

Bachelor of Social Work (BSW)
“Moving Forward with Reconciliation”

Field Education Manual¹
Policies and Standards
2020-2021



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¹ Subject to updates as required

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Letter from the Director of the Social Work Department

September 6, 2020

Dear Field Instructors and Field Practicum Students,

I want to welcome you back to your final year of study in the Department of Social Work at Algoma University. You should be proud of the foundational work you have achieved in the program which will prepare you as you begin your field practicum. This is certainly an exciting time for us as we will be celebrating the 8th group of BSW students to graduate this school year. 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, your knowledge of the seven grandfather teachings, values, and energy into your Field Practicum, 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 BSW Field Education Manual. This manual has been re-designed over this summer with field supervisors and Field Practicum students in mind. As you read through the manual, you will see that there are internal policies in place for Social Work students. These policies are: "Suitability for the Profession Policy," "Policy Governing Deferred, Denied, or Unsuccessful Field Practicums," and "Social Media Policy for BSW Students in Field Practicum." 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 Practicum students today, on Friday, September 6, 2020.

On behalf of the faculty and staff of the Social Work Department, we want to thank all of our Field Instructors, 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 Practicum. 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 BSW program even better. Your input is both encouraged and welcomed, and we hope to hear from you.

Wishing you the best in your field experience,



Rose E. Cameron, BA, BSW, BEd. MSW, PhD
Acting Director, Associate Professor
Department of Social Work

(Adapted from Waterfall, 2017).

SECTION 1: INTRODUCTION TO FIELD PRACTICUM

Social Work Program Mission and Principles

The Honours Bachelor Social Work (BSW) program's mission is to prepare students for anti-oppressive, ethical, competent, innovative, and critical social work practice directed toward advancing equity and social justice. We are also in the process of refining the mission of the BSW program as we will be integrating an anti-colonial perspective. Our focus is on social work in and with Indigenous, Northern, rural, and remote communities. The BSW program is characterized by a commitment to structural, anti-oppressive, feminist, and Indigenous social work perspectives within a northern context.

In addition to mainstream Social Work ethics, the Social Work Department employs the Seven Sacred teachings as an overarching framework for ethical practice which includes:

1. Nibwaakaawin (Wisdom)
2. Zaadigiwin (Love)
3. Mnaadendimowin (Respect)
4. Aakodewewin (Bravery)
5. Gwekwaadiziwin (Honesty)
6. Dibadenziwawin (Humility)
7. Debwewin (Truth)

The Social Work Department acknowledges the critical analysis of intersections that include race, culture/ethnicity, gender, sexual orientation, and/or gender identity, class, ability and age have in relationship to power and equality.

Core Learning Objectives for Students (CASWE Standards)

1. **Identify as a professional social worker and adopt a value perspective of the social work profession**
 - i. Social work students develop professional identities as practitioners whose professional goal is to facilitate the collective welfare and wellbeing of all people to the maximum extent possible.
 - ii. Social work students acquire the ability for self-reflection as it relates to engaging in professional practice through a comprehensive understanding and consciousness of the complex nature of their own social locations and identities. Students develop an awareness of personal biases and preferences to

advance social justice and the social well-being of social work service users.

2. Adhere to social work values and ethics in professional practice

- i. Social work students have knowledge of the relevant social work codes of ethics in various professional roles and activities and institutional contexts, with a particular emphasis on professional responsibilities towards vulnerable or disadvantaged groups.
- ii. Social work students acquire skills to monitor and evaluate their own behaviours in relation to the relevant codes of ethics.

3. Promote human rights and social justice

- i. Social work students understand their professional role in advancing human rights and responsibilities and social justice in the context of the Canadian society and internationally.
- ii. Social work students have knowledge of the role social structures can play in limiting human and civil rights and employ professional practices to ensure the fulfillment of human and civil rights and advance social justice for individuals, families, groups and communities.

4. Support and enhance diversity by addressing structural sources of inequity

- i. Social work students recognize diversity and difference as a crucial and valuable part of living in a society.
- ii. Social work students have knowledge of how discrimination, oppression, poverty, exclusion, exploitation, and marginalization have a negative impact on particular individuals and groups and strive to end these and other forms of social injustice.

5. Employ critical thinking in professional practice

- i. Social work students develop skills in critical thinking and reasoning, including critical analysis of assumptions, consistent with the values of the profession, which they apply in their professional practice to analyze complex social situations and make professional judgments.
- ii. Social work students are able to apply critical thinking to identify and address structural sources of injustice and inequalities in the context of a Canadian society.

6. Engage in research

- i. Social work students acquire knowledge and skills to critique, apply, or participate in social work research.
- ii. Social work students at both levels of university education are prepared to apply social work knowledge, as well as knowledge

from other disciplines, to advance professional practice, policy development, research, and service provision.

- iii. MSW students acquire knowledge and skills in conducting social work research and competence in evaluating professional practices.

7. Participate in policy analysis and development

- i. Social work students have knowledge of social policies in relation to the wellbeing of individuals, families, groups and communities in Canadian and global contexts.
- ii. Social work students have knowledge and skills to identify negative or inequitable policies and their implications and outcomes, especially for disadvantaged and oppressed groups, and to participate in efforts to change these.
- iii. MSW students have knowledge and skills to contribute to the development and implementation of new and more equitable social policies.

8. Engage in organizational and societal systems' change through professional practice

- i. Social work students acquire knowledge of organizational and societal systems and acquire skills to identify social inequalities, injustices, and barriers and work towards changing oppressive social conditions.
- ii. Social work students develop the ability to critically assess the social, historical, economic, legal, political, institutional and cultural contexts of social work practice at local, regional, provincial, national, and international levels.

9. Engage with individuals, families, groups, and communities through professional practice

- i. Social work students are equipped with knowledge and skills to competently perform various interactive practices such as engagement, assessment, intervention, negotiation, mediation, advocacy, and evaluation.
- ii. Social work students have relevant knowledge and skills to actively promote empowering and anti-oppressive practice.
- iii. Social work students acquire skills to practice at individual, family, group, organization, community and population levels including advocacy and activism.
- iv. Social work students are prepared for interprofessional practice, community collaboration and teamwork.

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Important Dates for 2020 Fall / 2021 Winter

2020	
September 11	4 th Year Field Education Orientation
September 18	Last day to submit course change requests for 2020F and 2020FW terms
By September 30	Learning Contract completed → Meeting took place with Faculty Liaison, Field Instructor, Student, and External Field Instructor (if required) to review the Learning Contract and it is signed and submitted to Faculty Liaison
October 12	Thanksgiving Day; School is closed
October 12-16	Study Week
October 23 (to be confirmed)	Graduate Information Session (9:00-10:00am)
By October 30	Meeting with Faculty Liaison → Midterm evaluation for students who are doing one or two 350-hour placements
By December 22	Meeting with Faculty Liaison → Final evaluation for students who are doing one or two 350-hour placements; Midterm evaluation for students who are doing one 700-hour placement
2021	
January 4	Algoma University reopens
January 11	Winter 2021 classes begin; 2020FW courses resume
January 20	Last day to submit course change requests for 2021W
January 27	Field Practicum Information Session for 3rd Year Students (Planning for Field Placement)
January 29	Applications for Spring Convocation must be submitted
February 15	Family Day → No Classes
February 15-19	Study Week → No Classes
February 19	Resume and Placement Placement Form due (3rd year students)
By February 26	Meeting with Faculty Liaison → Midterm evaluation for students who are doing two 350-hour placements
February 26	Last day to withdraw from 2021W courses without academic penalty
April 2	Good Friday → No classes
April 5	Easter Monday → No classes
April 13	Study Day
April 14-27	Official examination period for 2021W and 2020FW courses
By April 30	Final Evaluation → Signed form handed into Faculty Liaison

Important Dates for Pre-Field Preparation

3rd Year Students – SSM

January 27, 2021: 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 members of the Field Education Team.

