

THE FIELD EDUCATION MANUAL

Bachelor of Social Work Program

Developed by Professor Pat Tobin, M.S.W.
Laurentian University

Revised by Susan Lacelle
Field Placement Supervisor
Laurentian University
January 2010

STUDENT'S MANUAL

TABLE OF CONTENTS

THE FIELD EDUCATION PROGRAM	1
FOUNDATIONS OF PRACTICE.....	2
PHILOSOPHY OF SOCIAL WORK	3
1 – LAURENTIAN UNIVERSITY STUDENT RIGHTS AND RESPONSIBILITIES	4
1.1 POLICY ON A RESPECTFUL WORKPLACE AND LEARNING ENVIRONMENT	4
1.2 RACE RELATIONS	4
1.3 THE CHARTER OF STUDENT RIGHTS, RESPONSIBILITIES AND CODE OF STUDENT CONDUCT (NON-ACADEMIC) (November 1997)	5
2 – FIELD INSTRUCTION COURSES	6
2.1 PURPOSE	6
2.2 THE GENERALIST APPROACH	6
2.3 STANDARDS OF ETHICAL PRACTICE	6
2.4 GENERAL EXPECTATIONS	7
3 – SWRK 3605 – FIELD INSTRUCTION I.....	8
3.1 BASIC REQUIREMENTS	8
3.2 COURSE EXPECTATIONS	8
3.3 TIMELINES	9
3.3.1 Fall/Winter Session	9
3.3.2 Spring Session.....	9
4 – SWRK 4605 FIELD INSTRUCTION II	11
4.1 BASIC REQUIREMENTS	11
4.2 COURSE EXPECTATIONS	11
4.3 TIMELINES	12
4.3.1 Fall/Winter Session	12
4.3.2 Spring Session.....	13
5 – ROLES & RESPONSIBILITIES OF KEY PLAYERS IN THE FIELD PLACEMENT	14
5.1 THE FIELD EDUCATION TEAMS.....	14
5.2 BEST INTERESTS OF THE CLIENTS	14
5.3 SAFETY AND SECURITY OF FIELD PLACEMENT STUDENTS	15
5.4 THE FIELD PLACEMENT SETTING	15
5.5 THE FIELD INSTRUCTOR	16
5.6 THE SCHOOL OF SOCIAL WORK.....	17
5.7 THE FIELD COORDINATOR.....	18
5.8 THE FACULTY CONSULTANT	18
5.9 THE FIELD PLACEMENT STUDENT	19
6 – SELECTION AND ASSIGNMENT OF FIELD PLACEMENTS	21
6.1 THE APPLICATION PROCESS	21
6.1.1 DEADLINES	21
6.1.2 CHOOSING A FIELD PLACEMENT	21
6.1.3 CONTACTING THE FIELD PLACEMENT SETTINGS.....	22
6.1.4 DEVELOPMENT OF NEW PLACEMENT SETTINGS	22

6.1.5	ASSIGNMENT OF FIELD PLACEMENTS	22
6.2	THE FIELD PLACEMENT INTERVIEW	23
6.2.1	INTERVIEW FORMAT	23
6.2.2	SCHEDULING INTERVIEWS	24
6.3	PREPARING FOR THE FIELD PLACEMENT INTERVIEW	24
6.4	CONFIRMING THE FIELD PLACEMENT	25
6.5	ASSIGNMENT OF FACULTY CONSULTANTS	26
7	– THE LEARNING CONTRACT	27
7.1	DEADLINES	27
7.2	PREPARING THE LEARNING CONTRACT	28
7.2.1	WHEN TO START	28
7.2.2	WHAT TO INCLUDE.....	28
7.3	ESTABLISHING THE LEARNING GOALS	29
7.3.1	PERSONAL/PROFESSIONAL SKILL DEVELOPMENT GOALS	29
7.3.2	AGENCY RELATED GOALS	30
7.3.3	CONCEPTUAL /THEORETICAL APPLICATION GOALS.....	31
7.4	LEARNING OUTCOMES.....	32
7.5	ESTABLISHING THE ASSIGNMENTS	32
7.6	CHANGING THE APPROVED LEARNING CONTRACT	33
7.7	EVALUATION OF LEARNING GOALS	33
7.8	STUDENT RECORDS.....	33
7.9	EXAMPLES OF CONTRACTS AND EVALUATION FORMS	33
8	– THE FIELD CONTRACT	34
8.1	FIELD CONTRACT EXAMPLES.....	34
8.1.1	THE LEARNING CONTRACT - EXAMPLE A	34
8.1.2	THE LEARNING CONTRACT – EXAMPLE B.....	44
9	– FIELD PLACEMENT EVALUATION FORM EXAMPLE	52
10	– FACULTY CONSULTATION MEETINGS	59
10.1	THE PROCESS.....	59
10.1.1	WHO PARTICIPATES IN THE MEETINGS?	59
10.1.2	HOW MANY MEETINGS?	59
10.1.3	WHERE ARE THE MEETINGS HELD?	59
10.1.4	TELEPHONE CONFERENCING.....	60
10.1.5	WHO SCHEDULES THE MEETINGS?	60
10.1.6	CANCELLING MEETINGS	60
10.2	THE PURPOSE	60
10.2.1	FIRST MEETING - INTRODUCTORY MEETING	60
10.2.2	SECOND MEETING - PLACEMENT MONITORING.....	61
10.2.3	THIRD MEETING - MID-TERM EVALUATION	61
10.2.4	FOURTH MEETING - FINAL EVALUATION	61
10.3	STUDENT RECORDS.....	61
11	– POLICIES AND PROCEDURES	62
11.1	CONFIDENTIALITY	62
11.2	INFORMATION SHARING.....	62
11.3	DIRECTED FIELD PLACEMENT	63
11.4	HOURS OF FIELD PLACEMENT	64
11.4.1	CALCULATION OF FIELD PLACEMENT HOURS	64
11.4.2	FIELD PLACEMENT WORK SCHEDULES.....	64

11.4.3	ACCUMULATION OF ADDITIONAL HOURS	64
11.4.4	LEAVES OF ABSENCE.....	65
11.4.4.1	SHORT-TERM ABSENCE	65
11.4.4.2	LONG-TERM ABSENCE	65
11.4.5	STATUTORY HOLIDAYS	65
11.4.6	ATTENDANCE.....	66
11.5	PART-TIME PARTICIPATION IN PROGRAM	66
11.6	EXTENSION OF FIELD PLACEMENT	66
11.7	FIELD EDUCATION SEMINARS	67
11.8	OUT-OF-SEQUENCE FIELD PLACEMENTS	67
11.8.1	BEGINNING A PLACEMENT PRIOR TO THE FIRST DAY OF CLASSES	67
11.8.2	BEGINNING A THIRD YEAR PLACEMENT PRIOR TO JANUARY	67
11.9	INSURANCE COVERAGE FOR FIELD PLACEMENT STUDENTS.....	68
11.10	PAID FIELD PLACEMENTS	68
11.11	FIELD PLACEMENTS IN PLACES OF EMPLOYMENT	69
11.12	3 rd & 4 th YEAR PLACEMENTS IN SAME SETTING	69
11.13	ADVANCED STANDING/CHALLENGE OF FIELD PLACEMENT	69
11.14	STUDENT APPEALS	71
11.15	EXCEPTIONAL CIRCUMSTANCES	71
12	– FIELD PLACEMENT PROBLEMS/BREAKDOWNS	73
12.1	PROCEDURES	73
12.2	REMOVAL FROM A PLACEMENT	74
12.2.1	UNSUITABILITY OF FIELD PLACEMENT	74
12.2.2	UNSUITABILITY OF STUDENT	74
12.2.3	TRANSFER TO NEW PLACEMENT SETTING	74
12.2.4	TRANSFER OF ACCUMULATED PLACEMENT HOURS	75
12.3	SUSPENSION FROM THE PROGRAM	75
12.4	STRIKES.....	76
APPENDICES	77

THE FIELD EDUCATION PROGRAM

GUIDING PRINCIPLES

The Field Education Program is responsible for all aspects of the delivery of field placements. All policies, procedures and decisions are based upon the following principles:

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

FOUNDATIONS OF PRACTICE

Laurentian University School of Social Work

The School of Social Work has three primary objectives:

1. To graduate students who have acquired the knowledge, practical and conceptual skills and professional commitment expected of a person holding a first professional degree in social work;
2. To develop generalist social workers who promote human development as well as challenge inequality and oppression within society;
3. To provide ongoing learning, knowledge development and a professional culture responsive to the needs of people living within culturally diversified rural and urban communities in Northeastern Ontario.

The School of Social Work encourages a generalist approach to social work practice. This means that students are encouraged to develop knowledge and skills in the areas of social policy, community organization, administration, and social welfare as well as intervention with individuals, families, groups and communities.

The School's view of social work extends beyond the study of individual problems. The approach assumes that the potential for individual growth and development is rooted in a larger social, political and economic context. Consequently, social work is concerned with structural as well as individual change and is committed to the eradication of social inequality based on race, ethnicity, language, religion, marital status, gender, sexual orientation, age, ability, economic status, political affiliation, national ancestry and all other forms of oppression.

The School is committed to promoting an awareness of the relationship between culture, language and ethnicity and the implications for social welfare and social work practice.

(Excerpts from Laurentian University Calendar)

PHILOSOPHY OF SOCIAL WORK

The profession of social work is founded on humanitarian and egalitarian ideals. Social workers believe in the intrinsic worth and dignity of every human being and are committed to the values of acceptance, self-determination and respect of individuality. They believe in the obligation of all people, individually and collectively, to provide resources, services and opportunities for the overall benefit of humanity.

Social workers are dedicated to the welfare and self-realization of human beings; to the development and disciplined use of scientific knowledge regarding human and societal behaviours; to the development of resources to meet individual, group, national and international needs and aspirations; and to the achievement of social justice for all.

Social workers are pledged to service without discrimination on any grounds of race, ethnicity, language, religion, marital status, gender, sexual orientation, age, economic status, political affiliation or national ancestry.

Excerpt from the Canadian Association of Social Workers Code of Ethics.

1 – LAURENTIAN UNIVERSITY STUDENT RIGHTS AND RESPONSIBILITIES

The following policies apply to all learning environments, including field placement settings. Students who believe their rights are being compromised or violated are encouraged to seek support, guidance and all appropriate forms of redress.

Students can contact any faculty member and/or the Office of Human Rights for assistance.

1.1 POLICY ON A RESPECTFUL WORKPLACE AND LEARNING ENVIRONMENT

“Laurentian University is committed to building a diverse and inclusive community where every person can work and learn in an environment that is supportive of productivity and academic achievement, and respects the dignity and worth of all members of the Laurentian University community. No one, whether an administrator, faculty, staff, student, volunteer, visitor or contractor has to put up with harassment or discrimination at Laurentian University for any reason, at any time’ (2007, c.53, s. 5.2).” (Laurentian University Harassment Policy and Complaint Procedures)

The Policy on a Respectful Workplace and Learning Environment is printed in full in the appendices of this Field Education Manual. Copies are also available at the School of Social Work, in most departments and student organizations on campus.

1.2 RACE RELATIONS

“...The University also recognizes that racial minorities often encounter barriers to their full participation in society. The University is committed to equality of treatment and opportunity for all students and staff, and recognizes that a harmonious racial climate is essential to the future prosperity and social well-being of this institution.

The Race Relations Policy is printed in full in the Appendices of this Field Education Manual. Copies are also available at the School of Social Work, in most departments and student organizations on campus.

1.3 THE CHARTER OF STUDENT RIGHTS, RESPONSIBILITIES AND CODE OF STUDENT CONDUCT (NON-ACADEMIC) (November 1997)

“Upon becoming a member of the University, every student retains her or his rights and freedoms as a citizen and continues to benefit from the protections afforded by Federal, Provincial and Municipal laws as well as the Canadian Charter of Rights and Freedoms and the Ontario Human Rights Code. Moreover, the policies and regulations of the University are designed to maintain an environment conducive to teaching, learning and scholarly activity. In combination, these rights and freedoms include the right to think, speak, write, learn, study, associate with others and pursue cultural, social and other interests.

Students have the individual and collective responsibility to abide by the laws of the land and the University's particular regulatory framework so that their rights and freedoms can be expressed within order, which also allows for the rights and freedoms of others.” (Laurentian University Charter of Student Rights, Responsibilities and Code of Student Conduct)

This document is reprinted in the Appendices of this Field Education Manual and is available in the School of Social Work main office, the Field Coordinator's office and in student organizations on campus.

2 – FIELD INSTRUCTION COURSES

SWRK 3605 & SWRK 4605

2.1 PURPOSE

The Field Instruction Courses are required courses and are integral to the Bachelor of Social Work Program. All students wishing to obtain a social work degree must complete a minimum of 700 practicum hours, or equivalent, in their course of studies. The first 300 hours are completed in SWRK 3605 Field Instruction I. The remaining 400 hours are completed in SWRK 4605 Field Instruction II.

The Field Instruction Courses are key to social work education because they provide students with the following opportunities:

- To apply the knowledge and skill acquired in the academic component of the program to authentic and complex practice situations in approved settings.
- To reflect on their practice; evaluate their competencies and identify goals for continued professional growth.
- To strengthen their ability to analyze the links between individual problems, social issues and social work intervention.
- To acquire familiarity and experience with social work practice, policies and procedures.
- To assume the responsibilities expected of a novice social worker.
- To prepare for entry into the social work profession.

2.2 THE GENERALIST APPROACH

The School of Social Work is committed to a generalist approach. Therefore, the goal of the Field Education Program is to provide field placements that will allow students to acquire skills and experiences with diverse groups, communities, settings and models of practice.

