from the beginning of September 2016 until the middle of April 2017. Students are expected to work at their placement during hours agreed upon with their Field Placement Supervisor and/or external field supervisor. Although, it is expected that working hours at most field placement settings will be scheduled during regular business hours, it is also understood that some agencies operate on shift work schedules. Students should confirm working schedule requirements of the field placement in advance of accepting a field placement, and also ensure that as students, they can be available during required work hours of the organization. Students can also volunteer after the fall and winter semester has ended. Students who do not complete a minimum of 700 hours in their field placement will fail the course and will not have successfully completed the requirements for the HBSW degree. However, if a student has been approved for a reduced number of hours after completing the requirements for advanced standing, they will only have to complete 700 hours, less 250 hours of placement, depending on their level of challenge success. Even when challenge hours are granted, the student is required to attend all field seminars. Unless special arrangements have been made, students are expected, on their field placement days to work during the same hours as those required of the staff in the placement setting.

Overtime

Overtime required in connection with a student field placement should follow the usual policy of the setting, but may not accumulate beyond reason. Recognizing the flexible hours of some placement settings, students who attend placement during the evening hours or on weekends are entitled to compensatory time off during the day as determined by the agency.
**Holidays/Reading Week**

Students are allowed those holidays that are observed by the placement setting during the placement period and/or any cultural holidays they may observe. Holidays are not counted in the required working days of the placement. Students are entitled to take the University Study Break during the placement but may choose to continue with placement with the permission of the field supervisor and Field Education Coordinator. In circumstances where placement hours are not worked due to illness or other issues, students are also required to make up all hours missed with the placement end date extended as necessary. Consistent with the professional expectations of social workers, placement students are required to attend their placements and complete required field placement hours and tasks.

**Illness and Absence**

Students are expected to contact the field supervisor or have someone do so, in the case of illness or absence, as well as make arrangements to make up the time missed.

**Use of Personal Vehicle**

Students are **not** to use their personal vehicles for the transport of clients due to insurance and personal liability risks. Students may be asked to use an agency vehicle and need to follow agency policy related to such use.

**Strike and other Collective Action**

In the event of a strike, lockout or lockout occurring at the fieldwork site, students should immediately contact the Field Education Coordinator and their Faculty Liaison by phone or e-mail. In the event where a field practice setting or field supervisor is on strike, the student may elect to join their field supervisor on the picket line. Under no circumstances should the student be advised to cross a picket line, or to be asked to perform duties of striking workers.

**Placement Expenses**

Expenses related to student field placement responsibilities should ordinarily be met by the setting in which the student displays. Students should consult their Field Supervisor regarding agency policy prior to incurring any field placement related expenses.

**Field Placement Time Sheet Hours**

Students are to keep track of their hours on the Field Placement Time Sheet form *(Appendix I)* which can be found in the appendices and needs to be signed each week by your Field Supervisor.
Field Supervision

Placement Student Meetings/Supervision

A minimum of 3 consultation meetings will be held to evaluate the student’s performance with the placement student, the Field Supervisor and the Faculty Field Liaison in attendance. These meetings will be ideally staggered evenly throughout the term to provide feedback to the student about their performance at the beginning, middle, and end phases of their field placement experience. Meetings are typically held at the field placement site for the convenience of the Field Supervisor and student but also to enable the Faculty Liaison to observe the setting. The Liaison will document that each meeting has taken place.

Student Learning and Evaluation in Field Placement

Guidelines for the Student Learning Contract. The Learning Contract (Appendix J) is a useful tool for establishing the student’s learning goals and interests and integrating these with the learning opportunities and experiences available at the placement organization. The Learning Contract is a mutual undertaking between the student and Field Instructor. It emphasizes the learning needs of the student and the goals that they hope to achieve on placement in a manner that is clear, concise, relevant and specific. The Learning Contract outlines the expectations for supervision, teaching and learning preferences and the process for evaluation. The placement learning goals section is a collaborative plan to be developed by the student and field supervisor which will outline learning needs, identify the resources and activities that will assist in goal achievement, list the evidence of learning that will demonstrate objectives have been met and establish the timeline within which they will be completed.

At the commencement of the placement both the student and field supervisor should review the criteria for evaluation as outlined on the respective evaluation forms in the Field Education Manual. Within the first few weeks of the placement the student will become oriented to the organization and to the social work role and the field supervisor will become familiar with the student learning needs in an effort best match students goals to the learning opportunities available.

The Learning Contract should be very specific, relevant to the field placement setting and the client groups served as well as the students learning needs. Goals should be clear and concise, resources accessible, evidence of learning specific and time lines reasonable.
Guidelines for the Student Learning Contract Continued…

The student should review his/her learning objectives/goals and begin to prepare an initial draft of the learning contract within the first week placement. Following the students orientation the learning contract should be completed and reviewed in consultation with the field supervisor, who may make suggestions with regard to time frame and achievability. The final Learning Contract should be completed by the date indicated on the field calendar and submitted to the Field Education Coordinator.

The Learning Contract should be viewed as a flexible document to be updated throughout the placement period as new opportunities arise or initial objectives change. The Learning Contract should be utilized as part of the evaluation process reviewing whether the student was able to meet the established goals and expectations.

The learning contract is of utmost importance as it is the measure by which the student will obtain their learning objectives and the student will be evaluated. Student performance will be rated on a scale (1-3) in relation to the extent to which students are meeting their specified learning objectives (i.e. not meeting expectations, meeting expectations and exceeds expectations). Progress towards learning objectives and the completion of placement requirements will be reviewed throughout the field placement. Additional meetings may be required in cases where the student requests additional guidance or support or in instances where problems in the placement or performance occur.
Reflexive Log in Field Seminar

On days that students are in placement, journaling must be done for thirty minutes per day and these hours can be counted towards your placement hours, in addition, to the agency required placement hours. Refer to “Using a Reflective Journal” Drolet, Clark & Allen text for the outline in which to do your journaling. More information about journaling will be discussed in the Integrative Seminars.

Students are required to begin journaling on their first day of their Field Education Placement. Additionally students are asked to write entries on a weekly basis enabling them to reflect on their learning journey throughout the week, and are advised to use the reflective log as an introspective guide to draw from.

Field Education Integrative Seminars

Classroom Instruction and Information. Integrative Seminars are an integral portion of SWRK 4004 and provide an opportunity to assess and deepen the integration of theory from ongoing practice within the field education placement. Seminars will be spread through the two semesters, and are over and above the total field placement hours.

Attendance at all seminars is required and missing seminars without notifying your Faculty Liaison could result in failing the seminar. These seminars provide opportunities for students to participate in ongoing critical reflection, analysis and discussion about placement experiences with faculty and colleagues. A wide variety of topics are also covered including ethics, supervision, anti-oppressive practice and professionalism. Integrative seminars will also require the completion of field education assignments such as reflexive reading notebooks and/or class presentations from practice. Field education courses and placements are graded as Complete or Incomplete.

Students who do not successfully complete their field placement will be required to repeat the field placement and the concurrent seminar course. Failure to obtain a grade of complete may result in the need for students to reapply for the Field Education Course or withdraw from the social work program. Please see the Social Work Specific Senate Policy Governing Deferred, Denied, or Unsuccessful Field Placements (Page 39-42).
Mid-Term and End of Placement Evaluation

The evaluation process should be reviewed jointly, utilizing the evaluation criteria in the Field Education manual and other documentation. It is the responsibility of the field supervisor to complete the mid-term and end of placement written evaluation documents (Appendix M, N) supplied by the Social Work Program. If there are disagreements the student has the right to add an addendum to the field supervisor’s evaluation identifying any area of concern. Both student and field supervisor sign the evaluation and forward it to the Faculty Liaison supportive evidence by the date indicated on the placement calendar. Upon completion of the field placement the Faculty Liaison will meet the field supervisor and student to review the evaluation.

Feedback from students, Field Supervisors and Faculty Liaisons is taken into consideration when assigning a PASS/FAIL to the field placement student. Additionally, evaluations of the field placement and of the Field Supervisor from the student and the Faculty Field Liaison are expected and required. Faculty Field Liaison are to ensure priorities and objectives adequately meet the educational goals of the student, the participation requirements of the Field Supervisor/External the framework of opportunities of the agency, the capacity of the agency to provide these opportunities and the educational requirements of the Algoma University Social Work Program.

Evaluation of student performance will be primarily based on the degree to which students attain specified goals and objectives and their demonstrated ability to successfully and skillfully complete specified tasks. It should be noted that the Learning Plan/Learning Agreement is a continually evolving document that can be modified on an ongoing basis to meet student learning needs and interests as they become more defined. Each Faculty/External/Student consultation meeting will be documented. This documentation will provide a chronical record of discussions which have occurred and will be placed in the students file.
Flow of Work

Student must contact the Faculty Liaison as soon as possible when concerns develop related to changes in the nature of flow of learning opportunities in the agency. This particularly applies to lack of sufficient opportunity for the student or when supervisors’ roles have been changed.

