LAKEHEAD UNIVERSITY
School of Social Work
Honours Bachelor of Social Work
(H.B.S.W.)

FIELD EDUCATION MANUAL

2021/2022

SOWK 3500 FIELD INSTRUCTION I

SOWK 4500/4501 FIELD INSTRUCTION II

Lakehead University
School of Social Work
955 Oliver Road
Thunder Bay, Ontario
P7B 5E1

Our manual and forms are now available online:

The School of Social Work Field Education Manual is now available online at
http://socialwork.lakeheadu.ca/?display=page&pageid=22

Please note that the Learning Contract as well as all mid & end term Placement Evaluation Forms are in MS Word format for ease of completion at
http://socialwork.lakeheadu.ca/?display=page&pageid=24

Questions regarding the placement process, manual information or any of the forms should be directed to the appropriate Field Education Coordinator:

Jill Zachary (Third Year and One Year Students), Email: jill.zachary@lakeheadu.ca
Or
Jenna Garlick (Fourth Year Students), Email: jdgarlic@lakeheadu.ca

ACKNOWLEDGEMENT

The School of Social Work acknowledges the high quality field practicum experiences provided for our students by Field Instructors and participating Agencies, Services and Organizations in the community and District of Thunder Bay.

We appreciate the time and energy contributed to the practicum experience by innumerable individuals, and the continued interest and commitment to the Social Work program and to our students.

* Revised October 29, 2021

FIELD PLACEMENT GUIDELINES for the 2021/2022 ACADEMIC YEAR

Field Education is an important component of the HBSW Program and the School of Social Work. We would like this to be a very positive experience for all of the students in the professional years of the program.

Due to the present COVID pandemic, we want to inform you of the possibilities and options available to students for the upcoming placement.

We fully understand that some students have concerns about moving into an onsite placement. Your safety is paramount to us as well as your success in the HBSW program. We are working to ensure that both of these items are addressed with the utmost care and responsibility towards all students and agency partners.

We want to clarify that for students who choose to complete an onsite placement, we are able to support you in that regard where there are opportunities.

For students who do not want to attend an onsite placement there are options for you to complete placement hours offsite. **We want to stress that you have a choice**. As field coordinators, we fully support you if you choose to not be in an onsite placement and can provide you with off-site/remote placement opportunities.

Placements could look very different for each student and each type of placement will be supervised by an experienced Social Worker. All of the placement options below will provide you with the necessary skills to move forward into the Social Work profession.

1. On-site placement experiences and supervision
2. Hybrid placement with an agency (some onsite, some off site work)
3. Off-site placement with an agency (phone counselling/ research placements etc).
4. Remote placement with an off-site supervisor (no agency attachment).

Placements may begin as usual but there is a possibility that they may be shut down if the pandemic worsens. If that is the case, placements could continue remotely with offsite supervision.

For students choosing to attend an onsite placement, agencies will have specific policies regarding COVID -19. If you do agree to accept an onsite placement you will have to follow the policies the agency has in place.

Please review your local health authority's website to fully understand the risks associated with COVID-19 as part of your decision-making process.

As per recommendations from the Canadian Association for Social Work Education (CASWE) required placement hours for the 2021/2022 academic year have been reduced to 85%.

3rd Year Winter term placement - 45 days (315 hours)
4th Year Fall/Winter placement - 55 days (385 hours)
One-Year Winter/spring placement - 90 days (630 hours)
MSW placement hours: 60 days- 420 (hours)

We are happy to answer any questions you may have regarding the Field Placement.

Jill Zachary jzachary@lakeheadu.ca (Third Year and One Year students)
Jenna Garlick jdgarlic@lakeheadu.ca (Fourth Year students)

FIELD EDUCATION MANUAL

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INTRODUCTION

I. Purposes of the Manual

The purpose of the Field Education Manual is to set out the objectives and related expectations pertaining to student field placements in the third, fourth and one year levels of the Honours Bachelor of Social Work program at Lakehead University. The manual describes general characteristics, policies and procedures of the field placements and has been updated to reflect changes. It outlines the various responsibilities of the Field Education Coordinator, field instructors, students and participating agencies and organizations. The material in the manual is the result of contributions from many sources including students, field instructors, agency personnel, faculty, and other social work programs.

II. Distribution Plan

Students are required to purchase a Manual through the Lakehead University Bookstore or access it online at http://socialwork.lakeheadu.ca/. Field Instructors, Agency Administrators and Faculty are encouraged to access the Field Education Manual online but can request a hard copy by contacting the Field Education Coordinator.

III. Orientation of the School with respect to Professional Social Work Education in Northwestern Ontario

The social work program at Lakehead University is an innovative program based on an integrated generalist approach to social work practice. This approach stresses the social worker's role in providing and facilitating a comprehensive range of helping experiences which relate to the client's needs as a whole person. This requires skill in an integrated practice method that students' learn through both classroom courses and supervised field practice experience. Please refer to Appendix P for the Mission Statement of the School of Social Work at Lakehead University.

The HBSW graduate is expected to have beginning competence as a generalist social work practitioner to undertake practice with individuals, families, groups, and communities.

IV. Lakehead University HBSW Degree Learner Outcomes

We expect our graduates to have the ability to arrive at professional judgements and to implement interventions based on integration of theory and practice within the context of professional values and the social work code of ethics. Our integrated generalist approach to social work education encompasses micro, mezzo, and macro practice. Students will graduate with a knowledge base that prepares them for intervention at the beginning level of competency at all system levels. We endeavour to strike a balance between local and regional relevance as well as the inclusion of broader topics of national and international concern for our students. Our social work program prepares students to advocate and promote social and economic justice, address inequities and to work in a culturally aware and inclusive manner.

Graduates of our undergraduate HBSW program will:

1. Identify as social workers by adopting values and perspectives of the social work profession.

    a) Develop professional identities as practitioners whose professional goal is to facilitate the

individual and collective welfare and well-being of all people to the greatest extent possible.

b) Practice self-reflection as it relates to engaging in professional practice through a comprehensive understanding of the complex nature of their own social locations and identities.

c) Have an awareness of personal biases, preferences and privilege that will facilitate the advance of social justice and the well-being of social service users.

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

a) Have knowledge of the relevant social work codes of ethics in various professional roles, activities and institutional contexts, with a particular emphasis on professional responsibilities towards vulnerable or disadvantaged groups.

b) Acquire skills to seek consultation appropriately and to monitor and evaluate their own behaviours in relation to the relevant codes of ethics.

3. Demonstrate a knowledge base concerning human rights and responsibilities within the context of social justice.

a) Have a beginning knowledge regarding the role of social structures in limiting the fulfilment of human and civil rights for individuals, families, groups and communities.

4. Employ critical thinking in professional practice.

a) Develop skills in critical thinking and reasoning, including critical analysis of assumptions, consistent with the values of the profession, which they apply in their professional practice.

b) Apply critical thinking to identify and address structural sources of injustice and inequalities.

c) Apply critical thinking and self-reflection to maintain continuous quality improvement and ensure a commitment to on-going competence in professional practice.

5. Engage in research.

a) Acquire knowledge and skills to critique and participate in social work research.

b) Be prepared to implement social work research knowledge in professional practice.

6. Evaluate, analyze and influence the development of social policy.

a) Demonstrate knowledge of social policies and their link to social work practice in relation to the well-being of individuals, families, groups and communities in Canadian and global contexts.

b) Demonstrate knowledge and skills to identify unjust or inequitable policies and their implications and outcomes, especially for disadvantaged and vulnerable populations.

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

a) Acquire knowledge and skills to identify social inequalities, injustices and barriers at the organizational and systems level and work towards changing oppressive social conditions and promoting human rights.

b) Develop ability to critically assess the social, historical, economic, legal, political, institutional and cultural contexts of social work practice and promote social justice and human rights.

8. Competency in professional social work practice.

a) Be equipped with knowledge and skill to competently perform various interactive practices such as engagement, assessment, intervention, advocacy and evaluation.

b) Have relevant knowledge and skills to actively promote empowering and strengths-based practice.

c) Be able to practice at individual, family, group, organization, community and population levels including advocacy and activism.

d) Be prepared for inter-professional practice, community collaboration and team work.

V. Nature and Objectives of Field Education

Field education is an integral component of Social Work education. It provides students with an opportunity to challenge themselves as change agents and to experience the internal dynamics of a community service organization while applying their acquired theoretical knowledge. It is a course where the "doing" and the "reflection upon that doing" constitutes the learning.

This supervised learning process allows for the integration of classroom learning with field practice experience; including skill development, increased practice knowledge and the implementation of professional values and attitudes.

The overall aim of field education is to develop practice competence at the level of a beginning professional.

Specific Objectives:

1) To integrate and apply social work values and principles with Social Work practice.

2) To increase self-awareness regarding personal "operational effectiveness" in the practice situation.

3) To integrate and apply conceptual and professional knowledge and skills to Social Work practice.

4) To develop self-directed practice by assuming personal responsibility for one's own professional activities.

5) To assume independent responsibility for continuing professional development.

6) To prepare students for competent and effective practice in the field.

VI. Organization of the Field Education Program

ROLE OF THE FIELD EDUCATION COORDINATORS

The Field Education Coordinator is directly responsible to the Director of the School of Social Work for the on-going development, maintenance and evaluation of the field education program. The Coordinator's specific responsibilities are:

1. To consult with administrators of agencies, organizations and leaders of community groups:

    a) to explore potential educational opportunities for students and determine possible working arrangements.

    b) to work with administrators and community leaders so that educational opportunities can be designed that will maximize student learning opportunities at the same time as being of benefit to participating settings.

2. To enhance the quality of field instruction by providing opportunities for field instructors:

    a) Regular and on-going seminars and workshops for new and experienced field instructors to assist them in their role.

    b) Bibliography of field education material relevant to field instructors.

    c) Encourage the networking of field instructors.

    d) Special consultation with field instructors and students as needed:

        1) to help the field instructor and student in dealing with challenges that may arise that are related to the educational progress of the student;

        2) to aid in the professional growth and development of field instructors in their supervisory roles.

3. To maintain a good working relationship with the School of Social Work and Field Instructors by:

    a) Taking all opportunities to share the characteristics of the learning experiences that are or can be a part of class and field settings. This includes sharing selected written materials.

    b) Participating with the School, faculty members and field instructors with an on-going focus on the functioning of the field education program.

    c) Engaging the involvement of faculty and community social workers in:

        1) Professional training and development for field instructors.

        2) Providing suggestions with regard to identifying agencies, organizations and community groups offering field placement opportunities.

4. To provide services to students that include:

a) Assigning placements to individual students with consideration of student preferences, previous experiences, placement requests, and the School's assessment of individual learning needs.

b) Preparing students for the placement by arranging an orientation.

c) Arranging integrative seminars to discuss progress in the field and to explore specific areas of knowledge identified as being necessary to the achievement of the educational objectives of the School, and to the practice needs of the participating setting.

d) Providing materials on available field placements.

e) Arranging collaborative consultation at the request of the student, the Field Instructor or Field Coordinator.

f) Ensuring that evaluations of student performance are developed jointly by field instructor and student and that evaluations are submitted to the Field Education Coordinator at the mid-term and end-term of each placement as designated in the practicum calendar.

g) Ensuring that each field instructor reviews the final copy of the field placement performance evaluation with the student before it is submitted to the Field Education Coordinator.

5. To provide services that maintain the on-going quality of the field education program by:

a) Coordinating placement planning by arranging the involvement of agency and organization administrators, community leaders and students.

b) Selecting the settings to be used for field placements and making the final decisions on the students to be placed in those settings.

c) Assigning a field placement pass/fail grade following review of all data and evaluation materials and consultation with the field instructor.

d) Acting as the first line of appeal for students with field placement challenges which are not being handled to the student's satisfaction.

e) Serving as a channel for communication to the School regarding resources, experiences and concerns of students, field instructors, and agency administrators.

f) Evaluating all aspects of the field education program at regular intervals.

6. To provide services that contribute to the quality of the field education program by carrying out the following:

a) Acts as a general field education resource person for the School, the agencies and the community.

b) Coordinates all communications to and from the field and from other units in the School.

c) Gathers and compiles information from agencies related to the current or future placements for students.

d) Controls the distribution of written materials including the Field Education Manual, current field practicum calendars, evaluation forms, and lists of agencies, students, and field instructors.

e) Encourages and participates in networking with field instructors.

f) Participates in meetings called by the field instructors, students or the School to discuss various matters related to the field.

g) Maintains up-to-date files of:

1) Agencies and learning opportunities.

2) Distance field instructors.

3) Students - Those currently completing the program and currently in placement, the settings in which they are placed and all evaluations of their work in current and previous placements.

4) Training sessions for field instructors and orientation sessions for students, including written materials for field instructors and students.

5) Field education library holdings and references.

ROLE OF AGENCY/ORGANIZATION ADMINISTRATORS

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

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

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

3. To approve student participation in the organizational structure of the setting. This includes providing opportunities for the student to learn about policies and procedures, meet the organization's staff members and learn about the nature of their work in much the same manner that would be developed for a new staff member. Educational gains also come through student participation in organization committee work and attendance at staff meetings.

4. To approve direct student participation in the delivery of services to clients, including individuals, groups, families and communities.

5. To define any specific criteria related to acceptance of a student (i.e. health requirements, police records check).

6. To make available, within organization limitations, minimum office space and office support services.

7. To provide reimbursement for approved expenses while on agency or organization business.

ROLE OF AGENCY FIELD INSTRUCTORS

Agency Field Instructors are required to have a minimum HBSW degree and social work experience in the field. The agency field instructor works directly with the Field Education Coordinator:

1. To be available to provide a pre-placement visit to the setting outlining any specific requirements such as criminal records checks, medicals, immunization, cross referencing for the protection of client information and confidentiality. This provides an opportunity for both the field instructor and the student to determine the appropriateness of the placement "fit".

2. To provide a description of the placement setting to interested students that includes:

    a) Purpose of agency and services provided

    b) Role of Social Work

    c) Description of client group

    d). Expectations of the student

    e) Methods of supervison

3. To develop an orientation program for students coming into the agency setting. Items covered should include dress code, issues of confidentiality, consent forms, routines of the setting (ie. hours of work, lunch/coffee breaks).

4. To become familiar with the role and expectations of a field instructor and the field instruction process by attending scheduled field education training and by reviewing the Field Education Manual.

5. To design, facilitate, supervise and evaluate a student placement opportunity within the agency.

6. In conjunction with the student, to facilitate the development of a student learning plan utilizing the format provided by the School of Social Work. The learning contract is intended to reflect the individual needs of the student, the uniqueness of the placement setting and the criteria utilized for evaluation purposes.

7. To have major responsibility for student learning in the field instruction process. The field instructor is responsible for scheduling regular individual supervisory sessions at weekly intervals throughout the field placement. Ongoing feedback and evaluation helps to build the student's confidence and reinforces the acquisition of knowledge and skills.

8. To have major responsibility in organizing various agency involvements that the student can participate in, for example, attending board meetings, staff and team meetings, training seminars, case conferences as well as live supervision.

9. To engage early regarding student-field instructor challenges. It is the responsibility of both the field instructor and the student to take the first steps in the resolution of a problem in their relationship that affects the way the student learns or the way the field instructor teaches. This can be accomplished by jointly discussing the nature of the difficulty as seen from each vantage point. In those instances where

concerns cannot be resolved, the student or field instructor should inform the Field Education Coordinator as soon as possible.

10. To participate in the field instructor training offered by the School of Social Work that is designed to facilitate collaboration between field instructors, faculty, and the Field Education Coordinators. These professional development opportunities provide a forum to discuss current field issues, social work curriculum, agency/field instructor/student relationship needs, the teaching/learning process, and how to foster a supportive field network. Consultation with the Field Education Coordinator can be requested by the field instructor, student, or agency with the purpose of identifying areas of concern and strategies for increased student learning.

11. *Evaluation*:

To participate with the student and Field Coordinator in the joint evaluation process at both the mid and end term points of placement. The evaluation process will follow the evaluation criteria outlined in the Field Education manual.

It is the responsibility of the field instructor to complete the written evaluation document supplied by the School of Social Work. If there are disagreements, the student has the right to add an addendum to the field instructor's evaluation, identifying any area of concern. Both student and field instructor sign the evaluation and provide it to the Field Education Coordinator, along with the required evidence of learning, at the final evaluation meeting or by the date indicated on the practicum calendar.

12. *Illness*:

To contact the Field Education Coordinator as soon as possible when it is determined that long term illness or any other significant absence may cause placement interruption.

13. *Flow of Work*:

To contact the Field Education Coordinator as soon as possible when concerns develop related to changes in the nature and flow of learning opportunities within the agency. This particularly applies to lack of sufficient opportunity for the student or change in roles.

14. *Evidence of Learning*:

It is the responsibility of the field instructor to identify, oversee and provide feedback on the assignments given and produced by the student. The field instructor should keep records of supervisory sessions, examples of assignments i.e. social histories, process recording, case assessments and summaries, and any other relevant material.

Two pieces of evidence of learning will be made available to the Field Education Coordinator for evaluation purposes at the mid and end term points of placement or in the event of a review of the placement experience.

ROLE OF THE OFF SITE FIELD INSTRUCTOR

Off-site Field Instructors are required to have a minimum HBSW degree and social work experience in the field. The role of the off-site field instructor is to provide direction, supervision and evaluation in a field placement setting where there is not a qualified social worker with a degree on staff.

The off-site field instructor maintains a similar role to that of an agency field instructor arranging to meet with the student for supervision on a weekly basis and to be available for consultation in person or by phone as required.

Consultation between the off-site supervisor and the on-site social work mentor in the placement setting provides valuable feedback on the student's daily progress and assists with the student evaluation.

The off-site field instructor is responsible to complete the mid and end term evaluation in consultation with the onsite social work mentor as well as the student, and to meet with the Field Education Coordinator to discuss student progress.

FIELD INSTRUCTOR RESOURCES

1. Use of On-Site Library Facilities at Lakehead University

   Field Instructors may obtain a library card from the library circulation desk.

2. Free Parking for Current Field Instructors

   The School of Social Work will provide field instructors with a date specific parking pass when attending placement related events on campus. Please contact the School of Social Work administrative office at (807) 343-8576 or email social.work@lakeheadu.ca to make arrangements for this.

3. Field Instruction Seminars

   All field instructors are invited to make use of the professional development field seminars, current literature on field instruction and online field education resources. In order to keep up to date with the curriculum, as well as current competency criteria, the importance of the School of Social Work field education seminars cannot be overemphasized.

   The purposes of these seminars are:

   1) To offer professional development opportunities for field instructors that will advance their knowledge in the area of field education.

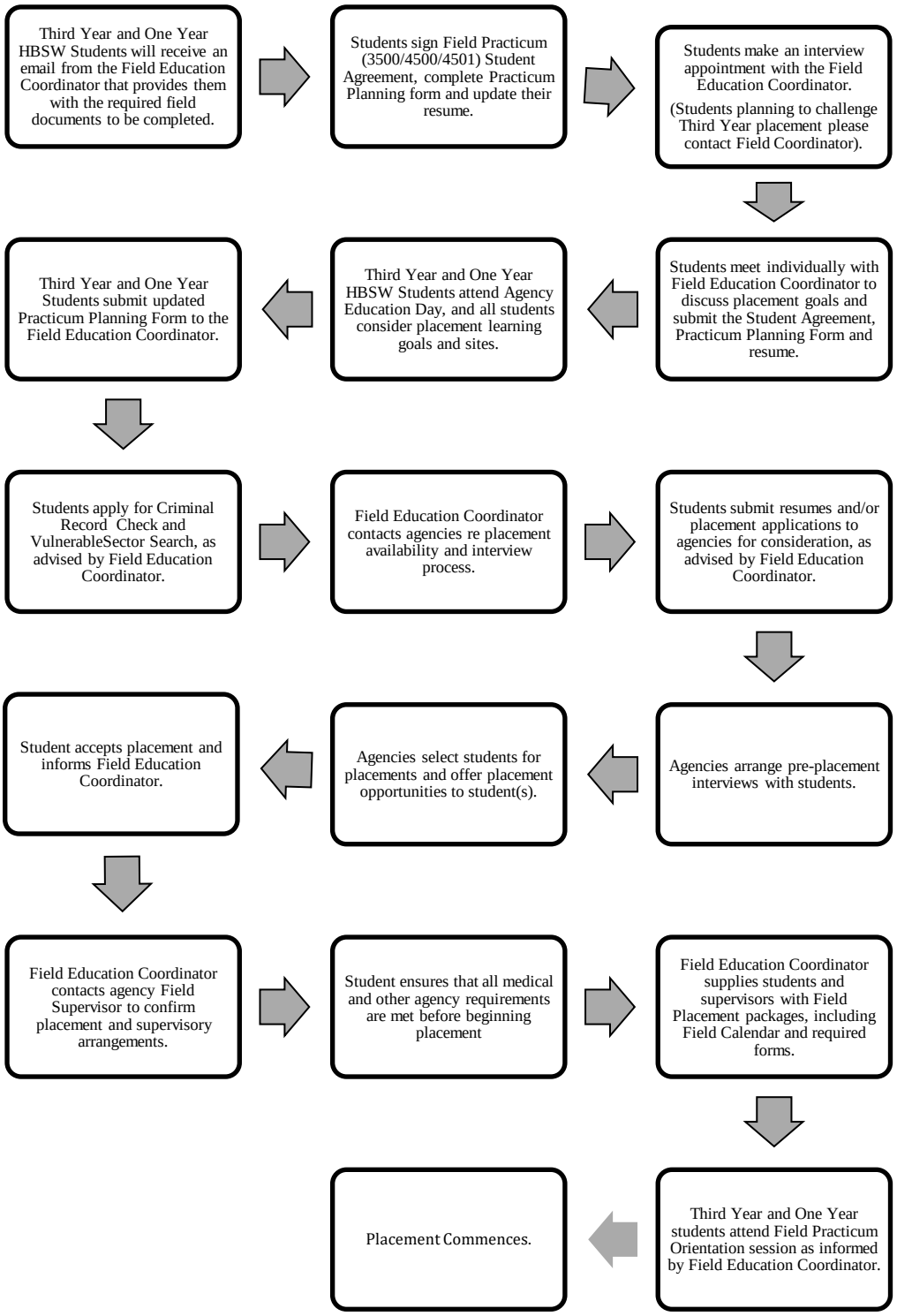
   2) To develop knowledge and understanding of current curriculum in relation to the field placement.

   3) To provide consultation and support to the instructors as they carry out the field instructor role.

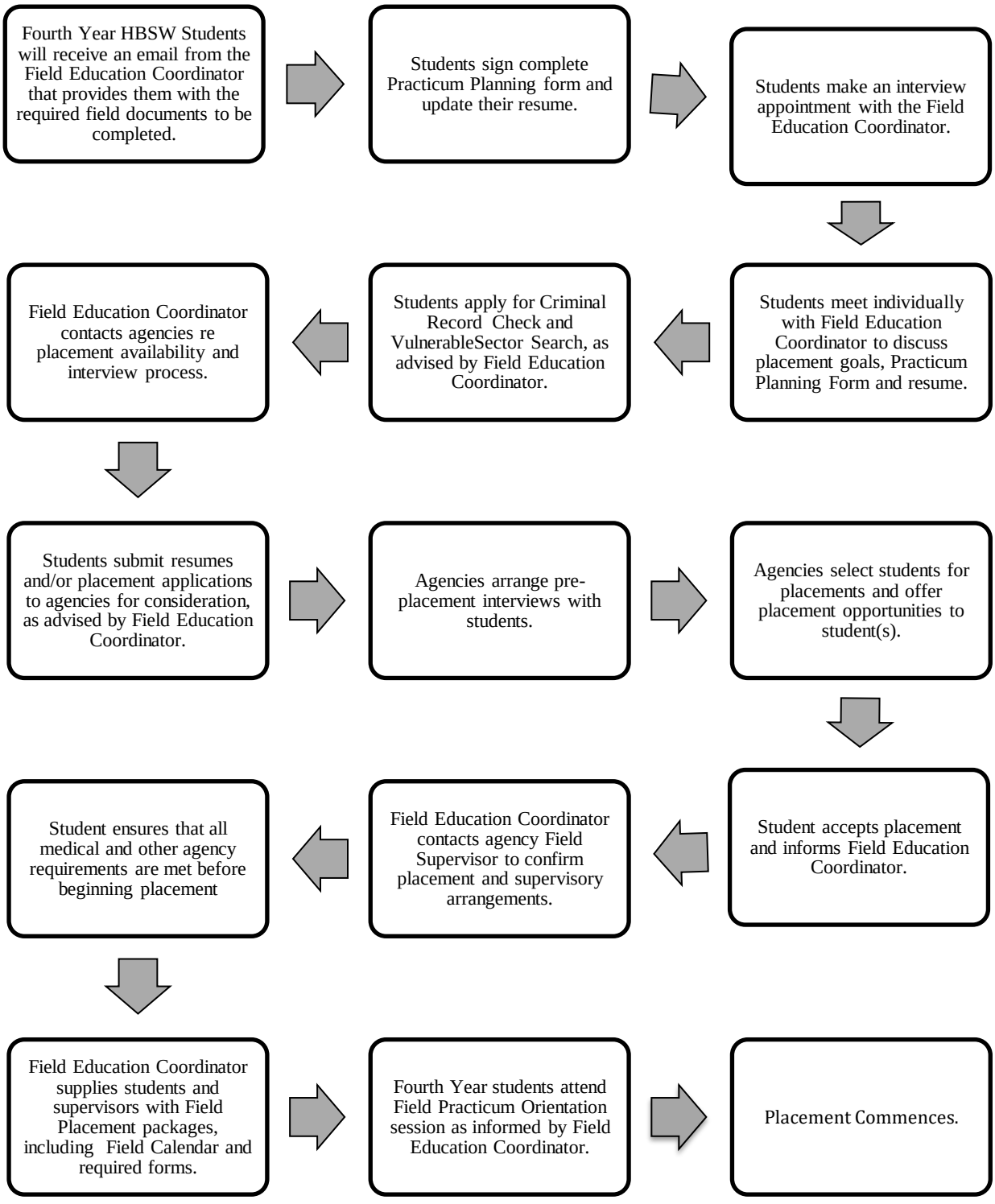
   4) To provide field networking and shared group learning opportunities.

   5) To monitor the educational experience of the student in the Field Practicum.