Field placements reflect a wide-range of settings and provide a variety of work experiences. These include work with individuals, families, groups, organizations, communities, social policy and research. **Students are expected to vary their field experiences and expand their professional repertoire in both direct and indirect practice.**

2.3 STANDARDS OF ETHICAL PRACTICE

The School of Social Work is committed to upholding the values, principles and guidelines published by the Canadian Association of Social Workers in the Social Work Code of Ethics and

the Guidelines of Ethical Practice. These professional standards and obligations must be incorporated into the Field Instruction Courses.

2.4 GENERAL EXPECTATIONS

In addition to the criteria set out in the course descriptions for SWRK 3605 and SWRK 4605, all field placement students must comply with the following:

- The Guidelines of Ethical Practice as outlined in various sections of this manual. These are reproduced in the Appendices of this Field Education Manual.
- The policies, procedures and code of conduct prescribed by the field placement setting.
- All relevant pieces of legislation, including the Duty to Report provision (Section 72) of the Ontario Child and Family Service Act (September 01, 2000). This section is reproduced in the Appendices of this Field Education Manual.
- The rules and regulations that govern Laurentian University.
- The conditions and expectations outlined in this Field Education Manual.

3 – SWRK 3605 – FIELD INSTRUCTION I

3.1 BASIC REQUIREMENTS

*CASSW requires a minimum of 700 hours of field placement experience. The School of Social Work, in compliance with CASSW standards, requires students to complete **300 hours in SWRK 3605.***

“Planned and supervised learning experiences in approved settings, through which classroom learning may be related to the realities of practice and professional development begun. Students are required to attend Field Education Seminars. Prerequisites: admission to the professional years, successful completion of SWRK 2315, SWLF 2106 and SWLF 2107. SWRK 3405 must be taken prior to or concurrently with SWRK 3605.

3.2 COURSE EXPECTATIONS

The third year field placement allows the Student to:

- Become familiar with a social work practice setting.
- Become familiar with the process of social work interventions.
- Combine practical experience with the application of theory and practice in social work intervention.

By the end of the third year placement, the Student should be able to demonstrate competencies in three main areas.

a) Skill and knowledge related to at least one type of social work intervention involving clients, communities or organizations. This includes:

- The ability to build and sustain relationships with clients, colleagues and other community members.
- The ability to demonstrate a beginning level of interviewing and interpersonal skills.
- The ability to study and assess problem situations.
- The ability to make effective use of supervision.
- The ability to identify personal strengths and areas of growth.

b) Knowledge of the organizational and community context of practice as it relates to the field placement setting. This includes:

- The ability to analyze the structure, mandate, role and purpose of the field placement setting.
- The ability to demonstrate an understanding of the relationship between the organization's structure and service, and the needs of the client/community group that it serves.
- The ability to demonstrate an awareness of, and appreciation for, the experiences and situations of the client/community groups who are served.
- The ability to demonstrate an awareness of the structural factors that affect both the organization's services and the needs of the client/community groups (i.e. an understanding of issues related to poverty, diversity, culture, language, gender, race, class etc.).

c) **Identify the links between theory and practice.** This includes:

- The ability to demonstrate an understanding of the theoretical framework (s) and/or set of assumptions underlying social work intervention at the field placement setting.

3.3 TIMELINES

The following is an outline of the timelines involved in the third year field placement. The School of Social Work recognizes that there are students who may not be able to comply with the timelines. In these situations please follow the procedures outlined in the Request for Consideration of Exceptional Circumstances.

3.3.1 Fall/Winter Session

Registration:	This is a 6-credit course; therefore, students must register for this course at the beginning of the Fall term. If students are unable to participate in the Field Instruction Course, they must withdraw from the course and re-register in the session that best suits their needs.
Start Date:	First week of classes in January.
Completion Date:	Last day of classes for Winter Session. The dates for registration and the beginning and ending of classes vary each year. Please consult the Laurentian University calendar for relevant dates.
Hours of Work:	The placement hours (300) are completed on a 3-day per week work schedule, usually Wednesday, Thursday and Friday.

3.3.2 Spring Session

(This session is only reserved for students enrolled in a Second Degree Program)

- Registration: Students must register for this course during Spring Session registration. If students are unable to participate in the Field Instruction Course, they must **withdraw** from the course and **re-register** in the session that best suits their needs.
- Start Date: First week of classes in Spring Session.
- The dates for registration and the beginning and ending of classes vary each year. Please consult the Laurentian University calendar for relevant dates
- Completion Date: Spring Session is 12 weeks. The completion date is the last day of classes for Spring Session.
- Hours of Work: Third year spring placements offer the possibility of a more flexible work schedule. The placement hours (300) can be completed on a schedule that meets the agency's needs and permits the student to meet the university deadlines. With the permission of the field instructor and faculty consultant students may choose a 3, 4 or 5-day per week work schedule.

4 – SWRK 4605 FIELD INSTRUCTION II

4.1 BASIC REQUIREMENTS

CASSW requires a minimum of 700 hours of field placement experience. The School of Social Work, in compliance with CASSW standards, requires students to complete 400 hours in SWRK 4605.

“A continuation of Field Instruction I, to deepen and extend the student's learning and development 4605. Students are required to attend Field Education Seminars. Prerequisites: SWRK 3605 (Field Instruction I); SWRK 4305 (Theory for Social Work Practice II) must be taken prior to or concurrently with SWRK 4605.” (Laurentian University Calendar)

4.2 COURSE EXPECTATIONS

Building on the expectations of SWRK 3605, the fourth year field placement allows the Student to:

- Verify, consolidate and improve the strengths and areas of growth identified in SWRK 3605 and related SWRK and/or SWLF courses. Where the student has successfully challenged SWRK 3605 they may want to include strengths and areas of growth identified from the work experience.
- Develop an entry level of competence and professional autonomy involving at least two levels of direct/indirect intervention.
- Develop analytic capacities.

By the end of the fourth year placement, a student should be able to demonstrate an augmentation of the competencies expected in SWRK 3605 and acquisition of fourth year competencies in three main areas.

a) Skill and knowledge related to at least two levels of social work intervention involving clients, communities or organizations. This includes:

- The ability to reflect on and analyze her/his practice.
- The ability to critically evaluate the relevance/impact of her/his interventions.
- The ability to respond effectively as a social worker, including the following: identify, assess and analyze a situation/problem; elaborate a plan of intervention and realize a plan of action and evaluate the results.
- The ability to make effective use of supervision and critically assess personal/professional strengths and areas of growth.

b) Knowledge of the organizational and community context of practice as they relate to the field placement setting. This includes:

- The ability to interpret and communicate the organizational objectives, services and dynamics of the field placement setting.
- The ability to critically analyze the impact and relevance of the services for the intended client group/community.
- The ability to identify and explain the social/structural factors that affect both the organization's services and the needs of the client/community groups (i.e. an understanding of issues related to poverty, diversity, culture, language, gender, race, class etc.).

c) Identify, explain and formulate the links between theory and practice. This includes:

- The ability to recognize the theoretical assumptions and foundations that inform her/his practice.
- The ability to generalize from the knowledge of a particular situation to other situations and adapt appropriate theoretical concepts and intervention strategies.

4.3 TIMELINES

The following is an outline of the timelines involved in the fourth year field placement. The School of Social Work recognizes that there are students who may not be able to comply with the timelines. In these situations please follow the procedures outlined in the Request for Consideration of Exceptional Circumstances.

4.3.1 Fall/Winter Session

Registration: This is a 6-credit course; therefore, students must register for this course at the beginning of the Fall term. If students are unable to participate in the Field Instruction Course, they must **withdraw** from the course and **re-register** in the session that best suits their needs.

Start Date: First week of classes in September.

Completion Date: Last day of classes for Winter Session.

The dates for registration and the beginning and ending of classes vary each year. Please consult the Laurentian University calendar for relevant dates.

Hours of Work: There are two options for completion of placement hours (400).

The first option is a block placement. It is a 4-day per week work schedule falling on a Tuesday, Wednesday, Thursday and Friday. Block placements begin in September and finish in December or early January.

The second option is a concurrent placement. It is a 2 or 3-day per week work schedule falling on a combination of Tuesday, Wednesday, Thursday and Friday.

These options are determined by the requirements of the field placement setting and student preference.

4.3.2 Spring Session

This session is reserved for students enrolled in a Second Degree Program.

The School of Social Work recognizes that there are students who may not be able to comply with the timelines. In these situations please follow the procedures outlined in the **Request for Consideration of Exceptional Circumstances**).

Registration:	Students must register for this course during Spring Session registration. If students are unable to participate in the Field Instruction Course, they must withdraw from the course and re-register in the session that best suits their needs.
Start Date:	First week of classes in Spring Session. The dates for registration and the beginning and ending of classes vary each year. Please consult the Laurentian University calendar for relevant dates
Completion Date:	Spring Session is 12 weeks. Completion date is the last day of classes for Spring Session.
Hours of Work:	Fourth year spring placements are restricted to a 5-day per week work schedule . A 5-day work schedule will permit you to finish with a few days to spare. Anything less will not allow you to complete the placement by the deadline.

5 – ROLES & RESPONSIBILITIES OF KEY PLAYERS IN THE FIELD PLACEMENT

5.1 THE FIELD EDUCATION TEAMS

The field placement is often considered by students to be a highlight of social work education. It represents considerable investment on the part of students and signifies their readiness to begin the transition from classroom to practice and the transition from student to social worker. The field placement also represents a significant change in how the courses are taught. The method of instruction shifts from classroom instruction to a **practice-based team approach**.

The **practice-based team approach** necessarily widens the focus of the course. While the principal members of the Field Education Team are the Student, the Field Instructor and the Faculty Consultant, there are other players who are key in the field placement experience. This is the point at which the field placement setting and the clients they are mandated to serve enter into the educational process. The School of Social Work, through the Field Education Program, must ensure there is responsible consideration of the rights and needs of all parties. However, **the rights and needs of the clients are of primary concern and can never be compromised**.

The following sections outline the roles and responsibilities of the key players involved in the Field Education Program. It incorporates principles from several sources. Among the sources are the Standards of Ethical Practice, the School of Social Work, the CASSW Standards for Field Education, the Field Education Advisory Committee and field manuals from other Schools of Social Work.

5.2 BEST INTERESTS OF THE CLIENTS

Fundamental to the practice of social work is **serving the best interests of the clients**. This includes all aspects of a client's physical, psychological, emotional and spiritual well-being. Accordingly, **all** members of the Field Education Team are expected to safeguard the well-being of the client at all times and to place the interests of the client first.

Students must agree to accept professional responsibility for the clients they serve and they are expected to consider the best interests of the clients at all times. **They must identify themselves as student social workers in all professional interactions and interventions**. All clients and client groups must be informed that they have the right to refuse the service of a student social worker.

The interests of the client take precedence in all decisions pertaining to field placements.
(Adapted from the Field Education Manual, University of Victoria)

5.3 SAFETY AND SECURITY OF FIELD PLACEMENT STUDENTS

Students enter into field placements as learners and therefore they may have limited experience in the assessment of, and response to, vulnerability and risk. It is the responsibility of the field placement setting and the Field Instructor to ensure that the Student is adequately informed about policies and procedures regarding her/his safety and security while carrying out field placement duties.

The **field placement setting and the Field Instructor** must agree to the following:

- To provide a workplace free from discrimination and/or harassment.
- To provide the Student with information about policies and procedures.
- To ensure that the Student is never left alone in the workplace, unless written permission is obtained from the Faculty Consultant and/or the Field Coordinator.
- To ensure that the Student always has immediate access to the Field Instructor or another supervisor and/or person of authority in the field placement setting.
- To ensure that the necessary precautions are in place when working with potentially aggressive or violent clients.
- To ensure that the Student has the right to refuse to work alone with a client with whom they feel threatened or uncomfortable.
- To ensure that the Student is afforded all of her/his rights at all times.

(Adapted from Practicum Program Manual NSW/BSW Yukon College)

5.4 THE FIELD PLACEMENT SETTING

There is a wide range of field placement settings available to social work students. They reflect a broad scope of social work and related services. Although mandates, approaches to social work and available resources vary within each setting, all field placement settings are selected on the basis of their ability to provide a quality learning experience for students.

Administrators in field placement settings are asked to:

- Provide the Student with information with respect to serving the best interests of the clients in the context of the field placement setting.
- Ensure the safety and security of the Student.
- Create a role for the Student within the organization in keeping with her/his learning goals and the expectations of the School of Social Work.
- Recognize the purpose of the Student work experience as distinct from the purposes that employees and/or volunteers serve.
- Provide the Student with adequate resources to fulfill their learning contract.
- Provide a qualified Field Instructor or allow for outside field supervision when necessary.
- Ensure that the Field Instructor is given sufficient time and resources to fulfill her/his responsibilities to the Student and to the School of Social Work.

5.5 THE FIELD INSTRUCTOR

The Field Instructors play a vital role in the education and training of student social workers. They are selected on the basis of their ability to provide an academically and professionally sound placement experience.