Evidence of Learning

It is the responsibility of the Field Supervisor/External Field Supervisor and/or Faculty Liaison to identify, oversee and provide feedback on the assignments given and produced by the student. The field supervisor should keep records of supervisory sessions, examples of assignments, i.e. written documentation of student work and any other relevant material. Two pieces of evidence of learning will be made available to the Faculty Liaison for evaluation purposes at the mid and end term points of placement or in the event of a review of the placement experience.

Orientation/Educational Opportunities for Field Supervisors/External Liaison

Orientation. All agency/organization Field Supervisors will be invited to meet to discuss field expectations in September. Information about any other workshop dates and times will be emailed to all Field Supervisors. These workshops are free of charge and will cover topics such as responsibilities of the Field Supervisor, models and approaches to supervision, ways to problem solve and resolve potential areas identified in the field and other relevant topics. This is an opportunity for all Field Supervisors to participate in a workshop that will further develop skills and knowledge to facilitate Field Supervisors success with students. Experienced Field Supervisors are encouraged to attend and share their expertise.

Educational Opportunities. The Social Work Program may have opportunities throughout the year to invite Supervisors to additional training opportunities workshops and conferences that may be held on campus.
Special Considerations for Field Placements

In circumstances where a student is unable to complete the field education placement during the assigned block period of September to April, or has family and/or work responsibilities that result in barriers to completing the field placement during the regularly assigned time period, accommodations may be considered. Please see the Social Work Specific Policy Governing Deferred, Denied, or Unsuccessful Field Placements (pg. 39-42).

Procedure to Arrange a Placement under Exceptional Circumstances

Despite the Conflict of Interest (pg. 49-50), and associated risks and challenges there may be exceptional circumstances under which a student will be permitted to pursue a placement opportunity at their place of employment. This exceptional opportunity will be considered if it will broaden and enhance the student's social work skill development and knowledge base in a distinct and separate unit of the agency with a different supervisor unrelated to employment.
The Procedure to request and approve such a placement is as follows:

- A formal written placement proposal and student role description is required from the agency, acknowledging that the student's paid work is in no way connected to the potential placement opportunity and does not overlap in any way with the student role, client class load or agency unit.

- Supervision must be provided by a qualified Social Worker who is not the student's employment supervisor or manager. The Field Supervisor is responsible for ensuring that the field placement is educationally focused and meets the student’s learning goals.

- The written placement proposal must acknowledge the potential conflict of interest for the student and state that all parties are aware and apprised of the risk and complications that could ensue if difficulties arise in the placement or work situation, including how this would be addressed.

- The Field Education Coordinator and/or the Director of Social Work Department will review the proposal in order to make a reasoned decision regarding the student's situation.

- The Field Education Coordinator will contact the student and potential placement agency with a decision regarding the placement proposal, including any conditions that may apply if the placement is approved.

The Procedure to Arrange a Placement were a Relative/Significant Other is employed:

The student will inform the Field Education Coordinator of their relationship with an employee of the agency in which they are seeking placement.

Education Coordinator which acknowledges the potential conflict of interest for the student and the employee and states that:

- The placement role will be separate, distinct and not overlap in any way with the related employee’s duties, agency unit or client caseload.

- The related employee will not be involved in any facet of the student’s evaluation.
The related employee will not be involved in any facet of the student’s evaluation.

All parties are aware and appraised of the risk and complications that ensue if difficulties arise in the placement situation, including how this would be addressed.

Field Education Coordinator and/or Director of the Social Work Department will review the letter to ensure they make a reasoned decision regarding the student’s situation.

The Field Education Coordinator will contact the student and potential placement agency with a decision regarding the placement including conditions that may apply if the placement experience is approved.

**Difficulty in Securing a Placement**

The Field Education Coordinator will make all reasonable attempts to secure a field placement for a student by arranging at least minimum three pre-placement interviews if necessary. However, should a student not be successful after working with the Field Education Coordinator and following suggested guidelines in the placement planning process, the Field Education Coordinator may meet with the student to discuss what additional steps, if any, may be taken to problem solve what needs to occur to ensure a student is placed. While the Field Education Coordinator will make every effort to find a field placement for every student, there are no guarantees that in unique situations, such as a student repeating a field placement after non-completion of a prior placement that a placement agency/organization can always be located for another field placement opportunity. Please see the Social Work Specific Policy Governing Deferred, Denied, or Unsuccessful Field Placements (Page 39-42)
Field Placement Related Policies

Risks and Liability Insurance Coverage

All postsecondary students in Ontario are covered under the Workplace Safety and Insurance Act and the Ontario Ministry of training, colleges and universities while participating in an unpaid field placement. There is no cost to students or field placement settings for the insurance coverage. A work/education placement agreement form must be completed and the exact dates of the placement be noted. Signatures are needed by your field placement agency, the university and the student.

If a student is injured or involved in an accident during the course of the placement, the Field Education Coordinator and Faculty Liaison must be notified within 24 hours. The Field Education Coordinator will work with the student to complete any required forms from the Ministry if there is an injury or accident.
Sexual Harassment and Human Rights

Algoma University is committed to providing a working and learning environment that is free from all forms of harassment and discrimination including in a field placement setting. This anti-discrimination policy is based on the Ontario Human Rights Code which provides that every person has the right to equal treatment without discrimination on the basis of: Age, ancestry, colour, race, citizenship, ethnic origin, place of origin, creed, disability, family status, marital status (including single status), gender identity, gender expression, receipt of public assistance (in housing only), record of offences (in employment only), sex (including pregnancy and breastfeeding), and sexual orientation.

This policy applies to all Algoma University faculty, employees, members of the Board of Governors and Foundation Board of Directors, volunteers, contractors, permit-holders and visitors to Algoma University locations. These locations include:

- Algoma U educational sites and offices (including field placement)
- Algoma U-related social functions
- All buildings under the jurisdiction of Algoma U
- In the course of work-related assignments off of University campus
- At work-related conferences or training sessions
- During work-related travel, e.g. field trips
- By telephone or other means of electronic (e-mail, voice mail, Internet or fax) or written communication.

This policy is applicable university-wide and includes discrimination, harassment and bullying under the Student Code of Conduct (Academic and Non-Academic). A copy of Algoma University’s Human Rights Policies and Procedures can be found at:


Bill 168, Workplace Violence and Harassment, Section 32 of the Ontario Occupational Health and Safety Act (Ontario OHSA) broadens and extends the definition of workplace harassment beyond what is presently covered also strengthens protections in the workplace from workplace violence and addresses workplace harassment. Information on this bill can be found at your field placement agency/organization and also at:

Filing a Complaint

If you feel you are a victim of harassment or discrimination, you are strongly encouraged to:

1. Talk to someone you trust, and who can provide direction and advice on actions that are available to you so that the harassment and discrimination can be addressed through the proper channels. Students can speak to their Social Work Student Advisor that has been assigned to them, another Social Work Faculty Member, the Field Education, Admissions and Community Engagement Coordinator, Faculty Liaison, or the Director of Social Work. The Social Work Faculty, the Field Education, Admissions and Community Engagement Coordinator, and the Director of the Social Work Department are committed to ensuring appropriate action is taken.

2. The person who you talked with will then take this information to the Field Education Coordinator and the Director of Social Work, who will assess the situation, and will discuss the range of actions available to the student. The standards and ethics of social work will inform the nature of the action to be taken, within the framework of Social Work specific and university policies.

3. The actions taken will ensure your immediate safety, and will allow you to choose one of two options:

   a) The agency creates safety for you and ensures that you remain comfortable within your placement setting. The Field Coordinator and the Faculty Liaison will engage in ongoing monitoring of the placement setting to ensure your safety.

   b) You are pulled from your placement, and an alternative plan is developed so that you can complete your placement requirements within the same academic year.
Social Work Department - Placement Safety Standards

The Algoma University Social Work Department has an obligation to protect the safety and well-being of the students, staff and faculty as well as clients and staff of those organizations in which students undertake their placements. Students are expected to follow the Canadian Association of Social Worker Code of Ethics and Guidelines for Professional Practice, as well as the Algoma University Social Work Department's Professional Suitability Policy.

Personal Safety While On Placement

Please note that student and client safety is a priority on placement, and students are strongly encouraged to share any personal or public safety concerns with their Field Supervisor, or immediate supervisor in the placement setting, and with their Field Education Coordinator, as soon as possible. If a particular work situation at placement feels unsafe to a student, please share that information immediately, and be aware that you may refuse to participate in that situation until your concerns have been addressed. It is important for students on placement to process any situation of risk in a professional and constructive manner. Please remember that no safety issue is too insignificant to rise.