February 19, 2021: Deadline to Submit *Field Practicum Planning Form* and Electronic Resume

In order for Field Practicum preferences to receive consideration, students must complete a Field Practicum Planning Form and submit it to the Field Education Coordinator by this date.

April to June, 2021: Pre-Placement Interview Timeline

The suggested timeline for completing pre-placement interviews, and having a confirmed Field Practicum falls between April to June. These interviews may take place over the summer depending on agency/organization availability.

September 12, 2021: First Day of Field Practicum

September 30, 2021: Introductory Visits Completed

Introductory placement visits with the Field Instructor, External Field Instructor (as required), student, and Faculty Liaison and the learning contract agreement must be completed and submitted by this date.

December 30, 2021

Final evaluation for students is complete for students who are doing two 350-hour field placements.

Midterm evaluation is complete for students who are doing one 700-hour field placement.

April 30, 2022: Final Evaluations for all Students

The deadline for completing and submitting final evaluations is one week after the last day of placement.

Important Dates for Pre-Field Preparation

3rd Year Students – Timmins

November 19 at 4:30 pm

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 meet members of the Field Education Team.

January 15: Deadline to Submit *Field Practicum Planning Form* and Electronic Resume

In order for Field Practicum preferences to receive consideration, students must complete a Field Practicum Planning Form and submit it to the Field Education Coordinator by this date.

February to March: Pre-Placement Interview Timeline

The suggested timeline for completing pre-placement interviews, and having a confirmed Field Practicum falls between April to June. These interviews may take place over the summer depending on agency/organization availability.

Spring/Summer Placements: May 4: First day of Field Practicum

Fall Placements: September 9: First Day of Field Practicum

May 20/September 30: Introductory Visits Completed

Introductory placement visits with the Field Instructor, External Field Instructor (as required), student, and Faculty Liaison and the learning contract agreement must be completed and submitted by this date.

July/December to January

Final evaluation is complete for students who are doing two 350-hour field placements.

Midterm evaluation is complete for students who are doing one 700-hour field placement.

September/March to April: Final Evaluations for all Students

The deadline for completing and submitting final evaluations is one week after the last day of placement.

Acknowledgements

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

Special thanks are also extended to members of the Algoma University BSW Advisory Committee for their guidance and feedback on the development of the BSW 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 Practicums in the fourth year of the BSW 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 Indigenous 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. The accreditation for the Department of Social Work is currently being reviewed by the Canadian Association for Social Work Education (CASWE).

The Social Work Department at Algoma University

The BSW 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 and rural settings. This requires skill at an integrated practice level, which students learn through both classroom courses and field practicum experiences in human service agencies and organizations under the supervision of a Field Instructor and/or External Field Instructor and Faculty Liaison.

The BSW 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, and respect as well as the dignity and worth of all people.
- The accreditation standards of the Canadian Association of Social Work Education at the BSW level.
- The 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 BSW Program's mission within the mission of the university and the community

Purpose and Objectives of the Field Practicum

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 Practicum, 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 some 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 Practicum

In preparation for the field education placement, prerequisite courses are required to ensure students obtain adequate academic preparation prior to completing the field practicum. 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 courses: Integrative Field Seminar (SWRK 4596), Field Practicum I (SWRK 4600), and Field Practicum II (SWRK 4605). Participation in the field seminar orientation will be required in order to facilitate readiness for placement.

Field Practicum Settings

The Field Education Coordinator locates appropriate field practicums for Algoma University social work students. The social work program acknowledges the educational and practice benefits of supporting a variety of field practicum 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 practicum settings may include social service organizations, community coalitions and/or projects, community development organizations, and various citizen participation, social policy, and clinical practice settings.

SECTION 2: PREPARING FOR FIELD PLACEMENT

Field Practicum Selection Process and Criteria

Criteria for Approving a Field Practicum 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 Practicum opportunity:

- The agency/organizational values and ethics must be compatible with the social work profession.

- The agency/organizational values and ethics must be compatible with the mission and values of the Algoma University Social Work Department.
- The Field Instructor or External Field Instructor 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 Instructor is willing to supervise a Field Practicum student.
- There is adequate support within the agency/organization to ensure appropriate learning opportunities for the student, and to ensure adequate support for agency staff and Field Instructors to provide an appropriate learning experience for the placement student.
- The work performed by field practicum students does not replace work done by regular employees of the agency.
- There is adequate workspace for the field practicum student to learn and perform effectively (e.g. use of an 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 [Career Centre](#) and [the Writing Lab](#) for assistance with preparing resumes and cover letters.

Role of the Field Education Coordinator

1. Develop and maintain quality field education placement opportunities and placements for students.
2. Coordinate the BSW Professional Years admissions and application processes within the Social Work program.
3. Engage with community stakeholders to promote education and awareness about the Social Work Department and the BSW Program.

It is the sole responsibility of the Field Education Coordinator to coordinate the Field Practicum 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, placement site assessment, etc).
- Monitor the field education process.
- Conduct assessments of field practicum sites.

- Provide ongoing support and resolution to students and Field Instructors throughout the placement process, and document and file pertinent information as per the policies of the Social Work Department.
- Identify best practices and policy issues pertaining to field education.
- Liaise with the National and professional bodies (ie., CASWE Annual Field Educators meeting, Ontario College of Social Workers and Social Service Workers [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 practicums have educational components that require the expenditure of considerable time by agency staff members. Field Instructors and agency staff need to be allowed sufficient time to: prepare for the student’s arrival, develop orientation plans, establish regular supervisory meetings for students, and attend relevant meetings, training, and workshops provided by the Social Work Department.

Role of Agency Field Instructors

Agency Field Instructors are required to have a minimum of a BSW with two years of post-degree social work experience, or an MSW with one or more years of practice experience. The agency Field Instructor works directly with the Faculty Liaison and the Field Education Coordinator to:

1. 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. Ensure the student is oriented to the agency setting.
3. Become familiar with the BSW program as well as the roles and expectations of the Faculty Liaison and Field Education Coordinator.
4. 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 contract utilizing the format provided by the Social Work Department. This learning

contract is intended to reflect the individual needs of the student, the uniqueness of the placement setting, and the criteria utilized for evaluation purposes.

6. Have major responsibility for student learning in the field instruction process.
 - a. 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 practicum. Ongoing feedback and evaluation helps to build the students confidence and reinforces the acquisition and integration of knowledge and skills.
7. Engage early regarding student-Field Instructor challenges.
 - a. 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.
 - b. 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 Faculty Liaison and/or Field Education Coordinator as soon as possible.

Role of External Field Instructor

An External Field Instructor is involved when the field practicum Field Instructor does not have a social work degree, or meet the BSW program requirements. The External Field Instructor role is identical to the Field Instructor with the exception of time spent and degree.