The responsibilities of a Field Instructor include the following:

- To provide the Student with information with respect to serving the best interests of the clients in the context of the field placement setting.
- To ensure the safety and security of the Student.
- To provide the Student with a general orientation to the placement setting.
- To establish clear parameters and expectations for the Student.
- To provide guidance and feedback with respect to the development of the learning contract.
- To ensure that the learning contract reflects academic, practice and professional goals.
- To select tasks that will correspond with the Student's learning goals and abilities, and the School of Social Work's expectations.
- To ensure that the Student has adequate time, access to the information and the resources necessary for completing assigned tasks and accomplishing the learning goals.
- To provide on-going support and direction for the Student.
- To incorporate into their instruction and supervision of the Student, the broad educational goals of a generalist program rather than an exclusive focus on service provision goals within a specific setting.
- To provide **regularly scheduled** supervision and instruction time for the purpose of providing feedback and evaluating the Student's progress. This will constitute a minimum of **1-hour supervision/instruction time per every 4 days of placement time**.
- To provide a substitute Field Instructor during times of absence.
- To maintain communication with the Faculty Consultant regarding the Student's progress.
- To notify the Student and the Faculty Consultant of problems that may affect the viability of the field placement.
- To participate in a minimum of 4 faculty consultation meetings with the Student and the Faculty Consultant.
- To prepare evaluation reports as necessary.
- To participate in Field Instructor activities as required by the School of Social Work.

5.6 THE SCHOOL OF SOCIAL WORK

The School of Social Work recognizes that students apply for, and accept admission into, the Professional Years because they are committed to becoming social workers. In turn, the School of Social Work is committed to assisting and supporting students in their pursuit of a Bachelor of Social Work. To this end, the Field Education Program believes it is important for students to be afforded the following:

- The right to be free from discrimination and/or harassment of any kind.
- The right to have special needs and/or extenuating circumstances considered.
- The right to access support services on or off campus.
- The opportunity to be informed about and prepared for the field placement experience.
- The opportunity to acquire the knowledge, skills and values expected of a generalist social worker in field placement settings conducive to this learning.
- The opportunity to strengthen the application of theory to practice and augment learning through the provision of Field Education Seminars.
- The opportunity to receive additional supervision, instruction and support as required.
- A recognition of prior life and /or work experience that might influence the selection of a field placement setting.
- A recognition that there may be limited prior life and/or work experience and therefore the right to be a truly beginning apprentice.
- An open and candid communication process with the Field Coordinator, School of Social Work faculty, Field Instructors and the Field Education Advisory Committee.
- The opportunity to provide input and feedback into the Field Education Program.
- A standing invitation to participate in the Field Education Advisory Committee.

The School of Social Work recognizes that it would not be possible to offer the Bachelor of Social Work Program without the participation of field placement settings and the hours of service provided by the Field Instructors. To ensure a strong partnership with our community educators, The School of Social Work will ensure that all field placement settings are provided with:

- A copy of the Field Placement Manual.
- All pertinent information with respect to academic and professional goals and regulations.
- An open communication process with members of the faculty, members of the Field Education Advisory Committee and the Field Coordinator.
- Faculty support during the field placement. A minimum of 4 faculty consultations, with additional faculty consultations when requested by the field placement setting, field instructor or the student.
- The opportunity to interview and select appropriate candidates.
- The right to withdraw the offer of a field placement or terminate a field placement when necessary.
- Individual and/or group training for Field Instructors.
- Students who have met the requirements and are informed about the scope of their roles in field placement settings.

5.7 THE FIELD COORDINATOR

The Field Coordinator is a faculty member who assumes responsibility for administering the Field Education Program. S/he works closely with all members of the Field Education Teams and the Field Education Advisory Committee. The role of the Field Coordinator includes the following:

- To provide students with general information with respect to serving the best interests of the clients.
- To provide students with information regarding the expectations and responsibilities related to the dual role of learner and practitioner.
- To provide students with information regarding the safety and security of field placement students.
- To ensure that students have met the requirements for entry into the field placements as demonstrated by the following: grades in SWRK 2315, progress in SWRK 3405, progress in SWRK 4305, personal suitability and acceptance of the dual role of learner and practitioner.
- To ensure that all field instructors are informed about their roles and agree to accept their responsibilities accordingly.
- To provide all students with access to quality field placements.
- To monitor and evaluate the viability of field placement settings.
- To identify and develop new field placement settings.
- To develop and maintain adequate internal resources.
- To assist students in the selection of field placements that best suit learning goals and course requirements.
- To provide a timely and equitable assignment of field placements.
- To assign Faculty Consultants.
- To provide all members of the Field Education Team with any necessary information and documents.
- To maintain an on-going liaison role with the Field Education Teams.
- To provide direction and support to Field Education Teams as necessary.
- To provide training for Field Instructors and Faculty Consultants.
 - o To provide the instruction at the Field Education Seminars.
 - o To provide consistency in the delivery of the Field Education Program.
 - o To provide a vehicle for community participation in the Field Education Program.
 - o To work in consultation with the Field Education Advisory Committee on matters pertaining to the Field Education Program.
 - o To recruit and recommend for hire part-time Faculty Consultants.
 - o To ensure that all Faculty Consultants are informed about their roles and agree to accept their responsibilities accordingly.

5.8 THE FACULTY CONSULTANT

The Faculty Consultant is either a full or part-time member of the faculty. S/he is the link between the Social Work Program and the field placement setting. The Faculty Consultant

works with both the Field Instructor and the Student. The responsibilities of the Faculty Consultant include:

- To provide general information with respect to serving the best interests of the clients.
- To provide information regarding the expectations and responsibilities related to the dual role of learner and practitioner.
- To provide information about the expectation of the safety and security of the Student.
- To provide information about the School's generalist approach and academic goals and the university's policies, procedures and regulations as required.
- To provide information about the professional purposes and obligations of social workers.
- To provide guidance and feedback in the development of the learning contract.
- To ensure that the learning contract is based in the application of knowledge and the acquisition of skills; ensuring that it reflects academic, practice and professional goals.
- To ensure that the learning experience provides opportunities for integrating theory to practice and professional development.
- To assign and grade academic assignments.
- To participate in a minimum of 4 faculty consultation meetings with the Field Instructor and the Student.
- To provide on-going support, assistance and instruction to the Student and the Field Instructor when required.
- To ensure an open and responsive communication process with the Field Instructor and the Student regarding the Student's progress.
- To assign the final grade of Pass or Fail.
- To notify the Student, the Field Instructor and the Field Coordinator if there are academic concerns or other related problems that may affect the viability of the field placement.
- To participate in Field Education activities as required by the School of Social Work.

5.9 THE FIELD PLACEMENT STUDENT

Participation in the Field Instruction Courses signals the Student's readiness to assume the **dual role of learner and practitioner** in Social Work. Each student becomes a **member of the Field Education Team** and is expected to assume responsibilities accordingly.

All Field Placement Students are required to:

- Meet the academic requirements and prerequisites for Field Instruction Courses.
- Submit all field placement forms and all relevant documents in keeping with the procedures and timeframes.
- Accept the dual role of learner and practitioner and all related responsibilities.
- Ensure consideration of the best interests of clients at all times.
- Take responsibility for ensuring personal safety and security while performing field placement duties.
- Be aware of, and adhere, to all relevant university and School of Social Work policies as they apply to the Field Instruction Courses.

- Be aware of, and adhere to, the policies and procedures of the field placement setting.
- Be aware of, and adhere to, all relevant pieces of legislation, including Section 72, the Duty to Report provisions of the Ontario Child and Family Services Act (Sept 01/2000)
- Be aware of, and adhere, to all relevant professional standards. These include the Social Work Code of Ethics and the Guidelines for Ethical Practice (published by The Canadian Association of Social Workers) These documents are available in the Laurentian University Bookstore.
- Identify themselves as student social workers in all professional interactions and interventions.
- Take responsibility for self-directed learning by preparing the learning contract and writing revisions as necessary.
- Reflect on their weekly progress and identify specific areas for feedback during supervision sessions, evaluation meetings and field seminars.
- Assist in the scheduling of weekly supervision/instruction meetings.
- Organize the first faculty consultation meeting and assist in the scheduling of any subsequent faculty consultation meetings.
- Prepare field placement reports and evaluations as required.
- Attend required Field Education Seminars.
- Maintain communication with the School of Social Work as per the guidelines of the Faculty Consultant.
- Notify the Faculty Consultant and/or the Field Instructor of any problems that may affect the viability of the field placement.
- Take responsibility for problem-solving and conflict resolution as the need arises.
- Bear the responsibility for all incurred expenses related to their field practicum (ex: transportation costs, immunizations, etc...)

6 – SELECTION AND ASSIGNMENT OF FIELD PLACEMENTS

All forms related to field placements are available in the Field Coordinator's office, the School of Social Work's main office and online at www.laurentian.ca. These forms must be completed in full. Delays in returning completed forms may restrict placement choices.

6.1 THE APPLICATION PROCESS

6.1.1 DEADLINES

Each year the Field Coordinator will establish deadlines for submitting the **Field Placement Application Forms**.

- The deadline for submitting fourth year (SWRK 4605) applications is February 15th.
- The deadline for submitting third year (SWRK 3605) applications is October 15th.
- The deadline for submitting all Spring Session applications, both third and fourth year, is February 15th. (This session is only reserved for students enrolled in a Second Degree Program. The School of Social Work recognizes that there are students who may not be able to comply with the timelines. In these situations please follow the procedures outlined in the Request for Consideration of Exceptional Circumstances).

The Field Coordinator will also inform students about the specific dates for deadlines via classroom presentations and the field seminars. It is the responsibility of the Student to submit the application on time.

6.1.2 CHOOSING A FIELD PLACEMENT

Information about potential field placement settings is available in the Agency Profile binder. There are copies of this binder in the Field Coordinator's office and in the School of Social Work's main office.

You are encouraged to begin formulating your learning goals and expectations before selecting your field placement preference. The Field Coordinator is available for consultation and assistance in selecting field placement possibilities that are suited to your goals. You may also want to consult other faculty members and students who have completed their placements for advice and suggestions.

If you have a specific setting in mind and do not see an agency profile in the binder, please contact the Field Coordinator.

6.1.3 CONTACTING THE FIELD PLACEMENT SETTINGS

The Field Coordinator assumes responsibility for contacting the placements settings to determine availability of field placements. You are asked to **refrain** from contacting any field placement settings until the Field Coordinator contacts you. This helps ensure that the distribution of field placements is both **equitable** and **suitable**.

6.1.4 DEVELOPMENT OF NEW PLACEMENT SETTINGS

If a Student is interested in a new field placement setting, a formal request in writing must be submitted to the Field Coordinator in **advance**. The responsibility for developing new opportunities lies with the Field Coordinator. S/he will contact the setting to begin the process of determining suitability. The decision to approve a new placement depends on the setting's ability to fulfill the requirements and expectations outlined in the **Roles and Responsibilities** section of this field manual.

As with other field placement settings, the Student **must** discuss the possibility of a placement with the Field Coordinator **before** contacting the new setting.

6.1.5 ASSIGNMENT OF FIELD PLACEMENTS

Every attempt will be made to secure field placements in the areas of interest students have requested. However, the assignment of field placements is determined by several factors. They include: student preference, learning goals, requirements of the field placement setting, requirements of the School of Social Work, availability of resources and feedback from faculty members and Field Instructors.

After the deadline for submission of applications has passed, the Field Coordinator begins the process of brokering and distributing field placements. S/he follows these steps:

- S/he reviews all choices/preferences and establishes an agency contact list.
- S/he contacts field placement settings to determine availability of placements.
- S/he seeks feedback from faculty members and Field Instructors to assist in appropriate matching of students to placements. This **may** result in a directed placement.
- Once the brokering and matching process is complete, each applicant is provided with the placement location and the Field Instructors contact information. It is the Student's responsibility to contact the Field Instructor to schedule the pre-placement interview.
- When two or more applicants have indicated a preference for the same setting, the Field Coordinator works in consultation with everyone concerned to

- determine an appropriate selection process.
- When conditions are such that it is not possible to provide an applicant with her/his preferred choice, the Field Coordinator works with the applicant to provide a suitable alternative. If the applicant cannot accept the alternative and can provide a written rationale, an attempt will be made to secure another placement. If the applicant cannot accept a second alternative, s/he can defer the placement until the next academic session.

6.2 THE FIELD PLACEMENT INTERVIEW

All applicants participate in a pre-placement interview. These interviews are an important part of finalizing the matching process for placements. The purpose of the interviews is two-fold. First, it provides the Student with an opportunity to determine if the placement setting can meet their learning goals. Secondly, it is also an opportunity for the Field Instructor to determine if the Student is a suitable candidate for the placement setting.

6.2.1 INTERVIEW FORMAT

The type of interview format varies according to the preference of the placement setting. Students can expect one of the following formats:

- One candidate/one interviewer
- One candidate/two or more interviewers
- A group of candidates/one interviewer
- A group of candidates/two or more interviewers

Generally, applicants attend only one interview at a time. Another interview will be scheduled if the results of the first interview indicate an unsuitable match. There are two exceptions to this protocol.

- i. Some placement settings interview several candidates for one position. When several candidates compete for one position each one will be offered the opportunity to schedule concurrent interviews in other settings.
- ii. Applicants who want to participate in interviews at two or more placement settings can do so only when there is a surplus of available field placements and with the permission of the Field Coordinator.

6.2.2 SCHEDULING INTERVIEWS

When you receive your field placement selection you are required to do the following:

- Contact the Field Instructor to schedule your interview.
- Consult the guidelines in Preparing for the Field Placement Interview.
- Leave a telephone message with the Field Coordinator **before** the interview indicating the date of your interview.
- Leave a telephone message with the Field Coordinator **after** the interview to indicate the results of the interview.

6.3 PREPARING FOR THE FIELD PLACEMENT INTERVIEW

You should approach the field placement interview in the same manner you would approach a job interview.