FLOW CHART: PLACEMENT PLANNING PROCESS FOR THIRD AND ONE YEAR HBSW STUDENTS



FLOW CHART: PLACEMENT PLANNING PROCESS FOR FOURTH YEAR HBSW STUDENTS



VII. Field Practicum Policies and Protocols

PROFESSIONAL CONDUCT

The Lakehead University School of Social Work has an obligation to protect the safety and well-being of the students, staff and faculty as well as clients and staff of those organizations in which students carry out their field placements. The very nature of social work education and practice places HBSW students in a position of trust in relation to the vulnerable or disadvantaged groups that they work with. As such, it is imperative that student behavior and conduct is reflective of the core values and ethics of professional social work practice.

Students will be expected to follow the Ontario College of Social Workers and Social Service Workers (OCSWSSW) Code of Ethics and Standards of Practice and to adhere to the policies and guidelines of their placement agency. For the duration of their placements students will be fully bound by all applicable Lakehead University policies, regulations, rules and procedures, including in particular the *Code of Student Behaviour and Disciplinary Procedures*.

Lakehead University School of Social Work reserves the right to withdraw a student from placement or discontinue placement planning under the following circumstances:

- Concealment of relevant information or distortion of the truth on the Application for Admissions to the School of Social Work or on the Practicum Planning Forms and Documents
- Serious and/or persistent breaches of the Ontario College of Social Workers and Social Service Workers (OCSWSSW) Code of Ethics and Standards of Practice
- Inability to form professional working relationships
- Evidence that a student cannot effectively exercise judgement with regard to professional boundaries with clients and/or colleagues
- Persistent abuse or misuse of substances that interferes with the ability to function within a professional context
- Evidence of discriminatory behaviour or harassment that contravenes the Ontario Human Rights Code (as related but not limited to race, ancestry, origin, ethnicity, citizenship, creed, gender, sexual orientation, religion, marital status, age, socio-economic status, political affiliation, disability or diagnosis)
- Evidence of criminal behaviour, including charges or convictions for criminal offenses such as physical assault, sexual assault, drug trafficking or any crime that may threaten the safety and well being of vulnerable client groups in field placement settings.
- Persistent or serious conduct that contravenes the policies of the university or of the field placement setting which cannot be resolved through feedback and/or negotiation.
- Please refer to the School of Social Work Professional Suitability Policy and Social Media Policy (Appendices R and S).

ADHERENCE TO PRACTICUM POLICIES

Students are expected to review and adhere to **all** practicum policies and procedures as outlined in the Thunder Bay School of Social Work Field Education Manual.

HBSW FIELD CONFIDENTIALITY POLICY AND GUIDELINES

Confidentiality is a foundational ethic of social work practice. It is imperative that confidentiality be strictly upheld and practiced at all times by undergraduate students, graduate students, faculty and staff of the School of Social Work.

Students are responsible for maintaining the confidentiality of agency records in both print and electronic formats, and for familiarizing themselves with agency policies regarding confidentiality. Placement students will follow the placement setting's policies and procedures regarding confidentiality and will ensure that this confidentiality is upheld both within and outside the field setting. This includes the transmission of information via computers, electronic mail, social media, answering machines and other electronic technology.

Students are expected to comply with applicable provincial privacy laws, including The Freedom of Information and Protection of Privacy Act (FIPPA) and The Personal Health Information Protection Act (PHIPA), and to adhere to the guidelines on confidentiality as outlined in the CASW Social Work Code of Ethics (2005), as well as the OCSWSSW Code of Ethics and Standards of Practice (2008).

The OCSWSSW Code of Ethics and Standards of Practice, Second Edition, Paragraph 6, states:

A social worker or social service worker shall protect the confidentiality of all professionally acquired information. He or she shall disclose such information only when required or allowed by law to do so, or when clients have consented to disclosure. (2008)

Students and School of Social Work faculty, instructors and staff are responsible for ensuring that no personal information or personal health information that could identify a user of any service system be used in class discussions or written assignments.

Guidelines for use of Agency material in coursework:

To facilitate the integration of theory and practice, students may use examples from their field practice in their coursework or for evaluation purposes. The types of material that may be used could include, but are not limited to, social histories, case plans, genograms, assessments, case summaries and process recordings.

To ensure that confidentiality is maintained when agency material is used in the classroom or for placement evaluation purposes:

- Precautions must be taken to protect confidentiality such as changing names and disguising other identifying data.

- If the placement agency has applicable guidelines concerning confidentiality, students are to select and follow the strictest guidelines for preserving client confidentiality.

- Original case materials and recordings are the property of the placement agency and should not be retained or copied by the student or the School.

- The Agency Field Supervisor (on behalf of the agency) must give consent for all evidence of learning that is to be used for the student's field placement evaluation.

- Materials shall not be used in an unethical manner or without the knowledge and consent of the client for purposes other than those agreed upon.

- When in doubt, the student must always discuss particular situations with the Agency Field Supervisor, Faculty Supervisor and/or Field Education Coordinator.

- Any hard copies of client related materials (such as process recordings) used as student evidence of learning are to be destroyed (by secure shredding) within 12 months. Electronic copies of such material must be similarly safeguarded. Confidential information in electronic form should be kept in a secure server environment with appropriate restricted user rights.

- The School of Social Work's Social Media Policy (Appendix N) should also be consulted when considering issues of confidentiality and professional and ethical practice, as should the School of Social Work's Professional Suitability Policy (Appendix M).

Sharing of student information/student confidentiality

Lakehead University and the School of Social Work respect each student's privacy and will protect student information in accordance with the Freedom of Information and Protection of Privacy Act (FIPPA).

Personal information that you provide to the University (e.g. Social Work program application packages, practicum planning forms, placement evaluation forms etc.) is collected pursuant to Section 14 of the Lakehead University Act and The Social Work and Social Services Act. This information may be used and disclosed as necessary for official university purposes and shared within the university on a need-to-know basis.

The field practicum is an integral part of the Social Work program. Information about you may be shared with agency representatives, field instructors, the Director of the School of Social Work and educational coordinators as necessary to support and evaluate your progress. Information will be disclosed only to the extent necessary for the effective operation, supervision and assessment of the placement.

If any information should come to the attention of the School of Social Work significant enough to affect the student's placement role, and thus the field placement experience, the School will confidentially assess and discuss this information with the appropriate parties. Information disclosed in meetings with Field Supervisors can be shared to the extent necessary to resolve concerns about a student's ability to successfully and safely complete the field practicum. The School will balance confidentiality against its duty to protect students, clients and placement agencies, as well as against legal duties to report.

Information about students may also be shared as necessary to support the student's academic success in the Social Work program, and, at a student's request, to provide letters of reference in the future.

Resources
Link to the CASW Social Work Code of Ethics:
https://www.casw-acts.ca/en/Code-of-Ethics
Link to the OCSWSSW's Standards of Practice:
http://www.ocswssw.org/professional-practice/code-of-ethics/
Link to the OCSWSSW 's PHIPA Toolkit:
http://www.ocswssw.org/professional-practice/phipa-toolkit/

CONFLICT OF INTEREST

The intent of the conflict of interest policy is to ensure Social Work students are placed in a practicum setting that offers the most safe and objective learning environment and evaluation of performance possible.

Students will be required to sign a conflict of interest statement with the School of Social Work prior to beginning their initial practicum experience.

Students wishing to undertake a practicum in an agency where they have prior relationships must declare a potential conflict of interest to, and discuss the appropriateness of the situation with the Field Education Coordinator.

A potential conflict of interest may exist if a student or immediate family member is or has been a ***client*** of the agency, is a former or present ***employee*** of the agency, or has relatives at and/or other close **relationships** with

staff members of an agency. (Immediate family is defined as a parent/grandparent/child/sibling/spouse/and/or significant other; who shall remain unidentified). As the School of Social Work will not specifically ask the student to divulge this information, it is the students' responsibility to either inform the Field Education Coordinator of a potential conflict of interest, or to refrain from requesting a placement setting in which there is a conflict of interest, if they choose not to enter into the necessary discussion.

Where a potential conflict of interest exists with regard to a proposed student practicum, the final placement decision will be at the discretion of the Field Education Coordinator and the Field Placement Agency.

If the School of Social Work discovers a conflict of interest not declared with respect to a particular placement application or placement, the School may in its sole discretion terminate that application or placement forthwith, and makes no guarantee that it will be able to arrange a substitute placement within the time limits of the student's program.

RISK AWARENESS AND POTENTIAL CONFLICT OF INTEREST ON PLACEMENT

The School of Social Work would like to support all students in having positive learning experiences on placement, and making the most of the practicum learning opportunities. Awareness of potential conflict of interest difficulties is important in making an informed decision as to the best placement site.

With regard to placement situations with potential conflicts of interest (i.e. those situations where a student has had significant involvement with a placement site, either through receiving services, employment or a close relationship with an employee of the agency) the policy of the School of Social Work is that the student should select an alternative placement site, or declare the potential conflict to the Field Coordinator and the placement agency so that the matter can be fully assessed and discussed by all parties. If the placement agency does not prohibit the placement, the final decision on whether to allow the placement to proceed lies with the School of Social Work in its sole discretion. If an undeclared conflict of interest is discovered by either the School of Social Work or the placement agency after submission of the application or commencement of the placement, either the School or the agency may terminate the application or the placement immediately.

Some of the potential risks of an undeclared potential conflict of interest on placement may include:

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

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

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

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

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

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

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

PROFESSIONAL SUITABILITY POLICY

All Social Work students are subject to the Professional Suitability Policy of the School of Social Work at Lakehead University. This policy can be found in Appendix R of this Field Education Manual.

TYPES OF FIELD PLACEMENTS

Students are provided field placements throughout the third, fourth, and one year program. (Rural, national and international field placements require that students defer their placement until the spring/summer term.)

a) *Third year students*:

A four-day per week block placement begins in January and continues for fifty days until classes end in April.

b) *Fourth year students*:

A three-day per week concurrent placement begins in September and continues for sixty days until classes end in April.

c) *One year students*:

Students in the One Year program will complete a combined SW 3500 and SW 4501, one hundred day placement, at one practicum site. The placement begins in January with students spending four days per week in the assigned setting. The placement continues in the same setting five days per week following the scheduled exam period in April until early July.

A one year split placement (two separate placement experiences) can be requested only if the student has unique extenuating circumstances or if the second half of placement will be completed internationally. If a one year split placement is requested and approved, the student will be required to complete a 50 day third year practicum (SW 3500) and a 60 day fourth year practicum (SW 4501) for a total of 110 placement days.

If students wish to defer their entire placement until the Spring/Summer term, this should be requested on the practicum planning form and discussed with the Field Education Coordinator.

Every effort will be made to meet student preferences, based on learning needs and availability of placements and field instructors.

d) *Out of Town or International Pre-Placement Documentation Requirements*

It is expected that students planning an out-of-town placement will locate an appropriate placement site and qualified field instructor. The placement must have prior approval of the Field Education Coordinator based on a formal agreement with the placement site to provide opportunities to meet the student's learning needs, appropriate supervision and evaluation of student progress. It is the student's responsibility to provide the Field Education Coordinator with

i) a brief written description of the agency /organization and its services
ii) an overview of the proposed student role, and
iii) a resume or C.V. of the agency field instructor (HBSW or MSW qualified) plus the completed Field Instructor Data Sheet (Appendix G)
iv) students are responsible for discussing agency requirements for Social Work placements. These requirements may include, but not be limited to matters such as: Agency Placement Agreements with Lakehead University, medical screening requirements, placement administrative fees and specific Criminal Record Search requirements.

Please note that students accepted to the Thunder Bay Campus will not be able to complete placements in the Toronto/Orillia/Barrie area.

e) *Part-time Field Placements*:

Part-time students often request special arrangements in order to accommodate the demands of home life and/or employment while at the same time completing placement requirements. These students are encouraged to discuss their individual situations with the Field Education Coordinator. Special arrangements for the placement are dependent on a complex number of factors. The School will consider such arrangements wherever possible and practicable. Early notification of special arrangements by the student is essential. The *minimum* commitment required for a part-time placement is *two days per week*.

f) *Rural Field Placements*:

Rural field placements are an option for students who wish to experience and incorporate the Northern/Rural perspective of the program. The block format is conducive to a rural placement following the April exam period. Students may choose to complete this placement five days per week or fewer as arranged with the supervisor. Students are advised to inform the Field Education Coordinator of their interest. Students will be responsible for their own transportation and accommodation in the rural location.

g) *International Field Placements*:

Opportunities for an international field practicum will be considered on an individual student basis. International placement sites are to be established in conjunction with the Field Education Coordinator and must meet the practicum standards and expectations of Lakehead University's School of Social Work. Students will be responsible for all transportation, accommodation and living expenses associated with an international placement experience. A risk assessment and signed waiver form is required. Lakehead University's International Student Advisor is available to provide additional information and support.

h) *Spring Field Placements (SW 3500, SW 4500, SW 4501):*

Students may consider the option of choosing a spring field placement to commence following the April exam period. Students with family and/or work commitments often find the option of a spring placement reduces the winter term workload and responsibilities allowing a concentrated effort during the spring or summer. Students choosing a spring placement in 4th year will delay their graduation until fall. This option is conducive to the third year or one year (spring) placement. Students should note that there are extra tuition costs for a spring placement and this option should be discussed with your field coordinator by mid-October.

THE FIELD CHALLENGE PROCESS – THIRD YEAR (SOWK 3500)

Full course exemption will be considered for students who can demonstrate that they have had extensive supervised social work or placement experience in the field. Successful students will have social work skills equivalent to or exceeding the level of performance expected at the end-term of the third year field placement. Eligibility to challenge SW 3500 requires the student to have:

A) Previous work experience in a social work role, in a social work or human service agency, which has been supervised by an HBSW or MSW Social Worker.

OR

B) Successful completion of a social work practicum (minimum 350 hours) at an accredited college or university, under the supervision of an HBSW or MSW Social Worker, that is deemed to be equivalent in terms of practice experience.

Approval of eligibility of the work experience or placement site is at the discretion of the Field Education Coordinators.

***Social Service Worker Diploma / Onajigawin Indigenous Services (formerly Native Child and Family Services) graduates are to follow the Field Challenge requirements outlined in the FIELD CHALLENGE PROCESS FOR SOCIAL SERVICE WORKER DIPLOMA / ONAJIGAWIN INDIGENOUS SERVICES GRADUATES** section.

The Field Placement Challenge Process

a) Students must ensure they are registered in SOWK 3500

b) The Application form for the Challenge process is available from the School of Social Work Administrator <madge.chan@lakeheadu.ca>. The form must be completed, signed by the Field Coordinator, Director of the School of Social Work and submitted to Finance office to pay the fee. The form, along with the receipt, are to be included with the student's challenge documentation package.

c) A Field Challenge Documentation Package is to be compiled by the student and submitted to the Field Education Coordinator. The challenge package should include:

- application to challenge 3500 plus payment receipt
- A letter stating the student's intent to challenge SW 3500, including a summation of work experience and relevant strengths/skills/abilities that warrants exemption from the third year practicum
- a resume or C.V. of work and volunteer experience

- A self-evaluation of field performance is to be completed by the student. The Third Year 3500 Evaluation Form should be used for students who have direct service, client-based experience. The HBSW Macro/Community Development/Research Form should be used if the student's experience has been community development, policy or research focused. Both forms can be accessed online at: <https://www.lakeheadu.ca/programs/departments/social-work/field-placement-forms> It is expected that the student will complete the rating scale for each section AND provide comments regarding their strengths and learning goals. The student evaluation is to be completed on a *separate 3500 form* and not combined with the supervisor's evaluation.

- A written evaluation of student performance completed by a Social Work Supervisor who has a ***Social Work degree***. This evaluation is to be completed on the Third Year 3500 Evaluation Form (or the Macro Evaluation Form) provided online at
  <https://www.lakeheadu.ca/programs/departments/social-work/field-placement-forms>
  It is expected that the supervisor will complete the rating scale for each section of the evaluation AND provide comments regarding the student's strengths and learning needs. **The completion of the final rating page indicating a *PASS* is also required.**

- Two letters of reference from professionals who have direct knowledge of the student's work experience. Referees are not required to have a social work degree. The letters should outline details of the student's social work experience, skills and abilities, and a clear indication that the referee feels confident in recommending the student for exemption from the third year HBSW practicum. The qualifications and position of the referee, as well as the nature and length of professional relationship should be briefly noted. (The supervisor who has completed the evaluation form is eligible to provide one of the letters of reference.)

- The student is to provide at least two samples of work that adequately reflect third year competencies.

**** If the student's experience has been of a CLINICAL NATURE, please include:***

A) a written verbatim process recording of a client interview or meeting (please follow the verbatim format as outlined on page 141 of the manual. The introduction, dialogue and skills analysis must be completed as directed for the document to be accepted. Please omit any identifying information.

AND

B) an assessment, summary report, social history or comparable social work documentation that demonstrates an understanding of social work theory. Please include a section that clearly identifies and explains a theory and how it relates to this piece of evidence of learning.

C) ***If the student experience has been of a MACRO SOCIAL WORK NATURE (Community Development, Research, Policy, Program Development) please include 2 of the following:***

Research Project or Development Report
An analysis of the client population served
An analysis of the social work role at the agency
Program summary
Manual
Group work analysis or program
Literature review A document that reflects your macro social work skills

One of the evidences of learning must include a section that identifies and discusses a relevant theory to practice approach.

d) The School of Social Work Field Education Coordinators will review the material submitted. If further information is required the student will be provided the opportunity to meet with the Field Education Coordinators to elaborate on the documentation package and provide further comment on:

- the student's social work experience
- a description of specific social work skills and techniques that have been utilized in the field
- a comprehensive analysis of social work theory as related to the student's practice
- a summation of strengths/skills/abilities that warrants exemption from the third year practicum
- discussion of future learning goals

e) The Field Education Coordinators reserve the right to waive the meeting requirement of the Challenge Exam should the documentation exceed the expected level of third year end term practicum criteria.

f) The Challenge Committee will recommend whether a Pass will be assigned to SW3500 based on the challenge requirements.

Students in the Four Year and the One Year HBSW program who are successful with the challenge process for SW3500 are required to fulfil the SW4500 / SW4501 requirements of a sixty-day placement.

School of Social Work, Lakehead University

Student Checklist for Challenge Package: SOWK 3500

Remember to register for SOWK 3500

Items to be included	**Hints and Tips**
Application Form for Challenge Process	Application form is available from the School of Social Work Administrator <madge.chan@lakeheadu.ca>. Form must be completed, signed by the Field Coordinator, Director of the School of Social Work and submitted to Finance office to pay fee.
Receipt for Challenge Fee	Issued by the LU Finance Office
Letter of Intent	A letter stating student's intention to challenge SOWK 3500, including a summary of work or placement experience, skills and abilities to warrant exemption from the Third Year practicum. (Written by student).
Resume or CV	Comprehensive resume/CV of work, placement and volunteer experience. (No page limit).
Reference letter #1	Letters from 2 people who have direct knowledge of the student's placement or work experience. References should include student's Social Work experience, skills and strengths and a statement that student qualifies for exemption from SW 3500 practicum. Qualifications and position of the referee are to be included, as well as the nature and length of the professional relationship.
Reference letter #2	
Self-evaluation form	Use SW3500 Field Placement Evaluation form (or Macro Evaluation Form depending on your experience). SW3500 Evaluation can be found at <https://www.lakeheadu.ca/programs/departments/social-work/field-placement-forms>.Complete rating scales and include comments on strengths and learning goals. The student evaluation is to be on a separate form than the supervisor's evaluation.
Supervisor Evaluation *Supervisor must have HBSW or MSW degree	Use SW3500 Field Placement Evaluation form (or Macro Evaluation Form as noted above). Signature of student, Supervisor and Supervisor's social work credentials required on first page. Complete rating scales, include comments on strengths and learning needs. The supervisor's evaluation is to be on a separate form than the student's evaluation. **On Final page ~ The Supervisor's Pass/Fail recommendation is required**
Evidence of learning #1 *Remove identifying information	Verbatim Process Recording (format sample provided on page 141 in the Field Education Manual) *If using the Macro Evaluation please refer to title page for evidence of learning options
Evidence of learning #2 *Remove identifying information	Substantive document that reflects practice experience, skills and abilities of student. E.g. assessment, summary report, social history, group program, manual, research, policy project etc.
Please submit your Challenge package to the Field Education Coordinator for SOWK 3500	

FIELD CHALLENGE PROCESS FOR SOCIAL SERVICE WORKER DIPLOMA / ONAJIGAWIN INDIGENOUS SERVICES GRADUATES

Full course exemption for SW3500 will be considered for students who have successfully completed a Social Service Worker Diploma or Onajigawin Indigenous Services Diploma (formerly Native Child and Family Services) at an accredited college and who meet the requirements of the Field Placement Challenge.

The Field Placement Challenge Process

a) Students must ensure they are registered in SOWK 3500

b) The Application form for the Challenge process is available from the School of Social Work Administrator <madge.chan@lakeheadu.ca>. The form must be completed, signed by the Field Coordinator, Director of the School of Social Work and submitted to Finance office to pay the fee. The form, along with the receipt, are to be included with the student's challenge documentation package.

c) A Field Challenge Documentation Package is to be compiled by the student and submitted to the Field Education Coordinator. The challenge package should include:

- application to challenge 3500 plus payment receipt
- A letter stating the student's intent to challenge SW 3500, including a summation of work experience and relevant strengths/skills/abilities that warrants exemption from the third year practicum
- a resume or C.V. of work and volunteer experience
- A Third Year SW3500 placement evaluation completed by the SSW or Onajigawin Program College Coordinator or SSW or Onajigawin Professor or a field placement supervisor who has an ***HBSW or MSW Social Work degree***. The Third Year 3500 HBSW Field Placement Evaluation Form can be found online at <https://www.lakeheadu.ca/programs/departments/social-work/field-placement-forms>

  It is expected that the Social Work/Onajigawin Coordinator/Professor or field supervisor (with a social work degree) will complete the rating scale for each section of the evaluation AND provide comments regarding the student's strengths and learning needs. **The completion of the final rating page indicating a *PASS* is also required.**
- Two letters of reference from persons who have direct knowledge of the student's work experience. The letters should outline details of the student's social work experience, skills and abilities, and a clear indication that the referee feels confident in recommending the student for exemption from the third year HBSW practicum. The qualifications and position of the referee, as well as the nature and length of professional relationship should be briefly noted. (The supervisor who has completed the evaluation form is eligible to provide one of the letters of reference.)

The School of Social Work Field Education Coordinators will review the material submitted. If further information is required the student will be provided the opportunity to meet with the Field Education Coordinators to elaborate on the documentation package.

The Challenge Committee will recommend whether a Pass will be assigned to SW3500 based on the challenge requirements. Students in the Four Year and One Year HBSW program who are successful with the SSW/Onajigawin challenge process are required to fulfil the SW4500 / SW4501 requirements of a sixty-day placement.

School of Social Work, Lakehead University

Students with a Social Service Worker Diploma (SSW)
Checklist for Challenge Package: SOWK 3500

Remember to register for SOWK 3500

Items to be included	**Hints and Tips**
Application Form for Challenge Process	Application form is available from the School of Social Work Administrator <madge.chan@lakeheadu.ca>. Form must be completed, signed by the Field Coordinator, Director of the School of Social Work and submitted to Finance office to pay fee.
Receipt for Challenge Fee	Issued by the LU Finance Office
Letter of Intent	A letter stating student's intention to challenge SOWK 3500, including a summary of work or placement experience, skills and abilities to warrant exemption from the Third Year practicum. (Written by student).
Resume or CV	Comprehensive resume/CV of work, placement and volunteer experience. (No page limit).
Reference letter #1	Letters from 2 people who have direct knowledge of the student's placement or work experience. References should include student's Social Work experience, skills and strengths and a statement that student qualifies for exemption from SW 3500 practicum. Qualifications and position of the referee are to be included, as well as the nature and length of the professional relationship.
Reference letter #2	
Supervisor Evaluation *Supervisor must have HBSW or MSW degree	Use SW3500 Field Placement Evaluation form (or Macro Evaluation Form depending on the student's experience). SW3500 Evaluation can be found at <https://www.lakeheadu.ca/programs/departments/social-work/field-placement-forms>. Signature of student & Supervisor (including the Supervisor's Social Work credentials) required on first page. Complete rating scales, include comments on strengths and learning needs. **On Final page ~ Supervisor's Pass/Fail recommendation is required**
Please submit your Challenge package to the Field Education Coordinator for SOWK 3500	

FIELD PRACTICUM AT A PLACE OF EMPLOYMENT/OR WHERE A RELATIVE IS EMPLOYED

Policy

As stated in the Conflict of Interest Policy of the School of Social Work, a potential conflict of interest exists when a student is a former or present employee of an organization or has an immediate family member/significant relationship with a present employee of the agency. (A significant relationship is defined as a parent/grandparent/child/sibling/spouse/and/or significant other).

Either of these circumstances may preclude a placement at that particular agency or organization.

Potential Risks and Disadvantages of a Practicum at a Place of Employment

Potential Risks and Disadvantages of a Practicum at a Place of Employment
The conflict of interest policy is in place to protect student and agency interests. There are many potential risks, challenges and disadvantages when a student is both an employee and a placement intern of the same organization:

- Role confusion and conflict – blurring of the boundaries between the student or "learner role" may occur due to the differing expectations agencies have of employees as opposed to students on placement. Students may find themselves expected to perform duties unrelated to their learning objectives.

- Any problem or difficulty that the student experiences in either their role of student or employee may negatively impact on their other relationship status within the agency. Student placement difficulties have great potential to be detrimental to an employment situation whereas challenges that develop in an employment role may negatively impact the student placement experience, the supervisory relationship, and the evaluation of the student's practicum.

- The risk of placement challenge is increased due to the multiplicity of student roles. If a placement is terminated and/or deemed unsuccessful or unsuitable, placement time accumulated during the initial practicum experience will not be transferable to the second placement site. To ensure adequate opportunity for integrated learning, professional growth and the achievement of competency criteria, the student will be expected to complete a full placement experience in the new setting.

- Being an employee or being related to an employee at a practicum agency may limit or constrain the student's opportunity and ability to critically analyze agency policy and functioning.

PROCEDURE TO ARRANGE A PRACTICUM AT A PLACE OF EMPLOYMENT UNDER EXCEPTIONAL CIRCUMSTANCES

Despite the Conflict of Interest Policy and associated risks and challenges, there may be exceptional circumstances under which a student will be permitted to pursue a placement opportunity at their place of employment. This exception would only be considered if the practicum opportunity did not conflict with agency policy. An exceptional opportunity will be considered if it will broaden and enhance the student's social work skill development and knowledge base in a distinct and separate unit of the agency with a different supervisor unrelated to employment.