The External Field Instructor will meet at least twice per month with the placement student or once per week if requested by Faculty Liaison.

The External Field Instructor will meet with the organizational Field Instructor and the student on three to eight occasions including:

- At the beginning of the placement as an orientation.
- At the completion and signing of the learning contract.
- Halfway through the field practicum to ensure the midterm evaluation is completed and signed.
- At the end of the Field Practicum to complete and sign the final evaluation.

Participate in orientations and field-related meetings: orientation for students, orientation for field instructors, internal field team meetings, field education committee meetings, and other events/meetings as requested by the Department of Social Work.

Role of Faculty Liaison (SWRK 4600 and/or SWRK 4605)

The Faculty Liaison provides a minimum of three contacts per student to ensure an adequate progression through the learning contract has occurred through orientation, midterm, and final evaluation. Telephone conversations or virtual meetings with students and Field Instructor may also be undertaken. The Faculty Liaison submits the final grade (credit/no credit) for the field practicum courses (SWRK 4600 and SWRK 4605) and reviews all reflexive learning logs. The three contacts usually occur to review and sign the:

1. Learning contract
2. Midterm evaluation
3. Final evaluation

Participate in orientations and field-related meetings: orientation for students, orientation for field instructors, internal field team meetings, field education committee meetings, and other events/meetings as requested.

Role of the Integrative Field Seminar Instructor (SWRK 4596)

A Social Work Faculty member teaches the Integrative Field Seminar, which students must take concurrently with Field Practicum I (SWRK 4600) and Field Practicum II (SWRK 4605). This seminar course enables students to reflexively engage with their experiences in their field practicum learning, by connecting social work theory with practice at the interpersonal, community, organizational, and policy levels. The course focuses on the development of peer relationships within an overarching reflexive approach. The reflexive analysis of the course focuses on power analysis, problem identification, and problem solving using structural, feminist, anti-oppressive, and Indigenous approaches and awareness of Northern, remote/rural, Anishinaabe, Franco-Ontarian contexts. Students are required to complete a series of assignments that will demonstrate their readiness for the social work profession.

Roles and Responsibilities of Students

During the field practicum planning stage:

1. Develop some familiarity with the range of placement alternatives available.
2. Identify on the *Field Placement Planning Form*, interests and preferences for type of placement setting along with previous experience.
3. Identify learning needs: The student will meet with the Field Education Coordinator to discuss learning needs and a suitable available placement if necessary.
4. In consultation with the Field Education Coordinator, the student will arrange a pre-placement visit or interview with their potential placement agency/organization.

5. Students will be informed about their placement setting as soon as possible. Students are responsible to check with the Field Education Coordinator to confirm their placements.
6. The student is expected to read the Ontario College of Social Workers and Social Service Workers (OCSWSSW) Code of Ethics, Canadian Association of Social Workers Code of Ethics and Guidelines for Ethical Practice, the BSW field education manual, the competency criteria, and the requirements for student evaluation.
7. It is mandatory that the student attends the field orientation and identifies any issues and concerns at that time.
8. It is the student's responsibility to fully participate in the Field Practicum experience.
9. Under the direction and guidance of the Field Instructor and Faculty Liaison, the student will engage in increasingly self-directed learning. The student will be fully accountable regarding field practicum related work and matters pertaining to the placement experience.
10. The student will observe all agency policies, guidelines, hours of work, and dress code.
11. The student in conjunction with the Field Instructor will develop the learning contract utilizing the outline provided by the Social Work Program. The learning contract must be 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 Liaison by the end of September.
12. The student is responsible for recording work experiences in the placement setting to be made available at midterm and final evaluations or upon termination in the setting.
13. The student is to prepare for evaluations by reviewing the evaluation forms, the learning contract, and making available evidence of learning material to the Field Instructor.
 - a. The student will be involved in the evaluation process and discussion of performance.
 - b. The student and the Field Instructor and Faculty Liaison will sign the evaluations and forward them to the Field Coordinator along with required evidence of learning and documentation, as required.
 - c. Should the student and the Field Instructor disagree on the evaluation, the student will add an addendum stating the areas for concern. The student and/or the Field Instructor can then request a review with the Faculty Liaison. The evaluation, addendum, and all supporting documentation will be forwarded to the Faculty Liaison according to the date specified on the field practicum calendar.
14. The student will provide an evaluation of the placement setting and the Field Instructor utilizing the form provided by the Social Work Department.

- a. 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 Workers (CASW) [Code of Ethics](#) and [Guidelines for Ethical Practice](#)
- ☐ The [OCSWSSW Code of Ethics and Standards of Practice](#)
- ☐ 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* (see Appendix [A](#), [B](#), and [C](#))
- ☐ The Academic Policies, Procedures, and Regulations of the Social Work Program of Algoma University
- ☐ The [BSW Student Handbook](#)
- ☐ The [BSW Field Education Manual](#)

Preparing for the Pre-Placement Interview

The following are some suggestions to assist students to prepare for a Field Practicum interview:

- ☐ Research information about agencies/organizations and their fields of practice.
- ☐ Write down any questions you may have for the Field Instructor about the agency's mandate, services, learning opportunities, and format of the interview.
- ☐ Consider what you really want to learn in your field practicum. Make a list of goals/objectives and be very specific.
- ☐ Ask the Field Instructor about the learning opportunities available and the field placement and expectations of you as a student.
- ☐ Be prepared to propose ways of accomplishing your goals even if it is an area that the agency/organization is not currently involved in (e.g., leading a group). Keep in mind that Field Instructors may have expertise in areas beyond their present role descriptions.
- ☐ Consider how you like to learn. Identify your preferred learning style and any methods you find useful to facilitate your learning.
- ☐ Inquire about the Field Instructor's supervision style, expectations, and process of providing supervision.
- ☐ Ask the Field Instructor if there are any policy manuals or other resources available for you to read in preparation for the beginning of the field 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, criminal record or vulnerable sector checks, medical examinations (e.g., TB test), updated immunizations, etc.
- ☐ Have a copy of your resume available to share your previous experience with the potential Field Instructor and colleagues.
- ☐ Remain open and flexible regarding placement options recognizing the learning opportunity in each.

Questions Students May be Asked

- Why did you choose social work as a profession?
- What is 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 field placement agency/organization? What are you capable of contributing?
- What do you expect the field placement to offer you in terms of a learning experience?
- Why should the agency/organization consider you as a field practicum student?
- What do you feel will be most challenging for you to deal with in this placement setting?

Field Practicum Anxieties

Students are advised that the field practicum 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 field practicum, 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 their Field Instructor. In many cases, it was not that long ago that the Field Instructor was also a student in field practicum, 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 Instructor and/or Field Education Coordinator.