- Inform yourself about the agency and its mandate. There are several ways you can do this: read the agency profile available in the School of Social Work office; most agencies have information pamphlets, you can telephone or drop-in to the agency and request a pamphlet; speak to people who may have some knowledge about the agency.
- When you confirm your interview time, ask if the Field Instructor requires any supporting documentation, such as a police check, a medical and/or references.
- Dress appropriately.
- Ensure that you will arrive on time for the interview. Find out where the agency is located and the best routes for getting there.
- Bring an extra copy of your curriculum vitae (resume).
- Review the Social Work Code of Ethics and the Standards of Practice in Social Work.
- Contact the Career and Employment Centre or the Counselling and Resource Center on campus for information pamphlets on preparing for interviews. You can also find information on their website www.laurentian.ca/placement.

Be prepared for the question “What are your learning goals?” While you will not be expected to have a complete list of learning goals specific to that agency, you will be expected to articulate some general learning goals. It might be helpful if you have prepared a preliminary draft of your learning contract.

Be prepared for questions like the following:

- What are your strengths?
- What are your challenges/weaknesses?
- What skills and knowledge do you bring to this placement?
- What work or life experiences do you bring?
- Can you work independently?

- Can you work with a team?
- Can you give me an example of your problem-solving skills?
- Can you give me an example of how you resolve conflict?
- Can you give me an example of how you handle stress?
- Can you tell me about your preferred learning style?
- Are there any situations you would find difficult?
- When do you expect to start the placement?
- When do you expect to finish the placement?
- What hours and days do you expect to work?
- What do you expect to gain from this placement?

You may also be asked questions like:

- What expectations do you have of me (the Field Instructor)?
- Do you have any questions about the agency?

If you are not asked specific questions about your expectations, it is appropriate for you to ask for that opportunity. You may want to ask questions like:

- What are your expectations of a Student?
- What will my duties be?
- What hours will I be expected to work?
- What type of approach do you use for supervision/instruction?
- Is there anything I can do to prepare in advance for this placement?
- When will I know if I am accepted?

ONE OF THE BEST WAYS TO PREPARE FOR THIS INTERVIEW IS TO ROLE-PLAY WITH ANOTHER STUDENT OR SOMEONE ELSE WHO IS FAMILIAR WITH THIS TYPE OF INTERVIEW.

6.4 CONFIRMING THE FIELD PLACEMENT

Field placements are usually confirmed in one of two ways. The Field Instructor will confirm the placement with the Student at the end of the interview or the Field Instructor will contact the Field Coordinator directly, who will then contact the Student.

Once students have received confirmation of their field placements, they must do the following:

- Negotiate and confirm the anticipated start date and anticipated date of completion with the Field Instructor.
- Complete the **Field Placement Confirmation** form and return it to the Field

Coordinator. *If the Field Coordinator does not receive this document, s/he will assume the field placement is still available and will send other candidates to be interviewed.*

6.5 ASSIGNMENT OF FACULTY CONSULTANTS

Faculty consultants cannot be assigned until all field placements are confirmed and the workloads for faculty members are finalized. When the Field Coordinator has this information s/he proceeds with assigning a faculty consultant for each field placement student. Agency requirements, internal workload distributions and student learning needs determine assignment of faculty consultants.

The Field Coordinator indicates the assignment of faculty consultants on the Field Confirmation Forms. Each student, field instructor and faculty consultant is provided with a completed copy of the Field Confirmation Form.

7 – THE LEARNING CONTRACT

The learning contract is the formal agreement between the Student, the Field Instructor and the Faculty Consultant. It is your first assignment in the Field Instruction Course and is fundamental to the success of your field placement. It establishes the structure, direction and expectations of the field placement. ***The learning contract also becomes the reference point for monitoring and evaluating the field placement.***

Because the learning contract is such a vital component of the field placement, a firm policy with respect to completion of the contract is in place.

7.1 DEADLINES

The Student assumes primary responsibility for writing the learning contract. The Field Instructor and Faculty Consultant review the learning contract and provide guidance and feedback.

A draft copy of the learning contract must be provided to the Field Instructor and Faculty Consultant by the **end of the second week of placement**. They will provide you with feedback and suggestions for any necessary changes.

The learning contract **must** be revised within **one week** and returned to the Field Instructor and Faculty Consultant for approval.

The learning contract **must be approved by no later than the fourth week of placement or within the first 25% of the required placement hours** (75 hours for 3rd year placements, 100 hours for 4th year placements). If there is not an approved learning contract in place by this time, **the School of Social Work reserves the right to suspend the placement until the learning contract is approved.**

Any hours accumulated beyond the deadline for an approved contract do not count as required hours.

7.2 PREPARING THE LEARNING CONTRACT

7.2.1 WHEN TO START

You are encouraged to begin drafting the learning contract well before beginning your placement. If you are beginning your first field placement, the general learning goals you have prepared for the pre-placement interview provide a good starting point. If you are embarking upon your second field placement, the areas of growth identified in your evaluations can be your starting point. It is understood that, without the context of the field placement setting, you will not be able to write a complete learning contract. You should however be able to identify some general learning goals as they relate to your personal/professional development and how you want to link theory to practice. Your Field Coordinator may also assist you in drafting your learning contract.

The first two weeks of placement permit you to refine your general learning goals and develop goals specific to the field placement setting. Your Field Instructor and Faculty Consultant will provide some assistance and feedback. It is expected, however, that the Student will assume primary responsibility for self-directed learning and the writing of the learning contract. **Consult the examples in this manual, the required readings and the recommended references for assistance in developing your learning contract.**

A complete first draft **must** be ready in time for the first field consultation meeting. At this meeting, the learning contract is reviewed and finalized. If changes are necessary before final approval, you are asked to revise the contract within two working days. **You must ensure that the changes are completed and the contract approved by the required deadline.**

7.2.2 WHAT TO INCLUDE

The learning contract includes the following:

- A general description of the placement and the setting.
- Your learning goals (What you want to learn). These will fall into three categories: 1) Agency, 2) Personal/Professional Skill Development and 3) Conceptual and Theoretical Applications.
- The activities involved in achieving your goals. (The steps towards achieving your goals)
- The learning outcomes you will achieve. (How you, the Field Instructor and Faculty Consultant will know that you are achieving your goals)
- Professional and academic requirements and obligations.
- Academic and/or field placement assignments timelines and deadlines.

- Pattern of supervision/instruction meetings.
- Dates and times of Faculty Consultation Meetings.
- Dates of Field Education Seminars.

7.3 ESTABLISHING THE LEARNING GOALS

The learning contract, like any contract, must be given serious thought and effort. It requires a great deal of self-reflection, analysis and skill to formulate clear, concise learning goals. Expect to write at least 2 or 3 revisions before final approval.

The most common errors in writing learning contracts are goals that are too vague and/or too ambitious. Your goals should be concrete, specific, realistic and measurable. **Keep in mind that your contract becomes the basis for evaluation, if it appears in your contract it becomes part of how you will be evaluated.** Your evaluations and final grade hinge on the achievement of each learning goal.

Clear, concise learning goals also permit focused supervision and instruction throughout the field placement.

7.3.1 PERSONAL/PROFESSIONAL SKILL DEVELOPMENT GOALS

In this section you need to set out what you want to learn in terms of the skills and knowledge required for professional practice.

Take into consideration your strengths, weaknesses, and what you might gain from a field placement experience. This section usually includes general social work skills in areas such as:

- interviewing
- assessment and referral
- case management
- developing and implementing intervention plans
- recording
- intervention with individuals, groups and /or families
- social planning
- community development
- community organizing
- policy development and analysis
- research

It might also include areas of growth that have particular meaning for you, such as:

- becoming more assertive
- becoming a better listener
- developing self-confidence
- becoming comfortable establishing boundaries
- becoming a team player
- interpersonal communication skills
- taking a leadership role or giving others the opportunity to lead
- learning to accept criticism
- learning to give feedback
- becoming more comfortable with conflict

Questions to consider:

- a) What knowledge, skills and characteristics are associated with being a competent and compassionate social worker?
- b) What knowledge do you want to build on and/or acquire?
- c) Which of these characteristics do you want and/or need to work on?
- d) Which of these skills do you want to learn and/or improve upon?
- e) During the course of your studies in the program, what feedback about yourself have you received that should be included in your learning goals?

7.3.2 AGENCY RELATED GOALS

In this section you should consider the knowledge and/or skills that you will need to have to work at this placement setting. These might include the following:

- working knowledge of the setting's mandate, structure and policies
- awareness of the social, political and economic factors relevant to the setting and the community it serves
- understanding the issues and the needs the setting is organized to address
- understanding the community context of the setting and the role it plays in the overall delivery of services in that community
- working knowledge of the setting's model of practice

Questions to consider:

- a) What do you need to know about this setting to be an effective worker?
- b) What skills and knowledge do you bring to this setting?
- c) What is the history of this organization?
- d) What services does the setting provide and to whom?
- e) What is it like to be a client of this service?
- f) What is it like to be a worker in this setting?

- g) What are the other community resources available?
- h) What community organizations and services use or make referrals to this service?

7.3.3 CONCEPTUAL /THEORETICAL APPLICATION GOALS

This section of the learning contract is intended to foster the process of linking the knowledge and skills gained in the academic program and their application in the field placement setting.

At one level, the application of social work theory to practice may involve understanding the theoretical framework and assumptions underlying intervention with a particular client or community group. At another level, it may involve reflection about the relevance and consequences of intervention for a client or community group.

You will be expected to demonstrate your knowledge of social work theory and its application to practice through your participation and contributions in supervision sessions, Faculty Consultation Meetings and Field Education Seminars. In addition you will be required to complete a minimum of one assignment that demonstrates your understanding of the relationship between theory and practice. The Faculty Consultant and Field Instructor should be able to assist you with a resource and reading list that will help you formulate your goals in this area.

Questions to consider:

- a) What are the links between material studied in the Social Work Program and your work in the field placement?
- b) What concepts, ideas, methods, models etc. that you learned in the Social Work program captivated your interest?
- c) What concepts, ideas, methods and/or models have particular meaning in your work at the field placement?
- d) Is there a theoretical framework(s) or set of underlying assumptions in the social work practice at this field placement setting?
- e) What types of assignments would best illustrate the links between theory and practice in this setting?

7.4 LEARNING OUTCOMES

There must be a **minimum** of one learning outcome for each learning goal. You can establish the learning outcomes by considering the following questions:

- 1) How will I know when I have accomplished a learning goal?
- 2) What new knowledge or skills will I acquire?
- 3) What will I be able to do differently?
- 4) How will my Field Instructor and Faculty Consultant be able to measure the achievement of a learning goal?
- 5) What can I demonstrate to my Field Instructor and Faculty Consultant as evidence of achieving the learning goal?

Your Faculty Consultant and Field Instructor may also want you to include other learning outcomes.

7.5 ESTABLISHING THE ASSIGNMENTS

Students will be expected to complete a minimum of two written assignments. ***The School of Social Work reserves the right to increase the assignments if further evaluation is required.***

The **first** assignment is writing the learning contract.

The **second** assignment should be linked to the practice component of the field placement. It is understood that there is a need for some flexibility in the process of determining the type of assignment and the deadline. The nature of the field placement, the learning goals, the professional requirements and the academic expectations all factor into determining the types of assignments.

The Faculty Consultant, in consultation with the Student, assumes primary responsibility for the development and assessment of the assignment. Assignments will be evaluated by the Faculty Consultant as part of the overall evaluation of the Field Instruction Courses.

Assignments must be completed and graded within the timeframes of the field placement experience and the course requirements. Students and Faculty Consultants must negotiate timeframes that permit evaluation or progress of the assignment **before** the end of placement. This is particularly important in situations where additional assignments are required for evaluation purposes.

7.6 CHANGING THE APPROVED LEARNING CONTRACT

Although there is a formal approval process for the learning contract, there is also room for flexibility. It is understood that the learning goals may change during the course of the field placement; the contract should then be adjusted accordingly and approved by the Field Instructor and the Faculty Consultant.

7.7 EVALUATION OF LEARNING GOALS

Your learning contract is the means by which the Field Instructor and the Faculty Consultant will monitor and evaluate your progress. The learning contract should be used as the reference point for establishing the agendas at the weekly supervision sessions with your Field Instructor.

The model you used to develop your learning contract becomes the Field Placement Evaluation Form. It is your responsibility to develop the evaluation form and provide copies to the Field Instructor and Faculty Consultant. These forms will be used at both the mid-term and final evaluation meetings. The completed forms must be returned to the Field Coordinator. They will be placed on your student file.

7.8 STUDENT RECORDS

It is the responsibility of the Student to ensure that the Field Coordinator receives copies of the completed learning contract and evaluations. These documents **must** be on file **before** the Field Coordinator can submit the final grade. In addition to recording the Student's progress these documents serve other important purposes. They provide students with a record of their achievements in the Field Instruction Courses and permit faculty members to provide informed references at a later date.

7.9 EXAMPLES OF CONTRACTS AND EVALUATION FORMS

Examples of Learning Contracts and the Field Placement Evaluation Form are included in this Field Education Manual.

8 – THE FIELD CONTRACT

8.1 FIELD CONTRACT EXAMPLES

8.1.1 THE LEARNING CONTRACT - EXAMPLE A

STUDENT: Sarah Student
Home Tel
Email
Home Fax

PLACEMENT AGENCY: Elizabeth Fry Society

FIELD INSTRUCTOR: Jane Brown
Tel
Email
Fax

FACULTY CONSULTANT: Dr. Susan Social Worker
Tel
Email
Fax

PLACEMENT DESCRIPTION

This is a third-year placement at the Elizabeth Fry Society. During my time at Elizabeth Fry, I will be expected to perform and carry out a variety of duties. These duties include working at the Courthouse to provide support, advocacy and outreach service for women in conflict with the law. I will attend Bail Court and Criminal Court on a daily basis, which will also provide me with the opportunity to learn more about the process of “criminal justice”. Jail visits will be a significant aspect of my placement at E. Fry. I will visit with the women on “the range” and/or meet with women individually. Individual sessions with the women will provide them with support and an arena to vent their fears and thoughts. These sessions will also provide them with assistance with pre-release planning. Range visits will include provision of general support and conducting recreational programming and activities. I will participate in, and assist with the facilitation of violence awareness groups. The outreach work involves providing clients with transportation and accompaniment to appointments, assisting clients in obtaining temporary or permanent housing, providing clients with referrals to other community agencies and providing on-going support. My duties also include responding to telephone inquiries, keeping statistics on female inmates and women going through the courts, and assisting with the Court Café.