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

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

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

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

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

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

PROCEDURE TO ARRANGE A PRACTICUM IN AN ORGANIZATION WHERE A RELATIVE/SIGNIFICANT OTHER IS EMPLOYED

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

2. A letter from the organization hosting the student placement will be provided to the Field Education Coordinator which acknowledges the potential conflict of interest for the student and employee and states that:

i) the placement role will be separate, distinct and not overlap in any way with the related employee's duties, agency unit, or client caseload.
ii) the related employee will not be involved in any facet of the student's evaluation
iii) all parties are aware and appraised of the risk and complications that could ensue if difficulties arise in the placement situation, including how this would be addressed.

4. The Field Education Coordinators and/or the Director of the School of Social Work will review the letter in order to make a reasoned decision regarding the student's situation.

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

PROCEDURE TO ARRANGE EMPLOYMENT AT A FIELD PLACEMENT SITE UNDER EXCEPTIONAL CIRCUMSTANCES

Despite the Conflict of Interest Policy and associated risks and challenges, there may be exceptional circumstances under which a student is able to pursue employment at their placement agency. This exception would only be considered if the practicum/employment opportunity did not conflict with agency policy. An exceptional opportunity will be considered if employment is in a distinct and separate unit of the agency with a different supervisor unrelated to placement.

The procedure to request an employment opportunity at a placement setting is as follows:

A letter is required from the agency acknowledging that:

1. i) the student's placement is in no way connected to the potential employment opportunity and does not overlap with the student role, client caseload or agency unit.

   ii) confirmation that the student's potential employment supervisor or manager will not be the student's Field Placement Supervisor.

2. The letter should also acknowledge the potential conflict of interest for the student and state that all parties are aware and appraised of the risk and complications that could ensue if difficulties arise in the placement/work situation, including how this will be addressed.

3. The Field Education Coordinators and/or the Director of the School of Social Work will review the letter of request to make a reasoned decision regarding the student's situation.

PAID FIELD PLACEMENT

Students ***Will Not*** be allowed to participate in a paid field placement.

FIELD PLACEMENT SELECTION PROCESS

The process of field placement selection for a given student is intended to result in a matching of the students' learning needs, experience, and interests with the most appropriate placement resources available.

The placement process commences with an individual meeting with the Field Education Coordinator. The student will complete a Practicum Planning Form (which requires a self-assessment of learning needs, previous volunteer and/or work experience, relevant courses and an indication of placement preference), sign the Student Placement Agreement and update their resume. This provides an opportunity for the Field Coordinator to review the student's experience, interests and identified learning needs as well as to discuss possible suitable placements. Students preparing for a January placement will arrange this planning conference in the summer term (for one year students) and in the fall term (for third year students). Students planning a fourth year Fall placement will meet with the Field Coordinator in the Spring term proceeding their final year.

To further familiarize students with a variety of placement options, "Agency Education Day" will be held in September. Presenters from numerous agencies and organizations will inform students about their programs and services and describe the student placements available at their site. At this time the Field Education Coordinators will also outline the placement selection process and provide a field planning update form and a letter to obtain a Vulnerable Sector police check.

Students may familiarize themselves with the School's potential field placement resources through review of information files available in the School of Social Work. A list of potential placements is also categorized and posted on the field bulletin board for reference.

A pre-placement agency interview will be arranged in consultation with the Field Education Coordinator during either October or November for third and one-year students. All students are advised to take an up-to-date resume with them to the pre-placement visit and be prepared to discuss their learning goals in relation to the placement being offered. Placement sites will be confirmed by December and the practicum will commence the first day back in January.

Students entering the fourth year field placement will discuss their learning needs and interests in spring-summer term with the Field Coordinator in order to make arrangements for a pre-placement interview. Placement interviews may take place in the spring term or in late summer when the potential placement field instructors are available and able to commit to providing a placement opportunity.

The actual final placement selection is made by the Field Education Coordinators and confirmed with the student and placement field instructors. Every effort is made to match student learning needs and interest within the resources available.

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

CRIMINAL RECORD SEARCH

Students will be required to obtain and pay for a current Criminal Record/Vulnerable Sector Search before beginning their field practicum. The Vulnerable Sector Search should meet the timeline requirements of the student's placement agency (six months, three months or one month prior to the practicum start date). Students who live in Thunder Bay during the school year but in a different community in summer months, can request the Vulnerable Sector Search from Thunder Bay Police Services, using their Thunder Bay address. If the student's home community is served by the Ontario Provincial Police, they must make application at their local OPP station for a Vulnerable Sector Search.

TO APPLY: Students are required to apply for the Police Vulnerable Sector Check (PVSC) through the Thunder Bay Police Services Website: http://www.thunderbaypolice.ca/services/criminal-records-search. Student will choose the "employment" option of the application and pay a fee using a credit card ($60.00 + tax). The School of Social Work will provide you a letter to upload to this site as a required part of the application process. Remember to allow sufficient time for the completion of the Vulnerable Sector Check process. Please provide a copy of your completed police check to your field placement site and not to the School of Social Work.

A student may be denied access to a placement site by the placement agency, based on the nature of past offences, and this may affect the student's continuation in the HBSW program.

MEDICAL REQUIREMENTS

Certain placements in medical, residential, educational or health care settings may require specific medical screening, which may include, but are not limited to; a medical examination, tuberculosis skin testing, vaccinations, confirmation of immunizations, and mask fit testing. All costs associated with these tests are the student's responsibility. Any medical requirements must be completed BEFORE the student can commence placement.

ACADEMIC ACCOMMODATION FOR FIELD PLACEMENTS

Social Work students with disabilities who require special accommodations for their field placements must be registered with the Student Accessibility Services at Lakehead University. With the student's consent, Student Accessibility Services will provide written notification of the student's requirements for academic accommodation to course instructors.

Student Accessibility Services provides services for students with disabilities, such as assessing and identifying reasonable accommodations that could be implemented as part of the placement process. However, it is the student's responsibility to initiate this process, and to inform their Field Education Coordinator about this matter.

During the HBSW placement planning process, requested accommodations should be identified and shared with the student's Field Education Coordinator.

With the student's consent, the information regarding accommodations at the placement site may need to be shared with the Field Supervisor/Agency to ensure that the student is provided with the requested accommodations.

Further information about the Student Accessibility Services, as well as Lakehead University's Policies and Procedures Concerning Accommodations for Students are available on the Lakehead University website at the following links:

https://www.lakeheadu.ca/about/accessibility

https://www.lakeheadu.ca/faculty-and-staff/policies/student-related/accommodations-for-students-with-disabilities

http://studentaffairs.lakeheadu.ca/uploads/policies/Procedures-for-policy-on-academic-accommodation.pdf

PREPARING A RESUME

Students are encouraged to access the services of the Student Success Centre for assistance with preparing resumes and cover letters.

PREPARING FOR THE PRE-PLACEMENT INTERVIEW

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

1. Research information about agencies/organizations, and fields of practice available in the School of Social Work.

2. Write down any questions you have for the Field Instructor about the agency's mandate, services, learning opportunities, format of the interview.

3. Consider what you really want to learn in your field placement. Make a list of goals/objectives and be very specific.

4. Ask the field instructor about the learning opportunities available in the placement and expectations of you as a placement student (ie. role and responsibilities, caseload, resource materials available, training seminars, conferences).

5. Be prepared to propose ways of accomplishing your goals even if it is an area that the field instructor is not currently involved in (ie. leading a group). Keep in mind that field instructors may have expertise in areas beyond their present role description.

6. Consider how you like to learn. Identify your preferred learning style and any methods which you find useful to facilitate your learning.

7. Enquire about the field instructor's supervision style, expectations and process of providing supervision.

8. Have a copy of your resume available to share your previous experience with the potential supervisor and colleagues.

9. Ask the supervisor if there are any policy manuals or other resources available for you to read in preparation for the beginning of the placement.

10. Discuss hours of attendance and any special administrative arrangements such as oaths of confidentiality, use of vehicle and mileage expense payment, dress code, flexible time schedule etc.

11. Remain open and flexible regarding placement options, recognizing the learning opportunity in each.

Questions students may be asked:

1. Why did you choose Social Work as a profession?

2. Describe your previous Social Work or related experience, including any relevant life experiences.

3. How would you describe yourself (ie. learning style, interests and hobbies)?

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

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

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

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

8. What do you feel will be most challenging for you to deal with in this placement setting?

ROLES AND RESPONSIBILITIES OF STUDENTS

1. Develop some familiarity with the range of placements available.

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

3. Identification of learning needs. The student will meet with the Field Education Coordinator to discuss learning needs and suitable available placements.

4. In consultation with the Field Education Coordinator, students will arrange a pre-placement visit to their assigned setting and meet their field instructor prior to confirmation of the placement.

5. Students will be informed as to their placement setting as soon as all placements have been confirmed. Students are responsible to check with the Field Education Coordinator to confirm their placement.

6. The student is expected to familiarize him/herself with the OCSWSSW Code of Ethics, the Field Education Manual, the competency criteria and requirements for student evaluation.

7. The student is expected to attend the field orientation and identify issues and concerns he/she may have at that time.

8. It is the student's responsibility to fully participate in the field placement experience. Under the direction and guidance of the field instructor the student will engage in increasing self-directed learning. The student will be fully accountable regarding placement related work and matters pertaining to the placement experience.

9. The student will observe all the agency policies, guidelines, hours of work, and dress code.

10. The student, in conjunction with the field instructor, will develop the learning contract utilizing the outline provided by the School of Social Work. It is the student's responsibility in conjunction with the field instructor to ensure that the learning plan is realistic, appropriate and within the scope of the placement setting and competency criteria. The student is responsible for ensuring that the learning contract is completed and forwarded to the Field Education Coordinator by the due date on the practicum calendar.

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

12. The student is to prepare him/herself for evaluation by reviewing the evaluation form, the learning contract and making available evidence of learning material (process recordings, assessments, etc.) to the field instructor.

    The student will be involved in the evaluation process and discussion of performance utilizing the evaluation guidelines. The student and the field instructor will sign the evaluation and forward it to the Field Education Coordinator along with required evidence of learning and documentation as requested.

    Should the student and the field instructor disagree on the evaluation, the student will add an addendum stating the areas of concern. The student and/or field instructor can then request a review with the Field Education Coordinator. The evaluation, addendum and all supporting documentation will be forwarded to the Field Education Coordinator according to the date specified on the practicum calendar.

13. The student will provide an evaluation of the placement setting and the field instructor utilizing the form provided by the School of Social Work. This evaluation will take place at the end of the placement.

14. Hours, Overtime, Holidays, Illness, Absence, Expenses and other placement Regulations:

i) *Hours*:
Unless special arrangements have been made, students are expected, on their field placement days, to work during the same hours as those required of the staff in the placement setting.

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

iii) *Holidays*:
Students are allowed those holidays that are observed by the placement setting during the placement period. Holidays are not counted in the required working days of the placement. Students are entitled to take the University Study Break during the placement but may choose to continue with placement with the permission of the field instructor, agency and Field Coordinator.

iv) *Illness and Absence*:
Students are expected to contact the field instructor or have someone do so when the agency opens on field placement days to report illness or any other emergency requiring absence. Illness or absence which exceeds five consecutive days is reported to the Field Education Coordinator by the student or field instructor. It is expected that students will maintain a professional attitude and only take days off that are absolutely necessary. Times missed because of illness, bereavement or due to other reasons acceptable to the setting must be made up by the end of the placement period (or by special arrangement with the agency and Field Coordinator) as per the CASWE 100 day accreditation requirement.

v) *Snow Days:*
When the university and/or practicum agency are closed due to inclement weather or when winter road conditions are deemed unsafe, students are not expected to attend placement. Students are to contact their Field Instructor and/or Placement Agency to inform them directly of their absence. Placement days missed due to inclement weather must be made up by the end of the placement period as per the CASWE accreditation requirement.

vi) *Expenses*:
Expenses related to student field placement responsibilities should be met by the setting in which the student is placed (ie. taking clients for coffee/lunch). Students should consult with their field instructors regarding agency policy prior to incurring expenses.

vii) *Use of Car and Insurance Coverage*
Transportation to and from placement is the student's responsibility. Some field placements reimburse mileage incurred while on field placement business but most do not. **Students are advised that they are responsible to discuss and obtain the appropriate accident/liability insurance coverage required by the agency/organization, particularly if client transport is expected**. While Lakehead University's liability insurance does cover the student during field placement (page 38), **it does not provide vehicle insurance coverage**.

viii) *Parking*

In certain settings students may have to pay for parking. This cost is the responsibility of the student. Before accepting a placement please ensure that this cost will be manageable. The School of Social Work is not able to cover student parking fees.

viiii) *Other Placement Regulations*:
Students are expected to abide by regulations of the placement such as dress code, submission of required reports, oaths of confidentiality, guidelines for consent, a vulnerable sector check, up to date immunizations and medical examinations/tests as required by the placement site.

15. Students are encouraged to participate in the School Council. Students can involve themselves with the activities of the Council. The Council has the task of suggesting general policies and guidelines for action in respect to students, faculty, educational matters, general administration of the program, and community relations. Recommendations can be made to the School through this body as well as the Field Education Coordinator.

16. Research in Field Education:

Students can contribute to the field education program by participating in research projects focused on the field. Students may also design research projects that would contribute to knowledge about field placement and field instruction. Proposed projects may be discussed with faculty members and the Field Education Coordinator.

17. Students are expected to arrange meetings with the field instructor and Field Education Coordinator to address any areas of concern.

FIELD PLACEMENT GUIDELINES INFORMATION

The Field Practicum Calendar

This calendar is distributed to both students and field instructors at the beginning of term. It outlines the specific dates for completion and submission of the learning contract and evaluation forms, field seminar dates, dates of exams and holidays for the field placement period.

Students are responsible to familiarize themselves with due dates and other field placement expectations. Any major modifications to the field placement schedule must be approved by the Field Education Coordinator.

The Integrative Seminar

The integrative seminar is a required field placement-related class, where students can discuss their field issues and experiences with other students and the Field Education Coordinator. These seminars provide the opportunity for students to integrate the field and classroom curriculum.

The Coordinators will schedule small group seminars during the placement period with dates outlined on the practicum calendar distributed to students and field instructors. The groups and respective dates will be posted on the field bulletin board.

Students at the third, fourth and one year levels are required to present on the social work role in their placement agency. Students at the fourth year and one year level are required to present a field placement experience relating it to a social work theory during the second seminar session. (See Appendix J)

Daily Journal

Keeping a daily journal can assist students with remembering names, titles, dates, meetings, impressions, important facts or questions to ask the field instructor. Journaling questions, thoughts, feelings and ideas will assist in learning as well as providing for discussion topics during supervision.

Students will find a daily planner is vital to scheduling appointments, telephone calls, documentation, deadlines, meetings and required follow up.

Supervision in the Field Placement

Students will meet with their field instructor formally once a week and more frequently on a more informal basis when field instructors are on site or as needed.

Students are encouraged to share their perceptions of their work (thoughts and feelings) openly with their field instructor but should remain cognizant that suggestions for agency change should be presented professionally and respectfully. The instructor will monitor students' progress and outline expectations for supervision, including what work is to be prepared in advance of the weekly meetings. The field instructors' knowledge, skill and experience will facilitate student learning through the sharing of ideas, supporting endeavours, monitoring progress, questioning and helping the student analyse work. If students do not feel they are receiving adequate supervision this needs to be addressed with the field instructor and/or Field Education Coordinator.

Social Work Code of Ethics

The Lakehead University School of Social Work has an obligation to protect the safety and well-being of the students, staff and faculty as well as clients and staff of those organizations in which students carry out their placements. Students will therefore be expected to follow the Ontario College of Social Workers and Social Service Workers (OCSWSSW) Code of Ethics and Standards of Practice. Lakehead University School of Social Work reserves the right to discipline (as outlined in the School of Social Work Professional Suitability policy and Lakehead University's Code of Student Behaviour) any student who violates the OCSWSSW Code of Ethics during the course of student practicum, as well as to withdraw students from placement who do not honour the affiliation to ethical professional standards

The OCSWSSW Code of Ethics and Standards of Practice can be found at
http://www.ocswssw.org/professional-practice/code-of-ethics/

Field Placement Anxieties

Students are advised that the field placement is a learning experience and thus, students, as learners, are not expected to be as skilled or knowledgeable as the professional staff. Initial anxiety prior to beginning the placement, meeting placement personnel and meeting the "first client" is not unusual. Students may experience anxiety about other aspects of the placement such as areas that provoke personal fear or painful memories. Students are encouraged to be open to discussing such anxieties with the field instructor. In many cases, it was not that long ago that the field instructor was also a student in field placement, perhaps experiencing many of the same anxieties.

Students who feel that the workload expectations are unreasonable, unmanageable, or unsuitable should discuss such concerns with the field instructor and/or Field Coordinator.

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

Students Experiencing Difficulties

It is the responsibility of the student and/or field instructor to notify the Field Education Coordinator if there are difficulties at any point during the field placement or if performance in the placement is consistently below expected standards. The student, field instructor and Field Coordinator will meet together to discuss the situation and whether the student might achieve the expected level of performance. Re-contracting and clear identification of learning goals and expectations will be outlined together.

If it appears that the student will be unable to meet the expectations in the field setting, a decision may be made by the Field Coordinator and/or Field Placement Advisory Committee to delay the placement or look at an alternate placement site to assist in meeting the student learning needs identified.

If a placement is terminated and/or deemed unsuccessful or unsuitable, placement time accumulated during the initial practicum experience **will not** be transferable to the second placement site. To ensure adequate opportunity for integrated learning, professional growth and the achievement of competency criteria, the student will be expected to complete a **full** placement experience in the new setting. In exceptional circumstances, a limited number of "transferable learning" hours or days will be considered by the Field Coordinator and/or Field Education Advisory Committee. It is the students responsibility to provide the Field Coordinator and/or Field Education Advisory Committee with a list of concrete experiences such as conferences and educational seminars.

It will be determined by the Field Coordinators and/or School of Social Work Field Education Advisory Committee whether a student who has been unable to achieve expected level in the field placement should be given an opportunity to repeat the placement. It is School policy to provide only one opportunity to repeat the field placement.

The Field Education Advisory Committee

The Field Education Advisory Committee shall be comprised of one faculty member from the School of Social Work, and one community social work professional knowledgeable in the area of field education, in collaboration with at least two Field Education Coordinators.

The Field Education Advisory Committee is available to provide consultation and/or support to the Field Education Coordinators regarding all aspects of the field education component of the Social Work Program. The committee may advise the Field Education Coordinators on such matters as field policy and procedures, field instructor training, practicum opportunities and specific student issues in the field. The Field Advisory Committee may also be convened, at the request of the Field Coordinators, to make decisions regarding unique and/or challenging student situations that may impact placement planning.

When deemed necessary by the Field Education Coordinators, the Field Education Advisory Committee will review placement situations where the practicum is terminated early or deemed unsuccessful by the agency, supervisor or student. Both the agency field instructor and the social work student will have the opportunity to provide a written synopsis of the placement experience and/or identified issues and concerns to the committee for review. The Field Advisory Committee will then make recommendations to the Director of the School of Social Work as to whether a student who has been unable to achieve the expected level of competency in a practicum setting or whose performance is deemed to be unsafe* should be granted the opportunity to repeat the placement. The Field Advisory Committee may also provide specific learning goals/recommendations for the student if repeating placement is a viable option. (*Unsafe practice is any situation arising from a student's interactions with clients, agency personnel or other students that the Field Advisory Committee determines places these groups at risk for harm.)

Student placement issues that violate the OCSWSSW Code of Ethics, contravene the policies of the university or of the field placement setting, or that do not honour the affiliation to ethical professional standards of practice may be referred to the Professional Suitability Committee.

School of Social Work Practicum Safety Standards

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

Students who do not adhere to the professional and ethical standards of practice, or who display unsafe performance during the course of the field practicum, will be withdrawn from their placement setting. Any and all allegations of unsafe practice that pertain to practicum will be investigated by the School of Social Work. Serious and/or repeated instances of unsafe practice or unprofessional behavior may invoke the Professional Suitability Policy and its protocols. (Please refer to Appendix R). Unsafe performance is defined, but not limited to, the following:

*inability to establish rapport with clients, supervisor and/or colleagues
*violations of confidentiality
*being disrespectful of cultural differences and/or diversity
*lack of self awareness in the professional role:
  -focused on own issues instead of clients/unable to differentiate client problems from self
  -inappropriate self disclosure
  -repeated noncompliance with agency dress code
  -unprofessional attitude and presentation of self impacting negatively on client and/or agency staff
  - unable to identify personal biases, opinions or judgments and how they impact others
*communication is unclear, disorganized, or unprofessional
*unable to recognize practice limitations ~ attempts to practice well beyond level of competency without seeking guidance or direction from field supervisor
*documentation as related to agency or university field requirements is consistently unacceptable, incomplete, late, not turned in or lacking in professional use of language.
*unwilling to follow agency policies and procedures
*knowingly establishes dual and/or intimate relationships with clients or supervisor
*decision making is hurried, unorganized, disconnected from policy/procedure and/or without consultation
* ethical dilemmas not recognized or addressed
*dishonest behaviour
*unable to recognize human rights or social justice issues
*failure to consult literature, research, draw on available resources or seek assistance from supervisor to competently address client issues
*lack of self evaluation or awareness with regard to personal practice
*defensive attitude and/or inability to accept supervisory feedback, suggestion or guidance
*unable to assess or recognize significant client issues
*unwilling to participate in learning opportunities presented by agency/supervisor
*drug/alcohol use on placement
*threatening/intimidating/violent behaviour

Withdrawal from Placement

If a student chooses to terminate a placement experience due to significant personal/health related issues that result in an extended absence from the program (more than one calendar year), it is expected that they will apply to the Director of the School of Social Work for consideration of readmission.

Student Appeal Procedure

Please refer to Appendix O for details of the appeal process for Field Practicum courses. Students may also refer to the Lakehead University calendar regarding formal L.U. appeal procedures. If the placement is terminated prior to the established end date as outlined in the practicum calendar, the student will be expected to be responsible to record the range of involvements undertaken in the placement setting.

In the Event of a Strike

In the case of a labour dispute and/or strike at a practicum setting, the Field Coordinator, Field Supervisor and student will discuss the opportunities with regard to the continuation of meaningful learning experiences.

Procedures to follow in the event of a potential or actual strike situation:

1. Students should inform the Field Education Coordinator as soon as they are aware of the potential for strike activity at their placement site.
2. The Field Coordinator, Field Supervisor and student will collaboratively determine whether alternative off site learning opportunities (research, readings, special projects, group development, agency visits) are feasible.
3. Every effort will be made for the practicum or alternate assignment to be completed within the designated time frame.
4. In situations where the labour dispute is prolonged, students may be assigned to an alternate setting.
5. Students are required to honour picket lines. Any decision regarding student involvement in social action activities related to the strike are to be made in consultation with the Field Education Coordinators and the Director of the School of Social Work.

Personal Safety While on Placement

Please note that student and client safety is a priority on placement, and students are strongly encouraged to share any personal or public safety concerns with their Field Instructor, or immediate supervisor in the placement setting, and with their Field Coordinator, as soon as possible. If a particular work situation at placement feels unsafe to a student, please share that information immediately, and be aware that you may refuse to participate in that situation until your concerns have been addressed. It is important for students on placement to process any situation of risk in a professional and constructive manner.

Please remember that no safety issue is too insignificant to raise.

Every occupation has its own unique set of safety issues. Social Work is no exception. This profession requires interaction with a variety of people, places, and situations, some of which may pose risks to the worker. Your best protection is to be aware of these potential risks and to be pro-active in keeping yourself as safe as possible.

Safety in the Field Placement Setting:

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

Familiarizing Yourself With Your Particular Field Setting:
Familiarize yourself and discuss with your field instructor safety and security regulations. What are the procedures if you feel at risk with a client? What does the agency suggest you do with your personal belongings while at placement?

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

Safety within the Setting:
Be proactive. Do not work alone in the setting. This is especially important if you are working during the evenings or weekends when staff complement will most likely be reduced. If there is a security office available, familiarize yourself with their telephone extension. Someone should always know that you are working, especially in the evenings, and you should be aware of how to access support or help at any time. Ensure that outside doors and windows are secure and that a working telephone is always available.

Discuss safety arrangements with your co-workers and supervisors, such as partnering with another worker when doing home visits with unknown clients, or facilitating group activities. Be aware of the ongoing need to observe and assess situations, utilizing your social work skills.

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

Always be aware of maintaining appropriate boundaries with clients. This includes social media contact. Review the Social Media Policy of the School of Social Work and be sure to comply with any agency protocols on the use of social media.

Do Not give clients your home or cell phone number or your home address. If you make calls from your home phone number to clients, request call blocking from your local telephone company. This will protect you from having your number appearing on the telephones of those clients who have call display. If you ever experience harassing phone calls, inform your Field Instructor and make use of the tracking system most telephone companies have in conjunction with the local police.

Home Visits and Community Outreach Activities
Always inform your field instructor or someone in the setting where you are going. Keep an up-to-date appointment schedule on your desk or online calendar, or ensure that the field instructor or administrative staff have a copy of your appointments. Include on the schedule where you will be outside of the office and when you expect to return. Another suggestion is to engage in a buddy system with another worker in the agency, and keep reasonable track of each other during working hours.

Once again, be proactive. Be prepared! Familiarize yourself with your agency's policies and procedures regarding home visits. Before planning a home visit review the client file for any history of aggression or volatile behaviour. Consult your supervisor when deciding whether certain sessions should rather take place within the office environment, or be carried out by more than one worker.

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

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

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

If you see someone in trouble while driving, it is safer to use your cell phone or go to the nearest telephone and call the police, than to stop and offer assistance . Don't give rides to people you don't know. Keep your valuables out of sight in your parked car. Follow agency policy with regard to transporting service users.

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

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

Safety While Walking
Walk with confidence and be observant of your surroundings. Try to avoid walking alone at night and avoid isolated areas at all times. You might consider an electronic protection device or a safety whistle. If you see someone in trouble, do not attempt to help the person yourself. Call for assistance.

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

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

Travel Opportunities as part of the Placement Experience
If you are offered an opportunity to travel away from your placement community for additional training or practice experience, please contact your Field Coordinator and complete the Safety Orientation Checklist for Out of Town Field Trips (Appendix F). This process will keep the Field Coordinator informed as to the student's location, and allow for a discussion of potential risks and recommended safety measures for the proposed travel experience.