Safety in the Field Placement Setting

Students are encouraged to be aware of the policies or guidelines of the setting, to abide by these policies, and to consult their Field supervisors with any concerns. The following suggestions offer information on how students can increase their awareness of and develop strategies for dealing with potential physical and emotional risks while on placement. A pro-active and mindful attitude to safety in your placement includes being knowledgeable and aware of the situations in your particular field setting that could place you at risk.

Familiarizing Yourself with Your Particular Field Setting

Familiarize yourself and discuss with your field supervisor safety and security regulations. What are the procedures if you feel at risk with a client? What does the agency suggest you do with your personal belongings while at placement?

It is also important to know your client population. Talk to your field supervisor or agency staff members to increase your understanding of the client population demographics and to develop local knowledge of secure areas in the community as well as those areas best avoided when alone.
Maintaining Safety Within the Setting

Be proactive. **Do not work alone in the setting.** This is especially important if you are working during the evenings or weekends when staff complements will most likely be reduced. If there is a security office available, familiarize yourself with their telephone extension. Someone should always know that you are working, especially in the evenings, and you should be aware of how to access support or help at any time. Ensure that outside doors and windows are secure and that a working telephone is always available. Discuss safety arrangements with your co-workers and supervisors, such as partnering with another worker when doing home visits with unknown clients, or facilitating group activities. Be aware of the ongoing need to observe and assess situations, utilizing your social work skills.

**What should you do in the event of an act of aggression?**

If you suspect a potential for risk discuss it with your Field Supervisor/External and co-worker. Always work in close proximity to other staff and make sure another staff is available to assist you. Keep mindful of how the furniture in your office is arranged (i.e. access to an exit). If your safety is threatened by a client, attempt to de-escalate the situation with non-threatening verbal responses and body language. Leave the situation and seek assistance. Report these incidents to your field supervisor and agency management. It is important to have the opportunity to debrief after any concerning incident.

Always be aware of maintaining appropriate boundaries with clients. This includes social media. It is unwise to give clients your home or cell phone number or your home address. If you make calls from your home phone number to clients, requests call blocking from your local telephone company. This will protect you from having your number appearing on the telephones of those clients who have call display. If you ever experience harassing phone calls at home, make use of the tracking system most telephone companies have in conjunction with the local police.
Home Visits and Community Outreach Activities

Always inform your field supervisor or someone in the setting where you are going. Keep an up-to-date appointment schedule on your desk or online calendar, or ensure that the field supervisor or administrative staff has a copy of your appointments. Include on the schedule where you will be outside of the office and when you expect to return. Another suggestion is to engage in a buddy system with another worker in the agency, and keep reasonable track of each other during working hours. Once again, be proactive. Be prepared! Familiarize yourself with your agency's policies and procedures regarding home visits. Before planning a home visit review the client file and peruse it for any history of aggression or volatile behaviour. Consult your supervisor when deciding whether certain sessions should rather take place within the office environment, or be carried out by more than one worker.

If you agree to meet a client in a public place, make sure it is a place of your choosing and one that you and your supervisor are comfortable with.

When visiting a home present yourself in a confident and professional manner. Never enter if the person appears intoxicated, is acting oddly or is inappropriately dressed. If for any reason you feel unsafe or threatened, get out of the situation as fast as possible. Provide an excuse or just leave. You and your placement supervisor can discuss how best to provide service at a later date.

Safety and Your Vehicle

Always have a charged cell phone with you in your vehicle. Park in a well-lit public area. Have your keys easily accessible in the event that you need to enter your car quickly and have someone accompany you to your car at night, if possible.

If you see someone in trouble while driving, it is safer to use your cell phone or go to the nearest telephone and call the police, than to stop and offer assistance. Always be careful about giving rides to people you don't know. Keep your valuables out of sight in your parked car.

Always practice defensive driving and try to avoid being distracted while driving. If you ever think you are being followed, drive to the nearest police station. Take note of the license plate number and a description of the car. If you have car trouble and you can't drive to a service station, phone for assistance. Lock yourself in your car and wait for help.

Keep your car in good condition with the gas tank at least half full. Keep safety equipment such as jumper cables in your vehicle, as well as a blanket, snacks and candles for possible breakdowns during the winter, if you are driving outside a city environment.
Safety While Walking

Walk with confidence and be observant of your surroundings. Try to avoid walking alone at night and avoid alleys, unlit areas and stairwells, vacant lots or taking short cuts through parks or unfamiliar areas. You might consider an electronic protection device or a safety whistle. If you see someone in trouble, do not attempt to help the person yourself. Call for assistance.

If for any reason you think you are in danger or that someone is following you get to the nearest public place and call the police. If others are in the vicinity, be vocal and make your predicament known. Trust your gut feelings. If something doesn't feel right, trust your instincts and act upon them.

If something or someone makes you feel uncomfortable do not enter an elevator. If already in the elevator, make a note of the alarm button; keep your back to the side wall and if need be push all of the floor buttons. This will give you the opportunity to leave at the first opportunity.

Travel Opportunities as Part of the Placement Experience

If you are offered an opportunity to travel away from your placement community for additional training or practice experience, please contact your Field Education Coordinator/Class Instructor. This process will keep the Field Education Coordinator informed as to the student’s location, and allow for a discussion of potential risks and recommended safety measures for the proposed travel experience.
Forms

For all field placement forms please see the Social Work web page at:

<table>
<thead>
<tr>
<th>Form</th>
<th>Appendix or Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter to Placement Employers</td>
<td>Appendix A 71</td>
</tr>
<tr>
<td>Student Declaration of Understanding</td>
<td>Appendix B 72</td>
</tr>
<tr>
<td>Workplace Accident Statement of Agreement Form</td>
<td>Appendix C 73-74</td>
</tr>
<tr>
<td>Oath of Confidentiality</td>
<td>Appendix D 75</td>
</tr>
<tr>
<td>Student Placement Safety Orientation Checklist</td>
<td>Appendix E 76</td>
</tr>
<tr>
<td>HBSW Field Education Planning Placement Form</td>
<td>Appendix F 77-84</td>
</tr>
<tr>
<td>Agreement Between HBSW Department and Placement Agency</td>
<td>Appendix G 85-88</td>
</tr>
<tr>
<td>Faculty Liaison Field Contact Sheet</td>
<td>Appendix H 89</td>
</tr>
<tr>
<td>Field Placement Time Sheet</td>
<td>Appendix I 90-91</td>
</tr>
<tr>
<td>SWRK 4004 Learning Contract (Sample)</td>
<td>Appendix J 93-96</td>
</tr>
<tr>
<td>SWRK 4004 Learning Contract</td>
<td>Appendix K 97-100</td>
</tr>
<tr>
<td>Field Placement Reflexive Learning Log</td>
<td>Appendix L 101-102</td>
</tr>
<tr>
<td>Mid-Term Field Placement Evaluation Form</td>
<td>Appendix M 103-105</td>
</tr>
<tr>
<td>Final Field Placement Evaluation Form</td>
<td>Appendix N 106-118</td>
</tr>
<tr>
<td>Student Feedback Questionnaire on Field Placement</td>
<td>Appendix O 109-111</td>
</tr>
<tr>
<td>Field Instructor Feedback Questionnaire on Field Placement</td>
<td>Appendix P 112-113</td>
</tr>
<tr>
<td>Consent for Audio/Video Recording</td>
<td>Appendix Q 114</td>
</tr>
<tr>
<td>Evaluation of Field Orientation</td>
<td>Appendix R 115</td>
</tr>
<tr>
<td>HBSW Field Education Manual Acknowledgement Form</td>
<td>Appendix S 116</td>
</tr>
<tr>
<td>Social Work Field Placement Declaration of Conflict of Interest</td>
<td>Appendix T 117</td>
</tr>
<tr>
<td>HBSW Field Placement Student Self-Assessment</td>
<td>Appendix U 118</td>
</tr>
<tr>
<td>HBSW Field Placement Reflective and Reflexive Practice</td>
<td>Appendix V 119</td>
</tr>
</tbody>
</table>
Letter to Placement Employers
Process for Workplace Insurance for Postsecondary Students
On Unpaid Work Placements

The Ministry of Training, Colleges and Universities (MTCU) has implemented a new process for students enrolled in an approved Ontario University program that requires them to complete placements in a workplace as part of their program of study.

The Government of Ontario, through the Ministry of Training, Colleges and Universities (MTCU), pays the WSIB for the cost of benefits provided to student trainees enrolled in an approved program at Algoma University and participating in unpaid work placements with employers who are either compulsorily covered or have voluntarily applied to have Workplace Safety and Insurance Board (WSIB) coverage.

MTCU also covers the cost of private insurance with ACE-INA Insurance for Student Trainees enrolled in an approved program at Algoma University and participating in unpaid work placements with employers that are not required to have compulsory coverage under the Workplace Safety and Insurance Act.