THE LEARNING CONTRACT

S = Satisfactory

U = Unsatisfactory

LEARNING GOALS (What I want to learn)		LEARNING ACTIVITIES (How I will achieve my goals)		S	U	LEARNING OUTCOMES (How I will demonstrate achievement)		S	U
AGENCY RELATED GOALS									
I	To acquire a general understanding of the mandate and services of the Elizabeth Fry Society	a)	Read the Mission Statement and Policy Manual			1.	Be able to describe the purpose of the organization and the programs available.		
		b)	Interview and shadow other workers						
		c)	Participate in Agency Meetings						
		d)	Interview the President of the Board of Directors						
		e)	Read client files for relevant information						
II	To acquire a general understanding of the history and philosophy of Elizabeth Fry.	a)	Interview workers			1.	Be able to describe how and why the Elizabeth Fry Society was established.		
		b)	Interview President of the Board of Directors			2.	Be able to describe at least three key beliefs in the Elizabeth Fry philosophy.		
		c)	View at least one film and read at least one article						
		d)	Read client files for relevant information						
III	To acquire a thorough understanding of the protocol required when working with women in conflict with the law.	a)	Read the policy manual at E. Fry and the Sudbury Jail.			1.	Be able to describe the expectations of me.		
		b)	View at least one relevant educational film.			2.	Be able to give examples of how I interpret protocol and how I will comply with each expectation.		

LEARNING GOALS (What I want to learn)		LEARNING ACTIVITIES (How I will achieve my goals)		S	U	LEARNING OUTCOMES (How I will demonstrate achievement)		S	U
		c) Interview workers at E. Fry and Sudbury Jail.							
CONCEPTUAL / THEORETICAL APPLICATION GOALS									
IV	To acquire an understanding of how substance abuse and violence have contributed to women’s conflicts with the law and the types of crimes committed.	a)	Read at least two relevant articles and/or books chapters.			1.	Be able to identify at least two examples of crimes committed by women, which include substance abuse and violence as mitigating factors.		
		b)	Through attending court and studying the court dockets, I will have the opportunity to observe the types of crimes committed and the circumstances involved in the crimes.			2.	Be able to describe how substance abuse and violence can be mitigating factors in crimes.		
		c)	Through my interactions with clients and workers, I will have the opportunity to acquire in-depth information received from workers and clients.						
		d)	Read client files for relevant information.						
V	To acquire an understanding of the oppression commonly encountered by the women in jail.	a)	Read at least two relevant articles and/or book chapters.			1.	Be able to identify and describe at least two types of gender oppression in the penal system.		
		b)	Observe how women in jail are treated.			2.	Be able to describe at least two consequences of gender oppression.		

LEARNING GOALS (What I want to learn)		LEARNING ACTIVITIES (How I will achieve my goals)		S	U	LEARNING OUTCOMES (How I will demonstrate achievement)		S	U
		c) Examine the differences between programming for men and programming for women.							
		d) I will seek examples from clients and workers.							
		e) Read client files for relevant information.							
VI	To acquire an understanding of how feminist intervention can be applied in working with women in conflict with the law.	a) Read at least two relevant articles/or book chapters.			1.	Be able to identify and describe at least three principles of feminist intervention.			
		b) Interview workers.			2.	Be able to identify and describe at least three ways that the Outreach Program applies feminist principles.			
		c) Analyze the Outreach Program for inclusion of feminist principles.							
		d) Read client files for relevant information.							
PERSONAL AND PROFESSIONAL SKILL DEVELOPMENT GOALS									
VII	To acquire an awareness of essential resources available for women in Sudbury	a) Review the list of agency resources.			1.	Be able to identify and describe at least five essential resources for women. This description would include knowledge about criteria for service and length of wait for service.			
		b) Interview workers and clients about experiences with other women's services.			2.	Be able to refer clients appropriately.			

LEARNING GOALS (What I want to learn)	LEARNING ACTIVITIES (How I will achieve my goals)	S	U	LEARNING OUTCOMES (How I will demonstrate achievement)	S	U
	c) Interview workers and clients about resources most frequently used.					
	d) Read client files for relevant information.					
VIII Acquire the ability to network with community resources.	a) Visit at least five essential resources for women.			1. Be able to present information about my role at Elizabeth Fry and respond to questions about our services.		
	b) Participate in information sharing meetings with workers in these services.			2. Be able to solicit information about essential resources for women.		
	c) Cultivate a working relationship with at least two workers in other agencies.			3. Be able to demonstrate an established collegial rapport with at least two workers in other agencies.		
	d) Attend at least two community based committee meetings.					
IX To increase my ability to establish a therapeutic relationship with a client. This will include incorporating the skills outlined in Chapters 1 to 7 in Intentional Interviewing &	a) Conduct one-on-one sessions with women in jail and participate in range visits.			1. Be able to demonstrate the ability to : establish a therapeutic relationship with clients, respond appropriately to client needs, and identify practice situations requiring further attention. This will be demonstrated through observation by field instructor and self-assessment of my performance during weekly supervision sessions.		
	b) Conduct recreational programming on the range.					
	c) Provide support to drop-in clients at E. Fry.					

LEARNING GOALS (What I want to learn)		LEARNING ACTIVITIES (How I will achieve my goals)		S	U	LEARNING OUTCOMES (How I will demonstrate achievement)		S	U
Counselling. Specifically, I will focus on acquiring and augmenting the following skills: empathy, questioning, observation, listening, noting and reflecting feedback, confronting incongruencies. Chapter 7 will be used as a model for practice.		d) Provide on-going support to at least one client in the Outreach Program.							
X	To learn how to co-facilitate a group.	a) Read at least one article or chapter on group work in general.				1. Be able to identify and explain at least three functions of a group facilitator.			
		b) Read at least one article or chapter on feminist group work.				2. Be able to identify and describe how these functions were operationalized during group sessions.			
		c) Attend, observe and participate in at least 6 Awareness of Violence group sessions.				3. Be able to demonstrate the ability to provide relevant information as a co-facilitator.			
		d) Prepare at least one session on a topic related to awareness of violence.				4. Be able to demonstrate the ability to assume a lead role in co-facilitating at least one group.			
		e) Assume a lead role in co-facilitating at least one group session.				5. Be able to explain how I incorporated at least three functions of group facilitator during my practice session.			
		f) Seek feedback from supervisor and request clients to complete an evaluation form.							

LEARNING GOALS (What I want to learn)	LEARNING ACTIVITIES (How I will achieve my goals)	S	U	LEARNING OUTCOMES (How I will demonstrate achievement)	S	U
XI To learn how to make effective use of supervision instruction and feedback.	a) To critically reflect on my practice and select issues for meaningful discussion and feedback during weekly supervision meetings, Faculty Consultation Meetings and field seminars.			1. Be able to demonstrate an active participation in supervision sessions, Faculty Consultation Meetings and field seminars.		
	b) To develop written agenda items with appropriate case examples in preparation for all meetings.			2. Be able to demonstrate the ability to prepare for and engage in supervision sessions, Faculty Consultation Meetings and field seminars.		
				3. Be able to receive constructive feedback without becoming defensive or taking it personally.		
				4. Be able to demonstrate the ability to integrate the feedback into my practice.		
				5. Be able to demonstrate the ability to give constructive feedback to supervisors, faculty and colleagues.		
XII To decrease my trepidation when working in particular settings at E. Fry, and increase my self-confidence in my professional abilities.	a) Conduct one-on-one sessions with women in jail and participate in range visits.			1. Be able to identify and discuss the barriers that prevent me from realizing my full confidence and potential.		
	b) Conduct recreational programming on the range.			2. Be able to demonstrate the ability to develop and implement strategies for eliminating the barriers.		
	c) Become consciously aware of emotional responses in particular situations.			3. Be able to demonstrate an increased level of self-confidence in practice situations.		

LEARNING GOALS (What I want to learn)	LEARNING ACTIVITIES (How I will achieve my goals)	S	U	LEARNING OUTCOMES (How I will demonstrate achievement)	S	U
	d) Critically analyze my emotional responses and how they affect my interactions in professional situations.					

Any reference to articles, chapters, books and video material must include the titles in the body of the learning contract or be attached as a bibliography. Selection of these materials is done in consultation with the Field Instructor and Faculty Consultant.

ASSIGNMENT

As a part of my field placement duties I will prepare a pamphlet on resources for women in conflict with the law.

For my academic assignment I will write an essay of 10 to 15 pages describing the necessity and types of services required for Women In Conflict With The Law. This essay will be based on feminist theory. It is due at least one week before my final evaluation. A copy of the essay will be delivered to my Field Instructor and Faculty Consultant no later than March 20th.

WORK SCHEDULE

Beginning date: January 10th
Completion date : April 02 (Approximately)
Days of work : Wednesday, Thursday, Friday
I will work every second Thursday evening leave and at noon the following Friday.
Hours of work : 7.5 hours per day, 22.5 hours per week
Total # of hours : 300 hours

PATTERNS OF FIELD SUPERVISION/INSTRUCTION

- Individual meetings with the Field Instructor every Wednesday morning for a period of at least one hour.
- Group supervision with the Faculty Consultant on the first and third Tuesdays of each month.
- The hours spent in supervision will constitute as field placement hours.

FIELD PLACEMENT SEMINARS

I will attend and participate in the following Field Placement Seminars:

January --

February --

March --

The hours spent in field placement seminars will constitute as field placement hours.

FACULTY CONSULTATION MEETINGS

I, the field supervisor and the faculty consultant will participate in the following Faculty Consultation Meetings:

Introductory Meeting	January 12 @ 10:30 a.m.
Placement Monitoring	January 30 @ 9:30 a.m.
Placement Monitoring	February 2 @ 9:30 a.m.
Mid-term Evaluation	February 13 @ 1:30 p.m.
Final Evaluation	March 27 @ 3:00 p.m.

STUDENT COMMITMENT

I understand and agree that I am responsible for serving the best interests of the clients at all times. Further I understand and agree that the best interests of the clients take precedence in all decisions pertaining to field placements.

I have read, understood and agree to adhere to the Canadian Association of Social Workers Standards of Practice in Social Work and Social Work Code of Ethics.

I have read and understood the Field Instruction Course requirements, objectives and expectations and agree to incorporate them into my learning experience.

I have read and understood the Field Placement Manual and I agree to fulfill the conditions and expectations outlined in the Field Manual.

I understand that Field Seminars, Faculty Consultation Meetings and Supervision/Instruction Sessions are mandatory components of the Field Instruction Courses and agree to participate in the above as required.

SIGNATURES

Student _____ DATE _____

Field Supervisor _____ DATE _____

Faculty Consultant _____ DATE _____

8.1.2 THE LEARNING CONTRACT – EXAMPLE B

STUDENT: Sarah Student
Home Tel
Email
Home Fax

PLACEMENT AGENCY: Sudbury and District Health Unit

FIELD INSTRUCTOR: Jane Brown
Tel
Email
Fax

FACULTY CONSULTANT: Dr. Susan Social Worker
Tel
Email
Fax

PLACEMENT DESCRIPTION

This is a third year placement at the Sudbury and District Health Unit (SDH). During my time at SDHU, I will be expected to perform and carry out a variety of research duties. This practicum includes working on two distinct research projects. The first project involves conducting individual qualitative interviews with people in Sudbury who are homeless or at risk of being homeless to discuss their interaction with the law. I will read copies of interviews, study photographs submitted by research subjects, and I will also create a coding system in order to interpret the data. The interviews will be with the homeless and with people residing in poor, inadequate housing complexes in the city of Sudbury. The second project involves reading and reviewing a Facilitator's guide to a book entitled: *girlSpoken*.

THE LEARNING CONTRACT

S = Satisfactory

U = Unsatisfactory

LEARNING GOALS (What I want to learn)		LEARNING ACTIVITIES (How I will achieve my goals)		S	U	LEARNING OUTCOMES (How I will demonstrate achievement)		S	U
AGENCY RELATED GOALS									
I	To acquire a general understanding of the mandate and services of the Sudbury and District Health Unit and the importance of research in public health.	a)	Read the SDHU Mission Statement and Policy Manual			1. Be able to describe the purpose, goals and objectives of the SDHU.			
		b)	Interview and shadow other SDHU employees			2. Be able to describe how and why the SDHU was established.			
		c)	Participate in Agency Meetings						
		d)	Interview the President of the Board of Directors						
II	To acquire a general understanding of the homelessness project: goals, procedures, background.	a)	Read the forms and proposals of the project			1. Be able to describe the project.			
		b)	Participate in project meetings.						
		c)	Interview researchers.						
III	To acquire a thorough understanding of the importance of research and its' impact in Social Work.	a)	Participate in the unfolding of a research project.			1. Be able to identify and describe different research methods, i.e., interviews and “Photovoice”.			