Harassment and Discrimination

HARASSMENT is defined by the Ontario Rights Code as a course of comments or conduct consisting of words or actions that disparage or humiliate a person in relation to a prohibited ground contained in the Code. It can include comments or conduct by a person in a position of authority that is intimidating, threatening or abusive and may be accompanied by direct or implied threats to the individual's grade(s), status or job. Harassment can also occur between people of similar authority.

DISCRIMINATION refers to actions or behaviours that result in the unfavourable or adverse treatment or preferential treatment of an individual or group.

For a copy of the Harassment and Discrimination Policy and Procedures guideline for Lakehead University, please use the following link:
https://www.lakeheadu.ca/faculty-and-staff/policies/human-resources/harassment-and-discrimination-policy-and-procedures

Detailed information regarding harassment and discrimination and available supports to address these issues can be found in Appendix Q of this manual, and at the following link:
https://www.lakeheadu.ca/faculty-and-staff/policies/human-resources/harassment-and-discrimination-policy-and-procedures

Be aware of what harassment is. Familiarize yourself with both the University's guidelines on harassment and discrimination as well as your agency's policies and procedures. If you feel you have been harassed, discriminated against or compromised in any way, please discuss the situation with both your field instructor and Field Education Coordinator as soon as possible.

Field Practicum Insurance Coverage

All post-secondary students in Ontario are covered under the (Ontario) Workplace Safety & Insurance Act and the Ministry of Training, Colleges and Universities while participating in *unpaid* training placements. For those post-secondary students placed with employers outside the Ontario Workplace Safety and Insurance Board coverage, private accident insurance is available through the Ministry of Education.

Neither students nor employers bear the cost of this insurance. Funding for both workplace and private accident insurance is provided through the Ontario Ministry of Colleges and Universities. All post-secondary institutions submit statistics on unpaid placements each term.

Two completed forms are necessary for the university to track placements and ensure that students are eligible to be provided with coverage in the event of an injury while participating in unpaid training. These two forms are the "Student Declaration of Understanding", and the Declaration form included on the "Letter to Placement Employers: Process for Workplace Safety and Insurance Board Coverage".

Both the student and the placement agency are required to complete the respective Declaration forms for students on unpaid placement and to return these to the Field Education Coordinator at the beginning of the placement. Copies of these documents should be retained by the placement agency and the student. If a student is injured on placement, the injury must be reported to the Field Education Coordinator and the Human Resources department at Lakehead University, and a detailed claim form, the Postsecondary Student Unpaid Work Placement Workplace Insurance Claim, must be completed. This claim form may be accessed at the following link:

http://www.forms.ssb.gov.on.ca/mbs/ssb/forms/ssbforms.nsf/FormDetail?OpenForm&ACT=RDR&TAB=PROFILE&SRCH=&ENV=WWE&TIT=1352&NO=022-13-1352E (English)
or

http://www.forms.ssb.gov.on.ca/mbs/ssb/forms/ssbforms.nsf/FormDetail?OpenForm&ACT=RDR&TAB=PROFILE&SRCH=&ENV=WWF&TIT=1352F&NO=022-13-1352F (French)

Please see Appendix F for further samples of the forms.

For students, all claims normally associated with an approved claim are available. These include health care costs, temporary disability, vocational rehabilitation costs, as well as Non-Economic and Future Economic Loss awards, when applicable. An injured student would be eligible for temporary disability benefits as long as the injury prevented the student from participating in the training program, or in the labour force if the training program was no longer available.

This insurance coverage for unpaid placements does not extend to students while they are travelling to and from placements, while they are engaged in activities not authorized by the placement setting or the university; or if they are breaking the law.

What should students do in case of an accident?

1. Obtain necessary health care (e.g. first aid or medical help).
2. Notify your placement and agency supervisors, as well as the Field Education Coordinator, immediately.
3. The Field Education Coordinator will either inform Human Resources at Lakehead University directly, or provide the student with the necessary contact information to do this.
4. Complete the required claim form (Postsecondary Student Unpaid Work Placement Workplace Insurance Claim) with the guidance of the Field Education Coordinator and Ursula MacDonald, Human Resources, Lakehead University.
5. Assist your placement agency and /or supervisor in completing any necessary accident reports.
6. Initial reporting of injuries must be initiated within 30 days of the occurrence of an accident.

Modified Work Opportunities

In order to keep insurance costs to a minimum, the provision of modified work opportunities for injured students is strongly encouraged. In those cases where a student would be prevented from participating in an unpaid placement due to his/her injuries, both the faculty supervisor and the placement supervisor and agency will be contacted to review the possibility of providing modified work by

1. Accommodating the injured student in the workplace through changes of duties, schedules and/or equipment, **OR**
2. Excusing the injured student from placement, with no academic penalty to the student.

Please contact the Lakehead University Human Resources Officer for Occupational Health and Safety with any questions regarding the insurance coverage.

Conclusion

Safety is an important consideration during your Field Placement experience. We hope the information provided will increase your awareness of safety. If you think someone else might benefit from this information please feel free to share it.

Field Practicum Feedback:

Students are to complete the Student Feedback Questionnaire at the end of their placement. Students may submit the feedback form electronically or submit it in hard copy to the Field Coordinator(s) or the

Administrative Assistant in the School of Social Work office. The Student Feedback Questionnaire may be found in Appendix N of this guide. The School of Social Work will provide the electronic survey link.

Students will also provide feedback directly to the agency on the final page of the End Term Evaluation form.

Practicum Feedback

A feedback questionnaire will also be sent to Agency Practicum Supervisors requesting feedback regarding the experience of supervising an HBSW student and the field process established by the School of Social Work.

VIII. Guidelines for the Student Learning Contract

The learning contract is a useful tool for establishing the student's learning goals and interests and integrating these with the learning opportunities and experiences available at the placement organization.

The learning contract is a mutual undertaking between the student and field supervisor. It emphasizes the learning needs of the student and the goals that they hope to achieve on placement in a manner that is clear, concise, relevant and specific.

1. The learning contract outlines the expectations for supervision, teaching and learning preferences and the process for evaluation. The Practicum Learning Goals section is a collaborative plan to be developed by the student and field supervisor which will outline learning needs, identify the resources & activities that will assist in goal achievement, list the evidence of learning that will demonstrate objectives have been met and establish the timeline within which they will be completed.

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

   The learning contract should be very specific, relevant to the field placement setting and the client groups served as well as the student's learning needs. Goals should be clear and concise, resources accessible, evidence of learning specific and time lines reasonable. See Appendix H for a completed example.

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

3. The contract should be viewed as a flexible document to be updated throughout the placement period as new opportunities arise or initial objectives change.

4. The learning contract should be utilized as part of the evaluation process reviewing whether the student was able to meet the established goals and expectations.

IX.

LAKEHEAD UNIVERSITY
School of Social Work

HBSW Student Learning Contract

Third year ☐ Fourth Year ☐ One Year ☐

Student's Name		Student's ID Number	
Student's Phone Number		Duration of Placement (Start and end dates)	
Placement Setting		Placement Phone #	
Field Instructor		Field Instructor's Email	
Off-Site Supervisor (If applicable)		Off-Site Supervisor's Email (If applicable)	

A. Supervisory Sessions:

Plans for regular supervisory meetings, to be held a minimum of once per week:		
	On-site Field Instructor	**Off-site Supervisor** (if applicable)
Day and time		
Place of meeting		
Structure of meeting (individual, group, in-person, teleconference)		
In case of an emergency, how will you contact your supervisor?		
Procedure for contacting others in placement setting for emergency consultation		

B. <u>Teaching/Learning Expectations</u>:

	On-Site Field Instructor	**Off-Site Supervisor** (if applicable)
Describe the general purpose of supervisory sessions		

Teaching/ Learning Styles:

Supervisor(s) preferred teaching style and teaching methods:		
Student's preferred learning style and methods:		

Instructor's expectations of Student:

Material to be prepared or submitted in advance of supervision sessions		
Student responsibilities during supervision: Please check the appropriate boxes and add any other learning expectations.	☐ Present cases and plans ☐ Relate theory to practice ☐ Raise questions ☐ Self-reflective practice **Other:**	☐ Present cases and plans ☐ Relate theory to practice ☐ Raise questions ☐ Self-reflective practice **Other:**

Student's Expectations of Supervision:

Areas of Discussion: Check as appropriate and add any other desired areas of learning or discussion:	☐ Case management ☐ Social work skills ☐ Professional values/ethics ☐ Feedback on student progress ☐ Self-care ☐ Learning from instructor's experience/knowledge **Other**:	☐ Case management ☐ Social work skills ☐ Professional values/ethics ☐ Feedback on student progress ☐ Self-care ☐ Learning from instructor's experience/knowledge **Other**:

C. Plans for collaboratively drafting the mid-term and final evaluation forms (Draft evaluation forms should be completed approximately one week before evaluation due dates).

D. Practicum Learning Goals

Note: It is recommended that a minimum of 4 to 6 learning objectives/goals be completed for each section.

THE ORGANIZATIONAL CONTEXT OF PRACTICE

The goals in this area will focus on learning about the organizational structure, policies and procedures, and the administrative requirements of your placement site. Understanding the organization's mandate, the services provided and the place of the organization in a broader community context are all part of this area of practice. Practicum settings are extremely varied and may encompass a micro, mezzo or macro focus.

Learning Objectives/Goals	Learning Resources/Activities	Evidence of Learning	Estimated Date of Achievement

THE COMMUNITY CONTEXT OF PRACTICE

The goals in this area will focus on gaining knowledge of relevant community resources, both formal and informal, as related to your placement site as well as identifying gaps in service. Developing an understanding of the environmental and community context of the client group you are working with (individual/family/group/community) and being able to identify the socio-economic, cultural and political impacts on that group are also key.

Learning Objectives/Goals	Learning Resources/Activities	Evidence of Learning	Estimated Date of Achievement

SOCIAL WORK SKILLS

Goals for this area of practice may include any or all of the following areas of skill development:

Problem identification, assessment, planning and formulating strategies, intervention and implementation skills, termination and evaluation, relationship and communication skills, and documentation. Depending on your practice setting, these skills may be applied to clinical work with individuals, groups or families, OR to community development or research practice, where your client group will be defined with a broader macro focus.

Learning Objectives/Goals	Learning Resources/ Activities	Evidence of Learning	Estimated Date of Achievement

THE PROFESSIONAL CONTEXT OF PRACTICE

The goals for this area of practice are focussed on issues of professional identity as a social worker and social work ethics and standards of practice, including the professional use of self. The effective use of supervision, evaluation of practice, and mindfulness about values and attitudes in the workplace are important aspects of the professional context of practice. Other areas to consider are time management skills, and your role as a team member in the placement setting.

Learning Objectives/Goals	Learning Resources/Activities	Evidence of Learning	Estimated Date of Achievement

OTHER

This area is available to record any specific goals, projects or areas of learning and development that may not fit into the other learning categories.

Learning Objectives/Goals	Learning Resources/Activities	Evidence of Learning	Estimated Date of Achievement

E. Signatures

Student		**Date**	
Field Instructor		**Date**	
Off-site Supervisor (if applicable)		**Date**	

One copy of the completed learning contract is to be forwarded to the Field Education Coordinator. Additional copies are to be retained by the student and field supervisor(s) to be reviewed throughout the field practicum, and particularly at mid and end term evaluation time.

X. The Field Practicum Evaluation

It is recognized that evaluation is an ongoing process starting at the commencement of the field placement. Evaluating the student's professional development towards the attainment of knowledge and skills requires assessment of the student's current level of ability. Evidence of learning (ie. process recordings, case notes, assessments) prepared by the student provide opportunities on which to base student's level of progress.

It is the responsibility of the field instructor to ensure that the evaluation is completed in collaboration with the student. The evaluation process should be a joint effort involving discussion with the student, and a review of the evaluation form, learning contract and evidence of learning.

Copies of the evaluation will be signed by both the field instructor and student with a copy forwarded to the Field Education Coordinator for review. Supporting documentation, as evidence of learning, is to be included. Examples of assignments submitted for supervision purposes, such as social histories, case notes, process recordings, case assessments are appropriate as evidence of learning.

The mid-term evaluation allows the student and field instructor the opportunity to examine the student's progress. No grade is assigned at mid-term, however it is a critical point to provide clear, specific and informal feedback about performance based on examples of work to date. New learning needs and goals may be identified. The Field Education Coordinators will monitor student's progress by contact with the student, field instructor and by review of the evaluation material submitted. Joint student/field instructor/Field Education Coordinator evaluation meetings are held at mid-term for students in fourth and one year field placements. Third year students will meet with their field instructor at the midterm point and then submit their midterm evaluation and evidence of learning to the Field Coordinator by the date indicated on the 3500 practicum calendar.

An End Term Placement Evaluation meeting including the student, field instructor and field education coordinator is required for ALL students. At the final meeting, a review of the student's learning and accomplishments on placement will be reviewed and the final written evaluation and evidence of learning will be submitted. The field instructor will recommend a pass/fail grade on the final evaluation form and students are provided an opportunity to respond. If a student has concerns with the field instructor's evaluation they are invited to add an addendum to the evaluation, which will be reviewed by the Field Education Coordinator. The Field Education Coordinator will assign the final pass/fail grade.

Should the student disagree with their final grade, they can consider the School Council appeals process as outlined in Appendix O or to the Lakehead University formal appeals procedure in the current L.U. calendar.

For field placement sites requiring an off-site field instructor, the evaluation should be completed by the field instructor in consultation with on-site personnel. Specific field evaluation forms are designed for feedback from on-site personnel (see Appendix M). This short evaluation form is to be completed by an on-site support person who has extensive knowledge of the student's placement experience. This evaluation will be submitted to the Field Education Coordinator in addition to the formal written evaluation completed by the off-site supervisor.

XI. Guidelines for the Evaluation Conference

1. Preparation for the Evaluation Conference

   a) The student and field instructor will determine a date for evaluation. It is the student's responsibility to contact the Field Education Coordinator to confirm that the evaluation time is available.

   b) The student and field instructor will review the evaluation form and determine a process for the completion of the evaluation document. The learning contract is a useful tool in reviewing the student's learning and accomplishments. The student's two pieces of evidence of learning should be reviewed by the field instructor ***prior*** to the completion of the evaluation form.

   c) The evaluation form will be completed with input from both the field instructor and the student.

2. The Evaluation Conference

   The student, field instructor and Field Education Coordinator will meet to discuss the student's learning and progress on placement followed by a review of the written evaluation, evidence of learning and support data.

3. The Evaluation Report

   The report shall consist of:

   i) A completed field placement evaluation on the appropriate form provided.

   ii) A description of the student's placement opportunities and involvements.

   iii) Two pieces of Evidence of Learning as listed on the front page of the evaluation form.

   This evaluation and evidence of learning is to be submitted to the Field Education Coordinator by the date on the practicum calendar.

4. Grading

   Determination of the field placement pass/fail grade is the responsibility of the Field Education Coordinator and is based on the completed evaluation, the evidence of learning submitted, the evaluation conference with the field instructor and student, the field instructor's recommended grade and student response.

LAKEHEAD UNIVERSITY
School of Social Work
THIRD YEAR (SW 3500) H.B.S.W.

Field Placement Evaluation

Third Year Mid Term ☐ Third Year End Term ☐

Student's Name:	
Student Number:	
Field Placement:	
Field Instructor:	
Field Placement Dates:	

Please enclose <u>two</u> pieces of evidence of learning.

Please choose one example of evidence of learning from each of the two boxes below and indicate your choices by checking the appropriate boxes:

1. Process recordings:
   a. Verbatim recording –mid term ☐
   b. Verbatim or content recording – end term ☐

2. a. Case assessment ☐
   b. Summary report ☐
   c. Agency letters ☐
   d. Other (please identify) ☐ _____

_____ _____
Student's Signature Field Instructor's Signature

_____ _____
Date Date

Personal information on this form is collected pursuant to section 14 of the Lakehead University Act and will be used to coordinate and evaluate Social Work practicum for students in the HBSW program. The information will be disclosed only to the extent necessary for the effective operation, supervision, and assessment of the placement and, so, may be disclosed to School of Social Work administrative staff, potential agency placement sites, on-site and off-site field supervisors, faculty members who sit on the Field Placement Advisory Board, and the Director of the School of Social Work. Any questions on this collection should be directed to: Field Education/Admissions Coordinator, School of Social Work, Lakehead University, 955 Oliver Road, Thunder Bay, Ontario P7B 5E1; telephone: (807) 343-8556.

EVALUATION RATING SCALE

Please assign an appropriate rating from 1 to 4 by checking one of the numbers in each section of the Evaluation Form.

Note: Field instructors may indicate a mid point score (i.e. 1.5, 2.5 or 3.5) if this more adequately reflects student progress toward the next level of competency.

Rating Scale:

1	**Not Meeting Expectations:** The student demonstrates minimal knowledge, understanding or skill level.
2	**Beginning to Meet Expectations:** The student is beginning to approach an expected level of competence with appropriate attempts to use knowledge/skill in practice.
3	**Meeting Expectations:** The student demonstrates competency at an expected level, effectively applying knowledge and skill.
4	**Exceeding Expectations:** The student exceeds expectations and demonstrates effective application of knowledge and skill as part of his/her interpersonal style.
NA	**Not Applicable:** No basis to evaluate or too few pertinent activities available.

****

SECTION A - ORGANIZATIONAL CONTEXT OF PRACTICE

1. Demonstrates an understanding of the mandate, policies and procedures, of the organization.	1☐ 2☐ 3☐ 4☐ NA☐
2. Demonstrates compliance with the documentation and administrative requirements of the setting.	1☐ 2☐ 3☐ 4☐ NA☐
3. Demonstrates an understanding of the roles and responsibilities of social workers and other professionals in the placement setting.	1☐ 2☐ 3☐ 4☐ NA☐
4. Engages in discussion and suggests possible changes in services, policies and procedures to improve services to meet client needs.	1☐ 2☐ 3☐ 4☐ NA☐

Comments (Strengths/Learning goals)

Supervisor:	Student:

SECTION B – THE COMMUNITY CONTEXT OF PRACTICE

1. Demonstrates the ability to understand socio-economic, cultural and social policy influences on the client group.	1☐ 2☐ 3☐ 4☐ NA☐
2. Demonstrates an understanding of the special needs of the population served.	1☐ 2☐ 3☐ 4☐ NA☐
3. Demonstrates a working knowledge of community resources.	1☐ 2☐ 3☐ 4☐ NA☐
4. Demonstrates the ability to facilitate linkages within the agency and with other organizations that provide resources, services and opportunities.	1☐ 2☐ 3☐ 4☐ NA☐
5. Demonstrates sensitivity to the environmental context of the client's situation.	1☐ 2☐ 3☐ 4☐ NA☐
6. Demonstrates the ability to identify gaps in social programs and service delivery.	1☐ 2☐ 3☐ 4☐ NA☐

Comments (Strengths/Learning goals)

Supervisor:	Student:

SECTION C – SOCIAL WORK ACTION SKILLS IN A HELPING CONTEXT

(i) Problem Identification and Assessment Skills

1. Engages in, develops and maintains relationships with clients that are professional and purposeful.	1☐ 2☐ 3☐ 4☐ NA☐
2. Demonstrates the ability to collect relevant information from a variety of sources with an appropriate sense of timing.	1☐ 2☐ 3☐ 4☐ NA☐
3. Reformulates the problem as new or revised information is obtained.	1☐ 2☐ 3☐ 4☐ NA☐
4. Identifies strengths within the individual, group or family context.	1☐ 2☐ 3☐ 4☐ NA☐
5. Analyses the information, and is able to present it in the form of a written or verbal assessment, identifying major systems involved and relationship dynamics.	1☐ 2☐ 3☐ 4☐ NA☐
6. Actively engages the participation of significant others relevant to the situation.	1☐ 2☐ 3☐ 4☐ NA☐

Comments (Strengths/Learning goals)

Supervisor:	Student:

(ii) Planning Skills/Formulating Strategy – Intervention

1. Cooperatively establishes specific goals with clients/client groups.	1☐ 2☐ 3☐ 4☐ NA☐
2. Demonstrates an ability to select intervention strategies with clients, encouraging feedback.	1☐ 2☐ 3☐ 4☐ NA☐
3. Negotiates a clear and meaningful contract with client/s towards achieving change goals.	1☐ 2☐ 3☐ 4☐ NA☐
4. Demonstrates the ability to partialize the problem and prioritize activities.	1☐ 2☐ 3☐ 4☐ NA☐
5. Demonstrates the ability to make informed and appropriate choices between alternative intervention methods.	1☐ 2☐ 3☐ 4☐ NA☐
6. Designs and presents an appropriate intervention plan, clearly related to the assessment of the presenting situation.	1☐ 2☐ 3☐ 4☐ NA☐

Comments (Strengths/Learning goals)

Supervisor:	Student:

(iii) Intervention/Implementation Skills

1. Demonstrates the ability to assess relevant resources and their possible usefulness in alleviating the presenting situation.	1☐ 2☐ 3☐ 4☐ NA☐
2. Demonstrates the ability to relate theory to practice	1☐ 2☐ 3☐ 4☐ NA☐
3. Maintains focus and purpose in the change process.	1☐ 2☐ 3☐ 4☐ NA☐
4. Demonstrates the ability to identify potential barriers to change.	1☐ 2☐ 3☐ 4☐ NA☐
5. Demonstrates an ability to pace intervention to client capacity for change.	1☐ 2☐ 3☐ 4☐ NA☐
6. Demonstrates an ability to identify short and long term goals for change.	1☐ 2☐ 3☐ 4☐ NA☐
7. Encourages optimism and confidence in the client's problem-solving abilities.	1☐ 2☐ 3☐ 4☐ NA☐
8. Demonstrates the ability to respectfully challenge client when appropriate.	1☐ 2☐ 3☐ 4☐ NA☐

Comments (Strengths/Learning goals)

Supervisor:	Student:

(iv) Communication Skills

1. Demonstrates an ability to listen and observe.	1☐ 2☐ 3☐ 4☐ NA☐
2. Understands and utilizes verbal skills effectively with clients and client groups.	1☐ 2☐ 3☐ 4☐ NA☐
3. Observes, understands and utilizes non-verbal behaviour effectively.	1☐ 2☐ 3☐ 4☐ NA☐
4. Demonstrates awareness of the uses of communication skills to facilitate problem-solving and relationship building.	1☐ 2☐ 3☐ 4☐ NA☐
5. Demonstrates appropriate writing skills in completing documentation.	1☐ 2☐ 3☐ 4☐ NA☐
6. Demonstrates the ability to communicate understanding and empathy.	1☐ 2☐ 3☐ 4☐ NA☐
7. Demonstrates effective interpersonal communication skills with clients and colleagues.	1☐ 2☐ 3☐ 4☐ NA☐

Comments (Strengths/Learning goals)

Supervisor:	Student:

(v) Termination, Evaluation and Feedback Skills

1. Identifies potential closure issues and prepares client/s for disengagement in a timely and sensitive manner.	1☐ 2☐ 3☐ 4☐ NA☐
2. Engages the client in evaluating the extent to which goals were accomplished.	1☐ 2☐ 3☐ 4☐ NA☐
3. Can descriptively assess the effectiveness of the intervention approaches used.	1☐ 2☐ 3☐ 4☐ NA☐
4. Identifies ways in which individual, systemic or structural processes contributed to or interfered with client progress.	1☐ 2☐ 3☐ 4☐ NA☐
5. Accepts and responds professionally to feedback and incorporates feedback into developing practice skills.	1☐ 2☐ 3☐ 4☐ NA☐
6. Maintains detailed records in a format that facilitates evaluation.	1☐ 2☐ 3☐ 4☐ NA☐

Comments (Strengths/Learning goals)

Supervisor:	Student:

SECTION D –THE PROFESSIONAL CONTEXT OF PRACTICE

1. Demonstrates the professional use of self in the social work role.	1☐ 2☐ 3☐ 4☐ NA☐
2. Demonstrates sensitivity to diversity in professional practice.	1☐ 2☐ 3☐ 4☐ NA☐
3. Demonstrates commitment to professional development and shows initiative in the use of supervision, consultation and other learning opportunities.	1☐ 2☐ 3☐ 4☐ NA☐
4. Demonstrates the value base and ethical standards of the profession.	1☐ 2☐ 3☐ 4☐ NA☐
5. Demonstrates the ability to exercise confidentiality.	1☐ 2☐ 3☐ 4☐ NA☐
6. Develops effective working relationships with professional colleagues and contributes as part of "the team" in the setting.	1☐ 2☐ 3☐ 4☐ NA☐
7. Demonstrates beginning reflective practice and accurately evaluates what went well or did not go well in interactions with others.	1☐ 2☐ 3☐ 4☐ NA☐
8. Demonstrates an increasing capacity for independent practice as skills improve.	1☐ 2☐ 3☐ 4☐ NA☐
9. Demonstrates reliability and responsibility in the professional role.	1☐ 2☐ 3☐ 4☐ NA☐
10. Demonstrates effective time management skills.	1☐ 2☐ 3☐ 4☐ NA☐

Comments (Strengths/Learning goals)

Supervisor:	Student:

Please add additional page/s for comments as required.

FIELD PLACEMENT REVIEW

Description of Assignments

Students:

Please indicate the opportunities for learning experiences in the following areas:

1. Direct Service Involvements:

   I have worked with: Individuals ☐ Couples ☐ Families ☐ Groups ☐

2. Total number of meetings with Field Supervisor/s: _____

3. Please list your internal agency involvements (team meetings, orientation sessions, professional education opportunities, board meetings):

4. Please list community agencies you have contacted (agency visits, referrals, case consultation, committees):

5. Identify major educational opportunities (research, conferences, workshops):

Social Work 3500

End Term Evaluation

(To be submitted at final evaluation only)

Supervisor's Recommendations for Future Development Goals

Field Instructor's Evaluation:

Based on the student's level of performance, written evaluation and evidence of learning submitted, I would recommend:

Pass ☐ Fail ☐

Student's Feedback for Agency Regarding the Placement Experience

LAKEHEAD UNIVERSITY
School of Social Work
FOURTH YEAR (SW 4500) H.B.S.W.

Field Placement Evaluation

Fourth Year Mid Term ☐ Fourth Year End Term ☐

Student's Name:	
Student Number:	
Field Placement:	
Field Instructor:	
Field Placement Dates:	

Please enclose <u>two</u> pieces of evidence of learning.