The Workplace Educational Placement Agreement (WEPA) Form has been replaced by the Postsecondary Student Unpaid Work Placement Workplace Insurance Claim Form. Placement Employers and Training Agencies (Universities) are not required to complete and sign the online Postsecondary Student Unpaid Work Placement Workplace Insurance Claim Form for each placement that is part of the student’s program of study in order to be eligible for WSIB coverage. Instead, this form only needs to be completed when submitting a claim resulting from an on-the-job injury/disease. Please note that Universities will be required to enter their MTCU-issued Firm Number in order to complete the online claim form.

The MTCU Guidelines for Workplace Insurance for Postsecondary Students of Publicly Assisted Institutions on Unpaid Work Placements and the new claim form are posted on the Ministry’s public website at: http://www.tcu.gov.on.ca/pepg/publications/placement.html

Please note that all WSIB or ACE-INA insurance procedures must be followed in the event of an injury/disease.
Declaration

By signature of an authorized representative the Placement Employers hereby agrees to the following:

That it will immediately report to the University any workplace injury or disease involving a student on an unpaid work placement. Where the Placement Employers is covered by the WSIB, the Placement Employer will comply with all WSIB reporting procedures. If the Placement Employers is not covered by the WSIB, then it will comply with the ACE-INA reporting procedures found in the MTCU “Guidelines for Workplace Insurance for Postsecondary Students of Publicly Assisted Institutions on Unpaid Work Placements”.

When the Placement Employer is covered under the Workplace Safety and Insurance Act, a Form 7 will be completed and submitted to the University within three days of learning of a work related accident. The Placement Employer agrees to complete a Letter of Authorization to Represent the Placement Employer and to provide it to the University along with the completed Form 7.

The Placement Employer agrees that it will provide the student trainee with health and safety training and take appropriate precautions to ensure that the student trainee is supervised in order to protect the student trainee from health and safety hazards that may be encountered at the placement organization.

The Placement Employer agrees to provide written confirmation that the student trainee has received the appropriate health and safety training.

In the event of a claim the Placement Employer agrees that it will review the students trainee’s restrictions and where possible, modify the program as required in order to accommodate the student trainee to facilitate return to the program.

<table>
<thead>
<tr>
<th>Organization:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
</tr>
<tr>
<td>Title:</td>
</tr>
<tr>
<td>Signature:</td>
</tr>
</tbody>
</table>

Employer’s organization is covered under the Workplace Safety & Insurance Board?

YES ☐  NO ☐

A signed copy of this document is to be returned to Algoma University Placement Coordinator, prior to the commencement of the work/education placement and a copy is to be kept by the placement employer.
Student Declaration of Understanding

Workplace Safety and Insurance Board or Private Insurance Coverage

For Students on Program Related Placements

Student coverage while on unpaid placement:
The Government of Ontario, through the Ministry of Training, Colleges and Universities (MTCU) reimburses WSIB for the cost of benefits it pays to student trainees enrolled in an approved program at a Training Agency (University). Ontario students are eligible for Workplace Safety Insurance Board (WSIB) coverage while on placements that are required by their program of study.

MTCU also provides private insurance through ACE-INA to students should their unpaid placement required by their program of study take place with an employer who is not covered under the Workplace Safety and Insurance Act and limited coverage where placements are arranged by their postsecondary institution to take place outside of Ontario (international and other Canadian jurisdictions). However, students are advised to maintain insurance for extended health care benefits through the applicable student insurance plan or other insurance plan.

Please be advised that Algoma University will be required to disclose personal information relating to the unpaid work placement and any WSIB claim or ACE-INA claim to MTCU. This agreement must be completed and signed to indicate the student trainee’s acceptance of the unpaid work placement conditions, and a copy provided to the Algoma University placement coordinator prior to the commencement of the work placement.

Declaration:
I have read and understand that WSIB or private insurance coverage will be provided through the Ministry of Training, Colleges and Universities while I am on a placement as arranged by the University as a requirement of my program of study.

I agree, that over the course of my placement, I will participate in and implement all safety related training and procedures obtained from the University and the Placement Employer. I will provide the University with written confirmation that I have received safety training.

I will promptly inform my placement employer of any safety concerns. If these concerns are not resolved, I will contact the University’s placement coordinator within my faculty and notify them of any unresolved safety concerns.
I understand that all accidents sustained while participating in an unpaid work placement must be immediately reported to the placement employer and my Algoma University placement coordinator. An MCTU Postsecondary Student Unpaid Work Placement Workplace Insurance Claim form must be completed and signed in the event of injury and submitted to the University placement coordinator.

In the event of an injury, I also agree to maintain regular contact with the University and to provide the University with information relating to any restrictions and my ability to return to the placement.

I understand the implications and have had any questions answered to my satisfaction.

<table>
<thead>
<tr>
<th>Student Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Student Signature:</td>
</tr>
<tr>
<td>Program: Date:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Organization:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Total Placement Hours:</td>
</tr>
<tr>
<td>Visa Student? YES ☐ NO ☐</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Parent/Legal Guardian’s Name (for student less than 18 years of age) please print:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Signature: Date:</td>
</tr>
</tbody>
</table>
OATH OF CONFIDENTIALITY

SWRK 4004 A

SOCIAL WORK FIELD SEMINAR

I, __________________ agree to hold in confidence all information (print name)

discussed in our Field Seminar classes.

_________________________  ________________________
Signature                     Date

_________________________  ________________________
Witness                      Date
**STUDENT PLACEMENT SAFETY ORIENTATION CHECKLIST**

**Placement Employer:**
This checklist may be used to document health and safety orientation provided to a student prior to exposure to any hazards in your workplace. This checklist or another format documenting orientation must be returned to the Algoma University placement coordinator.

<table>
<thead>
<tr>
<th>Student Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organization Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Complete During Orientation**

- Name and contact information for immediate supervisor and Joint Health & Safety Committee representative (JHSC) or Safety Representative
- Worker/Supervisor rights and responsibilities
- Safe work procedures and operation of equipment
- Use of Personal Protective Equipment (PPE)
- Identification of restricted or prohibited areas, tools, equipment and machinery
- Hazards in the workplace that may affect the student, how they are controlled and how to deal with them
- What to do and who to see if the student has a safety concern
- What to do when there is a fire or other emergency (e.g. evacuation procedures)
- Location of fire exits and fire extinguishers
- Location of the first aid supplies, equipment, facilities:
  - Names of staff responsible for first aid
  - How to record first aid treatment
- Procedures for reporting accidents and injuries
- Workplace Hazardous Materials Information System (WHMIS)
- Workplace policies and procedures on, but not limited to:
  - Workplace Harassment
  - Violence Prevention
  - Working in Isolation
  - Smoking/Drinking/Substance Abuse
- Location of other important information:
  - Materials Safety Data Sheet (MSDS)
  - Joint Health & Safety Committee Members
  - Instructions for safe operation of each piece of equipment (if applicable)
  - Important telephone numbers
  - Health & Safety Bulletin Boards

Other hazards covered during orientation should be documented and attached on an additional sheet. One checklist may be used to document group student orientation sessions, however an additional sign in sheet including student names and signatures must be attached to the checklist.

<table>
<thead>
<tr>
<th>Supervisor Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature:</td>
</tr>
<tr>
<td>Date:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature:</td>
</tr>
<tr>
<td>Date:</td>
</tr>
</tbody>
</table>

Algoma University
HBSW Program - Field Education Planning Placement Form
Field Placement (SWRK 4004) 2017 - 2018

Please complete this form and return it to the Field Education Coordinator, Patti Lebel, in order to facilitate the planning for SWRK 4004. Please return by March 18th, 2018.

The HBSW Field Placement is only available to students in their final year of the HBSW program.

Please review Algoma University’s Academic Calendar, consult with the Field Education Placement Coordinator (patti.lebel@algomau.ca) or your Faculty Advisor if you are unsure or need further clarification. For legibility reasons, please PRINT when filling out this form.

Name: ........................................................................................................................................
Home Address: ................................................................................................................................
Telephone No. ....................................................................................................................................
Email: ................................................................................................................................................

If you are not at the above address/telephone no. during the summer please provide us with specific information on how to contact you. Please note that failure could result in your placement not being organized or placement secured when you return to campus.

..............................................................................................................................................................
..............................................................................................................................................................
..............................................................................................................................................................

Do you plan to complete a placement for this year (are you eligible?) □ YES □ NO

Designate convocation date: ..............................................................................................................
Please indicate which other classes that you will be enrolled in during this school year (do not include SWRK4004). Please write the class name and code number for these classes (example - SWRK 4207 Mino-Wiichitiwin: Social Work Practice with Individuals, Families and Groups).

FALL 2017
.............................................................................................................................................................................
.............................................................................................................................................................................
.............................................................................................................................................................................