LEARNING GOALS (What I want to learn)		LEARNING ACTIVITIES (How I will achieve my goals)		S	U	LEARNING OUTCOMES (How I will demonstrate achievement)		S	U
		b) Research the history of research in Social Work by reading 1 or 2 articles or relevant books.				2. Be able to describe the research process.			
IV	To develop the necessary knowledge and skills to participate in data collection	a) Develop the ability to use SPSS				1. Familiarity with data coding programs.			
		b) Learn to code qualitative interviews							
CONCEPTUAL / THEORETICAL APPLICATION GOALS									
V	To acquire an understanding of how homelessness or inadequate housing impacts a person's health status.	a) Read at least two relevant articles and/or book chapters.				1. Be able to identify the link between the quality of housing (physical environment) and the health status of an individual.			
		b) Research the 12 social determinants of health (SDOH) and their importance in public health.							
VI	To acquire an understanding of the oppression commonly encountered by the homeless.	a) Literature review of homelessness.				1. Be able to identify and describe at least two types of systemic issues that contribute to creating and maintaining homelessness.			
VII	To acquire a better understanding of conflict between homelessness and the law.	a) Interview a Social Worker at The John Howard Society about transitioning from jail.				1. Obtain literature from The John Howard Society.			

LEARNING GOALS (What I want to learn)	LEARNING ACTIVITIES (How I will achieve my goals)	S	U	LEARNING OUTCOMES (How I will demonstrate achievement)	S	U
VIII To acquire an understanding of current issues affecting young adolescent Canadian women (as per the 12 identified issues in the <i>girlSpoken</i> guide).	a) Read <i>girlSpoken</i> , plus the Facilitator's guide and the field manual.			1. Be able to identify and describe at least three principles of feminist intervention.		
	b) Read 2 articles on the 12 identified current issues.			2. Be able to identify and describe the adolescent stage of development.		
PERSONAL AND PROFESSIONAL SKILL DEVELOPMENT GOALS						
IX To acquire excellent problem-solving abilities and time management skills as I will be completing many tasks independently.	a) Acquire an agenda in which I will write down my tasks to accomplish, in priority.			1. Accomplish my tasks related to my practicum in order of priority within a given timeframe and a healthy state of mind.		
	b) Recognize signs and symptoms associated with stress.					
X Acquire the ability to identify the essential attributes and qualities found in researchers.	a) Read at least 2 relevant articles or chapters in books.			1. Be able to present information about my role at the Sudbury and District Health Unit and respond to questions about their services.		
				2. Be able to solicit information about essential resources for adolescent women and the homeless.		

LEARNING GOALS (What I want to learn)		LEARNING ACTIVITIES (How I will achieve my goals)		S	U	LEARNING OUTCOMES (How I will demonstrate achievement)		S	U
XI	To learn how to make effective use of supervision, instruction and feedback.	a)	To critically reflect on my practice, my research abilities and select issues for meaningful discussion and feedback during weekly supervision meetings, Faculty Consultation Meetings and field seminars.			1.	Be able to demonstrate an active participation in supervision sessions, Faculty Consultation Meetings and field seminars.		
		b)	To develop written agenda items in preparation for all meetings.			2.	Be able to demonstrate the ability to prepare for and engage in supervision sessions, Faculty Consultation Meetings and field seminars.		
						3.	Be able to receive constructive feedback without becoming defensive or taking it personally.		
						4.	Be able to demonstrate the ability to integrate the feedback into my practice.		
						5.	Be able to demonstrate the ability to give constructive feedback to supervisors, faculty and colleagues.		
XII	To decrease my trepidation with regards to statistical analysis and research, and increase my self-confidence in my	a)	Reviewing my progress through accomplished tasks in my agenda			1.	Be able to identify and discuss the barriers that prevent me from realizing my full confidence and potential.		

LEARNING GOALS (What I want to learn)	LEARNING ACTIVITIES (How I will achieve my goals)	S	U	LEARNING OUTCOMES (How I will demonstrate achievement)	S	U
professional abilities.	b) Regularly scheduled supervision meetings with my Supervisor and my Faculty Consultant.			2. Be able to demonstrate the ability to develop and implement strategies for eliminating the barriers.		
	c) Become consciously aware of emotional responses in particular situations.			3. Be able to demonstrate an increased level of self-confidence in myself.		
	d) Critically analyze my emotional responses and how they affect my interactions in situations.					

Any reference to articles, chapters, books and video material must include the titles in the body of the learning contract or be attached as a bibliography. Selection of these materials is done in consultation with the Field Instructor and Faculty Consultant.

ASSIGNMENT

As a part of my field placement duties I will prepare a presentation for future Field Practicum students on the importance of research in Social Work.

For my academic assignment I will write an essay of 10 to 15 pages describing homelessness. It is due at least one week before my final evaluation. A copy of the essay will be delivered to my Field Instructor and Faculty Consultant no later than March 20th.

WORK SCHEDULE

Beginning date: January 10th
Completion date : April 02 (Approximately)
Days of work : Wednesday, Thursday, Friday
Hours of work : 7.5 hours per day, 22.5 hours per week
Total # of hours : 300 hours

PATTERNS OF FIELD SUPERVISION/INSTRUCTION

- Individual meetings with the Field Instructor every Wednesday morning for a period of at least one hour.
- Group supervision with the Faculty Consultant on the first and third Tuesdays of each month.
- The hours spent in supervision will constitute as field placement hours.

FIELD PLACEMENT SEMINARS

I will attend and participate in the following Field Placement Seminars:

January --
February --
March --

The hours spent in field placement seminars will constitute as field placement hours.

FACULTY CONSULTATION MEETINGS

I, the field supervisor and the faculty consultant will participate in the following Faculty Consultation Meetings:

Introductory Meeting	January 12 @ 10:30 a.m.
Placement Monitoring	January 30 @ 9:30 a.m.
Placement Monitoring	February 2 @ 9:30 a.m.
Mid-term Evaluation	February 13 @ 1:30 p.m.
Final Evaluation	March 27 @ 3:00 p.m.

STUDENT COMMITMENT

- I understand and agree that I am responsible for serving the best interests of the clients at all times. Further I understand and agree that the best interests of the clients take precedence in all decisions pertaining to field placements.
- I have read, understood and agree to adhere to the Canadian Association of Social Workers Standards of Practice in Social Work and Social Work Code of Ethics.
- I have read and understood the Field Instruction Course requirements, objectives and expectations and agree to incorporate them into my learning experience.
- I have read and understood the Field Placement Manual and I agree to fulfill the conditions and expectations outlined in the Field Manual.
- I understand that Field Seminars, Faculty Consultation Meetings and Supervision/Instruction Sessions are mandatory components of the Field Instruction Courses and agree to participate in the above as required.

SIGNATURES

Student _____ DATE _____

Field Supervisor _____ DATE _____

Faculty Consultant _____ DATE _____

9 – FIELD PLACEMENT EVALUATION FORM EXAMPLE

S = Satisfactory

U = Unsatisfactory

LEARNING GOALS (What I want to learn)		LEARNING ACTIVITIES (How I will achieve my goals)		S	U	LEARNING OUTCOMES (How I will demonstrate achievement)		S	U
AGENCY RELATED GOALS									
I	To acquire a general understanding of the mandate and services of the Elizabeth Fry Society	a)	Read the Mission Statement and Policy Manual			1.	Be able to describe the purpose of the organization and the programs available.		
		b)	Interview and shadow other workers						
		c)	Participate in Agency Meetings						
		d)	Interview the President of the Board of Directors						
		e)	Read client files for relevant information						
II	To acquire a general understanding of the history and philosophy of Elizabeth Fry.	a)	Interview workers			1.	Be able to describe how and why the Elizabeth Fry Society was established.		
		b)	Interview President of the Board of Directors						
		c)	View at least one film and read at least one article			2.	Be able to describe at least three key beliefs in the Elizabeth Fry philosophy.		
		d)	Read client files for relevant information.						
III	To acquire a thorough understanding of the protocol	a)	Read the policy manual at E. Fry and the Sudbury Jail.			1.	Be able to describe the expectations of me.		

LEARNING GOALS (What I want to learn)		LEARNING ACTIVITIES (How I will achieve my goals)		S	U	LEARNING OUTCOMES (How I will demonstrate achievement)		S	U
required when working with women in conflict with the law.		b) View at least one relevant educational film.			2. Be able to give examples of how I interpret protocol and how I will comply with each expectation.				
		c) Interview workers at E. Fry and Sudbury Jail.							
CONCEPTUAL / THEORETICAL APPLICATION GOALS									
IV	To acquire an understanding of how substance abuse and violence have contributed to women’s conflicts with the law and the types of crimes committed.	a) Read at least two relevant articles and/or books chapters.			1. Be able to identify at least two examples of crimes committed by women, which include substance abuse and violence as mitigating factors.				
		b) Through attending court and studying the court dockets, I will have the opportunity to observe the types of crimes committed and the circumstances involved in the crimes.					2. Be able to describe how substance abuse and violence can be mitigating factors in crimes.		
		c) Through my interactions with clients and workers, I will have the opportunity to acquire in-depth information received from workers and clients.							
		d) Read client files for relevant information.							
V	To acquire an understanding of the oppression commonly encountered by the women in	a) Read at least two relevant articles and/or book chapters.			1. Be able to identify and describe at least two types of gender oppression in the penal system.				

LEARNING GOALS (What I want to learn)	LEARNING ACTIVITIES (How I will achieve my goals)	S	U	LEARNING OUTCOMES (How I will demonstrate achievement)	S	U
jail.	b) Observe how women in jail are treated.			2. Be able to describe at least two consequences of gender oppression.		
	c) Examine the differences between programming for men and programming for women.					
	d) I will seek examples from clients and workers.					
	e) Read client files for relevant information.					
VI To acquire an understanding of how feminist intervention can be applied in working with women in conflict with the law.	a) Read at least two relevant articles/or book chapters.			1. Be able to identify and describe at least three principles of feminist intervention.		
	b) Interview workers.			2. Be able to identify and describe at least three ways that the Outreach Program applies feminist principles.		
	c) Analyze the Outreach Program for inclusion of feminist principles.					
	d) Read client files for relevant information.					

PERSONAL AND PROFESSIONAL SKILL DEVELOPMENT GOALS						
VII To acquire an awareness of essential resources available for women in Sudbury	a) Review the list of agency resources.			1. Be able to identify and describe at least five essential resources for women. This description would include knowledge about criteria for service and length of wait for service.		
	b) Interview workers and clients about experiences with other women's services.			2. Be able to refer clients appropriately.		
	c) Interview workers and clients about resources most frequently used.					
	d) Read client files for relevant information.					
VIII Acquire the ability to network with community resources.	a) Visit at least five essential resources for women.			1. Be able to present information about my role at Elizabeth Fry and respond to questions about our services.		
	b) Participate in information sharing meetings with workers in these services.			2. Be able to solicit information about essential resources for women.		
	c) Cultivate a working relationship with at least two workers in other agencies.			3. Be able to demonstrate an established collegial rapport with at least two workers in other agencies.		
	d) Attend at least two community based committee meetings.					
IX To increase my ability to establish a therapeutic relationship with a client. This will include incorporating the skills outlined in Chapters 1 to 7 in Intentional Interviewing &	a) Conduct one-on-one sessions with women in jail and participate in range visits.			1. Be able to demonstrate the ability to : establish a therapeutic relationship with clients, respond appropriately to client needs, and identify practice situations requiring further attention. This will be demonstrated through		
	b) Conduct recreational programming on the range.					

	c) Provide support to drop-in clients at E. Fry.			observation by field instructor and self-assessment of my performance during weekly supervision sessions.		
Counselling. Specifically, I will focus on acquiring and augmenting the following skills: empathy, questioning, observation, listening, noting and reflecting feedback, confronting incongruencies. Chapter 7 will be used as a model for practice.	d) Provide on-going support to at least one client in the Outreach Program.					
X To learn how to co-facilitate a group.	a) Read at least one article or chapter on group work in general.			1. Be able to identify and explain at least three functions of a group facilitator.		
	b) Read at least one article or chapter on feminist group work.			2. Be able to identify and describe how these functions were operationalized during group sessions.		
	c) Attend, observe and participate in at least six Awareness of Violence group sessions.			3. Be able to demonstrate the ability to provide relevant information as a co-facilitator.		
	d) Prepare at least one session on a topic related to awareness of violence.			4. Be able to demonstrate the ability to assume a lead role in co-facilitating at least one group.		
	e) Assume a lead role in co-facilitating at least one group session.			5. Be able to explain how I incorporated at least three functions of group facilitator during my practice session.		
	f) Seek feedback from supervisor and request clients to complete an evaluation form.					

XI	To learn how to make effective use of supervision instruction and feedback.	a)	To critically reflect on my practice and select issues for meaningful discussion and feedback during weekly supervision meetings, Faculty Consultation Meetings and field seminars.			1.	Be able to demonstrate an active participation in supervision sessions, Faculty Consultation Meetings and field seminars.		
		b)	To develop written agenda items with appropriate case examples in preparation for all meetings.			2.	Be able to demonstrate the ability to prepare for and engage in supervision sessions, Faculty Consultation Meetings and field seminars.		
						3.	Be able to receive constructive feedback without becoming defensive or taking it personally.		
						4.	Be able to demonstrate the ability to integrate the feedback into my practice.		
						5.	Be able to demonstrate the ability to give constructive feedback to supervisors, faculty and colleagues.		
XII	To decrease my trepidation when working in particular settings at E. Fry, and increase my self-confidence in my professional abilities.	a)	Conduct one-on-one sessions with women in jail and participate in range visits.			1.	Be able to identify and discuss the barriers that prevent me from realizing my full confidence and potential.		
		b)	Conduct recreational programming on the range.			2.	Be able to demonstrate the ability to develop and implement strategies for eliminating the barriers.		
		c)	Become consciously aware of emotional responses in particular situations.			3.	Be able to demonstrate an increased level of self-confidence in practice situations.		

	d) Critically analyze my emotional responses and how they affect my interactions in professional situations.					
--	--	--	--	--	--	--

S = SATISFACTORY	U = UNSATISFACTORY	S	U
The student is able to recognize and integrate the best interests of the clients in field placement duties.			
The student understands and is able to integrate the practices and principles outlined in the Social Work Code of Ethics and the Standards of Practice in Social Work.			
The student has met all the requirements outlined in the Field Education Manual.			