Please choose one example of evidence of learning from each of the two boxes below and indicate your choices by checking the appropriate boxes:

1. Process recordings:

   a. Verbatim recording –mid term ☐
   b. Verbatim or content recording – end term ☐

2. a. Case assessment ☐
   b. Summary report ☐
   c. Agency letters ☐
   d. Other (please identify ☐ _____

_____ _____
Student's Signature Field Instructor's Signature

_____ _____
Date Date

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EVALUATION RATING SCALE

Please assign an appropriate rating from 1 to 4 by checking one of the numbers in each section of the Evaluation Form.

Note: Field instructors may indicate a mid point score (i.e. 1.5, 2.5 or 3.5) if this more adequately reflects student progress toward the next level of competency.

Rating Scale:

1	**Not Meeting Expectations:** The student demonstrates minimal knowledge, understanding or skill level.
2	**Beginning to Meet Expectations:** The student is beginning to approach an expected level of competence with appropriate attempts to use knowledge/skill in practice.
3	**Meeting Expectations:** The student demonstrates competency at an expected level, effectively applying knowledge and skill.
4	**Exceeding Expectations:** The student exceeds expectations and demonstrates effective application of knowledge and skill as part of his/her interpersonal style.
NA	**Not Applicable:** No basis to evaluate or too few pertinent activities available.

****

SECTION A - ORGANIZATIONAL CONTEXT OF PRACTICE

1. Demonstrates an understanding of the mandate, policies and procedures, of the organization.	1☐ 2☐ 3☐ 4☐ NA☐
2. Complies with the administrative requirements of the setting, including documentation, recordkeeping, team meetings and collegial consultation.	1☐ 2☐ 3☐ 4☐ NA☐
3. Engages in discussion and suggests possible changes in services, policies and procedures to better meet client needs.	1☐ 2☐ 3☐ 4☐ NA☐
4. Demonstrates a clear understanding of the strengths and limitations of service delivery to clients.	1☐ 2☐ 3☐ 4☐ NA☐
5. Effectively presents the settings professional services to clients, other agencies and to the community.	1☐ 2☐ 3☐ 4☐ NA☐

Comments (Strengths/Learning goals)

Supervisor:	Student:

SECTION B – THE COMMUNITY CONTEXT OF PRACTICE

1. Demonstrates the ability to understand socio-economic, cultural and political influences on client and community.	1☐ 2☐ 3☐ 4☐ NA☐
2. Demonstrates the ability to facilitate linkages within the agency and with other organizations that provide resources, services and opportunities.	1☐ 2☐ 3☐ 4☐ NA☐
3. Demonstrates sensitivity to the environmental context of the client's situation.	1☐ 2☐ 3☐ 4☐ NA☐
4. Demonstrates the ability to identify community issues and how they impact the client group.	1☐ 2☐ 3☐ 4☐ NA☐
5. Demonstrates a working knowledge of formal and informal community resources.	1☐ 2☐ 3☐ 4☐ NA☐
6. Identifies gaps in existing community resources and makes suggestions to fulfil unmet client needs.	1☐ 2☐ 3☐ 4☐ NA☐

Comments (Strengths/Learning goals)

Supervisor:	Student:

SECTION C – SOCIAL WORK ACTION SKILLS IN A HELPING CONTEXT

(i) Problem Identification and Assessment Skills

1. Engages in, develops and maintains relationships that respect the client/client group's experiences.	1☐ 2☐ 3☐ 4☐ NA☐
2. Identifies the socio-economic, cultural and community contexts of the presenting issue, and how these impact the situation.	1☐ 2☐ 3☐ 4☐ NA☐
3. Demonstrates appropriate interviewing and data collection skills with individuals, groups and systems.	1☐ 2☐ 3☐ 4☐ NA☐
4. Demonstrates the ability to collect the information required to complete a comprehensive assessment.	1☐ 2☐ 3☐ 4☐ NA☐
5. Identifies strengths within the individual, group or family context.	1☐ 2☐ 3☐ 4☐ NA☐
6. Demonstrates problem identification skills, including reformulating issues as new or revised information is obtained.	1☐ 2☐ 3☐ 4☐ NA☐
7. Uses theoretical concepts to analyze data and formulate a comprehensive assessment.	1☐ 2☐ 3☐ 4☐ NA☐

Comments (Strengths/Learning goals)

Supervisor:	Student:

(ii) Planning Skills/Formulating Strategy – Intervention

1. Achieves mutual definition of the issues and goals for change working in partnership with the client group.	1☐ 2☐ 3☐ 4☐ NA☐
2. Demonstrates an ability to clearly present objectives and an action plan.	1☐ 2☐ 3☐ 4☐ NA☐
3. Establishes a realistic time frame for achievement of goals.	1☐ 2☐ 3☐ 4☐ NA☐
4. Demonstrates a developing knowledge of the major theories and methods of relevant intervention models.	1☐ 2☐ 3☐ 4☐ NA☐
5. Selects and involves relevant others, agency and community resources to participate in the change process.	1☐ 2☐ 3☐ 4☐ NA☐
6. Prioritizes the activities of the intervention strategy according to importance and feasibility.	1☐ 2☐ 3☐ 4☐ NA☐

Comments (Strengths/Learning goals)

Supervisor:	Student:

(iii) Intervention/Implementation Skills

1. Demonstrates an ability to provide a balance between supporting and challenging the client system through the change process.	1☐ 2☐ 3☐ 4☐ NA☐
2. Practices assertive counselling skills and respectfully challenges client when appropriate.	1☐ 2☐ 3☐ 4☐ NA☐
3. Demonstrates an ability to pace intervention to client's capacity for change.	1☐ 2☐ 3☐ 4☐ NA☐
4. Shows creativity in engaging and intervening with clients, groups and communities.	1☐ 2☐ 3☐ 4☐ NA☐
5. Demonstrates an ability to anticipate and prepare for obstacles in the change process.	1☐ 2☐ 3☐ 4☐ NA☐
6. Responds appropriately to crisis situations.	1☐ 2☐ 3☐ 4☐ NA☐
7. Recognizes the emotional reactions of clients and deals with these in a therapeutic, goal-oriented manner.	1☐ 2☐ 3☐ 4☐ NA☐

Comments (Strengths/Learning goals)

Supervisor:	Student:

(iv) Communication Skills

1. Demonstrates awareness and purposeful use of communication skills to facilitate problem-solving and relationship building .	1☐ 2☐ 3☐ 4☐ NA☐
2. Understands and utilizes verbal skills effectively with diverse client groups.	1☐ 2☐ 3☐ 4☐ NA☐
3. Observes, understands and utilizes non-verbal behaviour effectively.	1☐ 2☐ 3☐ 4☐ NA☐
4. Utilizes effective communication and interviewing skills with relevant client systems.	1☐ 2☐ 3☐ 4☐ NA☐
5. Demonstrates the appropriate use of empathy, objectivity and flexibility.	1☐ 2☐ 3☐ 4☐ NA☐
6. Demonstrates self-awareness regarding personal patterns of emotional reaction and deals with these in an appropriate manner.	1☐ 2☐ 3☐ 4☐ NA☐
7. Demonstrates effective interpersonal and written communication skills with colleagues and other professionals.	1☐ 2☐ 3☐ 4☐ NA☐

Comments (Strengths/Learning goals)

Supervisor:	Student:

(v) Termination, Evaluation and Feedback Skills

1. Identifies the need for termination or referral and assumes timely responsibility for discharge preparation and planning.	1☐ 2☐ 3☐ 4☐ NA☐
2. Evaluates the effectiveness of the selected intervention approach.	1☐ 2☐ 3☐ 4☐ NA☐
3. Identifies individual and systemic barriers that may have interfered with the change process.	1☐ 2☐ 3☐ 4☐ NA☐
4. Engages the client in evaluating the extent to which goals were accomplished.	1☐ 2☐ 3☐ 4☐ NA☐
5. Responds professionally to feedback from clients, colleagues and Field Instructor and incorporates feedback in developing professional practice skills.	1☐ 2☐ 3☐ 4☐ NA☐
6. Demonstrates sensitivity to termination issues and shows self-awareness in disengaging with clients, colleagues and the agency system.	1☐ 2☐ 3☐ 4☐ NA☐
7. Maintains detailed records in a format that facilitates evaluation.	1☐ 2☐ 3☐ 4☐ NA☐

Comments (Strengths/Learning goals)

Supervisor:	Student:

SECTION D –THE PROFESSIONAL CONTEXT OF PRACTICE

1. Demonstrates the ability to discriminate the role and activities of social workers from those of other professionals.	1☐ 2☐ 3☐ 4☐ NA☐
2. Demonstrates commitment to professional development and shows initiative in the use of supervision, consultation and other learning opportunities.	1☐ 2☐ 3☐ 4☐ NA☐
3. Demonstrates self-awareness and an openness to examining personal beliefs, values and reactions.	1☐ 2☐ 3☐ 4☐ NA☐
4. Demonstrates positive and consistent use of social work principles, values, ethics and knowledge in professional interactions.	1☐ 2☐ 3☐ 4☐ NA☐
5. Demonstrates the ability to exercise confidentiality.	1☐ 2☐ 3☐ 4☐ NA☐
6. Demonstrates sensitivity to diversity in professional practice.	1☐ 2☐ 3☐ 4☐ NA☐
7. Demonstrates good time management skills and the ability to deal with student workload and placement demands.	1☐ 2☐ 3☐ 4☐ NA☐
8. Develops effective working relationships with professional colleagues and contributes as part of "the team" in the setting.	1☐ 2☐ 3☐ 4☐ NA☐
9. Demonstrates reflective practice and awareness of strengths, as well as areas requiring further development.	1☐ 2☐ 3☐ 4☐ NA☐
10. Demonstrates capacity for independent practice.	1☐ 2☐ 3☐ 4☐ NA☐

Comments (Strengths/Learning goals)

Supervisor:	Student:

Please add additional page/s for comments as required.

FIELD PLACEMENT REVIEW

Description of Assignments

Students:

Please indicate the opportunities for learning experiences in the following areas:

1. Direct Service Involvements:

   I have worked with: Individuals ☐ Couples ☐ Families ☐ Groups ☐

2. Total number of meetings with Field Supervisor/s: _____

3. Please list your internal agency involvements (team meetings, orientation sessions, professional education opportunities, board meetings):

4. Please list community agencies you have contacted (agency visits, referrals, case consultation, committees):

5. Identify major educational opportunities (research, conferences, workshops):

Social Work 4500

End Term Evaluation

(To be submitted at final evaluation only)

Supervisor's Recommendations for Future Development Goals

Field Instructor's Evaluation:

Based on the student's level of performance, written evaluation and evidence of learning submitted, I would recommend:

Pass ☐ Fail ☐

Student's Feedback for Agency Regarding the Placement Experience

LAKEHEAD UNIVERSITY

School of Social Work

One Year H.B.S.W. Field Placement Evaluation Guidelines

Please Note:

The One Year H.B.S.W. (SW 3500/SW 4501) evaluations that follow are to be utilized for One Year Students who are completing the combined SW 3500 and SW 4501, **100-day** field practicum.

A one year split placement (two separate placement experiences) can be requested only if the student has unique extenuating circumstances or if the second half of placement will be completed internationally. If a one year split placement is requested and approved, the student will be required to complete a 50 day third year practicum (SW 3500) and a 60 day fourth year practicum (SW 4501) for a total of 110 placement days.

One Year students completing two distinct placements at different sites are to be evaluated using the

Third Year (3500) mid term and end term evaluations for the first **50-day** practicum.

Fourth Year (4500) mid term and end term evaluations for the second **60-day** practicum.

LAKEHEAD UNIVERSITY
School of Social Work
ONE YEAR H.B.S.W. (SW 3500/SW 4501) 100-DAY -PLACEMENT

Field Placement Evaluation

One Year Mid Term

Student's Name:	
Student Number:	
Field Placement:	
Field Instructor:	
Field Placement Dates:	

Please enclose two pieces of evidence of learning.

Please choose one example of evidence of learning from each of the two boxes below and indicate your choices by checking the appropriate boxes:

1. Process recordings:

   a. Verbatim recording –mid term ☐

2. a. Case assessment ☐
   b. Summary report ☐
   c. Agency letters ☐
   d. Other (please identify ☐ _____

_____ _____
Student's Signature Field Instructor's Signature

_____ _____
Date Date

Personal information on this form is collected pursuant to section 14 of the Lakehead University Act and will be used to coordinate and evaluate Social Work practicum for students in the HBSW program. The information will be disclosed only to the extent necessary for the effective operation, supervision, and assessment of the placement and, so, may be disclosed to School of Social Work administrative staff, potential agency placement sites, on-site and off-site field supervisors, faculty members who sit on the Field Placement Advisory Board, and the Director of the School of Social Work. Any questions on this collection should be directed to: Field Education/Admissions Coordinator, School of Social Work, Lakehead University, 955 Oliver Road, Thunder Bay, Ontario P7B 5E1; telephone: (807) 343-8556.

EVALUATION RATING SCALE

Please assign an appropriate rating from 1 to 4 by checking one of the numbers in each section of the Evaluation Form.

Note: Field instructors may indicate a mid point score (i.e. 1.5, 2.5 or 3.5) if this more adequately reflects student progress toward the next level of competency.

Rating Scale:

1	**Not Meeting Expectations:** The student demonstrates minimal knowledge, understanding or skill level.
2	**Beginning to Meet Expectations:** The student is beginning to approach an expected level of competence with appropriate attempts to use knowledge/skill in practice.
3	**Meeting Expectations:** The student demonstrates competency at an expected level, effectively applying knowledge and skill.
4	**Exceeding Expectations:** The student exceeds expectations and demonstrates effective application of knowledge and skill as part of his/her interpersonal style.
NA	**Not Applicable:** No basis to evaluate or too few pertinent activities available.

****

SECTION A - ORGANIZATIONAL CONTEXT OF PRACTICE

1. Demonstrates an understanding of the mandate, policies and procedures, of the organization.	1☐ 2☐ 3☐ 4☐ NA☐
2. Demonstrates compliance with the documentation and administrative requirements of the setting.	1☐ 2☐ 3☐ 4☐ NA☐
3. Demonstrates an understanding of the roles and responsibilities of social workers and other professionals in the placement setting.	1☐ 2☐ 3☐ 4☐ NA☐
4. Engages in discussion and suggests possible changes in services, policies and procedures to improve services to meet client needs.	1☐ 2☐ 3☐ 4☐ NA☐

Comments (Strengths/Learning goals)

Supervisor:	Student:

SECTION B – THE COMMUNITY CONTEXT OF PRACTICE

1. Demonstrates the ability to understand socio-economic, cultural and social policy influences on the client group.	1☐ 2☐ 3☐ 4☐ NA☐
2. Demonstrates an understanding of the special needs of the population served.	1☐ 2☐ 3☐ 4☐ NA☐
3. Demonstrates a working knowledge of community resources.	1☐ 2☐ 3☐ 4☐ NA☐
4. Demonstrates the ability to facilitate linkages within the agency and with other organizations that provide resources, services and opportunities.	1☐ 2☐ 3☐ 4☐ NA☐
5. Demonstrates sensitivity to the environmental context of the client's situation.	1☐ 2☐ 3☐ 4☐ NA☐
6. Demonstrates the ability to identify gaps in social programs and service delivery.	1☐ 2☐ 3☐ 4☐ NA☐

Comments (Strengths/Learning goals)

Supervisor:	Student:

SECTION C – SOCIAL WORK ACTION SKILLS IN A HELPING CONTEXT

(i) Problem Identification and Assessment Skills

1. Engages in, develops and maintains relationships with clients that are professional and purposeful.	1☐ 2☐ 3☐ 4☐ NA☐
2. Demonstrates the ability to collect relevant information from a variety of sources with an appropriate sense of timing.	1☐ 2☐ 3☐ 4☐ NA☐
3. Reformulates the problem as new or revised information is obtained.	1☐ 2☐ 3☐ 4☐ NA☐
4. Identifies strengths within the individual, group or family context.	1☐ 2☐ 3☐ 4☐ NA☐
5. Analyses the information, and is able to present it in the form of a written or verbal assessment, identifying major systems involved and relationship dynamics.	1☐ 2☐ 3☐ 4☐ NA☐
6. Actively engages the participation of significant others relevant to the situation.	1☐ 2☐ 3☐ 4☐ NA☐

Comments (Strengths/Learning goals)

Supervisor:	Student:

(ii) Planning Skills/Formulating Strategy – Intervention

1. Cooperatively establishes specific goals with clients/client groups.	1☐ 2☐ 3☐ 4☐ NA☐
2. Demonstrates an ability to select intervention strategies with clients, encouraging feedback.	1☐ 2☐ 3☐ 4☐ NA☐
3. Negotiates a clear and meaningful contract with client/s towards achieving change goals.	1☐ 2☐ 3☐ 4☐ NA☐
4. Demonstrates the ability to partialize the problem and prioritize activities.	1☐ 2☐ 3☐ 4☐ NA☐
5. Demonstrates the ability to make informed and appropriate choices between alternative intervention methods.	1☐ 2☐ 3☐ 4☐ NA☐
6. Designs and presents an appropriate intervention plan, clearly related to the assessment of the presenting situation.	1☐ 2☐ 3☐ 4☐ NA☐

Comments (Strengths/Learning goals)

Supervisor:	Student:

(iii) Intervention/Implementation Skills

1. Demonstrates the ability to assess relevant resources and their possible usefulness in alleviating the presenting situation.	1☐ 2☐ 3☐ 4☐ NA☐
2. Demonstrates the ability to relate theory to practice	1☐ 2☐ 3☐ 4☐ NA☐
3. Maintains focus and purpose in the change process.	1☐ 2☐ 3☐ 4☐ NA☐
4. Demonstrates the ability to identify potential barriers to change.	1☐ 2☐ 3☐ 4☐ NA☐
5. Demonstrates an ability to pace intervention to client capacity for change.	1☐ 2☐ 3☐ 4☐ NA☐
6. Demonstrates an ability to identify short and long term goals for change.	1☐ 2☐ 3☐ 4☐ NA☐
7. Encourages optimism and confidence in the client's problem-solving abilities.	1☐ 2☐ 3☐ 4☐ NA☐
8. Demonstrates the ability to respectfully challenge client when appropriate.	1☐ 2☐ 3☐ 4☐ NA☐

Comments (Strengths/Learning goals)

Supervisor:	Student:

(iv) Communication Skills

1. Demonstrates an ability to listen and observe.	1☐ 2☐ 3☐ 4☐ NA☐
2. Understands and utilizes verbal skills effectively with clients and client groups.	1☐ 2☐ 3☐ 4☐ NA☐
3. Observes, understands and utilizes non-verbal behaviour effectively.	1☐ 2☐ 3☐ 4☐ NA☐
4. Demonstrates awareness of the uses of communication skills to facilitate problem-solving and relationship building.	1☐ 2☐ 3☐ 4☐ NA☐
5. Demonstrates appropriate writing skills in completing documentation.	1☐ 2☐ 3☐ 4☐ NA☐
6. Demonstrates the ability to communicate understanding and empathy.	1☐ 2☐ 3☐ 4☐ NA☐
7. Demonstrates effective interpersonal communication skills with clients and colleagues.	1☐ 2☐ 3☐ 4☐ NA☐

Comments (Strengths/Learning goals)

Supervisor:	Student:

(v) Termination, Evaluation and Feedback Skills

1. Identifies potential closure issues and prepares client/s for disengagement in a timely and sensitive manner.	1☐ 2☐ 3☐ 4☐ NA☐
2. Engages the client in evaluating the extent to which goals were accomplished.	1☐ 2☐ 3☐ 4☐ NA☐
3. Can descriptively assess the effectiveness of the intervention approaches used.	1☐ 2☐ 3☐ 4☐ NA☐
4. Identifies ways in which individual, systemic or structural processes contributed to or interfered with client progress.	1☐ 2☐ 3☐ 4☐ NA☐
5. Accepts and responds professionally to feedback and incorporates feedback into developing practice skills.	1☐ 2☐ 3☐ 4☐ NA☐
6. Maintains detailed records in a format that facilitates evaluation.	1☐ 2☐ 3☐ 4☐ NA☐

Comments (Strengths/Learning goals)

Supervisor:	Student:

SECTION D –THE PROFESSIONAL CONTEXT OF PRACTICE

1. Demonstrates the professional use of self in the social work role.	1☐ 2☐ 3☐ 4☐ NA☐
2. Demonstrates sensitivity to diversity in professional practice.	1☐ 2☐ 3☐ 4☐ NA☐
3. Demonstrates commitment to professional development and shows initiative in the use of supervision, consultation and other learning opportunities.	1☐ 2☐ 3☐ 4☐ NA☐
4. Demonstrates the value base and ethical standards of the profession.	1☐ 2☐ 3☐ 4☐ NA☐
5. Demonstrates the ability to exercise confidentiality.	1☐ 2☐ 3☐ 4☐ NA☐
6. Develops effective working relationships with professional colleagues and contributes as part of "the team" in the setting.	1☐ 2☐ 3☐ 4☐ NA☐
7. Demonstrates beginning reflective practice and accurately evaluates what went well or did not go well in interactions with others.	1☐ 2☐ 3☐ 4☐ NA☐
8. Demonstrates an increasing capacity for independent practice as skills improve.	1☐ 2☐ 3☐ 4☐ NA☐
9. Demonstrates reliability and responsibility in the professional role.	1☐ 2☐ 3☐ 4☐ NA☐
10. Demonstrates effective time management skills.	1☐ 2☐ 3☐ 4☐ NA☐

Comments (Strengths/Learning goals)

Supervisor:	Student:

Please add additional page/s for comments as required.

FIELD PLACEMENT REVIEW

Description of Assignments

Students:

Please indicate the opportunities for learning experiences in the following areas:

1. Direct Service Involvements:

   I have worked with: Individuals ☐ Couples ☐ Families ☐ Groups ☐

2. Total number of meetings with Field Supervisor/s:

3. Please list your internal agency involvements (team meetings, orientation sessions, professional education opportunities, board meetings):

4. Please list community agencies you have contacted (agency visits, referrals, case consultation, committees):

5. Identify major educational opportunities (research, conferences, workshops):

LAKEHEAD UNIVERSITY
School of Social Work
ONE YEAR H.B.S.W. (SW 3500/SW 4501) 100-DAY PLACEMENT

Field Placement Evaluation

One Year End Term

Student's Name:	
Student Number:	
Field Placement:	
Field Instructor:	
Field Placement Dates:	

Please enclose two pieces of evidence of learning.

Please choose one example of evidence of learning from each of the two boxes below and indicate your choices by checking the appropriate boxes:

1. Process recordings: a. Verbatim or content recording ☐
2. a. Case assessment ☐ b. Summary report ☐ c. Agency letter ☐ d. Other (please identify ☐ _____

_____ _____
Student's Signature Field Instructor's Signature

_____ _____
Date Date

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EVALUATION RATING SCALE

Please assign an appropriate rating from 1 to 4 by checking one of the numbers in each section of the Evaluation Form.

Note: Field instructors may indicate a mid point score (i.e. 1.5, 2.5 or 3.5) if this more adequately reflects student progress toward the next level of competency.

Rating Scale:

1	**Not Meeting Expectations:** The student demonstrates minimal knowledge, understanding or skill level.
2	**Beginning to Meet Expectations:** The student is beginning to approach an expected level of competence with appropriate attempts to use knowledge/skill in practice.
3	**Meeting Expectations:** The student demonstrates competency at an expected level, effectively applying knowledge and skill.
4	**Exceeding Expectations:** The student exceeds expectations and demonstrates effective application of knowledge and skill as part of his/her interpersonal style.
NA	**Not Applicable:** No basis to evaluate or too few pertinent activities available.