WINTER 2018
.............................................................................................................................................................................
.............................................................................................................................................................................
.............................................................................................................................................................................

Are you currently employed? □ Yes □ No □ Full-time □ Part-time
Will you be employed during your field placement? □ Yes □ No □Full-time □Part-time

If you plan to be employed, either full-time or part-time, in the semesters that you are completing SWRK 4004, please advise the days of the week that you will be employed and the number of hours per week. As well, please note the days and times that you will be available to complete your placement hours. (A separate sheet may be attached).

Please note that this is not advised as placement is a major commitment.

Do you have access to a vehicle? □ Yes □ No
Do you have an Ontario driver’s license? □ Yes □ No

Briefly describe:-

1. Your previous education:
.............................................................................................................................................................................
.............................................................................................................................................................................
.............................................................................................................................................................................
.............................................................................................................................................................................
.............................................................................................................................................................................
.............................................................................................................................................................................
2. Your work/volunteer experience:

.................................................................................................
.................................................................................................
.................................................................................................
.................................................................................................
.................................................................................................
.................................................................................................
.................................................................................................

3. Any previous practicums you may have had with another program including name of agency, type of work, and any other relevant information:

.................................................................................................
.................................................................................................
.................................................................................................
.................................................................................................
.................................................................................................
.................................................................................................
.................................................................................................
.................................................................................................

4. Please identify specifically any special accommodations that you may need during the field placement placement. It is important that you identify any types of accommodations before the Field Coordinator begins to look for your field placement agency. This will provide information in seeking appropriate accommodated workspaces.

.................................................................................................
.................................................................................................
.................................................................................................
.................................................................................................
.................................................................................................
.................................................................................................
.................................................................................................
.................................................................................................
Please indicate your proficiency in languages:

**English:** Oral .................................................. Written ..............................................

**French:** Oral .................................................. Written ..............................................

**Indigenous:** Oral ........................................... Written ..............................................

**Other:** ......................................................

Oral ...................................................... Written ..............................................

**Placement Preferences**

What areas of social work practice i.e. micro, macro, grassroots, and/or particular areas or interests for your field placement? Please list these in the order of preference. (Example: 1 Child Protection, 2 Addictions, 3 Community Development, 4 Wellness, 5 Clinical, 6 Culture Based, etc.)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>
Please answer the following questions in two lines:

What kind of skills would you like to develop in your placement (example – advocacy assessment, counselling, working with community projects, etc?)

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

What types of service users would you like to work with? For example: specify particular ethnic/racial background, ages, families, children, elders, presenting issues etc.

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

What types of learning opportunities do you hope to obtain at your placement?

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………

Would you prefer a more formal agency advocacy, assessment etc. or less formal? (Working with clients in home setting or community project work)

…………………………………………………………………………………………………………

…………………………………………………………………………………………………………
Social Work Practice

Please describe the knowledge and skills you would like to focus on developing during your field placement.

What areas of social work practice, populations of participants, or social issues interest you (i.e. domestic violence, poverty, youth, culture as intervention, wholistic health, women's issues etc.)

Prospective placement agencies in order of preference:
1. 
2. 
3. 

Are there fields of social work practice and/or specific agencies that you are not interested in exploring?

YES  NO

If yes, please elaborate:

………………………………………………………………………………………………………….
Academic Accommodation and Support
Academic Accommodation entails adjusting a course, program, policy, procedure, or the physical environment adversely affecting a student, without compromising academic integrity or changing the essential educational requirements of the placement. Having prior knowledge of any required accommodations generally results in students having a greater likelihood of success in field placement.

Personal Disclosure
It is our goal to facilitate the best fit between you, your Field Instructors/Agency Mentors, and Field Setting, and to maximize the learning potential of your BSW Field Placement. To ensure that you have the necessary supports to enhance your learning, it is important for the Field Education Coordinator, Faculty Advisor, and your prospective Field Instructors to be aware of any personal circumstances or particular learning, mental health, physical, or environmental challenges or conditions that may require reasonable accommodation during your field placement. If you do not disclose, prior to your Field Placement, any need for reasonable accommodation during your field placement, the field setting is not expected to provide accommodation.

Do you have any personal circumstances or particular learning, mental health, physical, or environmental challenges or conditions that may require reasonable accommodation during your field placement that you voluntarily choose to disclose?

YES | NO

If yes, please elaborate:

Student Consent – Disclosure of Information
I understand that in order to determine a suitable BSW Field Placement for me and to facilitate any reasonable accommodations that may be required during my BSW Field Placement, I agree and consent to the disclosure and sharing of personal information with or among the Field Education Coordinators, Faculty Advisors and your prospective Field Instructors concerning any personal circumstances or particular learning, mental health, physical, or environmental challenges or conditions that may require reasonable accommodation during my BSW Field Placement.

................................................................. ........................................
Student Name Date
IMPORTANT:

Please send a current copy of your most recent curriculum vitae/resume electronically to the Field Education Coordinator. Please ensure this is done in a professional manner, as if you would be applying in a particular professional environment, as potential placement agencies may decide based on this documentation. (See Learning Center if assistance is required).

This needs to be received by the Social Work Department by March 18th, 2018

Please return this completed form to the Field Education Coordinator so that a personal interview may be set up. Each student is required to meet the Field Education Coordinator to assist in development of placement options.

- The latest date for receipt of The Planning Placement Form is March 18th, 2018
- Until the Planning Placement Form and a curriculum vitae/resume are received, no interviews or field practicums can be arranged.

..................................................  ..................................................
Student Signature  Date
AGREEMENT BETWEEN THE UNIVERSITY OF ALGOMA HONOURS BACHELOR OF SOCIAL WORK DEPARTMENT AND THE PLACEMENT AGENCY

Name of Placement Agency: ________________________________

Name of Field Supervisor: ________________________________

Name of Algoma University HBSW Placement ________________________

Student: Name of Algoma University Faculty Liaison ________________________

Name of External Field Instructor (if applicable) ________________________

The Algoma University Field Education Coordinator Agrees to:

• Assume responsibility for the overall direction and coordination of the field education program.
• Screen student applicants and assess their readiness for placement.
• Assist students and agencies in the placement process.
• Assess the need for an External Field Instructor where necessary.
• Provide guidelines for evaluating the student.
• Provide orientation and training for Field Instructors in the future.
• Provide placement agencies with proof of Worker’s Compensation coverage for the student.

The Social Work Department will:

• Assign a Faculty Liaison to work conjointly with the Field Instructor and Student.
• Be available to students, Field Instructors, and Faculty Liaisons to facilitate the resolution of problems that may arise.
• Assume responsibility for removing a student from a placement should that become necessary.

The Algoma University Faculty Liaison Agrees to:

• Assume responsibility for working out a plan for student supervision with the Field Instructor and the student.
• Meet three times per placement with the student and Field Instructor together.
• Assume responsibility for mid-term and end-of-placement evaluations of the student’s performance in conjunction with the Field Instructor.
• Assist the student in developing a learning contract to structure the placement experience.
• Assist in orienting New Field Supervisors to the University’s curriculum and Field Education Program.
• Act as a resource person for students in regard to questions, resources, and suggestions for learning opportunities.
• Assign a grade (Credit/No Credit) for each student’s placement.
• Complete an evaluation of the placement experience at the end of the semester.

The Field Supervisor Agrees to:
• Provide a minimum of one hour per week of direct supervision to the student.
• Orient new students to agency structure and function, student responsibilities, policies and procedures, and commonly used community resources.
• Assist the student in developing a learning contract to structure the placement experience.
• Structure assignments to help the student learn a broad range of social work interventions common to general social work practice.
• Assign duties and responsibilities of increasing difficulty and challenge as appropriate in consultation with the student.
• Provide suitable office space and support resources (access to phone, fax, computer, secretarial, etc.)
• Employ the student primarily as a learner who will assume numerous responsibilities of benefit to the agency rather than as someone who will fill the role of a staff person.
• Follow procedures outlined in the University’s Field Education Manual.
• Monitor student performance and provide feedback regularly to the student.
• Complete a formal evaluation of the student at the mid-term and at the end of the placement.
• Ensure an environment for the student that is free of sexual or other harassment.
• Complete an evaluation of the placement experience at the end of the semester.