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

First Week in Placement - Student Responsibilities

Find out the following (if applicable to your field practicum setting):

- ☐ What your Field Instructor has planned for your orientation and learning activities
- ☐ Who will be your 'backup' Field Instructor when your Field Instructor is absent
- ☐ How to access client files
- ☐ How to use your phone and computer
- ☐ The kind of ID you might need to use a photocopier
- ☐ How to track statistics
- ☐ How to track mileage claims
- ☐ Where to park and the cost (if any)
- ☐ If you need a key to get into your office or space
- ☐ Where to store your personal belongings/lunch

- ☐ Where to find policies/procedures in your agency to read including those around Health and Safety and Security
- ☐ What potential risks and safety issues there are with your particular setting/client population
- ☐ If you can meet with other social workers/staff to learn about their roles in the agency

Learn about:

- ☐ Who to see about your regular daily work schedule
- ☐ How to write case notes
- ☐ The theoretical model(s) used by your agency: Seek out course texts or other literature that discusses how to practice from this theoretical framework
- ☐ Agency networking (e.g., local resources to visit)

Other responsibilities:

- ☐ Develop a daily log or calendar system for your personal use that ensures privacy of clients.
- ☐ Observe office routines and learn about the agency/organizations policies and procedures.
- ☐ Read any materials related to your agency including brochures for clients.
- ☐ Start your reflective log and keep track of questions, issues, feedback, successes etc.

Field Practicum Challenge

Students with a *Social Services Worker* or *Social Services Worker - Native Specialization* diploma who graduated with a grade point average of 3.0 or higher receive 6 transfer credits for *Field Practicum I (SWRK 4600)*, which means they are granted 350 of the required 700 field placement hours².

Application for a Field Practicum Challenge

Students may apply for a [Field Practicum Challenge](#) if they have a diploma from a *Child and Youth Care* program or if they have the equivalent of 3 or more years of full-time work experience in the social services field³. Students must complete an application package and return it to the Field Coordinator by February 19, 2021. If students receive a grade of 70% or higher on their Field Practicum Challenge package, they will be granted 250 of the required 700 field placement hours.

The application package must include the following:

- ☐ A recent resume

² Students are only eligible for transfer credits if the college program is one that is recognized by the Social Work Department and Office of the Registrar at Algoma University. Students must also be following the revised BSW Audit Sheet (2020) to receive transfer credit.

³ Students are only eligible to apply if they have a diploma from a college program recognized by the Social Work Department and the Office of the Registrar at Algoma University.

- ❑ Details of related work experience and/or prior field practicums: Provide job descriptions (if possible). Details in the resume and job descriptions should cover dates, hours, roles, and responsibilities. If job descriptions are not available, then summarize this information in a document and attach it to the resume.
- ❑ One or more references from individuals who have directly supervised your field practicum or work experience: The reference 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 field practicum hours.
- ❑ Essay (6 pages, double-spaced): It should outline how you have met the learning outcomes of a BSW field placement as well as your rationale for seeking recognition of previous experience. See the essay guidelines and learning outcomes below.

Essay Guidelines / Learning Outcomes of a Field Practicum Challenge

The student must:

- Identify the link between practice approaches and theoretical perspectives.
- Demonstrate an ability to be reflective, to have reflexivity in your previous social work experiences and to demonstrate an understanding of structural and anti-oppressive social work practice. You will need to demonstrate this in your essay through examples of how you practiced structural and anti-oppressive social work and how you used reflexivity in your social work practice at micro, mezzo, and macro levels.
- Demonstrate your professional role in advancing human rights and your ability to critically think through complex social institutions and to professionally work with marginalized populations in the North.
- Demonstrate an understanding of 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 understand and are able to provide linkages 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 your experiences as they relate to critical practices.
- Articulate your development of the fundamentals of social work practice.
- Identify how you used ethics, particularly in terms of research and/or development of social change.
- Demonstrate critical thinking about service delivery and practice issues.
- Demonstrate professionalism and ethical social work practice within the realm of your experience.
- Provide a reflexive process you have followed to resolve an ethical issue or other dilemma that you have encountered in your workplace or field practicum and how you

resolved the ethical concern.

SECTION 3: PROCESS FOR FIELD PLACEMENTS

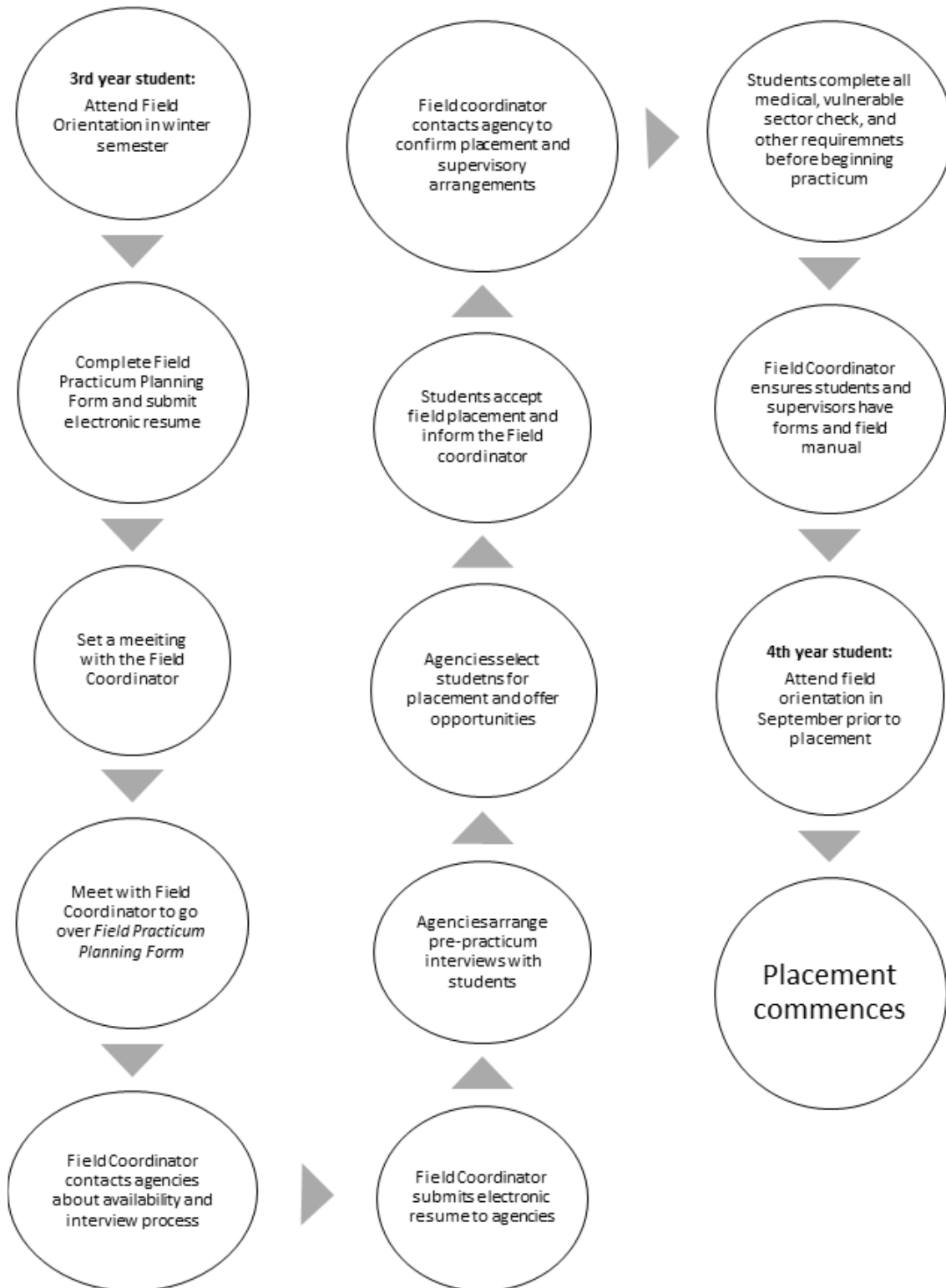
The field education placement is offered in the fourth year of the program from September until April.