****

SECTION A - ORGANIZATIONAL CONTEXT OF PRACTICE

1. Demonstrates an understanding of the mandate, policies and procedures, of the organization.	1☐ 2☐ 3☐ 4☐ NA☐
2. Complies with the administrative requirements of the setting, including documentation, recordkeeping, team meetings and collegial consultation.	1☐ 2☐ 3☐ 4☐ NA☐
3. Engages in discussion and suggests possible changes in services, policies and procedures to better meet client needs.	1☐ 2☐ 3☐ 4☐ NA☐
4. Demonstrates a clear understanding of the strengths and limitations of service delivery to clients.	1☐ 2☐ 3☐ 4☐ NA☐
5. Effectively presents the settings professional services to clients, other agencies and to the community.	1☐ 2☐ 3☐ 4☐ NA☐

Comments (Strengths/Learning goals)

Supervisor:	Student:

SECTION B – THE COMMUNITY CONTEXT OF PRACTICE

1. Demonstrates the ability to understand socio-economic, cultural and political influences on client and community.	1☐ 2☐ 3☐ 4☐ NA☐
2. Demonstrates the ability to facilitate linkages within the agency and with other organizations that provide resources, services and opportunities.	1☐ 2☐ 3☐ 4☐ NA☐
3. Demonstrates sensitivity to the environmental context of the client's situation.	1☐ 2☐ 3☐ 4☐ NA☐
4. Demonstrates the ability to identify community issues and how they impact the client group.	1☐ 2☐ 3☐ 4☐ NA☐
5. Demonstrates a working knowledge of formal and informal community resources.	1☐ 2☐ 3☐ 4☐ NA☐
6. Identifies gaps in existing community resources and makes suggestions to fulfil unmet client needs.	1☐ 2☐ 3☐ 4☐ NA☐

Comments (Strengths/Learning goals)

Supervisor:	Student:

SECTION C – SOCIAL WORK ACTION SKILLS IN A HELPING CONTEXT

(i) Problem Identification and Assessment Skills

1. Engages in, develops and maintains relationships that respect the client/client group's experiences.	1☐ 2☐ 3☐ 4☐ NA☐
2. Identifies the socio-economic, cultural and community contexts of the presenting issue, and how these impact the situation.	1☐ 2☐ 3☐ 4☐ NA☐
3. Demonstrates appropriate interviewing and data collection skills with individuals, groups and systems.	1☐ 2☐ 3☐ 4☐ NA☐
4. Demonstrates the ability to collect the information required to complete a comprehensive assessment.	1☐ 2☐ 3☐ 4☐ NA☐
5. Identifies strengths within the individual, group or family context.	1☐ 2☐ 3☐ 4☐ NA☐
6. Demonstrates problem identification skills, including reformulating issues as new or revised information is obtained.	1☐ 2☐ 3☐ 4☐ NA☐
7. Uses theoretical concepts to analyze data and formulate a comprehensive assessment.	1☐ 2☐ 3☐ 4☐ NA☐

Comments (Strengths/Learning goals)

Supervisor:	Student:

(ii) Planning Skills/Formulating Strategy – Intervention

1. Achieves mutual definition of the issues and goals for change working in partnership with the client group.	1☐ 2☐ 3☐ 4☐ NA☐
2. Demonstrates an ability to clearly present objectives and an action plan.	1☐ 2☐ 3☐ 4☐ NA☐
3. Establishes a realistic time frame for achievement of goals.	1☐ 2☐ 3☐ 4☐ NA☐
4. Demonstrates a developing knowledge of the major theories and methods of relevant intervention models.	1☐ 2☐ 3☐ 4☐ NA☐
5. Selects and involves relevant others, agency and community resources to participate in the change process.	1☐ 2☐ 3☐ 4☐ NA☐
6. Prioritizes the activities of the intervention strategy according to importance and feasibility.	1☐ 2☐ 3☐ 4☐ NA☐

Comments (Strengths/Learning goals)

Supervisor:	Student:

(iii) Intervention/Implementation Skills

1. Demonstrates an ability to provide a balance between supporting and challenging the client system through the change process.	1☐ 2☐ 3☐ 4☐ NA☐
2. Practices assertive counselling skills and respectfully challenges client when appropriate.	1☐ 2☐ 3☐ 4☐ NA☐
3. Demonstrates an ability to pace intervention to client's capacity for change.	1☐ 2☐ 3☐ 4☐ NA☐
4. Shows creativity in engaging and intervening with clients, groups and communities.	1☐ 2☐ 3☐ 4☐ NA☐
5. Demonstrates an ability to anticipate and prepare for obstacles in the change process.	1☐ 2☐ 3☐ 4☐ NA☐
6. Responds appropriately to crisis situations.	1☐ 2☐ 3☐ 4☐ NA☐
7. Recognizes the emotional reactions of clients and deals with these in a therapeutic, goal-oriented manner.	1☐ 2☐ 3☐ 4☐ NA☐

Comments (Strengths/Learning goals)

Supervisor:	Student:

(iv) Communication Skills

1. Demonstrates awareness and purposeful use of communication skills to facilitate problem-solving and relationship building .	1☐ 2☐ 3☐ 4☐ NA☐
2. Understands and utilizes verbal skills effectively with diverse client groups.	1☐ 2☐ 3☐ 4☐ NA☐
3. Observes, understands and utilizes non-verbal behaviour effectively.	1☐ 2☐ 3☐ 4☐ NA☐
4. Utilizes effective communication and interviewing skills with relevant client systems.	1☐ 2☐ 3☐ 4☐ NA☐
5. Demonstrates the appropriate use of empathy, objectivity and flexibility.	1☐ 2☐ 3☐ 4☐ NA☐
6. Demonstrates self-awareness regarding personal patterns of emotional reaction and deals with these in an appropriate manner.	1☐ 2☐ 3☐ 4☐ NA☐
7. Demonstrates effective interpersonal and written communication skills with colleagues and other professionals.	1☐ 2☐ 3☐ 4☐ NA☐

Comments (Strengths/Learning goals)

Supervisor:	Student:

(v) Termination, Evaluation and Feedback Skills

1. Identifies the need for termination or referral and assumes timely responsibility for discharge preparation and planning.	1☐ 2☐ 3☐ 4☐ NA☐
2. Evaluates the effectiveness of the selected intervention approach.	1☐ 2☐ 3☐ 4☐ NA☐
3. Identifies individual and systemic barriers that may have interfered with the change process.	1☐ 2☐ 3☐ 4☐ NA☐
4. Engages the client in evaluating the extent to which goals were accomplished.	1☐ 2☐ 3☐ 4☐ NA☐
5. Responds professionally to feedback from clients, colleagues and Field Instructor and incorporates feedback in developing professional practice skills.	1☐ 2☐ 3☐ 4☐ NA☐
6. Demonstrates sensitivity to termination issues and shows self-awareness in disengaging with clients, colleagues and the agency system.	1☐ 2☐ 3☐ 4☐ NA☐
7. Maintains detailed records in a format that facilitates evaluation.	1☐ 2☐ 3☐ 4☐ NA☐

Comments (Strengths/Learning goals)

Supervisor:	Student:

SECTION D –THE PROFESSIONAL CONTEXT OF PRACTICE

1. Demonstrates the ability to discriminate the role and activities of social workers from those of other professionals.	1☐ 2☐ 3☐ 4☐ NA☐
2. Demonstrates commitment to professional development and shows initiative in the use of supervision, consultation and other learning opportunities.	1☐ 2☐ 3☐ 4☐ NA☐
3. Demonstrates self-awareness and an openness to examining personal beliefs, values and reactions.	1☐ 2☐ 3☐ 4☐ NA☐
4. Demonstrates positive and consistent use of social work principles, values, ethics and knowledge in professional interactions.	1☐ 2☐ 3☐ 4☐ NA☐
5. Demonstrates the ability to exercise confidentiality.	1☐ 2☐ 3☐ 4☐ NA☐
6. Demonstrates sensitivity to diversity in professional practice.	1☐ 2☐ 3☐ 4☐ NA☐
7. Demonstrates good time management skills and the ability to deal with student workload and placement demands.	1☐ 2☐ 3☐ 4☐ NA☐
8. Develops effective working relationships with professional colleagues and contributes as part of "the team" in the setting.	1☐ 2☐ 3☐ 4☐ NA☐
9. Demonstrates reflective practice and awareness of strengths, as well as areas requiring further development.	1☐ 2☐ 3☐ 4☐ NA☐
10. Demonstrates capacity for independent practice.	1☐ 2☐ 3☐ 4☐ NA☐

Comments (Strengths/Learning goals)

Supervisor:	Student:

Please add additional page/s for comments as required.

FIELD PLACEMENT REVIEW

Description of Assignments

Students:

Please indicate the opportunities for learning experiences in the following areas:

1. Direct Service Involvements:

   I have worked with: Individuals ☐ Couples ☐ Families ☐ Groups ☐

2. Total number of meetings with Field Supervisor/s:

3. Please list your internal agency involvements (team meetings, orientation sessions, professional education opportunities, board meetings):

4. Please list community agencies you have contacted (agency visits, referrals, case consultation, committees):

5. Identify major educational opportunities (research, conferences, workshops):

One Year H.B.S.W.

End Term Evaluation

(To be submitted at final evaluation only)

Supervisor's Recommendations for Future Development Goals

Field Instructor's Evaluation:

Based on the student's level of performance, written evaluation and evidence of learning submitted, I would recommend:

Pass ☐ Fail ☐

Student's Feedback for Agency Regarding the Placement Experience

LAKEHEAD UNIVERSITY
School of Social Work

H.B.S.W. Field Placement Evaluation Form

MACRO/COMMUNITY DEVELOPMENT/RESEARCH PLACEMENT SETTING

This evaluation format will be useful for a student completing a macro, community development, or research focused field practicum.

Evaluation of student performance should be based on the established learning goals/objectives, identifying the development of knowledge and skills during the field placement. Clarifying comments or examples may be provided throughout the evaluation form in addition to ranking the student on the rating scale.

LAKEHEAD UNIVERSITY
School of Social Work
HBSW Macro/Community Development/Research Placement Evaluation Form

Third year mid term ☐ End term ☐

Fourth year mid term ☐ End term ☐

One-year mid term ☐ End term ☐

Student's Name:	
Student Number:	
Field Placement:	
Field Instructor:	
Field Placement Dates:	

Please select 2 examples of evidence of learning:

a. Research Project or Development Report ☐
b. An analysis of the client population served ☐
c. An analysis of the social work role at the agency ☐
d. Manual ☐
e. Program summary/proposal ☐
f. Group work analysis ☐
g. Literature review ☐
h. Other (please specify) ☐ _____

_____ _____
Student's Signature *Field Instructor's Signature*

_____ _____
Date *Date*

Personal information on this form is collected pursuant to section 14 of the Lakehead University Act and will be used to coordinate and evaluate Social Work practicum for students in the HBSW program. The information will be disclosed only to the extent necessary for the effective operation, supervision, and assessment of the placement and, so, may be disclosed to School of Social Work administrative staff, potential agency placement sites, on-site and off-site field supervisors, faculty members who sit on the Field Placement Advisory Board, and the Director of the School of Social Work. Any questions on this collection should be directed to: Field Education/Admissions Coordinator, School of Social Work, Lakehead University, 955 Oliver Road, Thunder Bay, Ontario P7B 5E1; telephone: (807) 343-8556.

EVALUATION RATING SCALE

Please assign an appropriate rating from 1 to 4 by checking one of the numbers in each section of the Evaluation Form.

Note: Field instructors may indicate a mid point score (i.e. 1.5, 2.5 or 3.5) if this more adequately reflects student progress toward the next level of competency.

Rating Scale:

1	**Not Meeting Expectations:** The student demonstrates minimal knowledge, understanding or skill level.
2	**Beginning to Meet Expectations:** The student is beginning to approach an expected level of competence with appropriate attempts to use knowledge/skill in practice.
3	**Meeting Expectations:** The student demonstrates competency at an expected level, effectively applying knowledge and skill.
4	**Exceeding Expectations:** The student exceeds expectations and demonstrates effective application of knowledge and skill as part of his/her interpersonal style.
NA	**Not Applicable:** No basis to evaluate or too few pertinent activities available.

****

SECTION A - ORGANIZATIONAL CONTEXT OF PRACTICE

1. Demonstrates understanding of the mandate, policies, procedures, services and issues of accountability in the organization.	1☐ 2☐ 3 ☐4☐ NA☐
2. Complies with the administrative requirements of the setting, including documentation, record-keeping, team meetings and collegial consultation.	1☐ 2☐ 3 ☐4☐ NA☐
3. Engages in discussion and suggests possible changes in services, policies and procedures to improve effectiveness and service delivery.	1☐ 2☐ 3 ☐4☐ NA☐
4. Demonstrates a clear understanding of the strengths and limitations of service delivery to clients.	1☐ 2☐ 3 ☐4☐ NA☐
5. Effectively presents the setting's professional services to clients, other agencies and to the community.	1☐ 2☐ 3 ☐4☐ NA☐
6. Develops effective working relationships with colleagues and consumers and contributes as part of the team in the setting.	1☐ 2☐ 3 ☐4☐ NA☐
7. Demonstrates an understanding of the organization in the context of the social services in the broader community.	1☐ 2☐ 3 ☐4☐ NA☐

Comments (Strengths/Learning goals)

Supervisor:	Student:

SECTION B – THE COMMUNITY CONTEXT OF PRACTICE

1. Demonstrates the ability to understand socio-economic, cultural and social policy influences on client/community/project.	1☐ 2☐ 3 ☐4☐ NA☐
2. Demonstrates the ability to facilitate linkages within the agency and with other systems that provide resources, services and opportunities.	1☐ 2☐ 3 ☐4☐ NA☐
3. Demonstrates the ability to locate and network with individuals, groups and organizations to serve as resources, including those outside of the formal social services network.	1☐ 2☐ 3 ☐4☐ NA☐
4. Demonstrates the ability to identify community issues and how they impact the client group.	1☐ 2☐ 3 ☐4☐ NA☐
5. Demonstrates a working knowledge of existing community resources.	1☐ 2☐ 3 ☐4☐ NA☐
6. Identifies gaps in existing community resources and makes suggestions to fulfil unmet client or community needs.	1☐ 2☐ 3 ☐4☐ NA☐

Comments (Strengths/Learning goals)

Supervisor:	Student:

SECTION C – SOCIAL WORK ACTION SKILLS IN A HELPING CONTEXT

(i) Problem Identification and Assessment Skills

1. Engages in, develops and maintains relationships that respect clients/consumers, community members and co-workers.	1☐ 2☐ 3 ☐4☐ NA☐
2. Demonstrates an awareness of the various influences of societal oppression that impact the organization or client group.	1☐ 2☐ 3 ☐4☐ NA☐
3. Demonstrates a political awareness of the impact of policy and legislation upon client systems, communities and organizations.	1☐ 2☐ 3 ☐4☐ NA☐
4. Demonstrates the ability to obtain information necessary for assessment, research or proposal writing.	1☐ 2☐ 3 ☐4☐ NA☐
5. Demonstrates the ability to analyse written materials such as policy, research and legislation.	1☐ 2☐ 3 ☐4☐ NA☐

Comments (Strengths/Learning goals)

Supervisor:	Student:

(ii) Planning Skills/Formulating Strategy – Intervention

1. Demonstrates creativity and organization in fund-raising, data gathering, and community engagement activities.	1☐ 2☐ 3 ☐4☐ NA☐
2. Works collaboratively to develop goals for change and an action plan.	1☐ 2☐ 3 ☐4☐ NA☐
3. Demonstrates the ability to reformulate the issue as new information is obtained.	1☐ 2☐ 3 ☐4☐ NA☐
4. Understands the role of advocacy and is able to act effectively in this role.	1☐ 2☐ 3 ☐4☐ NA☐
5. Demonstrates familiarity with the major theories and methods of relevant intervention models.	1☐ 2☐ 3 ☐4☐ NA☐
6. Establishes a realistic time frame for achievement of goals.	1☐ 2☐ 3 ☐4☐ NA☐

Comments (Strengths/Learning goals)

Supervisor:	Student:

(iii) Intervention/Implementation Skills

1. Demonstrates an ability to empower and support the client system/community through the change process.	1☐ 2☐ 3 ☐4☐ NA☐
2. Demonstrates an ability to be assertive when appropriate, and respectfully challenges clients/community members/co-workers.	1☐ 2☐ 3 ☐4☐ NA☐
3. Demonstrates an ability to prioritize activities of strategic intervention according to feasibility and importance.	1☐ 2☐ 3 ☐4☐ NA☐
4. Demonstrates the ability to identify potential barriers to the change process.	1☐ 2☐ 3 ☐4☐ NA☐
5. Recognizes the emotional reactions of others and deals with these in an appropriate manner.	1☐ 2☐ 3 ☐4☐ NA☐
6. Intervenes effectively in a planned, appropriate way with specific objectives.	1☐ 2☐ 3 ☐4☐ NA☐
7. Demonstrates the ability to recall, record and analyse content of meetings and sessions.	1☐ 2☐ 3 ☐4☐ NA☐

Comments (Strengths/Learning goals)

Supervisor:	Student:

(iv) Communication Skills

1. Uses communication skills effectively to facilitate problem-solving and relationship building.	1☐ 2☐ 3 ☐4☐ NA☐
2. Utilizes effective communication and interviewing skills with relevant client systems.	1☐ 2☐ 3 ☐4☐ NA☐
3. Demonstrates the ability to describe and understand the importance of non-verbal behaviour.	1☐ 2☐ 3 ☐4☐ NA☐
4. Demonstrates the appropriate use of empathy, objectivity and flexibility.	1☐ 2☐ 3 ☐4☐ NA☐
5. Demonstrates self-awareness regarding personal patterns of emotional reaction and deals with these in an appropriate manner.	1☐ 2☐ 3 ☐4☐ NA☐
6. Demonstrates effective interpersonal and written communication skills with colleagues and other professionals.	1☐ 2☐ 3 ☐4☐ NA☐
7. Works effectively with groups and committees.	1☐ 2☐ 3 ☐4☐ NA☐

Comments (Strengths/Learning goals)

Supervisor:	Student:

(v) Termination, Evaluation and Feedback Skills

1. Demonstrates an ability to be sensitive to termination issues and terminates in a planned and effective way.	1☐ 2☐ 3 ☐4☐ NA☐
2. Engages relevant others in evaluating the extent to which goals were accomplished.	1☐ 2☐ 3 ☐4☐ NA☐
3. Evaluates the effectiveness of the selected intervention approach.	1☐ 2☐ 3 ☐4☐ NA☐
4. Identifies ways in which processes contributed to or interfered with progress in the change effort.	1☐ 2☐ 3 ☐4☐ NA☐
5. Maintains detailed records in a format that facilitates evaluation and feedback.	1☐ 2☐ 3 ☐4☐ NA☐

Comments (Strengths/Learning goals)

Supervisor:	Student:

SECTION D –THE PROFESSIONAL CONTEXT OF PRACTICE

1. Demonstrates the ability to discriminate the role and activities of social workers from those of other professionals.	1☐ 2☐ 3 ☐4☐ NA☐
2. Demonstrates commitment to professional development and shows initiative in the use of supervision, consultation and other learning opportunities.	1☐ 2☐ 3 ☐4☐ NA☐
3. Demonstrates persistence, flexibility and creativity in responding to the difficulties and frustrations of practice.	1☐ 2☐ 3 ☐4☐ NA☐
4. Demonstrates self-awareness and openness to examining personal beliefs, values and reactions.	1☐ 2☐ 3 ☐4☐ NA☐
5. Demonstrates positive and consistent use of social work principles, values, ethics and knowledge in professional interactions.	1☐ 2☐ 3 ☐4☐ NA☐
6. Demonstrates the ability to exercise confidentiality.	1☐ 2☐ 3 ☐4☐ NA☐
7. Demonstrates sensitivity to diversity in professional practice.	1☐ 2☐ 3 ☐4☐ NA☐
8. Demonstrates good time management skills and shows good judgement and decision making ability.	1☐ 2☐ 3 ☐4☐ NA☐
9. Responds professionally to feedback from community members, colleagues and field instructor, and incorporates feedback in developing practice skills.	1☐ 2☐ 3 ☐4☐ NA☐
10. Demonstrates reflective practice and awareness of strengths, as well as areas requiring further development.	1☐ 2☐ 3 ☐4☐ NA☐
11. Demonstrates capacity for independent practice.	1☐ 2☐ 3 ☐4☐ NA☐

Comments (Strengths/Learning goals)

Supervisor:	Student:

Please add additional page/s for comments as required.

FIELD PLACEMENT REVIEW

Description of Assignments

Students:

Please indicate the opportunities for learning experiences in the following areas:

1. Direct Service Involvements:

   I have worked with: Individuals ☐ Couples ☐ Families ☐ Groups ☐

2. Total number of meetings with Field Supervisor/s: _____

3. Please list your internal agency involvements (team meetings, orientation sessions, professional education opportunities, board meetings):

4. Please list community agencies you have contacted (agency visits, referrals, case consultation, committees):

5. Identify major educational opportunities (research, conferences, workshops):

HBSW Macro/Community Development/Research Placement Evaluation

End Term Evaluation

(To be submitted at final evaluation only)

Supervisor's Recommendations for Future Development Goals

Field Instructor's Evaluation:

Based on the student's level of performance, written evaluation and evidence of learning submitted, I would recommend:

Pass ☐ Fail ☐

Student's Feedback for Agency Regarding the Placement Experience

APPENDIX A

LAKEHEAD UNIVERSITY – Thunder Bay Campus
School of Social Work
SOWK 3500 WA
Field Instruction I
Winter 2022

COURSE OUTLINE

Term: Winter 2022
Time: Monday, Tuesday, Thursday, and Friday
Instructor: Jill Zachary
E-mail: jill.zachary@lakeheadu.ca
Office Hours: Appointments can be scheduled as needed

Description of Course

The field practicum is a planned and supervised social work practice experience in an approved agency or organization. This opportunity and the required integrative learning activities will allow students to apply the theories and principles learned in the classroom to develop basic competence in generalist social work practice. System levels may focus on individuals, families, groups or communities as a learning experience.

Learner Outcomes:

Students who have successfully completed this course should be able to:

- Demonstrate knowledge of the field agency's structure, mandate, policies, communication channels and worker roles.
- Demonstrate an increased knowledge of community resources to provide appropriate services to client systems
- develop effective and professional working relationships with agency professionals and community partners
- Demonstrate the beginning use of Social Work practice skills, including engaging, assessment, planning, treatment, evaluation and termination.
- Demonstrate effective written and oral communication skills in the placement setting with supervisors, colleagues, and service users.
- Demonstrate self-awareness and inclusivity in practice with diverse populations.
- Demonstrate respectful, professional and constructive behaviour and communication within a field setting and a community context
- Demonstrate understanding of inter-professional practice and collaboration.
- Apply Social Work core values, ethical practice and self-awareness in the personal and professional Social Work role.

Field Practicum (3500/4500/4501) Student Agreement

Students are required to read and sign the Field Practicum (3500/4501) Student Agreement form at the start of the placement planning process for third year. This form clearly describes the expectations of the School of Social Work for students with respect to professional conduct, adherence to practicum policies, sharing of information/confidentiality, potential conflict of interest issues, criminal record search requirements and medical requirements.

Practicum Calendar

Students will receive a Practicum Calendar at the beginning of placement. This document contains important information regarding placement timelines and due dates, including dates for the submission of the Learning Contract, Integrative Seminars and the Mid and End term Evaluations.

Time Frame
Students will spend an equivalent of 4 days per week in field placement for a total of forty five days.

Learning Contract
Students will complete a learning contract according to the forms and instructions provided in the Field Education Manual. The field practicum calendar outlines the due date.

Integrative Seminars
Students will meet in small groups with the Field Education Coordinator at the designated time outlined in the practicum calendar. The seminar provides students the opportunity to discuss their role and experience in the practicum setting.

Evaluations
Students' progress will be evaluated at the mid term point of placement by their assigned field instructor/s. The student will then submit their written evaluation and 2 pieces of evidence of learning to the Field Education Coordinator. The end term evaluation will involve a meeting with the Field Education Coordinator, the Field Instructor and the student. Two written pieces of evidence of learning and a written evaluation will also be required at the end term. Students should share their written evidence of learning with their Field Instructors to obtain feedback before submitting the work to their Field Education Coordinator. A grade (Pass/Fail) will be assigned by the Field Education Coordinator based on the evaluation form completed by the Field Instructor/student, the student's evidence of learning and the final evaluation meeting.

Attendance
In accordance with the School of Social Work Regulations, item 7. Attendance: In order to achieve the course and year level objectives for each year, and to become competent in the required theory and skills, students should maintain a high level of attendance for all social work courses, and especially for theory, skill and practicum courses/sessions. Absence from these may result in failure. Students who repeat this behaviour over more than one course will not be permitted to continue in the program. (See University Regulations, VIII Deficiency (d) and (e)

Accommodations
Lakehead University is committed to achieving full accessibility for persons with disabilities. This commitment includes arranging academic accommodations for students to ensure an equitable opportunity to participate in all academic activities. If you think you may need accommodations, please contact Student Accessibility Services (SAS) at: http://studentaccessibility.lakeheadu.ca

Academic Misconduct and Non-Academic Misconduct

Students are expected to adhere to Lakehead's Code of Student Behavior and Disciplinary Procedures. Students are expected to maintain accepted standards of academic integrity, including all rules regarding plagiarism. Students should review Lakehead's Code of Student Behavior for details: https://www.lakeheadu.ca/faculty-and-staff/policies/student-related/code-of-student-behaviour-and-disciplinary-procedures

Student supports
Detailed information about student support services can be accessed through Lakehead University's website page for current students at: **https://www.lakeheadu.ca/current-students**

Textbook - Required Reading:
Lakehead University School of Social Work, Field Education Manual (2021/22)

Online link for Field Education Manual:
https://www.lakeheadu.ca/sites/default/files/uploads/103/2021%202022%20HBSW%20Field%20Manual%20Revised%20Sept%208%202021.pdf

Online link for Field Practicum Forms:
https://www.lakeheadu.ca/programs/departments/social-work/field-placement-forms

LAKEHEAD UNIVERSITY – Thunder Bay
School of Social Work
SOWK 4500 YA
Field Instruction II YA
Fall/Winter 2021/22

COURSE OUTLINE

Term: Fall/Winter 2021/22
Time: Wednesday, Thursday, and Friday
Instructor: Jenna Garlick
E-mail: jdgarlic@lakeheadu.ca
Office Hours: Appointments can be scheduled as needed

Description of Course

A supervised social work practice experience in an approved setting is combined with integrative seminars for deepening and refining the students' knowledge and skills in social work intervention at various system levels. The continued focus through this practice experience and the required learning activities will be toward competence development in generalist social work practice.

Learner Outcomes:

Students who have successfully completed this course should be able to:

- Utilize knowledge of the agency's mandate, policies, protocols and structure to provide appropriate information and interventions for service users, as well as identifying gaps in service delivery and engaging in constructive solutions.
- Analyze the socio-economic, cultural and policy influences on the lives of community members and service users; and locate, engage and evaluate appropriate resources to benefit clients/communities.
- Demonstrate awareness of social justice issues and privilege.
- Form and sustain professional relationships, and demonstrate effective communication throughout the period of engagement with service users.
- Demonstrate effective assessment and intervention skills through implementing and evaluating Social Work interventions in complex situations.
- Critically evaluate the effectiveness of interventions at an individual, group and/or community level, as applicable.
- Engage in self-reflection
- use supervision effectively by responding appropriately to feedback and integrating feedback into practice.
- Demonstrate the professional use of self and uphold Social Work values, ethics and standards of practice at placement.
- Demonstrate knowledge and/or practice of inter-professional collaboration
- Demonstrate integrity, initiative and self-awareness to function effectively as a beginning social worker.

Objectives of Field Education:

- To integrate and apply Social Work values and principles with Social Work practice.
- To increase self-awareness regarding personal "operational effectiveness" in the practice situation.
- To integrate and apply conceptual and professional knowledge and skills to Social Work practice.
- To develop self-directed practice by assuming personal responsibility for one's own professional activities.

- To assume independent responsibility for continuing professional development.
- To prepare students for competent and effective practice in the field.

Field Practicum (3500/4500/4501) Student Agreement

Students should remember that their conduct on placements and the expectations with regard to their fourth year placement are subject to the Field Practicum (3500/4501) Student Agreement form that they signed as part of the planning process for their third year practicum. That form covers the following areas: professional conduct, adherence to practicum policies, sharing of information/confidentiality, potential conflict of interest issues, criminal record search requirements and medical requirements

Practicum Calendar

Students will receive a Practicum Calendar at the beginning of placement. This document contains important information regarding placement timelines and due dates, including dates for the submission of the Learning Contract, Integrative Seminars and the Mid and End term Evaluations.

Time Frame

Students will spend an equivalent of three days per week in field practicum for a total of sixty days (420 hours) throughout the fall/winter term. (When students defer their placement to spring term, they may elect to complete placement five days per week).

Learning Contract

Students will complete a learning contract according to the forms and instructions provided in the Field Education Manual. The field practicum calendar outlines the due date for the learning contract to be submitted.