STUDENT

FIELD INSTRUCTOR

FACULTY CONSULTANT

MID-TERM EVALUATION

or FINAL EVALUATION

DATE

10 – FACULTY CONSULTATION MEETINGS

10.1 THE PROCESS

10.1.1 WHO PARTICIPATES IN THE MEETINGS?

All members of the Field Education Team, the Student, the Faculty Consultant and the Field Instructor must participate in the meetings. Any meetings convened without all three people in attendance are **not** considered as Faculty Consultation Meetings.

10.1.2 HOW MANY MEETINGS?

There will be **at least 4** Faculty Consultation Meetings.

In those instances where the Field Instructor does **not** possess a Social Work Degree, the School of Social Work provides additional support from the Faculty Consultant. The School of Social Work will endeavour to readjust the workload of the Faculty Consultant to reflect the additional support required. **A readjusted workload would permit an additional four Faculty Consultation Meetings.**

If there are concerns or difficulties developing, any member of the Field Education Team can and should request additional meetings for support, feedback and/or instruction. In fact, it is very important that concerns or difficulties are addressed as quickly as possible. An early response to a difficult situation generally permits a more effective process of resolution.

Contact the Faculty Consultant at the onset of a concern or difficulty. If this is not possible, contact the Field Coordinator.
--

10.1.3 WHERE ARE THE MEETINGS HELD?

These meetings occur at the field placement setting. This happens for two reasons. The School of Social Work does not wish to inconvenience the Field Instructor or add the additional responsibility of travel and/or parking. Secondly, it is important that the Faculty Consultant have the opportunity to observe first-hand the field placement environment. Later meetings can be convened elsewhere at the request of the Field Instructor, however the first meeting **must** occur on site.

10.1.4 TELEPHONE CONFERENCING

Telephone conferencing should replace on-site Faculty Consultation Meetings only when distance creates a barrier for travelling. The Field Coordinator must be made aware of a decision to substitute telephone conferencing for on-site Faculty Consultation Meetings.

10.1.5 WHO SCHEDULES THE MEETINGS?

First Meeting

Students are the logical liaison for scheduling the first meeting, as they have access to both the Field Instructor and the Faculty Consultant. Coordinating the date and time of the first meeting may take several attempts; therefore, the Student is advised to initiate the process during the first few days of placement. The first meeting should occur in the first two weeks of placement and no later than the fourth week of placement. If the first meeting does not occur by the fourth week, the Field Coordinator must be advised.

Subsequent Meetings

The dates for future Faculty Consultation Meetings should be decided at the first meeting and included in the learning contract.

It is expected that each member of the team will make reasonable efforts to ensure timely scheduling of all Faculty Consultation Meetings. If at any time this becomes a problem, the Field Coordinator must be advised.

10.1.6 CANCELLING MEETINGS

If it becomes necessary to cancel a meeting, the person cancelling takes responsibility for rescheduling.

10.2 THE PURPOSE

10.2.1 FIRST MEETING - INTRODUCTORY MEETING

The Student, the Faculty Consultant and Field Instructor meet as a “team” for the first time. This meeting lays the groundwork for working together and structuring the field placement. At this meeting, it is important that all members of the team discuss, clarify and agree to the following:

- roles and responsibilities
- policies and procedures
- confidentiality requirements

- expectations
- regulations and requirements
- assignments
- timelines and deadlines
- participation in Field Education Seminars
- dates for Faculty Consultation Meetings
- the process of evaluation
- the learning contract

10.2.2 SECOND MEETING - PLACEMENT MONITORING

- monitor the progress of the field placement
- review, clarify and confirm the learning agreement
- review, clarify and confirm the expectations, requirements and parameters of the field placement
- provide instruction, support and feedback as required

10.2.3 THIRD MEETING - MID-TERM EVALUATION

- This meeting is scheduled approximately at **mid-point** of the placement and is considered the **mid-term evaluation**. The Student's progress is evaluated with respect to strengths, goal achievement, challenges and areas requiring attention. The learning contract should be adjusted to reflect the results of the evaluation where necessary. If there is a concern that the learning goals may not be achieved, a follow-up Faculty Consultation Meeting should take place before the final evaluation occurs.

10.2.4 FOURTH MEETING - FINAL EVALUATION

- The final evaluation must **occur before the last day of classes**. All field placement reports, evaluations and assignments must be completed at least one week **before** the final evaluation. This ensures that the academic and written components can be assessed and introduced for discussion and feedback at the final evaluation. The final evaluation should provide sufficient information to allow the Faculty Consultant, in collaboration with the Field Instructor, to determine the final grade. This grade must be submitted within 3 working days of the last day of classes. In the absence of a submitted grade or a request for an extension, the grade for the course becomes an **F** (Fail).

10.3 STUDENT RECORDS

It is the responsibility of the **Faculty Consultant** to submit the Grade Report to the Field Coordinator. The grade cannot be submitted until the Grade Report is received. This will be placed in the student file.

11 – POLICIES AND PROCEDURES

11.1 CONFIDENTIALITY

All members of the Field Education Team are required to adhere to the confidentiality requirements outlined in the CASW Code of Ethics.

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

The Field Coordinator is required to:

- Ensure that all members of the Field Education Team are aware of the confidentiality requirements of the profession.
- Ensure that all members of the Field Education Team have access to the CASW Code of Ethics.

Members of the Field Education Team are required to:

- Review the confidentiality requirements of the profession and of the field placement setting at each Faculty Consultation Meeting.
- Ensure that any confidentiality agreements are understood, signed and practiced.
- Ensure that field placement assignments such as journals, videos etc. safeguard the standards of confidentiality.

Faculty Members in the School of Social Work are required to:

- Ensure that any assignments, material, information and/or discussions pertaining to field placement educational experiences conform to confidentiality standards.

11.2 INFORMATION SHARING

The faculty of the School of Social Work has a responsibility to monitor the Student's performance and progress in the Bachelor of Social Work Program. To this end, they share information amongst themselves with respect to the Student's status in the program. This may include, but is not restricted to the following:

- strengths, knowledge and skills
- suitability and readiness for field work

- grades
- attendance and/or participation in SWLF and/or SWRK courses
- identified learning needs and/or areas requiring particular attention during the field placement
- incomplete or failed SWLF and/or SWRK courses

Field Instructors are considered as co-educators in the Field Instruction Courses and are therefore considered faculty with respect to information sharing. Access to information is restricted to the Student(s) for whom they are, or will be, responsible.

(Adapted from the Practicum Program Manual NHSW/BSW Yukon College and the Field Education Manual, University of Victoria)

11.3 DIRECTED FIELD PLACEMENT

A directed field placement is one where the selection of the field placement setting is influenced by the recommendations of faculty members of the School of Social Work and/or Field Instructors. These recommendations are based on the Student's participation and performance in SWRK and/or SWLF courses. They include information with respect to the following:

- identified strengths, knowledge and skills
- identified learning needs and/or areas requiring particular attention during the field placement.

These recommendations may also form the basis for the learning contract.

The Field Coordinator will work in consultation with the Student, Faculty Consultant and Field Instructor to ensure an appropriate learning environment.

(Adapted from the Practicum Program Manual NHSW/BSW Yukon College and the Field Education Manual, University of Victoria)

11.4 HOURS OF FIELD PLACEMENT

CASSW requires a minimum of 700 hours of field placement experience. The School of Social work, in compliance with CASSW standards, requires Students to complete 300 hours in SWRK 3605 and 400 hours in SWRK 4605.

11.4.1 CALCULATION OF FIELD PLACEMENT HOURS

To calculate your total numbers of hours per week use the agency formula to determine your daily number of hours.

For example, if the agency hours are 8:30 to 4:30 with a one-hour lunch break, and the agency determines this is a 7-hour work day, your total hours for that day is also 7 hours. Another example would be if the agency hours are 8:30 to 4:30 with a ½ -hour lunch break, and the agency determines this is a 7.5 hour work day, your total hours for that day is also 7.5 hours.

If the agency's formula prevents you from obtaining the required number of hours, please inform your Field Instructor and Faculty Consultant. They will assist you in finding a workable solution as quickly as possible.

11.4.2 FIELD PLACEMENT WORK SCHEDULES

Field Placements usually take place during the day, from Monday to Friday. There are however exceptions to this format. In some instances, an agency would request that Students be available during the evenings or on weekends. The requests are generally for the following reasons:

- The usual hours of operation include evenings and weekends.
- Some programs and/or services are provided during the evenings or on weekends.
- Special events, workshops or training seminars may be held during the evenings or on weekends.

Evening and weekend work schedules **must** be negotiated with the Student and have the approval of the Faculty Consultant. The safety of the Student **must** be assured and there **must** be immediate access to the Field Instructor or another supervisor and/or person of authority in the field placement setting.

Without exception, field placement hours **must never conflict** with other courses and Field Education Seminars the Student is expected to attend.

11.4.3 ACCUMULATION OF ADDITIONAL HOURS

The School of Social Work recognizes that “banking” or accumulating extra hours can offer the Student flexibility and convenience. Opportunities to accumulate additional hours must have the approval of the Faculty Consultant. The School of Social Work does reserve the right to limit the amount of additional hours the Student accumulates.

11.4.4 LEAVES OF ABSENCE

11.4.4.1 SHORT-TERM ABSENCE

If you require a leave of absence (of ½ day or more) for **illness or compassionate** reasons during your field placement, you are asked to do the following:

- Follow agency procedures.
- Inform your Field Instructor.
- Inform your Faculty Consultant.
- Work in consultation with your Faculty Consultant and Field Instructor to ensure that you complete the required number of hours.

11.4.4.2 LONG-TERM ABSENCE

If you need to take more than a few days of leave, you will be required to provide supporting documentation such as a medical certificate.

If you need an extended period, you have two options. You can apply for an extension of the field placement or you can apply for an honourable withdrawal from the course (deadlines permitting).

11.4.5 STATUTORY HOLIDAYS

If statutory holidays (i.e. Thanksgiving, Good Friday, Victoria Day) fall during your regularly scheduled field placement hours, consult your Faculty Consultant and Field Instructor to develop a plan that will permit you to complete the required number of hours.

11.4.6 ATTENDANCE

Consistent with the university regulations and the CASSW Field Education Standards, attendance at the field placement and all other activities counted as field placement hours is **mandatory**.

Poor attendance may result in requesting the Student to withdraw from the course and/or a failing grade.

11.5 PART-TIME PARTICIPATION IN PROGRAM

Students can elect to attend classes on a part-time basis. They are however obliged to remain active in the program. Students who have been inactive (not registered in courses) for a period of more than 3 years must submit a request for readmission to the Director of the School of Social Work. The Director will convene an interview with the Student and appropriate faculty members. The School of Social Work reserves the right to request that the Student submit a formal application to the Professional Years.

11.6 EXTENSION OF FIELD PLACEMENT

Requests for an extension of a field placement must comply with the university procedures found under Grading Policy in the Academic Regulations chapter in the university calendar. The procedures are as follows:

“In exceptional circumstances, the Student may request consideration for an Incomplete grade (I). Such request must be submitted in writing, through the instructor, to the dean of the faculty in which the course is taught, together with the reasons for the request.

A course assigned an Incomplete must be completed within one month after the end of the examination period. If after that period the course is not completed or the dean has not granted an extension, a grade of F will be recorded on the Student’s academic record.

In order to be considered for an extension of the completion date beyond the normal one month period, the Student must submit a written request to the dean, through the instructor, explaining the reasons for such an extension.” (Laurentian University Calendar)

11.7 FIELD EDUCATION SEMINARS

Field Education Seminars are **compulsory components** of the Field Instruction Courses SWRK 3605 and SWRK 4605. Hours are allotted for seminars. These hours are included as part of the required hours. **Students are expected to organize their schedules to accommodate these times.**

Students, Field Instructors and Faculty Consultants receive a memo at the beginning of each rotation of field placements informing them of the Field Education Seminar schedule. The dates and times of the seminars are also published in the Laurentian University Registration Handbook and Timetable.

11.8 OUT-OF-SEQUENCE FIELD PLACEMENTS

Students are expected to begin and complete their field placements within the parameters outlined in the Timelines Section in this Field Education Manual. Students sometimes have questions regarding the possibility of adjusting the timeframes for beginning and/or completing field placements. The questions are generally related to the following situations:

11.8.1 BEGINNING A PLACEMENT PRIOR TO THE FIRST DAY OF CLASSES

Students sometimes request beginning a placement before the first day of courses. Typically this is in reference to starting before Fall Term classes begin or before Spring Session classes begin. Unfortunately these requests **cannot be approved**. The reason is related to insurance and liability. The insurance carrier has informed us that the policy covering field placements is in effect during the time period when courses are officially offered. There would be no insurance coverage in place prior to the dates stated in the university calendar.

11.8.2 BEGINNING A THIRD YEAR PLACEMENT PRIOR TO JANUARY

The January start date for third year field placements has been established to optimize the learning experience and to ensure an equitable assignment of field placements. Requests for beginning third year placements before the usual January start date will be considered when there are exceptional circumstances. Please follow the procedures outlined in the Request for Consideration of Exceptional Circumstances.