The External Field Instructor Agrees to:
• Meet at least twice per month with the placement student, once per week if requested by Faculty Liaison.
• Review and sign the learning contract.
• Attend, review and sign mid and final evaluations with the Faculty Liaison, the Field Instructor, and the student.
• Provide consultation to the placement student and Field Instructor as required.
• Complete an evaluation of the placement experience at the end of the semester.
The Algoma University BSW Student Agrees to:

- Meet with the Field Instructor and Faculty Liaison together three times per placement.
- Develop and follow a learning contract in conjunction with both the Field Instructor and Faculty Liaison.
- Adhere to the Canadian Association of Social Workers’ Code of Ethics and Standards of Practice.
- Behave in a professional manner, taking responsibility as an adult learner to understand duties, seek supervision when needed, and carry out assignments.
- Be in attendance at the agency at days and times agreed upon by the student and Field Instructor and, if unable to attend, notify the Field Instructor at the start of the work day.
- Complete 700 placement hours over twenty weeks (or longer if prior approval has been obtained) or with reduced hours if advanced standing credit has been given, on an unpaid basis.
- Abide by agency policies and procedures, including confidentiality.
- Prepare for supervisory conferences by adhering to deadlines, completing work, and formulating questions about assignments.
- Discuss with the Field Instructor or Faculty Liaison any areas of disagreement, dissatisfaction, or confusion in respect to any part of the placement experience.
- Bring to the attention of the Faculty Liaison any potentially unethical or unsafe professional practices at the placement site, or among your peers, especially any activity affecting you, your clients, or the performance of your student placement.
- Participate fully in the field education seminars.
- Complete an evaluation of the placement experience at the end of the placement.
**AGREEMENTS:**

1. The Student’s hour of work: ____________________

2. Weekly Supervision time/day of week: ______________

3. Please list three meetings and two phone call dates:

<table>
<thead>
<tr>
<th>Month</th>
<th>Year</th>
<th>(phone call)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SIGNED:**

Field Supervisor: ____________________________ Date: ____________________________

Signature

External Field Instructor: ____________________________ Date: ____________________________

(If required) Signature

Faculty Liaison: ____________________________ Date: ____________________________

Signature

Student: ____________________________ Date: ____________________________

Signature
FACULTY LIAISON FIELD CONTACT SHEET

Student Name: ..........................................................................................................

Field Placement Agency: ..........................................................................................

Field Instructor: .........................................................................................................

Date of Contact: .......................................................................................................  

Summary of involvement (agency meeting or phone call and purpose of meeting: 

Outcome of contact and recommendations: 

-------------------------------------------------------------------------------------------------------------------------------------
Faculty Liaison - Signature  Date:  

-------------------------------------------------------------------------------------------------------------------------------------
Field Education Coordinator – Signature  Date:
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Number of hours Completed</th>
<th>Signature Of Field Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# FIELD PLACEMENT TIME SHEET

## APPENDIX I

Student Name: ........................................................................................................

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Number of hours Completed</th>
<th>Signature Of Field Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>23.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student Signature: ................................................................. Date: ...........................................

Field Instructor’s Signature: .................................................. Date: ............................................

Distribution:  
- Copy to Faculty ☐  
- Copy to Field Supervisor ☐  
- External Field Instructor ☐  
- Copy to Student ☐
INTERSECTIONALITY

a fun guide

this is Bob.

Bob is a stripey blue triangle! And should be proud.

Sadley some people do not like Bob. Bob faces oppression for being a triangle, & for having stripes.

Luckily, there are liberation groups! But they aren't intersectional.

So they look like this

Bob can't work out where to go.

"I'm more oppressed. I deserve more!"

Bob wishes that the triangles and stripes could work together.

Intersectionality is the belief that oppressions are interlinked and cannot be solved alone.

Oppressions are not isolated. Intersectionality now!
# SWRK 4004 Learning Contract – (sample)

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Short Term Goal</th>
<th>Long Term Goal</th>
<th>Means to Achieve</th>
<th>Means of Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organizational Context</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. To explore the process of admission and eligibility into treatment programs at ATRC</td>
<td>To meet with a member of the admission committee to learn about the admittance process</td>
<td>To review criteria and gain for admission and eligibility for treatment</td>
<td>Meet with Director of Social Work</td>
<td>Voice my understanding with director of social work</td>
</tr>
<tr>
<td>2. To understand how social work is done within the context of correctional policy</td>
<td>To study the organization policy manual</td>
<td>To work on the guiding principle of the organization</td>
<td>To read and apply the policy in my working environment</td>
<td>Review the corrections officer</td>
</tr>
<tr>
<td>3. To understand the barriers social workers face when applying social work practice within the correctional setting</td>
<td>To research the barriers</td>
<td>To expand on the issue through questions and contentious research</td>
<td>To apply research to real situations during practice</td>
<td>Ask for clarification from supervisor</td>
</tr>
</tbody>
</table>

<p>| Skills in Direct Practice | | | | |
| 1. To learn how to apply the feminist theory in direct practice | To learn how to work with individual with the theory | To understand steps of an effective assessment | To actualize it | Evaluated by my field supervisor |
| 2. To learn how to conduct effective assessment | To learn steps of an effective assessment | To gain full understanding in conducting an assessment | To actualized it through practicing | Feedback from supervisor |
| 3. To learn how effectively communicate in a calm tone when presenting | To learn verbal and non-verbal communication skills and research | To be able to apply it in practice and create room for more learning | To apply it in practice and practice with my supervisor | Ask for feedback from supervisor |</p>
<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Short Term Goal</th>
<th>Long Term Goal</th>
<th>Means to Achieve</th>
<th>Means of Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional Context</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. To learn how to present myself in a professional manner</td>
<td>To be able to observe and learn from field instructor</td>
<td>To research more on professionalism</td>
<td>To effectively apply all the skills learned in practice</td>
<td>Reviewed by my supervisor</td>
</tr>
<tr>
<td>2. To learn ways of developing personal and professional skills</td>
<td>To observe my field supervisor and read more</td>
<td>To be able to apply skills within group and individual facilitation</td>
<td>To effectively put it in practice with my supervisor in the group setting</td>
<td>Get feedback from supervisor</td>
</tr>
<tr>
<td>3. Develop critical thinking skills and inquiry into professional issues and knowledge</td>
<td>To be able to interpret from my supervisor and research</td>
<td>To effectively practice them in a professional case</td>
<td>Practice with supervisor /groups</td>
<td>Feedback from supervisor</td>
</tr>
<tr>
<td><strong>Oral/Written Skills</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. To learn ways to advance my oral communication</td>
<td>To observe and learn from field instructor</td>
<td>To effectively provide a professional, well developed, oral presentation to the group</td>
<td>To effectively present in oral communication to the group</td>
<td>To be evaluated by my field supervisor</td>
</tr>
<tr>
<td>2. To learn the steps in writing effective case notes</td>
<td>To observe a case note being done learn from my field instructor</td>
<td>To be able to write case notes through a professional lens</td>
<td>To write notes and reports</td>
<td>Review with supervisor</td>
</tr>
<tr>
<td>3. To learn how to write a discharge report</td>
<td>To review past discharge reports</td>
<td>To observe a report being written</td>
<td>To write a discharge report</td>
<td>Review with supervisor</td>
</tr>
<tr>
<td>Learning Objective</td>
<td>Short Term Goal</td>
<td>Long Term Goal</td>
<td>Means to Achieve</td>
<td>Means of Evaluation</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------------</td>
<td>----------------</td>
<td>------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td><strong>Anti-Oppressive Social Work Practice</strong>&lt;br&gt;1. Learn about the rights that offenders have when entering to the corrections system&lt;br&gt;2. To advocate for human rights of the residents/offenders within an environment that is set to punish individual</td>
<td>To conduct research&lt;br&gt;To gain knowledge about the human rights committee within the corrections system</td>
<td>To learn from supervisor and continuous research&lt;br&gt;To learn advocate strategies with different committee service users</td>
<td>To join/take part in human right events in the organization&lt;br&gt;To advocate on behalf of groups in a conference</td>
<td>Assess by field instructor&lt;br&gt;Feedback from supervisor</td>
</tr>
<tr>
<td><strong>Social Justice/Social Change</strong>&lt;br&gt;1. Learn about the social justice act in the correctional system&lt;br&gt;2. To learn how to advocate in addressing violence against women and men in the correctional sector</td>
<td>Read the Ministry of Corrections Act and research same&lt;br&gt;To research and learn from my supervisor</td>
<td>Practices within framework in providing the resources needed for individual protection and development&lt;br&gt;To be able to address the issue of violence against resident</td>
<td>Apply all of the information to practice with individuals&lt;br&gt;To effectively advocate on behalf of residents</td>
<td>Evaluation and feedbacks from field instructor&lt;br&gt;Feedback from supervisor</td>
</tr>
</tbody>
</table>
### SWRK 4004 Learning Contract

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Short Term Goal</th>
<th>Long Term Goal</th>
<th>Means to Achieve</th>
<th>Means of Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organizational Context</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Skills in Direct Practice</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Objective</td>
<td>Short Term Goal</td>
<td>Long Term Goal</td>
<td>Means to Achieve</td>
<td>Means of Evaluation</td>
</tr>
<tr>
<td>----------------------------</td>
<td>-----------------</td>
<td>----------------</td>
<td>------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Professional Context</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral/Written Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Objective</td>
<td>Short Term Goal</td>
<td>Long Term Goal</td>
<td>Means to Achieve</td>
<td>Means of Evaluation</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-----------------</td>
<td>----------------</td>
<td>------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Anti-Oppressive Social Work Practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Justice/Social Change</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Use the questions on the following page (Appendix L), as a template, or an idea for how to do your reflexive log.