Integrative Seminars

Students will meet in small groups with the Fourth Year Field Education Coordinator at the designated times outlined in the practicum calendar distributed to students at the beginning of the practicum. The seminar provides students the opportunity to discuss their role in the practicum setting as well as practicum experiences incorporating learning acquired from class and related practicum issues with the Field Education Coordinator and other students.

Evaluations

Students' progress will be evaluated at both mid and end term in consultation with their assigned field instructor/s. Students are required to submit two written pieces of evidence of learning at both mid-term and end term evaluation times. Students should share their written evidence of learning with their Field Instructors to obtain feedback before submitting the work to their Field Education Coordinator. Both the mid and end term evaluation will involve a meeting with the Field Education Coordinator who will assign a final grade (Pass/Fail) based on the evaluation form completed by the Field Instructor and incorporating the student's feedback, the written evidence of learning submitted by the student and the evaluation meeting.

Attendance

Classes, readings, and assignments are structured to integrate a participatory and educational learning process, which will provide opportunity for personal and professional learning; therefore, attendance is expected (requirement of the program – see School of Social Work Regulations [http://csdc.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=23&chapterid=5692&topicgroupid=18975&loaduseredits=False%5D]

In accordance with the School of Social Work Regulations, item 7. Attendance:
In order to achieve the course and year level objectives for each year, and to become competent in the required theory and skills, students should maintain a high level of attendance for all social work courses, and especially for theory, skill and practicum courses/sessions. Absence from these may result in failure. Students who repeat this behaviour over more than one course will not be permitted to continue in the program. (See University Regulations, VIII Deficiency (d) and (e))

Accommodations

Lakehead University is committed to achieving full accessibility for persons with disabilities. This commitment includes arranging academic accommodations for students to ensure an equitable opportunity to participate in all academic activities. If you need course adaptations or accommodations due to a documented disability or learning difficulties, please contact the Lakehead University Student Accessibility Services (Student Centre, Room 0003 Tel: 343-8047) to ensure that you are properly registered for services or contact Student Accessibility Services (SAS) at: http://studentaccessibility.lakeheadu.ca

Academic Misconduct and Non-Academic Misconduct

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https://www.lakeheadu.ca/faculty-and-staff/policies/student-related/code-of-student-behaviour-and-disciplinary-procedures

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Textbook - Required Reading

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Online link for Field Education Manual: https://www.lakeheadu.ca/programs/departments/social-work/field-placement-forms

LAKEHEAD UNIVERSITY – Thunder Bay Campus
School of Social Work
SOWK 4501 SA
Field Instruction II
Spring 2022

COURSE OUTLINE

Term: Spring 2022
Time: Monday, Tuesday, Wednesday, Thursday, and Friday
Instructor: Jill Zachary
E-mail: jill.zachary@lakeheadu.ca
Office Hours: Appointments can be scheduled as needed

Description of Course

A supervised social work practice experience in an approved setting is combined with integrative seminars for deepening and refining the students' knowledge and skills in social work intervention at various system levels. The continued focus through this practice experience and the required learning activities will be toward competence development in generalist social work practice.

Learner Outcomes:

Students who have successfully completed this course should be able to:

- Utilize knowledge of the agency's mandate, policies, protocols and structure to provide appropriate information and interventions for service users, as well as identifying gaps in service delivery and engaging in constructive solutions.
- Analyze the socio-economic, cultural and policy influences on the lives of community members and service users; and locate, engage and evaluate appropriate resources to benefit clients/communities.
- Demonstrate awareness of social justice issues and privilege.
- Form and sustain professional relationships, and demonstrate effective communication throughout the period of engagement with service users.
- Demonstrate effective assessment and intervention skills through implementing and evaluating social work interventions in complex situations.
- Critically evaluate the effectiveness of interventions at an individual, group and/or community level, as applicable.
- Engage in self-reflection
- use supervision effectively by responding appropriately to feedback and integrating feedback into practice.
- Demonstrate the professional use of self and uphold Social Work values, ethics and standards of practice at placement.
- Demonstrate knowledge and/or practice of inter-professional collaboration
- Demonstrate integrity, initiative and self-awareness to function effectively as a beginning social worker

Field Practicum (3500/4500/4501) Student Agreement

Students should remember that their conduct on placements and the expectations with regard to their fourth year placement are subject to the Field Practicum (3500/4501) Student Agreement form that they signed as part of the planning process for their third year practicum. That form covers the following areas: professional conduct, adherence to practicum policies, sharing of information/confidentiality, potential conflict of interest issues, criminal record search requirements and medical requirements

Practicum Calendar

Students will receive a Practicum Calendar at the beginning of placement. This document contains important information regarding placement timelines and due dates, including dates for the submission of the Learning Contract, Integrative Seminars and the Mid and End term Evaluations.

Time Frame
Students will spend a total of forty five days in field placement during the spring term when combined with a 45 day 3500 winter practicum, at the same agency. Students who receive permission to complete an out of town 4501 placement will complete 55 days.

Learning Contract
Students will complete a learning contract according to the forms and instructions provided in the Field Education Manual. The field practicum calendar outlines the due date for the learning contract to be submitted.

Integrative Seminars
Students will meet in small groups with the Field Education Coordinator at the designated times outlined in the practicum calendar. The seminar provides students the opportunity to discuss their role and experience in the practicum setting, integrating theoretical knowledge and classroom learning.

Evaluations
Students' progress will be evaluated at both mid and end term in consultation with their assigned field instructor/s. Students are required to submit two written pieces of evidence of learning at both mid-term and end term evaluation times. Students should share their written evidence of learning with their Field Instructors to obtain feedback before submitting the work to their Field Education Coordinator. A grade (Pass/Fail) will be assigned by the Field Education Coordinator based on the evaluation form completed by the Field Instructor/student, the student's evidence of learning and the final evaluation meeting.

Attendance
In accordance with the School of Social Work Regulations, item 7. Attendance: In order to achieve the course and year level objectives for each year, and to become competent in the required theory and skills, students should maintain a high level of attendance for all social work courses, and especially for theory, skill and practicum courses/sessions. Absence from these may result in failure. Students who repeat this behaviour over more than one course will not be permitted to continue in the program. (See University Regulations, VIII Deficiency (d) and (e).

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Online link for Field Education Manual:
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Online link for Field Practicum Forms:
https://www.lakeheadu.ca/programs/departments/social-work/field-placement-forms

APPENDIX B

School of Social Work – Lakehead University Thunder Bay Campus
Field Placement Student Agreement

1. PROFESSIONAL CONDUCT

I agree to follow the Ontario College of Social Workers and Social Service Workers (OCSWSSW) Code of Ethics and Standards of Practice while on Placement and to adhere to the policies and guidelines of my Placement setting.

I understand that the School of Social Work reserves the right to withdraw a student from Placement if they violate the OCSWSSW Code of Ethics or the policies of their Placement setting or if they do not honour the affiliation to ethical and professional Social Work standards of practice.

I also understand that for the duration of my Placement I will be fully bound by all applicable Lakehead University policies, regulations, rules and procedures, including in particular the *Code of Student Behaviour and Disciplinary Procedures*.

I understand that I am responsible to inform my Field Education Coordinator should I anticipate an extended absence from the program that could affect my Field Placement.

All Placement s are to be arranged through the office of the Field Education Coordinators. Students ***are not*** to contact agencies or supervisors to arrange for a field placement.

2. ADHERENCE TO PLACEMENT POLICIES

I understand that I am expected to review and adhere to **all** Placement policies and procedures as outlined or linked in the School of Social Work Field Education Manual.

3. SHARING OF INFORMATION / CONFIDENTIALITY

I understand that personal information on the Social Work application package, Placement planning forms and Placement evaluation forms is collected pursuant to Section 14 of the Lakehead University Act and The Social Work and Social Services Act, and will be used to coordinate and evaluate Social Work Placement for students in the HBSW program. The information will be disclosed only to the extent necessary for the effective operation, supervision and assessment of the Placement and may be shared with the School of Social Work Director, Field Coordinators, Faculty members, potential Placement sites, Field supervisors, and members of the Field Education Advisory Committee.

I understand that if any information should come to the attention of the School of Social Work, significant enough to affect my Placement role, and thus the Field Placement experience, the School will confidentially assess and discuss this information with the appropriate parties. Information disclosed during my meetings with supervisors or Field Coordinators will be shared to the extent necessary to resolve concerns about a student's ability to successfully complete their Field Placement. The School will balance confidentiality against its duty to protect students, clients and Placement settings, as well as against legal duties to report.

4. CONFLICT OF INTEREST

I understand that the intent of the conflict of interest policy is to ensure Social Work students are placed in a Placement setting that offers the most safe and objective learning environment and evaluation of performance possible.

Accordingly, I understand that if I wish to undertake a Placement in a Placement setting where I have any prior relationships, I must declare a potential conflict of interest to, and discuss the appropriateness of the situation with the Field Education Coordinator.

I understand that I may have a potential conflict of interest if I am, or have been, or an immediate family member is or has been a ***client*** or an ***employee*** of the Placement setting, or if I have, or an immediate family member has relatives at and/or other close ***relationships*** with staff members of a Placement setting. (An immediate family member is to be defined as a parent/grandparent/child/sibling/spouse or significant other, and any family members involved will remain unidentified). As the School of Social Work will not specifically ask me to divulge this information, it is my responsibility to either inform the Field Education Coordinator of a potential conflict of interest or to refrain from requesting a Placement setting in which there is a conflict of interest if I choose not to enter into the necessary discussion.

I further understand that where a potential conflict of interest exists with regard to a student Placement, the final Placement decision will be at the discretion of the Field Education Coordinator and the Field Placement setting.

Finally, I understand that if the School of Social Work discovers a conflict of interest that I have not declared with respect to my Placement application or Placement, the School may in its sole discretion terminate that application or Placement forthwith, and makes no guarantee that it will be able to arrange a substitute Placement within the time limits of my program.

5. CRIMINAL RECORD SEARCH:

I understand that I will be required to obtain a current Criminal Record Search for the records of the Placement setting before beginning my Field Placement, and that I will be responsible for the cost of this Search. This Criminal Record Search should meet the requirements of the Placement setting, which may require the Criminal Record Search to be obtained within either six months, three months or one month of the Placement start date. Many agencies also require a Vulnerable Sector Search. Planning ahead is crucial in obtaining these Searches. I am aware that I must obtain the Criminal Record Search from the police force serving my home community. I understand that if my community is served by the Ontario Provincial Police a longer process may be required for the Vulnerable Sector Search (up to three months). The results of the Criminal Record Search are to be provided directly to the Placement setting and not to the School of Social Work.

I understand that I may be denied access to a Placement site by the Placement setting based on the nature of past offences, and this may affect my continuation in the HBSW program.

6. INSURANCE COVERAGE:

I understand that if I am placed in an agency with WSIB coverage, I have adequate insurance coverage including Covid-19 injury. I understand that if I am placed in an agency without WSIB Insurance coverage or in an out of province placement I am strongly recommended to seek out

additional personal insurance coverage at my own expense if I plan to have any onsite participation or direct contact with the staff and/or clients. The insurance will include coverage for Covid-19 injury.

I understand that should I choose to complete a placement internationally; I am required to purchase insurance coverage at my own expense.

7. MEDICAL REQUIREMENTS:

I understand that certain Placement s in medical, residential, educational or health care settings may require specific medical screening, which may include, but not be limited to, a medical examination, tuberculosis skin testing, vaccinations or confirmation of immunizations, and mask fit testing. It is my responsibility to be fully informed concerning Placement setting medical requirements prior to the commencement of my Placement. I understand that I am responsible for ensuring that I meet these requirements and that any costs associated with these measures are also my responsibility. Any proof of medical requirements are to be shared only with the Placement setting and not with the School of Social Work.

8. HANDLING OF MEDICATION:

Unless there are exceptional circumstances, students are not to handle or dispense client medications on Placement.

My signature below indicates that I have reviewed and understood the requirements of this Field Placement Agreement, and consent to providing the School of Social Work with the information requested, as necessary. This agreement shall remain in effect for the duration of my HBSW Placements.

NAME (Please print): _____

SIGNATURE: _____ **DATE**: _____

YEAR of STUDY: _____
(3rd year, 4th year or 1 year program)

If you have any questions about this agreement, please contact:

Field Education Coordinators
Jill Zachary: jill.zachary@lakeheadu.ca or
Jenna Garlick: jdgarlic@lakeheadu.ca
School of Social Work
Lakehead University, Thunder Bay Campus
Phone: 807-343-8010 ext. 8576

APPENDIX C

SCHOOL OF SOCIAL WORK

Practicum Planning Form for SW 3500/4500/4501

PLEASE PRINT

Please complete this form and return it along with an up to date resume to the Field Education Coordinator in order to facilitate planning for your field practicum.

Date: _____

Student's Name: _____ Preferred Pronoun: _____

Student Number: _____

Address: _____

Telephone: _____

E-mail: _____

STATUS IN PROGRAM: Third Year: F/T P/T

Fourth Year: F/T P/T

One Year: F/T P/T

COMMENCEMENT OF PLACEMENT:

September January Other (specify dates): _____

DRIVER'S LICENCE: Yes No **USE OF CAR:** Yes No

PREVIOUS EDUCATION:

_____

_____

_____

_____

BRIEFLY DESCRIBE YOUR WORK/VOLUNTEER EXPERIENCE:

_____

_____

_____

_____

_____

_____

_____

LIST ANY ADDITIONAL TRAINING/ WORKSHOPS /CERTIFICATES YOU MAY HAVE:

_____

_____

_____

_____

IF YOU HAVE COMPLETED A PRACTICUM WITH ANOTHER PROGRAM, PLEASE DESCRIBE THE NATURE OF YOUR EXPERIENCE: (Name of agency, type of work, supervision)

_____

_____

_____

_____

_____

_____

_____

WHAT DO YOU HOPE TO LEARN DURING YOUR PLACEMENT EXPERIENCE?

_____

_____

_____

_____

_____

PLEASE IDENTIFY ANY SPECIAL ACCOMMODATIONS YOU REQUIRE TO COMPLETE A PLACEMENT.

_____

_____

_____

_____

IDENTIFY PREFERRED CLIENT GROUPS OR AREAS OF PRACTICE

1. _____

2. _____

3. _____

Placement agencies require a criminal records search prior to accepting a student on placement. Please provide a copy of your Criminal Records Search directly to your Field Supervisor and/or Placement Agency.

Return to:

Jill Zachary (One Year & Third Year Students)
Jenna Garlick (Fourth Year Students)
School of Social Work
Lakehead University
955 Oliver Road
Thunder Bay, ON P7B 5E1

Personal information on this form is collected pursuant to section 14 of the Lakehead University Act and will be used to coordinate and evaluate Social Work practicum for students in the HBSW program. The information will be disclosed only to the extent necessary for the effective operation, supervision, and assessment of the placement and, so, may be disclosed to School of Social Work administrative staff, potential agency placement sites, on-site and off-site field supervisors, faculty members who sit on the Field Placement Advisory Board, and the Director of the School of Social Work. Any questions on this collection should be directed to: Field Education/Admissions Coordinator, School of Social Work, Lakehead University, 955 Oliver Road, Thunder Bay, Ontario P7B 5E1; telephone: (807) 343-8556.

Lakehead University
School of Social Work

Fourth Year Practicum Planning Form (4500/4501)

Student Name: _____ Student Number: _____

Preferred Pronoun: _____

E-mail address: _____

Postal address: _____

_____

Telephone no: _____ (Cell) _____ (Home) _____ (Work)

Use of a vehicle? ____ Yes ____ No

Summer contact information: _____

_____

Third year placement: _____

Goals for 4th Year: _____

_____

Placement choices: 1._____

2._____

3._____

4._____

Date of last VSC/Criminal Record Search: _____

Placement agencies require a criminal records search prior to accepting a student on placement. Please provide a copy of your Criminal Records Search directly to your Field Supervisor and/or Placement Agency. The School of Social Work *does not* require a copy.

Return Planning form to:

Jenna Garlick
School of Social Work
Lakehead University
955 Oliver Rd.
Thunder Bay, ON P7B 5E1

Personal information on this form is collected pursuant to section 14 of the Lakehead University Act and will be used to coordinate and evaluate Social Work practicum for students in the HBSW program. The information will be disclosed only to the extent necessary for the effective operation, supervision, and assessment of the placement and, so, may be disclosed to School of Social Work administrative staff, potential agency placement sites, on-site and off-site field supervisors, faculty members who sit on the Field Placement Advisory Board, and the Director of the School of Social Work. Any questions on this collection should be directed to: Field Education/Admissions Coordinator, School of Social Work, Lakehead University, 955 Oliver Road, Thunder Bay, Ontario P7B 5E1; telephone: (807) 343-8556.

APPENDIX D

SCHOOL OF SOCIAL WORK

Practicum Planning Update Form for SW 3500/4500/4501

Date: _____

Student's Name: _____ Preferred Pronoun: _____

Student Number: _____

Address: _____

Phone Number (Home): _____ (Cell): _____

E-mail: _____

STATUS IN PROGRAM: Third Year: F/T P/T

Fourth Year: F/T P/T

One Year: F/T P/T

COMMENCEMENT OF PLACEMENT:

September ____ January _____ Other (specify dates): _____

USE OF A VEHICLE: Yes ____ No ____

LIST PREFERRED PLACMENT SITES AND/OR CLIENT GROUPS

1. _____

2. _____

3. _____

4. _____

APPENDIX E

School of Social Work
t: (807) 343-8576 f: (807) 346-7727
e: jzachary@lakeheadu.ca
jdgarlic@lakeheadu.ca

September 8, 2020

Thunder Bay Police Services

1200 Balmoral Street

Thunder Bay, ON

P7B 5Z5

To Whom It May Concern

_____ is a student in the Honours Bachelor of Social Work program at Lakehead University, and is required to obtain a Police Vulnerable Sector Check (PVSC) for the field practicum in the 2020/21 school year.

Social Work students will be performing social work duties in a variety of community organizations, including schools, child welfare agencies, long term care, health and mental health facilities for their placement experiences, and will be in positions of trust and authority with vulnerable persons.

Please contact the Field Education Coordinator with any questions regarding this request.

Sincerely

Field Education Coordinator
School of Social Work

Phone:
Email:

APPENDIX F

Letter to Placement Employers
Process for Workplace Insurance for Postsecondary Students on Unpaid Work Placements

The Ministry of Training, Colleges and Universities (MTCU) has implemented a new process for students enrolled in an approved Ontario university program that requires them to complete placements in a workplace as part of their program of study:
The Government of Ontario, through the Ministry of Training, Colleges and Universities (MTCU), pays the WSIB for the cost of benefits provided to Student Trainees enrolled in an approved program at Lakehead University and participating in unpaid work placements with employers who are either compulsorily covered or have voluntarily applied to have Workplace Safety and Insurance Board (WSIB) coverage.
MTCU also covers the cost of private insurance with ACE-INA Insurance for Student Trainees enrolled in an approved program at Lakehead University and participating in unpaid work placements with employers that are not required to have compulsory coverage under the Workplace Safety and Insurance Act.
The Workplace Educational Placement Agreement (WEPA) Form has been replaced by the *Postsecondary Student Unpaid Work Placement Workplace Insurance Claim Form*. Placement Employers and Training Agencies (universities) are not required to complete and sign the online *Postsecondary Student Unpaid Work Placement Workplace Insurance Claim Form* for each placement that is part of the student's program of study in order to be eligible for WSIB coverage. Instead, this form only needs to be completed when submitting a claim resulting from an on-the-job injury/disease. Please note that universities will be required to enter their MTCU- issued Firm Number in order to complete the online claim form.
The MTCU *Guidelines for Workplace Insurance for Postsecondary Students of Publicly Assisted Institutions on Unpaid Work Placements* and the new claim form are posted on the Ministry's public website at:
http://www.tcu.gov.on.ca/pepg/publications/placement.html or
http://www.tcu.gov.on.ca/epep/publications/placement.html

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

Declaration

By signature of an authorized representative, the Placement Employer hereby agrees to the following;

That it will immediately report to the University any workplace injury or disease involving a student on an unpaid work placement. Where the Placement Employer is covered by WSIB, the Placement Employer will comply with all WSIB reporting procedures. If the Placement Employer is not covered by the WSIB, then it will comply with the ACE-INA reporting procedures found in the MTCU "Guidelines for Workplace Insurance for Postsecondary Students of Publicly Assisted Institutions on Unpaid Work Placements."
When the Placement Employer is covered under the Workplace Safety and Insurance Act, a Form 7 will be completed and submitted to the University within three days of learning of a work related accident. The Placement Employer agrees to complete a **Letter of Authorization to Represent the Placement Employer** and to provide it to the University along with the completed Form 7.
The Placement Employer agrees that it will provide the Student Trainee with health and safety training and take appropriate precautions to ensure that the Student Trainee is supervised in order to protect the Student Trainee form health and safety hazards that may be encountered at the placement organization.
The Placement Employer agrees to provide written confirmation that the Student Trainee has received the appropriate health and safety training.
In the event of a claim, the Placement Employer agrees that it will review the Student Trainee's restrictions and, where possible, modify the program as required in order to accommodate the Student Trainee to facilitate return to the program.

Organization:	Date:
Name & Title:	Signature:
Employer is covered under the WSIB? ☐ Yes ☐ No	Student Name:

Student Declaration of Understanding

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

Student coverage while on placement:

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

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

Please be advised that Lakehead University will be required to disclose personal information relating to the unpaid work placement and any WSIB claim or ACE-INA claim to MTCU.

This Agreement must be completed, and signed to indicate the Student Trainee's acceptance of the unpaid work placement conditions, and a copy provided to Lakehead University placement coordinator prior to the commencement of the work placement.

Declaration:

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

I agree that, over the course of placement, I will participate in and implement all safety-related training and procedures obtained from the University and the Placement Employer.

I will promptly inform my Placement Employer of any safety concerns. If these concerns are not resolved, I will contact the University's placement coordinator within my faculty and notify them of any unresolved safety concerns.

I understand that all accidents sustained while participating in an unpaid work placement must be immediately reported to the Placement Employer and Lakehead University placement coordinator. An MTCU Postsecondary Student Unpaid Work Placement Workplace Insurance Claim form must be completed and signed in the event of injury and submitted to the University placement coordinator.

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

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

Student Name:	Student Signature:	
Program:	Date:	
Organization:	Total Placement Hours:	Visa Student? ☐ Y ☐ N

Lakehead University
School of Social Work

PLACEMENT SAFETY ORIENTATION CHECKLIST

This checklist is to be used to document the health and safety orientation provided to protect students on placement. Please retain a copy for your agency and the student. Return the original to the Field Education Coordinator.

Student Name:			**Student Number:**
Placement Agency:			**Date:**
Placement Field Instructor:			
Joint Health & Safety Committee Representative:			
Transportation		**Y/N or N/A**	**Please provide comment or describe any protective measures required**
Driving	Will the student be required to drive as part of placement duties?		
Vehicle	Will students be required to use their own vehicles or agency vehicles for work duties?		
Transporting clients	If a student is required to transport clients, are there policies in place regarding insurance, safety, and unsafe weather conditions?		
Insurance	Students will require additional insurance if transporting clients or using their vehicle on placement. Have implications for vehicle and third-party insurance been clearly explained to the student?		
Travel Costs	In the event of out of town travel during a local placement, has it been explained which costs will be covered by the agency and/or student and who will be responsible for making the travel arrangements?		
Human Factors		**Y/N N/A**	
Harassment	Is there a policy on harassment and/or discrimination that will be provided to the student?		
Violence	Are there situations where the student could be exposed to violence? Is there a Violence Prevention Policy or Risk Management Policy in place?		
Working alone	Will the student be working alone? Is there a Working in isolation Policy in place?		
Security	Are there plans in place to provide immediate access to help in case of violence or threat?		
Security after hours	Is there reliable access to other staff, security personnel or police support if needed?		
Home visits	Are there policies in place to monitor the student's whereabouts and provide support when conducting home visits or facilitating programs in the community?		
Client Meetings	Will the student be alone when meeting with clients? If the student feels unsafe during a meeting, are there clear directions on how to proceed?		
Shift work	Will the student be required to work shifts? (or an irregular work schedule?)		

Work stress	Will there be a high level of stress in the student's work? (Work with high levels of emotional stress, such as working in an Emergency Room or Crisis Response team?)		
Dealing with concerns	If the student feels unsafe or overwhelmed, are there clear directions regarding how to address concerns? (Who to talk to, permission to refuse to work if unsafe?)		
Supervision	Are students provided with regular support, supervision and professional guidance?		
Self-care	Are students encouraged to practice self-care and strive for work/life balance?		
Critical incidents	Is appropriate support provided following exposure to critical incidents? (Reporting procedure, policy and protocol in place?).		
Individual student factors	Are there student circumstances that may require accommodation?		
Physical Work Environment		**Y/N N/A**	
Fire safety	Is there a fire safety and evacuation plan in place at the student's placement site? Does the student know the location of fire exits and extinguishers?		
First Aid	Is the student aware of the location of first aid supplies & equipment, names of staff responsible for first aid and the procedures for reporting accidents and injuries?		
Health Precautions	Are there specific health precautions required for this placement setting? (Immunizations, TB Skin Test?).		
WHMIS	Is the student aware of the Workplace Hazardous Materials Information System?		
Personal Protective Equipment	Has the student been informed about the use of Personal Protective Equipment (PPE) where applicable e.g. gowns or masks in medical setting?		
Environmental Safety	Are there any other potential risks specific to your organization or community setting?		
Policies	Have policies on smoking/drinking/substance abuse in the workplace been discussed?		
Location	Does the student know where to find emergency/important phone numbers?		
Safety Contact	Does the student know what to do and who to see if they have a safety concern?		
Responsibilities	Is the student aware of their rights and responsibilities with regard to a safe work environment?		

Other hazards in the workplace that may affect the student and have been covered in orientation should be documented and attached on an additional page.

Completed by	**Name (print)**	**Signature**	**Date:**

Agency Health & Safety Contact/

Supervisor:

Student:

Lakehead University School of Social Work
INTERNATIONAL, NATIONAL AND REMOTE FIELD PLACEMENTS
(or out of town field trips)
SAFETY ORIENTATION CHECKLIST

This checklist is to be used to document the health and safety orientation provided to protect students on placement. Please retain a copy for your agency and the student. Return the original to the Field Education Coordinator.