- Students attend an information session about applying for Field Practicum in their 3rd year of study in the social work program.
- Students will be required to indicate their intent to complete the Field Practicum 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 prerequisite requirements such as criminal records checks or immunizations prior to the commencement of the Field Practicum.
- Students are encouraged to discuss their field practicum decisions with a variety of people including the Field Education Coordinator, faculty, fellow students, and/or colleagues. Students will be invited to identify six areas of professional interest by completing a *Field Practicum Planning Form* by the indicated deadline **February 19, 2021**.
- The Field Education Coordinator will contact agencies, organizations, and/or identified preferred professional interests that students have listed on their *Field Practicum Planning Form*.
- The Field Education Coordinator will advise students of any specific prerequisite 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 practicum that best suits the interests and learning needs of the student. Agency interview processes should ideally be occurring in May/June with final decisions regarding Field Practicum 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 Practicum opportunity, the student must advise the Field Coordinator.
- In cases where a field practicum is confirmed between the placement student and the Field Instructor, a Field Practicum Agreement will be complete that confirms the offering

and acceptance of the placement opportunity between the Field Instructor, the student, and the Field Coordinator.

- All Field Practicums are subject to final approval by the Field Coordinator.
- For students who are completing two 350-hour field placements, the same process as above will be repeated from October to December 2020 to plan for a new field practicum beginning in January 2021.

Field Practicum Planning Process



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 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 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 their placement agency/organization before beginning their Field Practicum 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 that it is obtained within six months, three months, or one month of the placement start date. Many agencies also require a Vulnerable Sector Check.
- 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.
- In most cases, the results of the criminal records search are to be provided directly to the placement agency and not to the BSW program. Please check with the Field Education Coordinator for instructions.
- 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 BSW 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. Students are responsible for ensuring that they meet these requirements and are 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 BSW Program.

Academic Accommodations for Field Practicums

Social Work students with disabilities who require special accommodations for their Field Practicums 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. It is the student's responsibility to initiate this process and to inform the Field Education Coordinator about this matter. During the BSW placement planning process, requested accommodations at the placement site may need to be shared with the Field Instructor/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.

Special Considerations for Field Practicums

In circumstances where a student is unable to complete the field practicum during the assigned block periods of September to December and/or January to April in the fourth year of study or has family and/or work responsibilities that result in barriers to completing the field practicum during the regularly assigned time period, accommodations may be considered, providing that the Field Instructor 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 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 field practicum 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. Students wishing to undertake a placement in an agency where they have prior relationships must declare a potential conflict of interest, and discuss the appropriateness of the situation with the Field 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.

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 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 practicum agency.
- If the Field 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 forth with, 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.

There are many potential risks of an undeclared potential conflict of interest in field practicum such as:

- 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.
- During field 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 the Social Work Department at Algoma University.
- If Field Instructors are not aware of a student's past involvement with a placement agency, they may not be able to adequately prepare for the placement and support the student's learning by designing a suitable learning experience that is 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 previous life experiences, and may 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, supervisors, or administration of the agency?
- ☐ Are any of my friends seeing a Social Worker at the agency? Etc...

SECTION 4: POLICIES

Adherence to Field 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 including all of the [Social Work Specific Senate Policies](#): *Suitability for the Profession Policy*; *Social Media Policy for BSW Students in Field Placement*; and *Policy Governing Deferred, Denied or Unsuccessful Field Placements*.

Confidentiality in Social Work Field Practicums

Sharing of Information/Confidentiality in BSW Program

The personal information in the social work application package, field practicum planning forms, and placement evaluation forms is collected to adhere to the standards of determining acceptable curriculum, and program standards pursuant to Section 12 of the powers of Senate in the Algoma University Act (2017), and in accordance to the registration process when applying to the Social Work and Social Service Act (2017). The personal information will be used to coordinate and evaluate social work practice for students in the BSW 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 field 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 Practicum experience, the Social Work Program shall confidentially assess and discuss the significant information with the appropriate parties.

Information disclosed during student meetings with Field Instructors, the External Field Instructor (if applicable), the Field Education Coordinator, and the Faculty Liaison will be shared to the extent necessary to resolve concerns about a student's capability to successfully complete the field practicum. 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 Practicum 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 OCSWSSW Code of Ethics and Standards of Practice and the CASW Code of Ethics and Guidelines for Ethical Practice.

It is important that students seek consultation and advice from their Field Instructors and Faculty Liaison on all confidentiality issues.

Code of Ethics

All students must review all sections of the CASW and OCSWSSW Codes of Ethics including the sections on Confidentiality. Any violation of the CASW or OCSWSSW Codes of Ethics; *Social Work Specific Senate Suitability for the Profession Policy*; *Social Work Specific Senate Policy Governing Deferred, Denied or Unsuccessful Field Placements*; and *Senate Social Media Policy for BSW Students in Field Placement*; and policies within a placement agency could result in a student being removed from their placement agency.

Limits of Confidentiality

The Social Work Program recognizes that the safety and confidentiality of students or others who have been subject to unprofessional conduct under the policies listed above 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.

- Information disclosed during meetings with Field Instructors, 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 Instructors, Faculty Liaisons and/or the 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, other members of the university, and third parties as required by law, Social Work Specific Policies, and University regulations.

Use of Client/Agency Information in Seminar

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.** 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 practicum will be required to sign an Oath of Confidentiality prior to commencing discussions in the Integrative Field Seminar (SWRK 4596).

Audio/Video Recordings and Case Material/Information

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

Field Practicum Hours and Attendance

The Canadian Association Social Work Education (CASWE) requires a minimum of 700 hours of field practicum experience. The Social Work Program, in compliance with CASWE standards, requires students to complete 700 hours of field practicum (350 hours in SWRK 4600 and 350 hours in SWRK 4605) and an integrative field seminar course (SWRK 4596).

Field Education Placement Hours

In order to complete the minimum of 700 hours of placement, field practicum students will typically complete their placements within a 25 week period (based on a 24 hour work week) spanning from the beginning of September until the middle of April.

- SWRK 4600 consists of 350 hours in the fall semester
- SWRK 4605 consists of 350 hours in the winter semester

Students are expected to work at their placement during hours agreed upon with their Field Practicum Supervisor and/or External Field Instructor. Although it is expected that working hours at most field practicum 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 Practicum in advance of accepting a Field Practicum, 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 practicum will fail the field courses and will not have successfully completed the requirements for the BSW degree. However, students may be eligible for a reduced number of hours if they meet the requirements of advanced standing. Students who have graduated from a *Social Service Worker or Indigenous Social Service Worker* college program approved by the Algoma University Social Work department and Office of the Registrar with a grade point average of 3.0 or higher will receive transfer credit for *Field Practicum I (SWRK 4600)*, which is 350 hours. Students with the

equivalent of three or more years of full-time work experience in the social services sector or who have graduated from a *Child and Youth Care* program approved by the Algoma University Social Work Program may complete a Field Practicum Challenge. If successful, the student may be granted up to 250 hours of the 700 hours of field practicum.