Feel free to use creative forms of expressing your written work, such as poetry, art work etc.

Journal once per week about your field placement experiences.
FIELD PLACEMENT REFLEXIVE LEARNING LOG

Student name: ___________________________ Date: ___________________________

1) What do you know now that you did not know this time last week?

________________________________________________________________________

________________________________________________________________________

2) What can you do that you couldn’t do this time last week?

________________________________________________________________________

________________________________________________________________________

3) At what moment this week did you feel most engaged with what was happening?

________________________________________________________________________

________________________________________________________________________

4) At what moment this week did you feel most distanced from what was happening?

________________________________________________________________________

________________________________________________________________________

5) What action did anyone (supervisor, other student etc.) take this week that you found most affirming or helpful?

________________________________________________________________________

________________________________________________________________________

6) What action did anyone (supervisor, other student etc.) take this week that you found most puzzling or confusing?

________________________________________________________________________

________________________________________________________________________

7) What about your placement this week surprised you the most?

________________________________________________________________________

________________________________________________________________________

8) What action/activity/opportunity occurred this week that moved your learning forward?

________________________________________________________________________

________________________________________________________________________
Mid-Term Field Placement Evaluation Form

INSTRUCTIONS

1. Save a copy of the evaluation form on your computer.
2. Field Instructor completes the evaluation form in collaboration with the student.
3. Field Instructor prints a copy of the completed evaluation form.
4. Field Instructor and the student sign the printed copy of the completed evaluation form.
5. Student submits the completed and signed evaluation to the Faculty Liaison.
6. Faculty Liaison reviews the completed evaluation form and provides feedback to the student and Field Instructor.
7. Faculty Liaison signs the evaluation form.

NOTE: This form is to be completed collaboratively by the Field Instructor and student. Please review and discuss the HBSW Field Education Manual, the course outline, and the student’s learning plan in preparing this evaluation. While the evaluation is a cooperative effort between the student and the Field Instructor, it is the Field Instructor’s responsibility to complete the evaluation. It is the student’s responsibility to submit it to the Faculty Liaison. By completion of the HBSW field education placement, the student must demonstrate competency in the following areas:

- understanding of the organizational context of practice, specifically as it relates to the placement/agency setting;
- understanding of the interrelationship of policy and practice;
- facilitation of personal and social change processes;
- the role of research within practice;
- evaluation of practice and use of feedback;
- understanding of the professional role and the values and ethics of social work;
- capacity for critical self-reflection.

FIELD PLACEMENT HOURS

Number of placement hours completed:

QUESTIONS

Provide a brief description of the student's practice activities to date.
In terms of a knowledge base gained, please identify what the student has learned thus far.

In terms of social work practices / skills, please identify what the student has learned and demonstrated thus far.

Evaluate how the student has demonstrated the values identified in the social work code of ethics including both strengths and areas of improvement.

Evaluate how the student has demonstrated professionalism within the placement setting (e.g., punctuality, confidentiality, dress, handling ethical dilemmas, meeting deadlines, writing case notes, report writing) including both strengths and areas of improvement.

Identify ways in which the student has demonstrated social justice and anti-oppression practice within the placement setting including both strengths and areas for improvement.

Will the student be involved in different activities in the second semester? If so, please briefly describe these activities and the reason(s) for change in activities.

Summary statement of learning to date:

RECOMMENDATIONS

According to the HBSW Field Education Manual, the student, Field Instructor and Faculty Liaison will “involve themselves in a mutual, ongoing evaluative process that will culminate with the assignment of a grade at the end of each term”.

Please make a recommendation for the student's grade at mid-term.

☐ Exceeding expectations
☐ Meeting expectations
☐ Needs to improve

If student needs to improve, please outline the specific area(s) and a plan for improvement.

Additional comments, if any:

SIGNATURES

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Approval / Signature</th>
<th>Date (MM/DD/YYYY)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Instructor:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tel:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Liaison:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Final Field Placement Evaluation Form

INSTRUCTIONS

1. Save a copy of the evaluation form on your computer.
2. Field Instructor completes the evaluation form in collaboration with the student.
3. Field Instructor prints a copy of the completed evaluation form.
4. Field Instructor and the student sign the printed copy of the completed evaluation form.
5. Student submits the completed and signed evaluation to the Faculty Liaison.
6. Faculty Liaison reviews the completed evaluation form and provides feedback to the student and Field Instructor.
7. Faculty Liaison signs the evaluation form.

NOTE: This form is to be completed collaboratively by the Field Instructor and student. Please review and discuss the HBSW Field Education Manual, the course outline, and the student’s learning plan in preparing this evaluation. While the evaluation is a cooperative effort between the student and the Field Instructor, it is the Field Instructor’s responsibility to complete the evaluation. It is the student’s responsibility to submit it to the Faculty Consultant. By completion of the HBSW field education course, the student must demonstrate competency in the following areas:

- understanding of the organizational context of practice, specifically as it relates to the placement/agency setting;
- understanding of the interrelationship of policy and practice;
- facilitation of personal and social change processes;
- the role of research within practice;
- evaluation of practice and use of feedback;
- understanding of the professional role and the values and ethics of social work;
- capacity for critical self-reflection.

FIELD PLACEMENT HOURS

Students are required to complete 700 hours in total.

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Placement hours completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-term</td>
<td></td>
</tr>
<tr>
<td>Final</td>
<td></td>
</tr>
</tbody>
</table>
QUESTIONS

Describe how the student’s experiences have evolved since the mid-term evaluation. Elaborate on the student’s progress relative to the learning goals identified in the learning plan and mid-term evaluation.

Describe any ethical issues and dilemmas (either Field Instructor or student initiated) that the student has experienced.

STUDENT’S COMMENTS

Student’s comments (to be completed by the student in consultation with the Field Instructor).

What have you learned about anti-oppression social work during this placement?

Provide an example of how you implemented anti-oppression practices in your placement.

SUMMARY STATEMENT

Summary statement (to be completed by the Field Instructor). A student finishing the HBSW Field Education course should demonstrate the necessary knowledge, skills and values of a beginning social worker as outlined on page 1 in the bullet points or in instruction section.

RECOMMENDATIONS

According to the HBSW Field Education Manual, the student, Field Instructor and Faculty Consultant will involve themselves in a mutual, ongoing evaluative process that will culminate with the assignment of a grade at the end of each term.
Please make a recommendation for the student's grade to date.

- [ ] Recommend pass
- [ ] Recommend fail
- [ ] Recommend repeat term / extend hours

Additional comments, if any:

**SIGNATURES**

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Approval / Signature</th>
<th>Date (MM/DD/YYYY)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Instructor:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tel:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Liaison:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
STUDENT FEEDBACK QUESTIONNAIRE ON FIELD PLACEMENT

The purpose of this form is to allow you to give your personal feedback regarding the suitability of your placement for student learning.

Please return the completed questionnaire to the Field Education & Admissions Coordinator at the end of the placement term.

Name of Placement Setting ………………………………………………………………………

Field Instructor and/or External Liaison ………………………………………………………………………

Please briefly address each of the following areas:

Describe your role in the field placement setting:

Describe the kinds of services you were able to provide (i.e. individual, family, research, groups, community liaison, etc):

Was access to your own vehicle necessary in this placement? If yes, were you reimbursed for mileage expenses? Were you required to purchase additional vehicle insurance?

Were opportunities available for you to attend any professional development seminars/workshops, etc.? If yes, list the seminars/workshops you attended, and was there any cost to you as a participant?
What recommendations would you make to the agency to enhance this opportunity for future students?

Please assign an appropriate rating 1 to 4 by checking one of the numbers in each section of the form:

<table>
<thead>
<tr>
<th></th>
<th>Unsatisfactory</th>
<th>Excellent</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>The extent to which the field placement met your learning requirements.</td>
<td>1☐  2☐  3☐  4☐</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agency’s responsiveness to student education and learning.</td>
<td>1☐  2☐  3☐  4☐</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The extent to which you had the opportunity to learn new concepts and synthesize learning from the classroom.</td>
<td>1☐  2☐  3☐  4☐</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The workload expectation for yourself as a placement student.</td>
<td>1☐  2☐  3☐  4☐</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The field supervisor was approachable and supportive regarding suitability of workload and learning experience.</td>
<td>1☐  2☐  3☐  4☐</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orientation to the placement setting including your role and responsibilities.</td>
<td>1☐  2☐  3☐  4☐</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The frequency and method of field supervision.</td>
<td>1☐  2☐  3☐  4☐</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The expectations of the field supervisor with respect to assignments and material to be submitted for supervision.</td>
<td>1☐  2☐  3☐  4☐</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments and Suggestions:
PLACEMENT FACILITATION, SUPPORT AND EVALUATION

My learning needs, interests and experience were considered in selecting an appropriate field placement.  