11.9 INSURANCE COVERAGE FOR FIELD PLACEMENT STUDENTS

A **Ministry of Education and Training Work / Education Placement Agreement** must be completed and signed by all parties prior to the beginning of the work placement. Students cannot begin their field placement until this agreement is completed and returned to the Field Coordinator along with the Field Placement Confirmation Form.

A student who is injured while on an unpaid placement will be covered by the Workplace Safety and Insurance Board or ACE INA Insurance Company if a Ministry of Education and Training Work / Education Placement Agreement was duly completed and signed by all parties.

It is the responsibility of the Work Placement Employer to report the injury to the Manager of Occupational Health & Safety at Laurentian University. Laurentian University will coordinate with the Workplace Employer the processing of a claim.

A copy of this form is reproduced in the appendices of this Field Education Manual.

11.10 PAID FIELD PLACEMENTS

Students may be permitted to complete **one** field placement in a setting that provides some form of remuneration. These opportunities are rare and are usually generated by Students who already have a work and/or volunteer involvement with an organization. The Field Education Coordinator does not assume responsibility for recruiting paid placements.

The Field Coordinator is responsible for approving all paid placements. Students who are interested in this type of placement **must** do the following:

- Contact the Field Coordinator **in advance** to allow for sufficient time for assessment of the placement.
- Submit a completed field placement application form.
- Submit a copy of their work/volunteer history with the organization and job descriptions of positions they have held.
- Submit in writing a description of the proposed field placement and the role of the Student in this placement.
- Submit a draft learning contract detailing the new learning experiences.

Field placement settings interested in providing a paid placement must be willing to meet the following conditions:

- The field placement must meet all of the requirements usually expected of a field placement.
- Every attempt must be made to provide a Field Instructor from outside of the organization. If this is not possible, the Field Instructor must be someone who does not normally provide supervision of the Student in another capacity.

- The Field Instructor and the field placement setting understand and agree that the emphasis remains that of a **learning** experience vs. a **work** experience. Therefore the placement experience **must** be different than the Student's regular work and/or their previous work or volunteer experience in that setting.
- The Field Instructor and the field placement setting agree to provide a mechanism for supervision/instruction and evaluation that is separate from the paid worker/employee relationship.
- The Field Instructor and the field placement setting understand and agree that the Student will be expected to meet all of the requirements normally expected of a field placement Student. This includes Field Education Seminars, academic assignments and Faculty Consultation Meetings.

11.11 FIELD PLACEMENTS IN PLACES OF EMPLOYMENT

Students may be permitted to complete only **one** field placement in their place of employment. This arrangement is governed by the same principles and procedures found in the section on Paid Field Placements.

11.12 3rd & 4th YEAR PLACEMENTS IN SAME SETTING

The School of Social Work is committed to the goal of graduating generalist social workers. The Field Education Program is designed accordingly. In order to maximize the opportunity to acquire a broad base of knowledge, skill and practical experience Students are required to complete **SWRK 3605 in one agency/organization** and **SWRK 4605 in a different agency/organization**.

11.13 ADVANCED STANDING/CHALLENGE OF FIELD PLACEMENT

"Many of the students in the program are individuals with experience in social services and related fields. *For students with a minimum of three years full-time experience in social services, the program offers challenge examinations which, if passed, constitute credit for SWRK 3605.*" (Laurentian University Calendar)

While the challenge provision recognizes previous work experience and prior learning, it involves more than simply granting credit for work experience. The emphasis is on the students' ability to demonstrate an enhanced understanding of their previous work experience as it relates to the goals of the third year field placement and the BSW curriculum.

To be eligible for the challenge examination students must demonstrate the following:

- Admission to the professional years.
- Completion of the prerequisites for SWRK 3605.

- Completion of, or be in the process of completing, SWRK 2315 and SWRK 3405.
- The equivalent of 3 years full-time relevant experience. The School of Social Work requires a curriculum vitae and letters of reference verifying equivalent experience.
- The ability to complete the challenge assignments during the Fall/Winter Session of the academic year.

Eligible students are required to make a formal application to the Director of the School of Social Work. The application forms are available in the School of Social Work office and online at our website, www.laurentian.ca.

“Decisions on advanced standing must be made with fairness and caution. We must preserve the credibility of the program while endeavouring to respect the knowledge and skills acquired by the Students. This policy attempts to take these considerations into account. It is meant to be applied flexibly.”(School of Social Work, Request for Advanced Standing Application)

If an application is approved, the student must:

- Submit payment as per the fee schedule noted in the application form.
- Contact the assigned Faculty Consultant **within two weeks** of receiving notification of approval. The Faculty Consultant is responsible for developing and evaluating a **minimum of 2** assignments. “The assignments will take the form of at least 2 essays **or** 1 essay and 1 video demonstrating mastery of the required attitudes, skills and knowledge.”(School of Social Work, Request for Advanced Standing Application)
- Complete the course assignments within the expected timeframe.

11.14 STUDENT APPEALS

Every student has the right to appeal any decisions with respect to SWRK 3605 or SWRK 4605. The appeal procedures are outlined in the Laurentian University Calendar. They are as follows:

“The student who is dissatisfied with a grade, or decision of the course instructor, or the conduct of the course is expected to discuss the matter with the instructor and/or department chair/school director in the first instance.

In the event the student is not satisfied with this informal session, the student may submit a formal appeal to the appropriate department/school of Faculty Appeal Committee.

Such appeal must be submitted within 30 days of the publication of the Grade Reports.

The Senate Committee on Student Appeals shall hear student appeals from decisions of department/school or Faculty Appeals Committees, only when such decisions affect the student's academic standing; and of actions of University officers arising from such committee decisions.

Such appeal must be submitted within 30 days of the decision of the department/school or Faculty Appeals Committee.

Full details on form and procedures are available in each department/school office and in the Office of the Registrar and Centre for Continuing Education.”(Laurentian University Calendar)

11.15 EXCEPTIONAL CIRCUMSTANCES

REQUEST FOR CONSIDERATION OF EXCEPTIONAL CIRCUMSTANCES

The School of Social Work recognizes there may be exceptional circumstances, which make it difficult for some students to follow the usual protocols outlined in the Field Manual. In these instances, students are asked to submit a letter to the Field Coordinator with a copy to the Program Coordinator and the Faculty Consultant (if assigned). Please include the following information:

- Your rationale for the request.
- Your suggestions for alternatives that would be helpful for you.
- Your Curriculum Vitae. (Resume)
- Where you can be contacted.

Every effort will be made to make appropriate accommodations. The Field Coordinator will work in consultation with the Student, the Faculty Consultant or Field Instructors to organize a suitable field placement.

All requests for exceptions will be considered on a case-by-case basis. Decisions may vary according to:

- The requirements of the placement setting.
- The academic requirements of the course.
- The learning and/or other needs of the Student.
- The resources available for monitoring the placement.

<p>Any specific circumstances, which are not included in this manual, would fall under the exceptional circumstances policy.</p>

12 – FIELD PLACEMENT PROBLEMS/BREAKDOWNS

Once a field placement has begun, it is expected that the Student will complete the required hours in that agency. There are, at times, situations in which it becomes apparent that there are problems that have the potential to affect the viability of the field placement and/or the Student's grade. The School of Social Work recognizes that these problems can be very stressful. ***Students are encouraged to seek support and guidance immediately.***

The first lines of communication should be with the Faculty Consultant and/or the Field Instructor. In situations where this is not possible, contact the Field Coordinator and/or the director.

12.1 PROCEDURES

- The Faculty Consultant will convene a meeting with the Student, the Field Instructor and, when necessary, the Field Coordinator. It is strongly recommended that the meeting be held within five working days of notice of a problem.
- The Student and the Field Instructor are asked to prepare written reports detailing the nature of the problem. These reports will become the subject for review and discussion during the meeting.
- Each member of the team will be asked to identify possible solutions.
- The decisions reached at the meeting must be recorded.
- The Faculty Consultant will prepare a final report within 5 working days.
- Copies of the written reports and decisions must be sent to the Student, the Field Instructor, the Field Coordinator and to the student file.
- Each member of the team is encouraged to review the documentation and provide additional information if appropriate.
- The Faculty Consultant will convene additional meetings as necessary.

When problems are identified in a field placement, they may form the basis for one or more of the following:

- inquiry and review
- enhanced monitoring of field placement
- increased support, supervision/instruction
- increased requirement of hours
- revision of the learning contract
- additional assignments
- removal from a placement

12.2 REMOVAL FROM A PLACEMENT

The Student may be removed from a placement under the following conditions:

- The field placement setting has requested a removal.
- The Faculty Consultant, in consultation with the Student and/or the Field Instructor, makes a decision to remove the Student.

12.2.1 UNSUITABILITY OF FIELD PLACEMENT

If through no fault of the Student, a field placement must be discontinued, every effort will be made to reassign the Student to another field placement setting as expeditiously as possible. Every attempt will be made to minimize the loss of accumulated placement hours.

The Field Coordinator in consultation with the Faculty Consultant, Field Instructor and the Student will determine what conditions must be in place before the field placement setting can host another field placement.

12.2.2 UNSUITABILITY OF STUDENT

The termination of a placement resulting from the Student's inability to meet the course requirements, placement expectations, professional obligations, and/or standards of ethical practice may form the basis for one or more of the following:

- grade of incomplete or fail
- full or partial loss of accumulated hours
- waiting period before resuming another field placement
- directed field placement
- information sharing with prospective Field Instructors
- inclusion of learning goals related to placement breakdown
- enhanced monitoring of next field placement
- increased support, supervision/instruction
- suspension from the Bachelor of Social Work Program if warranted
(Adapted from Practicum Program Manual, NHSW/BSW, Yukon College)

12.2.3 TRANSFER TO NEW PLACEMENT SETTING

Requests for a transfer out of an assigned field placement will be considered only when there are exceptional circumstances and all other reasonable options have been exhausted.

The procedure for transferring is as follows:

The Faculty Consultant must submit the Request for Transfer and any supporting documentation to the Field Coordinator.

- The Student must submit a new application for another field placement to the Field Coordinator.
- The Field Coordinator will review the submissions and base her placement search accordingly. S/he will contact the Student with a new field placement setting.
- The Student will be expected to comply with the procedures outlined in the Assignment of Field Placements.

12.2.4 TRANSFER OF ACCUMULATED PLACEMENT HOURS

When a transfer to a new placement setting is required, there may be a full or partial loss of accumulated placement hours. The amount of hours lost **or** transferred is dependant upon several factors. They include, but are not restricted to, the following:

- the reasons underlying the request for transfer of hours
- the recommendations of the Faculty Consultant, Field Instructor and the Student
- the requirements of the new field placement setting
 - o the time required to achieve learning goals in a new setting
 - o the time required to provide meaningful evaluation of learning goals in a new setting
 - o availability of resources

12.3 SUSPENSION FROM THE PROGRAM

“Students will be required to withdraw from the University if they have been enrolled in a professional program, have been required to withdraw from it and have not been permitted to transfer to another program. The School of Social Work, through its faculty and appropriate committees, reserves the right to suspend a Student, who not withstanding her/his academic performance, fails to adhere to ethical and professional standards incumbent upon members of a helping profession.” (Laurentian University Calendar)

The Field Education Team is required to follow the procedures for Field Placement Problems/Breakdowns. In situations where the process results in a recommendation that the Student be suspended from the School of Social Work the procedure is as follows:

- The Faculty Consultant notifies the Director and provides the Director with all pertinent documentation.
- The Director will convene a meeting with all parties of the Field Education Team for the purpose of reviewing the documentation. S/he will provide the participants with an opportunity to submit any additional information.
- The Director will strike a committee that will include the Director, the Faculty

- Consultant, the Field Coordinator and at least two other faculty members.
- It will be the responsibility of this committee to assess the information, interview people as required and proceed with a decision in a timely manner.
 - The Director and the Field Coordinator notify the Field Education Team of the decision.
 - The Director and the Field Coordinator notify the Office of the Registrar of any suspensions.

As with any other decision, the Student has the right to appeal the decision to suspend.

12.4 STRIKES

Strikes and lockouts are by nature contentious, complex and unpredictable. The School of Social Work recognizes that a strike or lockout in the field placement setting can pose difficult dilemmas for Students, Field Instructors and Faculty Consultants. It is within this context that the policy has been developed.

If there is notice of a pending strike or lockout **before** the field placement begins the Student will be given the opportunity to choose another field placement setting. If the Student declines this offer, the Student must follow the procedures outlined below.

If a strike or lockout occurs **while** a Student is on placement, the procedures are as follows:

- The Student must not attempt to resume any or part of their field placement work assignments on or off site until the Faculty Consultant can evaluate the situation and a contingency plan can be developed.
- Consult and follow the general procedures for Placement Breakdown.
- The Faculty Consultant will assist the Student in developing a contingency plan. Contingency plans will vary according to the circumstances of the strike or lockout.

Appendices

*The Code of Ethics and the Guidelines for Ethical Practice are **REQUIRED** documents.*

*These **MUST** be purchased separately and are available at the L.U. Bookstore.*

- A. Duty to Report, Section 72 of the Ontario Child and Family Service Act
- B. Policy on a Respectful Workplace and Learning Environment, Laurentian University
- C. Policy on Race Relations, Laurentian University
- D. Statement of Student Rights, and Responsibilities and Code of Student Conduct (non-academic), Laurentian University
- E. Laurentian University Code of Student Conduct
- F. Laurentian University Policy Statement on Academic Dishonesty
- G. The Field Education Committee, Terms of Reference, School of Social Work
- H. Ministry of Education and Training, Work/Education Placement Agreement Form