Even when students receive transfer credit or challenge hours are granted, the students are required to attend all integrative field seminars (SWRK 4596). Unless special arrangements have been made, students are expected, on their field practicum 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 practicum 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 practicum period and/or any cultural holidays they may observe. Holidays are not counted in the required working days and hours of the placement. Students are entitled to take the University Study Break during the field practicum but may choose to continue with placement with the permission of the Field Instructor and Field 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 practicum hours and tasks.

Illness and Absence

Students are expected to contact the Field Instructor 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

Client transportation is not permitted. 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 policies related to such use.

Transportation to and from placement is the student's responsibility. Some field placements provide vehicles for student use or reimburse mileage incurred while on field placement business but most do not. Students are advised that they are responsible to discuss and obtain

the appropriate accident/liability insurance coverage required by the agency/organization. The Government of Ontario, through the Ministry of Training, Colleges and Universities, provides WSIB or Chubb insurance coverage for students on unpaid work placements as part of Ontario publicly assisted postsecondary education and training programs. Students must immediately inform the *Social Work Field Education, Admissions, and Community Engagement Coordinator* in the case of a practicum-related injury or illness. Here is a [link](#) to the relevant information on the Ministry's website.

Medications

Students shall not administer or distribute medications, prescribed or otherwise to clients during their field practicums as per [OCSWSSW practice notes, Spring 2020](#).

Strike and other Collective Action

In the event of a strike or lockout occurring at the field placement site, students should immediately contact the Field Education Coordinator and their Faculty Liaison by phone or email. In the event where a field practicum setting or Field Instructor is on strike, the student may elect to join their Field Instructor 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 practicum responsibilities should ordinarily be met by the setting in which the student is placed. Students should consult their Field Instructor regarding agency policy prior to incurring any field practicum related expenses.

Field Practicum Time Sheet Hours

Students are to keep track of their hours on the *Field Practicum Time Sheet Form*, which can be found in the appendices and needs to be signed each week by the Field Instructor. All time sheets must be submitted to the Field Coordinator at the end of the fall and winter semesters.

SECTION 5: FIELD SUPERVISION

Field Supervision

Placement Student Meetings/Supervision

A minimum of three consultation meetings will be held to evaluate the student's performance. The placement student, the Field Instructor, and the Faculty Liaison will attend these meetings as well as the External Field Instructor when applicable. 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 practicum experience. Meetings are typically held at the field practicum site for the convenience of the Field Instructor and student but also to enable the Faculty Liaison to observe the setting. The Faculty Liaison will document that each meeting has taken place.

Student Learning and Evaluation in Field Practicum

Guidelines for the Student Learning Contract

The Learning Contract 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.
- It 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 Instructor which outlines learning needs, identifies the resources and activities that will assist in goal achievement, lists the evidence of learning that will demonstrate objectives have been met, and establishes the timeline within which they will be completed.

At the commencement of the placement both the student and Field Instructor 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 Instructor will become familiar with the student learning needs in an effort best match students goals to the learning opportunities available.

The student should review the learning objectives/goals and begin to prepare an initial draft of the learning contract within the first week placement. Following the student's orientation the learning contract should be completed and reviewed in consultation with the Field Instructor, 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 Faculty Liaison.

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 exceeding expectations). Progress towards learning objectives and the completion of placement requirements will be reviewed throughout the Field Practicum. 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.

Field Education Integrative Seminars (SWRK 4596)

Classroom Instruction and Information

Integrative Field Seminars 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 practicum hours.**

Attendance at all seminars is required and missing seminars without notifying the instructor could result in failing the course. 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 and the course is graded.

Students who do not successfully complete their field practicum will be required to repeat the field practicum and the concurrent integrative field seminar course. Failure to obtain a grade of 70% may result in the need for students to reapply for the Field Practicum or withdraw from the social work program. Please see the *Social Work Specific Senate Policy Governing Deferred, Denied, or Unsuccessful Field Placements*.

Reflexive Log during Field Practicum (SWRK 4600 and/or SWRK 4605)

On days that students are in placement, journaling must be done for thirty minutes per day and these hours can be counted towards field practicum hours, in addition to the agency required placement hours. Refer to your course outlines for more information.

Students are required to begin journaling on their first day of their field 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.

Midterm and End of Placement Evaluation

The evaluation process should be reviewed jointly, utilizing the evaluation criteria in the BSW Field Education Manual and other documentation. It is the responsibility of the Field Instructor to complete the midterm and end of placement written evaluations supplied by the Social Work

Program. If there are disagreements, the student has the right to add an addendum to the Field Instructor's evaluation identifying any area of concern. Both the student and the Field Instructor sign the evaluation and forward it to the Faculty Liaison with supportive evidence by the date indicated on the placement calendar. At the midpoint and upon completion of the field practicum, the Faculty Liaison will meet the Field Instructor and student to review the evaluations.

Feedback from students, Field Instructors, and the Faculty Liaison is taken into consideration when assigning a [PASS/FAIL](#) to the field practicum student.

Additionally, evaluations of the field practicum and of the Field Instructor from the student and the Faculty Liaison are expected and required. The Faculty Liaison is to ensure priorities and objectives are adequately met: the educational goals of the student, the participation requirements of the Field Instructor and/or External Field Instructor, 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 Contract 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 Liaison, Field Instructor, External Field Instructor (when required), and student consultation meeting will be documented. This documentation will provide a chronological record of discussions which have occurred and will be placed in the student's file.

Flow of Work

Students must contact the Faculty Liaison as soon as possible when concerns develop related to changes in the nature or flow of learning opportunities in the agency. This particularly applies to lack of sufficient opportunities for the student or when the Field Instructors' roles have changed.

Evidence of Learning

It is the responsibility of the Field Instructor, External Field Instructor (when applicable), and/or Faculty Liaison to identify, oversee, and provide feedback on the assignments given and produced by the student. The Field Instructor 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 points of field practicum or in the event of a review of the placement experience.

Special Considerations for Field Practicums

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 Practicum during the regularly assigned time period, accommodations may be considered. Please see the *Social Work Specific Senate Policy Governing Deferred, Denied, or Unsuccessful Field Placements*.

Procedure to Arrange a Placement under Exceptional Circumstances

In general, field placements are unpaid educational experiences, and students are not entitled to receive wages or salaries. There may be exceptional circumstances under which other arrangements may be made and they must be approved in advance by the field education team. Exceptional circumstances will only be considered if they meet the Department of Social Work's aim to offer quality social work education and the CASWE accreditation standards. The primary focus of the field placement must be on the student's education and learning.

Work Placement Consideration

The Department of Social Work recognizes that the field practicum may present challenges for some students who are employed full-time and may not be able to obtain a leave of absence. Despite the conflict of interest and associated risks and challenges, a student may be permitted to pursue a placement opportunity at their place of employment, i.e., work placement. The work placement must 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 Field Instructor unrelated to employment.

Students who are interested in a work placement must complete a **Work Placement Proposal** by the deadlines established in this section. Work placements are not automatically guaranteed or accepted and are subject to approval by the Field Education Coordinator and the Director of Social Work. Work placements may be paid or unpaid, this is an Agency decision.

Eligibility consideration:

- The student must be employed in the social service sector.
- The organization must meet the criteria for a field setting outlined in this field manual.
- The student, the Field Coordinator, and the employer design a field placement that meets the academic objectives of the field practicum and CASWE accreditation standards. The Field Education Coordinator and the Director of the Social Work Department will determine the appropriateness of the field placement.
- Hours for field placement are NOT part of regular work hours, but hours the employer agreed to release for field learning.
- The roles and responsibilities of the student must be clearly different and distinct than the student's regular work position.