1 ☐  2 ☐  3 ☐  4 ☐  NA ☐  

The student orientation day (3rd and 4th year students) Helped familiarize me with field documents and provided insight on how to get the most out of my field placement experience.  

1 ☐  2 ☐  3 ☐  4 ☐  NA ☐  

The field placement manual covered all aspects of the placement experience.  

1 ☐  2 ☐  3 ☐  4 ☐  NA ☐  

The availability of the Field Education & Admissions Coordinator for placement consultation and discussion.  

1 ☐  2 ☐  3 ☐  4 ☐  NA ☐  

The integrative seminar was helpful in:  

a. integrating field experience with classroom learning  

1 ☐  2 ☐  3 ☐  4 ☐  NA ☐  

b. raising awareness of other programs/services  

1 ☐  2 ☐  3 ☐  4 ☐  NA ☐  

The Field Education & Admissions Coordinator facilitated the evaluation process and ensured both student and supervisor participation  

1 ☐  2 ☐  3 ☐  4 ☐  NA ☐  

Comments and Suggestions:  

Name: ............................................................................................................ Date: .................................................................
FIELD INSTRUCTOR FEEDBACK QUESTIONNAIRE ON FIELD PLACEMENT

The purpose of this form is to allow you to give your professional feedback regarding the suitability of our Social Work Program to your environment.

Please return the completed questionnaire to the Field Education & Admissions Coordinator at the end of the placement term.

Name of Placement Setting .................................................................

Field Instructor Supervisor/Liaison ....................................................

Please briefly address each of the following areas:

<table>
<thead>
<tr>
<th>Describe your role in the field placement setting:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Describe the kinds of opportunities you were able to provide (i.e. individual, family, research, groups, community liaison, etc.):</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Was access to a vehicle necessary in this placement? If yes, was the student reimbursed for mileage expenses? Was the student required to purchase additional vehicle insurance?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Were opportunities available for the student to attend any professional development seminars/workshops, etc.? If yes, list the seminars/workshops you provided, and was there any cost to the student?</th>
</tr>
</thead>
</table>
What recommendations would you make to the Social Work Program to enhance this opportunity for future students?

<table>
<thead>
<tr>
<th>Please assign an appropriate rating 1 to 4 by checking one of the numbers in each section of the form:</th>
<th>Unsatisfactory</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>The extent to which the field student met your agency needs.</td>
<td>1☐</td>
<td>2☐</td>
</tr>
<tr>
<td>Social Work’s responsiveness to student education and learning.</td>
<td>1☐</td>
<td>2☐</td>
</tr>
<tr>
<td>The extent to which the student had the opportunity to learn new concepts and synthesize learning from the classroom.</td>
<td>1☐</td>
<td>2☐</td>
</tr>
<tr>
<td>The workload expectation for yourself as a placement Supervisor/Liaison</td>
<td>1☐</td>
<td>2☐</td>
</tr>
<tr>
<td>The field student was approachable and professional regarding the workload, professional environment and learning experience.</td>
<td>1☐</td>
<td>2☐</td>
</tr>
<tr>
<td>Orientation to the Social Work Program setting including your role and responsibilities.</td>
<td>1☐</td>
<td>2☐</td>
</tr>
<tr>
<td>The frequency and method of field support</td>
<td>1☐</td>
<td>2☐</td>
</tr>
<tr>
<td>The expectations of the field agency with respect to assignments and material to be submitted for supervision were met by the student</td>
<td>1☐</td>
<td>2☐</td>
</tr>
</tbody>
</table>

Comments and Suggestions:

Name:........................................................................................................ Date: .................................................................
CONSENT FOR AUDIO/VIDEO RECORDING

I………………………………………………... (Name of client)

hereby grant ………………………………… (Name of student)

permission to make Audio/Video recordings of interviews held with myself and/or my family, provided such recordings will be used solely for educational or therapeutic purposes and will be erased after their intended use. I understand that these recordings will not be heard or seen by any person other than:

• The Social Work Student
• The Student’s Field Instructor
• The Student’s University Field Liaison or Field Education Coordinator
• Student’ and Staff associated with the field setting.

I…………………………………….. (Name of client) have signed an agency/organization consent form to authorize the student……………………………………(Name of student) to submit this video/audio tape for use by the student as described above.

I………………………………………….. (Name of student) understand that the need for confidentiality will be explained to viewers prior to viewing/hearing recordings.

Signature of Client………………………………………… Date: …………………………………

Signature of Student…………………………………… Date: …………………………………
**EVALUATION OF FIELD ORIENTATION**

1. Overall, did you find the student orientation to be:
   
   a. Helpful in alleviating anxiety and stress  
      - Yes ☐  No ☐  Maybe ☐

   b. Given you knowledge and information that you think might help you in your field placement  
      - Yes ☐  No ☐  Maybe ☐

2. What was the most helpful part of the field orientation:

3. What was the least helpful component of the field orientation:

4. Please rate in order of importance to you of the agenda for the field orientation with 1 being the most important to 6 being least important:

<table>
<thead>
<tr>
<th>Topic</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction of Faculty/Staff &amp; Field</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Professionalism in the Field</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Writing Lab with Marissa</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Learning Objectives</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Manual Orientation</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Panel</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

5. In future orientations for future field placement students, is there a topic or area of discussion that we should include and if so, what is it?

6. Overall, rate your satisfaction with the field orientation:

   - Excellent ☐  Very Good ☐  Average ☐  Below Average ☐  Poor ☐

Any further comments/suggestions you would like to add:
HONOURS BACHELOR OF SOCIAL WORK

The HBSW Student Handbook, HBSW Placement Manual and Canadian Association of Social Workers Code of Ethics 2005 will provide you with a guide to the resources, governance, policies and procedures of the School of Social Work as well as those of Algoma University that pertain to our BSW program.

Please sign the area below, acknowledging that you have reviewed and understand the policies contained in the HBSW Student Handbook, HBSW Placement Manual, and the CASW Code of Ethics 2005, The Ontario College of Workers & Social Service Workers Code of Ethics & Standards of Practice.

F:\CASWE\CASW_Code of Ethics_.pdf

Please return this form to the Field Education, Admissions & Community Engagement Coordinator as soon as possible.

I have read the HBSW Student Handbook, HBSW Field Education Manual, and the CASWE Code of Ethics 2005 and I understand the academic and placement policies and procedures relating to the Honours Bachelor of Social Work Program. I understand the Algoma University Social Work Specific Senate Social Media Policy: General; the Senate Social Media Policy for BSW Students in Field Placement; the Social Work Specific Senate Suitability for the Profession Policy; the Social Work Specific Senate Policy Governing Deferred, Denied, or Unsuccessful Field Placements; and all other policies and procedures relating to the Honours Bachelor of Social Work Program.

Name (Please Print)  Witness Name (Please Print)

Signature  Signature

Date:  Date:
SOCIAL WORK FIELD PLACEMENT

DECLARATION OF CONFLICT OF INTEREST

I, ................................................................. have no conflict of interest

in my placement at .................................................................

Name: .................................................................

Date: .................................................................
HBSW FIELD PLACEMENT – STUDENT SELF ASSESSMENT

To be completed by the student for use as an entry point for discussion in the development of learning contract and field experiences for the Field Placement. Please submit this form to your Field Supervisor in your first week of field placement, before your first field instruction session.

Student Name: ………………………………………………………………………………………

☐ 1st degree program ☐ 2nd degree program

1. I bring these abilities, skills, knowledge and attitudes to my placement:

2. My main learning style (hearing, seeing, doing) is:

3. Through my placement this term, I hope to learn about:

4. Things I may find challenging are:

5. My coping strategies when I encounter challenges are:

6. I am looking forward to this placement because:

7. I hope my field instructor will:
BSW FIELD PLACEMENT – REFLECTIVE AND REFLEXIVE PRACTICE

**RELECTIVE** practice has long been a major emphasis in social work practice. Social workers engage in reflective practice when they think critically about their own ideas, communications and actions and or they seek feedback from others to deepen their reflections about themselves and the ways they are using theory and skills.

A model used to engage in reflective practice, the ITP loop, involves:

- Recalling the experience
- Reflecting on it
- Connecting the experience to theory and knowledge and
- Responding to a current situation (Bogo & Veyda 1998)

**REFLEXIVE** practice involves exploring the formation of knowledge, the history of the profession, the impact of power and the profession on self and professional approaches. The reflexive process also involves examining individual understanding of objectivity, meaning-making, and the emotions of the social worker. Reflexive practice leads to consideration of multiple truths that exist, movement away from the expert role and appreciation for diverse perspectives.

**References:**