- The student must be placed in a different unit of the agency with a field instructor who is not their current employment supervisor or manager.
- The usual requirements of field placement apply to work placements.

Work Placement Proposal Package

Due: February 19, 2021

The procedure to request and approve such a placement is as follows:

1. The student must submit a one-page (single space) rationale for requesting a work placement. The rationale must indicate why the work placement is requested as the practicum requirements are clearly stated upon entry into the BSW program.
2. A formal written field practicum proposal and the student's 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 caseload or agency unit.
 - a. Supervision must be provided by a qualified Social Worker who is not the student's employment supervisor or manager. The Field Instructor must meet the criteria as outlined in this field manual on pages 17 and 18. The Field Instructor is responsible for providing necessary supervision and for ensuring that the field practicum is educationally focused and meets the student's learning goals. The student must be approved by the agency to attend their required courses and 4th-year integrative seminars.
 - b. 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.
 - c. Work placements can be paid or unpaid and this is at the discretion of the agency. If the agency has Workplace Safety & Insurance Board (WSIB) insurance, they will be responsible for covering the student's insurance during the placement.
3. 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 or not approved. The notice of the decision will be provided a maximum of two weeks after the proposal is submitted.

IMPORTANT

Students who are completing approved work placements that are not engaging in new growth and learning may be at risk of being removed from their field practicum and risk postponing until the following year.

The procedure to arrange a placement where a relative or significant other is employed

The student will inform the Field Coordinator of their relationship with an employee of the agency in which they are seeking placement. A formal written field practicum proposal is required by the agency, 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.
- 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.
- The Field Education Coordinator and/or the Director of the Social Work Department will review the proposal to ensure they make a reasoned decision regarding the student's situation.
- The Field Education Coordinator will contact the student and the potential placement agency with a decision regarding the placement including conditions that may apply if the placement experience is approved.

Difficulty in Securing a Field Practicum

The Field Education Coordinator will make all reasonable attempts to secure a field practicum for a student by arranging up to three pre-placement interviews, if necessary. However, should a student not be successful after working with the Field Coordinator and following suggested guidelines in the placement planning process, the Field 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 Coordinator will make every effort to find a field practicum for every student, there are no guarantees that in unique situations, such as a student repeating a Field Education Practicum after non-completion of a prior placement that a placement agency/organization can always be located for another field practicum opportunity. Please see the *Social Work Specific Senate Policy Governing Deferred, Denied, or Unsuccessful Field Placements*.

Orientation and Educational Opportunities for Field Instructors and the External Field Instructor

Orientation

All agency/organization Field Instructors will be invited to meet to discuss field expectations by the end of September. Information about any other workshop dates and times will be emailed to all Field Instructors. These workshops are free of charge and may cover topics such as responsibilities of the Field Instructor, 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 Instructors to participate in a workshop that will further develop skills and knowledge to facilitate successful field practicums. Experienced Field Instructors are encouraged to participate and share their expertise.

Educational Opportunities

The Social Work Program will email Field Instructors and the External Field Instructor about educational opportunities or training that may be held throughout the year.

SECTION 6: OTHER RELEVANT POLICIES

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 Colleges and Universities while participating in an unpaid field practicum. There is no cost to students or Field Practicum 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 the Field Practicum 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 practicum 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 University educational sites and offices (including field practicum)

- Algoma University-related social functions
- All buildings under the jurisdiction of Algoma University
- In the course of work-related assignments off of Algoma University campus
- At work-related conferences or training sessions
- During work-related travel (e.g. field trips)
- By telephone or other means of written or electronic communication (e.g., email, voicemail, Internet or fax).

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:

www.algomau.ca/about/administration/policies-and-procedures

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 and also strengthens protections in the workplace from workplace violence and addresses workplace harassment. Information on this bill can be found at Field Practicum agencies/organizations and also at:

www.ontla.on.ca/bills/bills-files/39_Parliament/Session1/b168.pdf

Filing a Complaint

Students who feel they are a victim of harassment or discrimination are strongly encouraged to:

- 1) **Talk to someone they trust who can provide direction and advice on actions that are available so that the harassment and discrimination can be addressed through the proper channels.** Students can speak to their Student Advisor, a Social Work Faculty Member, the Field Education Coordinator, the Faculty Liaison, or the Director of Social Work. The Social Work Faculty, the Field Coordinator, and the Director of the Social Work Department are committed to ensuring appropriate action is taken.
- 2) **The person the student talked to 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 the student's immediate safety, and will allow the student to choose one of two options:**
 - a) The agency creates safety for the student and ensures the student remains comfortable within the placement setting. The Field Coordinator and the Faculty Liaison will engage in ongoing monitoring of the placement setting to ensure student safety.
 - b) The student is pulled from the placement, and an alternative plan is developed for completing the 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 OCSWSSW Code of Ethics and Standards of Practice and the CASW Code of Ethics and Guidelines for Ethical Practice, as well as the Algoma University *Social Work Specific Senate Suitability for the Profession Policy*.

Personal Safety While On Placement

Please note that student and client safety is a priority during field placement, and students are strongly encouraged to share any personal or public safety concerns with their Field Instructor, or immediate supervisor in the placement setting, and with the Field Education Coordinator, as soon as possible.

If a particular work situation at placement feels unsafe to a student, the student should share that information immediately and may refuse to participate in that situation until 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 arise.

Safety in the Field Practicum 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 Instructors 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 field placement includes being knowledgeable and aware of the situations of risk in a student's particular field setting.

Familiarizing Yourself with Your Particular Field Setting

Familiarize yourself and discuss with your Field Instructor 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 the field placement site?

It is also important to know your client population. Talk to your Field Instructor 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 students are working during the evenings or weekends when staff complements will most likely be reduced.
- If there is a security office available, students should familiarize themselves with their telephone extension.
- Students should always have someone aware of when they are working, especially in the evenings, and students 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 co- workers and Field Instructors, 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 social work skills.

What to Do in the Event of an Act of Aggression

If you suspect a potential for risk discuss it with your Field Instructor, External Field Instructor (when applicable), and co-workers. Always work in close proximity to other staff and make sure another staff member is available to assist you. Be mindful of how the furniture in the office is arranged (e.g., access to an exit).

If 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 Instructor 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 home or cell phone numbers or home addresses. If a student must make calls from a personal phone number to clients, request 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 Instructor 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 Instructor 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.
- 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 Field Instructor 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 Field Instructor 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 Field Instructor 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 do not 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 cannot drive to a police 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 shortcuts 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.
- Be vocal and make your predicament known if others are in the vicinity.
- Trust your gut feelings. If something does not 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 the Field Education Coordinator and Faculty Liaison. 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.

SECTION 7: APPENDICES

APPENDIX A: Professional Suitability Policy⁴



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"). This policy is specific only to BSW and HBSW students at Algoma University. 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).

⁴ The Senate approved policies use the term "Field Supervisor" or "External Field Supervisor" in place of "Field Instructor" or "External Field Instructor"

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 Ethics²;
- II. The CASW's Guidelines for Ethical Practice³;
- III. The Ontario College of Social Workers and Social Service Workers (OCSWSSW) Standards of Practice⁴;
- 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.

1 https://www.casw-acts.ca/files/attachements/casw_code_of_ethics.pdf

2 <https://www.casw-acts.ca/en/Code-of-Ethics%20and%20Scope%20of%20Practice>

3 https://www.casw-acts.ca/files/attachements/casw_guidelines_for_ethical_practice.pdf

4 <http://ocswssw.org/wp-content/uploads/2015/01/Code-of-Ethics-Standards-of-Practice.pdf>.

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 concerns 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 with 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 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 email to the student’s Algoma University email 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 the student from meeting a bona fide qualification of social work 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 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.

APPENDIX B: Policy Governing Deferred, Denied, or Unsuccessful Field Placements



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 Anishinaabe, 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. This policy is specific to Social Work students who have applied for or are within their field placement learning. 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 placements.

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 and Social Service 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, a student may withdraw from a field placement for valid reasons (on medical or compassionate grounds).



4. Dismissal from a Field Placement

The Field Education Coordinator and Faculty Field Liaison 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 C: Social Media Policy for Students in Field Placement



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 Anishinaabe, 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. This policy is specific only to Social Work students in this field placement learning. 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 Behavior Policy that has been approved by Senate. (December 2, 2011).

BACKGROUND

Due to the accessibility of social media websites, 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 have 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 would not 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 have 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/practicum) 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."

APPENDIX D: Forms for 3rd Year Students Planning Field

BSW Field Placement Planning Form

Please have your resume ready for uploading prior to beginning to complete the form. It is recommended that students include a cover letter.

Fillable Form for Students in Sault Ste. Marie

<https://forms.gle/7Bj5vDFSxFuRCnYm8>

Fillable Form for Students in Timmins

<https://forms.gle/gAgXRU3GZWCWRAnG6>

APPENDIX E: Forms Requiring Placement Agency Signature

Prior to field placement:

Letter and Declaration

*Process for Workplace Insurance for Postsecondary Students
on Unpaid Work Placements*

<https://forms.gle/aJnsmXre1EuA6Dor8>

Field Placement Agreement

Between the Department of Social Work, the Student and the Agency

<https://forms.gle/qNSPpEQeEpm7aC8g7>

To complete after the safety orientation with the student:

Safety Orientation Checklist

<https://forms.gle/PNBt2fcgNsQtGUMP9>

Evaluation Forms:

Midterm Evaluation

Please use the format that is most convenient for you.

Online fillable Form (must complete all at once):

<https://forms.gle/utminmq6RBMaHUK37>

Google Doc (can edit over time on more than one occasion):

<https://docs.google.com/document/d/1b425YwByplxRx0XZFAMdTexxaDEs9mvYCw3fM7gtatA/edit?usp=sharing>

Word Doc (can edit over time on more than one occasion):

<https://drive.google.com/file/d/1HIEU5BS4P4xNXIhLWHPKonM4WeeqUsMv/view?usp=sharing>

Final Evaluation

Please use the format that is most convenient for you.

Online fillable Form (must complete all at once):

<https://forms.gle/od2jkqQt1DQQn3pu6>

Google Doc (can edit over time on more than one occasion):

https://docs.google.com/document/d/1azGRG9BQk0unWkP7X_ugVUXWNngj6wOI0scxvhc0Rqw/edit?usp=sharing

Word Doc (can edit over time on more than one occasion):

<https://drive.google.com/file/d/1FvITurSg29veHdhpk1qqzQNzgRPiqYeC/view?usp=sharing>

APPENDIX F: Forms for 4th Year Students Requiring Signature

Prior to field placement:

Declaration: Conflict of Interest

<https://forms.gle/EoFVWcQ6cTpVM9Jy5>

Student Declaration of Understanding

Workplace Safety and Insurance Board or Private Insurance Coverage for Students on Unpaid Placements

<https://forms.gle/Z4p7Q4t76duf4oyd6>

Oath of Confidentiality in Field Seminar

<https://forms.gle/3Bz5u82hcfiiSz8r8>

Field Placement Agreement

Between the Department of Social Work, the Student and the Agency

<https://forms.gle/qNSPpEQeEpm7aC8g7>

Field Education Manual Acknowledgement Form

<https://forms.gle/MhyKab6qnCBTMWD>

COVID-19 Information for Field Placement Students

Training to be reviewed prior to beginning field placements

https://docs.google.com/presentation/d/1qyuy3huMkiCA389vB3biurbmRDBtO4nuH_KzyGIWR8/edit?usp=sharing

To sign after safety orientation with the field placement agency:

Safety Orientation Checklist

<https://forms.gle/vJoePPRF3sugnWZy5>

APPENDIX G: Tools for 4th Year Students

To bring to field placement on first day:

Student Self-Assessment

https://docs.google.com/document/d/1CNBppLdZA4cYTTjxTPlpyNKBUT1gpCcUafpJul5qO_4/edit?usp=sharing

Learning Contract:

Learning Contract Template and Instructions

https://docs.google.com/document/d/1m-A9Tlr_-7RScgT48vk4LmMVna1qBJK5K3n2uTuWGII/edit?usp=sharing

Sample Learning Contract

<https://drive.google.com/file/d/12S2PEh2wCsIq1kbBRVDeQffveyYhYde/view?usp=sharing>

Tracking Hours:

Time Sheet: For Field Instructor Signature Weekly

<https://docs.google.com/document/d/148z2hISW3pXbApjBzBCwdEPCLUnPRI0kuaEK7ouwwac/edit?usp=sharing>

Reflexive Learning Log:

Reflective and Reflexive Practice

https://docs.google.com/document/d/1xTBk_A0kx_1Eg_jFkIIVYI1ceU_CWLgRdamyleLgubs/edit?usp=sharing

Reflexive Learning Log Questions

https://docs.google.com/document/d/18O7LC7aOtdnArxfyeV0vA52aDI_UxDNs wdD7ybW0w8g/edit?usp=sharing

Only for students using video or audio recordings for supervision:

Consent for Audio/Video Recording

<https://docs.google.com/document/d/1T4vcpDLBTmZS8k8LTRONaU9vOpkwYN2TPW4yVXIgzA/edit?usp=sharing>

APPENDIX H: Forms for Faculty Liaison and External Field Instructor

Forms Requiring Signature:

Agency Agreement

<https://forms.gle/V1nV2VzPLCbWTMgA6>

Form for Documentation:

Field Contact Sheet

<https://docs.google.com/document/d/18wvv293pYcEU9KtaMhYA-CrrK8Mx1EgiWMc81QuWYFQ/edit?usp=sharing>

APPENDIX I: Evaluation

For 3rd year students:

Evaluation of Field Practicum Orientation and Field Placement Fair
<https://forms.gle/zKXKCAvuNotCv9XM6>

For 4th year students:

Student Feedback on Field Practicum
<https://forms.gle/Pr96W4GW6HsHtK569>

For Placement Agencies:

Field Instructor Feedback on Field Practicum
<https://forms.gle/6gdZiEwC4MTuySmU6>

Evaluation of Field Placement Fair
<https://forms.gle/QjYWUSCsgFNg7UVA>

For the Field Education Team:

Faculty Liaison and External Field Instructor Feedback on Field Practicum
<https://forms.gle/hQF8YF59mMByy2Sq6>