Student Name:			**Student Number:**
Placement Agency:			**Date:**
Field Instructor:		**Health & Safety Representative:**	
International, national or remote placements		**Y/N N/A**	**Please provide comment or describe any protective measures required**
Travel costs	Travel costs for International, remote and out of province placements will be the responsibility of the student, as well as the costs of any required visas.		
Insurance	Is the student aware of the need to take out additional health/medical insurance when opting for an International placement? (Costs to be covered by the student).		
Living arrangements	If applicable, will the student be provided with safe, secure accommodation? (Any costs to be covered by the student).		
Water Quality	Will the student have reliable access to safe drinking water?		
Food security	Is there access to a sufficient supply of healthy food and a clean, sanitary area to prepare food.		
Health Precautions	Are there specific health precautions required for this placement? (Immunizations, TB Skintest, Malaria Pills).		
Other (attach additional page if required)	Are there any other potential risks specific to your organization or community setting? (e.g. high crime area, lack of mobile phone coverage or internet access, increased exposure to communicable diseases etc.)		
Transportation		**Y/N N/A**	
Driving	Will the student be required to drive as part of out of town placement duties?		
Vehicle	Will students be required to use their own vehicles or agency vehicles for work duties?		
Transporting clients	If a student is required to transport clients, are there policies in place regarding insurance, safety, and unsafe weather conditions?		
Insurance	Students will require additional insurance if transporting clients or using their vehicle on placement. Have implications for vehicle and third-party insurance been clearly explained?		
Human Factors		**Y/N N/A**	
Harassment	Is there a policy on harassment and/or discrimination that will be provided to the student?		
Violence	Are there situations where the student could be exposed to violence? (working with high risk groups/situations?).		
Working alone	Will the student be working alone? Is there a Working in isolation Policy in place?		
Security	Are there plans in place to provide immediate access to help in case of violence or threat?		
Security after hours	Is there reliable access to other staff, security personnel or police support if needed?		

Home visits	Are there policies in place to monitor the student's whereabouts and provide support when conducting home visits or facilitating programs in the community?		
Client Meetings	Will the student be alone when meeting with clients? If the student feels unsafe during a meeting, are there clear directions on how to proceed?		
Shift work	Will the student be required to work shifts/irregular schedule?		
Work stress	Will there be high levels of emotional stress (such as working in an Emergency Room or Crisis Response team?)		
Dealing with concerns	If the student feels unsafe or overwhelmed, are there clear directions regarding how to address concerns? (Who to talk to, permission to refuse to work if unsafe?)		
Supervision	Are students provided with regular support, supervision and professional guidance?		
Self-care	Are students encouraged to practice self-care and strive for work/life balance?		
Critical incidents	Is appropriate support provided following exposure to critical incidents? (Policy and protocol in place?).		
Individual factors	Are there any student accommodations required?		
Physical Work Environment		**Y/N N/A**	
Fire safety	Is there a fire safety and evacuation plan in place at the student's placement site? Does the student know the location of fire exits and extinguishers?		
First Aid	Is the student aware of the location of first aid supplies & equipment, names of staff responsible for first aid and the procedures for reporting accidents and injuries?		
WHMIS	Is the student aware of the Workplace Hazardous Materials Information System or local equivalent?		
Personal Protective Equipment	Has the student been informed about the use of Personal Protective Equipment (PPE) where applicable e.g. gowns or masks in medical setting?		
Environmental Safety	Are there any other potential risks specific to your organization or community setting?		
Policies	Have policies on smoking/drinking/substance abuse in the workplace been discussed?		
Location	Does the student know where to find emergency/important phone numbers?		
Safety Contact	Does the student know what to do and who to see if they have a safety concern?		
Responsibilities	Is the student aware of their rights and responsibilities with regard to a safe work environment?		

Other hazards in the workplace that may affect the student and have been covered in orientation should be documented and attached on an additional page.

Completed by	**Name (print)**	**Signature**	**Date:**

Agency Health & Safety Contact

Supervisor:

Student:

APPENDIX G

Lakehead University School of Social Work
HBSW Field Instructor Data Sheet

The following information is required by the Lakehead University School of Social Work's Field Program to verify the Field Instructor's education and credentials to meet the accreditation requirements of CASWE for Social Work education. HBSW placement supervisors are required to have a university level social work degree plus two years of post-degree experience.

Field Instructor's name/title	
Agency name	
Agency address	
Email contact	
Phone number	

EDUCATION - DEGREES AND INSTITUTIONS:

Degree earned	Institution / University	Date degree awarded M/Y
1.		
2.		
3.		

YEARS OF POST-SOCIAL WORK DEGREE EXPERIENCE:

PROFESSIONAL SOCIAL WORK DESIGNATION:

OTHER PROFESSIONAL CREDENTIALS:

Please forward the completed form and a current resume or CV to:

Jill Zachary, MSW, RSW or Jenna Garlick, MSW, RSW
<jill.zachary@lakeheadu.ca> jdgalic@lakeheadu.ca

Field Education Coordinators
School of Social Work
Lakehead University
955 Oliver Road, Thunder Bay, ON. P7B 5E1
Phone: (807) 343-8576 Fax: (807) 346-7727

APPENDIX H

LAKEHEAD UNIVERSITY
School of Social Work

HBSW Student Learning Contract
CLINICAL/CLIENT SERVICE SAMPLE

Third year ☐ Fourth Year ☑ One Year ☐

Student's Name	Brenda S.	Student's ID Number	0123456
Student's Phone Number	XXX-XXXX	Duration of Placement (Start and end dates)	October 9, 2020 – April 3, 2021
Placement Setting	The Foundation Hospital	Placement Phone #	XXX-XXXX
Field Instructor	Jane F.	Field Instructor's Email	janef@hospital.ca
Off-Site Supervisor (If applicable)	N.A.	Off-Site Supervisor's Email (If applicable)	N.A

A. Supervisory Sessions:

Plans for regular supervisory meetings, to be held a minimum of once per week:		
	On-site Field Instructor	**Off-site Supervisor** (if applicable)
Day and time	Wednesdays at 10:30 a.m.	
Place of meeting	Supervisor's Office	
Structure of meeting (individual, group, in-person, teleconference)	Individual and in-person.	
In case of an emergency, how will you contact your supervisor?	Phone or page supervisor at the following numbers: ---------- OR ----------(Pager).	
Procedure for contacting others in placement setting for emergency consultation	If supervisor is unavailable, contact program manager or social worker on call by pager.	

B. <u>Teaching/Learning Expectations</u>:

	On-Site Field Instructor	**Off-Site Supervisor** (if applicable)
Describe the general purpose of supervisory sessions	Offer feedback, develop and review learning contract, theory and ethics discussion, provide support for complex situations.	**N.A.**

Teaching/ Learning Styles:

Supervisor(s) preferred teaching style and teaching methods:	Informal, interactive discussions. Have student shadow supervisor and colleagues and then get hands-on experience.	
Student's preferred learning style and methods:	Experiential learning. I find it helpful to first observe and follow others and then begin to work more independently, checking in as needed i.e. if I run into a problem or need clarification. I also like to be given clear expectations as to my role.	

Instructor's expectations of Student:

Material to be prepared or submitted in advance of supervision sessions	Weekly log of placement activities, two process recordings, summary of readings and videos, weekly agency documentation.	
Student responsibilities during supervision: Please check the appropriate boxes and add any other learning expectations.	☑Present cases and plans ☑Relate theory to practice ☑ Raise questions ☑ Self-reflective practice **Other**: Focus on assessment and intervention plans, open communication regarding practice challenges and successes.	☑Present cases and plans ☑Relate theory to practice ☑ Raise questions ☑ Self-reflective practice **Other:**

Student's Expectations of Supervision:

Areas of Discussion: Check as appropriate and add any other desired areas of learning or discussion:	☑Case management ☑Social work skills ☑Professional values/ethics ☑Feedback on student progress ☑Self-care ☑Learning from instructor's experience/knowledge **Other**: Recommendations of reading material/resources. Support with documentation processes, and application of theory to practice.	☑Case management ☑Social work skills ☑Professional values/ethics ☑Feedback on student progress ☑Self-care ☑Learning from instructor's experience/knowledge **Other**:

C. Plans for collaboratively drafting the mid-term and final evaluation forms (Draft evaluation forms should be completed approximately one week before evaluation due dates).

Joint evaluation process will take place. Supervisor will complete initial draft and review with student for feedback.

D. <u>Practicum Learning Goals</u>

<u>Note</u>: It is recommended that a minimum of 4 to 6 learning objectives/goals be completed for each section.

<u>THE ORGANIZATIONAL CONTEXT OF PRACTICE</u>

The goals in this area will focus on learning about the organizational structure, policies and procedures, and the administrative requirements of your placement site. Understanding the organization's mandate, the services provided and the place of the organization in a broader community context are all part of this area of practice. Practicum settings are extremely varied and may encompass a micro, mezzo or macro focus.

Learning Objectives/Goals	Learning Resources/Activities	Evidence of Learning	Estimated Date of Achievement
1. To become familiar with the policies and procedures of the Hospital.	Read policies and procedures manual Discussions with supervisor and team.	Will be able to explain and/or utilize policies and procedures in practice.	4 weeks into placement
2. To develop an understanding of all the services offered by Foundation Health Systems.	Attend Hospital orientation session. Reading: website, manuals etc. Talk to staff at each program.	When assisting with discharge planning will be able to link patients to other services within the system.	3-4 weeks into placement
3. Learn about the social worker's roles and responsibilities in case management, and how to work with the team.	Observe and shadow supervisor and other social workers. Talk to staff.	To be able to articulate the role of the social worker, and begin to practice case management.	Mid-term
4. Develop an awareness of the forms and administrative requirements in case management.	Review forms required for case management. Observe staff using forms and practice filling them out independently	Use forms accurately and meet all administrative requirements.	Mid-term

THE COMMUNITY CONTEXT OF PRACTICE

The goals in this area will focus on gaining knowledge of relevant community resources, both formal and informal, as related to your placement site as well as identifying gaps in service. Developing an understanding of the environmental and community context of the client group you are working with (individual/family/group/community) and being able to identify the socio-economic, cultural and political impacts on that group are also key.

Learning Objectives/Goals	Learning Resources/Activities	Evidence of Learning	Estimated Date of Achievement
1. To develop an understanding of socio-economic, cultural and political influences on the patients, and still be sensitive to each person's unique situation, needs and goals.	Read patient charts to become familiar with psycho-social information and history. Talk to patients, supervisor, team and other service providers.	Provide appropriate case management services for clients, and advocate for them as required.	Ongoing
2. Become aware of community resources and organizations that are available to patients for follow-up services.	Visit community agencies, and learn about referral processes. Use community resource manual.	Make appropriate linkages to community resources, and help develop effective discharge plans.	Ongoing
3. To develop an understanding of how policies influence health delivery systems in this community.	Read relevant macro-level material. Discussions with clients, team and supervisor.	Demonstrate understanding of broader context of social work services in a medical setting.	Ongoing
4. Identify gaps and delays in services that impact the client group, especially in the district and out lying communities.	Be aware of challenges for clients in accessing health and social services through client contact, and discussions with supervisor and team. Participate in discharge planning conferences.	Advocate for clients as required. Suggest or incorporate creative alternatives for clients, if appropriate. In discussion, identify gaps and delays in service delivery.	By end term

SOCIAL WORK SKILLS

Goals for this area of practice may include any or all of the following areas of skill development:

Problem identification, assessment, planning and formulating strategies, intervention and implementation skills, termination and evaluation, relationship and communication skills, and documentation. Depending on your practice setting, these skills may be applied to clinical work with individuals, groups or families, OR to community development or research practice, where your client group will be defined with a broader macro focus.

Learning Objectives/Goals	Learning Resources/ Activities	Evidence of Learning	Estimated Date of Achievement
1. To accurately identify client's needs, strengths and goals, by collecting relevant information from patients, family members, medical charts and other sources.	Review charts. Practise meeting with patients, family members and other sources to gather information.	Able to articulate client's needs both in hospital and at discharge.	Ongoing
2. To gather all information required for assessment, case management and discharge planning purposes.	Observe case managers and their skills in obtaining information From patient, family, chart, nurses, doctors, O.T., P.T. etc.	Able to determine and gather relevant information and record it concisely.	By mid-term, and ongoing
3. Prioritize activities according to importance, when planning with clients and family members. (Realistic time frame).	Shadow/observe case managers, review charts, attend rounds. Time management and feedback from supervisor.	Perform necessary tasks in a timely manner.	Ongoing
4. To effectively intervene with clients with regard to immediate concerns, problems and practical needs.	Learn about hospital protocols and internal and external resources from supervisor, team and agency visits.	Be effective in helping clients and their families negotiate systems and access resources as required.	By mid-term and ongoing
5. To focus on the connection of theory to practice in this social work role.	Supervision, relevant reading, integrative seminars.	Demonstrate understanding of theory to practice in case discussions and written evidence of learning.	Throughout placement

Learning Objectives/Goals	Learning Resources/ Activities	Evidence of Learning	Estimated Date of Achievement
6. Case management tasks are all completed in a timely way, with full consultation with client, supervisor and team.	Observation and shadowing, supervision, case review meetings. Practise case management with assigned patients.	Meet case management standards with assigned patients.	End term
7. Discharge plans are realistic and reflect clients' needs, resources and capabilities/ readiness to make changes.	Read past discharge plans, supervision, practise writing discharge plans.	Write useful discharge plans for patients as required.	Ongoing
8. To show empathy to clients and families while maintaining professional boundaries in crises, and emotional situations.	Introduce self and role to clients, ensure that patients can understand information or seek out family members. Provide empathic responses.	Process recordings, case summaries, feedback from clients and colleagues.	Ongoing
9. Develop therapeutic relationships and use appropriate verbal and non-verbal skills when interacting with clients and families, with the challenges of working in a ward setting.	Observe others' verbal and non-verbal skills and be self-aware and open to feedback with regard to communication and relationship skills.	Process recordings, feedback from clients and supervisor.	By mid-term and ongoing.
10. Maintain detailed and timely records in my learning journal and when charting, and use correct forms for case management tasks.	Keep a learning journal throughout placement, reflecting on experiences. Meet placement requirements for charting and documentation.	Learning journal. Documentation meets hospital standards.	Ongoing

THE PROFESSIONAL CONTEXT OF PRACTICE

The goals for this area of practice are focussed on issues of professional identity as a social worker and social work ethics and standards of practice, including the professional use of self. The effective use of supervision, evaluation of practice, and mindfulness about values and attitudes in the workplace are important aspects of the professional context of practice. Other areas to consider are time management skills, and your role as a team member in the placement setting.

Learning Objectives/Goals	Learning Resources/Activities	Evidence of Learning	Estimated Date of Achievement
1. To review and be aware of social work values, principles and ethics in this medical practice setting.	Review social work ethics. Discussion with supervisor and other social workers.	Paper for mid-term evidence of learning.	Mid-term and throughout placement.
2. Exercise confidentiality when completing placement.	Attend orientation and review relevant privacy legislation.	Practice appropriate confidentiality throughout placement.	Ongoing.
3. Display commitment to professional development, attend training and seek out resources to assist in understanding issues that arise on placement.	Attend any relevant training available at Hospital or in community. Reading and research.	Summary of training attended. Share information from research in case discussions.	Ongoing.
4. Request, and be open to feedback from supervisor and team. Make improvements in my practice skills.	Actively participate in regularly scheduled supervision meetings. Request and respond to feedback.	Well-prepared for supervision. Show improvement in practice skills.	Throughout placement.
5. Demonstrate initiative and independence at placement and pay attention to time management.	Feedback from supervisor and team. Use day-planner and learning journal effectively. Practise self-care.	Demonstrate growing independence at placement.	By mid term and ongoing.
6. Develop self-awareness of my biases and assumptions, and how they may impact my work with others.	Supervision and learning journal. Raise any issues with supervisor.	Discussions with supervisor and always behaving professionally.	Ongoing.

OTHER

This area is available to record any specific goals, projects or areas of learning and development that may not fit into the other learning categories.

Learning Objectives/Goals	Learning Resources/Activities	Evidence of Learning	Estimated Date of Achievement
1. To research the social worker's role in a hospital setting and write a paper on this topic for mid-term evidence of learning.	Reading, research and discussion with supervisor and other hospital social workers, as well as learning about roles of all team members.	Paper for evidence of learning, and functioning effectively on the team and not crossing professional boundaries.	Mid-term
2. Attend training on end-of-life care and ethical issues.	Attend in-service training offered at placement.	Complete training and show understanding of issues in discussion and practice.	June, 2020

E. Signatures

Student		**Date**	**November 15, 2020**
Field Instructor		**Date**	**November 15, 2020**
Off-site Supervisor (if applicable)		**Date**	

One copy of the completed learning contract is to be forwarded to the Field Education Coordinator. Additional copies are to be retained by the student and field supervisor(s) to be reviewed throughout the field practicum, and particularly at mid and end term evaluation time.

LAKEHEAD UNIVERSITY
School of Social Work

HBSW Student Learning Contract
MACRO/COMMUNITY DEVELOPMENT SAMPLE

Third year ☐ Fourth Year ☑ One Year ☐

Student's Name	Sally A.	Student's ID Number	0123456
Student's Phone Number	----------	Duration of Placement (Start and end dates)	October 2, 2020 to April 4, 2021
Placement Setting	Good Harvest Food for All	Placement Phone #	----------
Field Instructor	Jane E.	Field Instructor's Email	Foodforall.connect.ca
Off-Site Supervisor (If applicable)	Emily Q.	Off-Site Supervisor's Email (If applicable)	qemily@coolmail.com

A. Supervisory Sessions:

Plans for regular supervisory meetings, to be held a minimum of once per week:		
	On-site Field Instructor	**Off-site Supervisor** (if applicable)
Day and time	Daily contact as needed, weekly team meeting	Wednesdays, time to be determined weekly
Place of meeting	Agency office	Agency office or local coffee shop.
Structure of meeting (individual, group, in-person, teleconference)	Individual or team	Individual and/or joint with on-site Field Instructor monthly
In case of an emergency, how will you contact your supervisor?	Call, text or email Jane	Call, text or email Emily as required
Procedure for contacting others in placement setting for emergency consultation	Call, text or email Jane or agency employee, John B.	

B. Teaching/Learning Expectations:

	On-Site Field Instructor	**Off-Site Supervisor** (if applicable)
Describe the general purpose of supervisory sessions	To plan daily program activities, discuss agency mandate and student role, and decide on team member's duties.	To provide feedback, review learning contract, discuss Social Work theory and ethics, and address any areas of concern.

Teaching/ Learning Styles:

Supervisor(s) preferred teaching style and teaching methods:	Collaborative team approach. Value student's input.	Informal style, prefers interactive discussion.
Student's preferred learning style and methods:	Visual learner, task oriented, interested in individual or team project assignments, values learning through reading and videos, observing colleagues and group dynamics, clear expectation of role, practice experience.	

Instructor's expectations of Student:

Material to be prepared or submitted in advance of supervision sessions	Questions about student role and agency mandate, on-going planning ideas for team.	Any questions or concerns, student to present topics for practice discussion.
Student responsibilities during supervision: Please check the appropriate boxes and add any other learning expectations.	☑Present cases and plans ☐ Relate theory to practice ☑Raise questions ☐ Self-reflective practice Other: Suggestions for documenting service delivery and developing protocols.	☑Present cases and plans ☑Relate theory to practice ☑Raise questions ☑Self-reflective practice **Other:** Open communication, discuss practice challenges and successes**.**

Student's Expectations of Supervision:

Areas of Discussion: Check as appropriate and add any other desired areas of learning or discussion:	☐ Case management ☐ Social work skills ☐ Professional values/ethics ☑Feedback on student progress ☐ Self-care ☑Learning from instructor's experience/knowledge **Other**: Provide resource material on readings and community resources relevant to agency. Work together on weekly schedule of activities/responsibilities.	☐ Case management ☑Social work skills ☑Professional values/ethics ☑Feedback on student progress ☑Self-care ☑Learning from instructor's experience/knowledge **Other**: Discuss use of self, ongoing review of progress on learning contract goals, effective techniques for working with adolescent participants.

C. Plans for collaboratively drafting the mid-term and final evaluation forms (Draft evaluation forms should be completed approximately one week before evaluation due dates).

Joint evaluation, off-site supervisor will complete initial draft with input from on-site supervisor and student, meet to review and discuss final draft of evaluation form.

D. <u>Practicum Learning Goals</u>

<u>Note</u>: It is recommended that a minimum of 4 to 6 learning objectives/goals be completed for each section.

<u>THE ORGANIZATIONAL CONTEXT OF PRACTICE</u>

The goals in this area will focus on learning about the organizational structure, policies and procedures, and the administrative requirements of your placement site. Understanding the organization's mandate, the services provided and the place of the organization in a broader community context are all part of this area of practice. Practicum settings are extremely varied and may encompass a micro, mezzo or macro focus.

Learning Objectives/Goals	Learning Resources/Activities	Evidence of Learning	Estimated Date of Achievement
-Become familiar with policies and procedures currently in place including vision and mission statement.	-Review agency policies and procedures. -Fill in gaps with input from supervisor.	-Will be able to explain and reference relevant information while practicing at agency.	-Mid November, 2020
-Learn and understand roles and responsibilities of GHFFA employees	-Discussions with supervisors and fellow employees and Observation	-Ability to identify and explain roles and responsibilities of agency employees	-Mid November, 2020
-Learn about and understand programs and services GHFFA provides to community and individuals	-Read relevant material about past and upcoming projects -discuss goals, methods, and outcomes of past, present and future projects with supervisor, employees and youth	-Ability to explain programs, projects and services provided by GHFFA.	-mid-term and ongoing

THE COMMUNITY CONTEXT OF PRACTICE

The goals in this area will focus on gaining knowledge of relevant community resources, both formal and informal, as related to your placement site as well as identifying gaps in service. Developing an understanding of the environmental and community context of the client group you are working with (individual/family/group/community) and being able to identify the socio-economic, cultural and political impacts on that group are also key.

Learning Objectives/Goals	Learning Resources/Activities	Evidence of Learning	Estimated Date of Achievement
-Learn about community resources and organizations that are available to GHFFA.	-Use online Lakehead Social Planning Council Directory. -Accompany GHFFA staff to community meetings, and discuss with supervisors.	-Make appropriate linkages/partnerships with community resources.	- Ongoing
-Be aware of community resources and services available to your participants in agency programs.	- Discussion with supervisors, and use of online LSPC directory.	-Suggest helpful resources to youth and help make linkages as appropriate.	- Ongoing
-Develop positive relationships with other agencies and professionals in the field.	-Maintain positive attitude and professional demeanour. -Introduce self and role at agency activities and at community meetings and events.	-Ability to create and maintain positive relationships within the community	- Ongoing
-Develop a greater knowledge base about socio-economic, cultural and political impacts on GHFFA participants and systems within Thunder Bay.	- attend community meetings, ask questions, observe and facilitate discussions. - Review any available materials and media. -discussion with supervisors.	- Ability to identify Social Determinants of Health as they pertain to individuals and communities connected to GHFFA. -Identify individual and community challenges and strengths.	- Ongoing

SOCIAL WORK SKILLS

Goals for this area of practice may include any or all of the following areas of skill development:

Problem identification, assessment, planning and formulating strategies, intervention and implementation skills, termination and evaluation, relationship and communication skills, and documentation. Depending on your practice setting, these skills may be applied to clinical work with individuals, groups or families, OR to community development or research practice, where your client group will be defined with a broader macro focus.

Learning Objectives/Goals	Learning Resources/ Activities	Evidence of Learning	Estimated Date of Achievement
-Gain understanding of using clinical skills within a community development context.	-Assist with various community projects -Research social work roles in other community development projects -Attend meetings and observe roles of other individuals.	- Ability to understand and explain the role of a social worker in community development. -Communicate my role and contributions as a social worker within GHFFA.	Ongoing throughout placement
- Focus on skills and connection of theory to practice on a micro and macro level in this setting.	-Discuss with supervisors -Identify theories that fit for me, and use them in placement.	-Ability to comfortably apply skills within placement and clearly communicate rationale for using these skills.	-Mid-term and ongoing
-Learn how to create, implement and evaluate various types of program evaluations.	- Research various types of evaluation, and their intended outcomes -consult colleagues to gain direction and information. -Compile and analyze garnered information.	- Complete a written evaluation for the agency by end of placement.	April 2021
- Discover the advantages and disadvantages of using a strengths based approach	-Supervisory discussion and debriefing -Creating a small guide as a resource tool	-Comfortably apply the approach to practice situations. -Explain rational for using skills and approach	-Ongoing, end of placement
- Further develop conflict resolution skills between	-Research how to create “work plans” to identify areas of	-Become more comfortable addressing conflict	-End of term, ongoing.

individuals and in small groups. -Learn more about Restorative Practices -Learn how best to terminate involvement with participating youth	concern and goals for youth, and steps to achieve goals. -Debrief with staff and supervisors -Research conflict resolution practices and implement in field. -Collaborate with staff to create conflict resolution and consequence policies, based on restorative practices. -Read appropriate material e.g. 'Restorative Circles in Schools-Building Community and Enhancing Learning 'book and research other relevant materials. -In supervision discuss how to prepare for end of practicum.	-produce appropriate work plans with individual youth -Comfortably implement practices and learning at placement. -Evaluate what does and does not work. -Prepare youth for termination in advance -Discuss any concerns and best strategies with supervisors	-Do reading by late November 2020, Implementation will be ongoing. -Second half of placement

THE PROFESSIONAL CONTEXT OF PRACTICE

The goals for this area of practice are focussed on issues of professional identity as a social worker and social work ethics and standards of practice, including the professional use of self. The effective use of supervision, evaluation of practice, and mindfulness about values and attitudes in the workplace are important aspects of the professional context of practice. Other areas to consider are time management skills, and your role as a team member in the placement setting.

Learning Objectives/Goals	Learning Resources/Activities	Evidence of Learning	Estimated Date of Achievement
-Uphold the standards, ethics and practices of Social Work and the agency.	-Read Field Manual and OCSSWSW ethics and standards of practice. Review GHFFA mission and policies.	-Be able to explain material; discuss ethical issues with both supervisors	- Ongoing
-Refine time management skill and focus on self-care needs	- Ensure transportation arrangements are in place to be on time -Balance work requirements and self care.	- Seek feedback from supervisor with regard to punctuality and work/life balance	- Ongoing
-Build on my capacity for appropriate use of language	- Use of appropriate level of language with youth. -Use of professional language skills in written work and when interacting with colleagues.	-Ability to effectively and clearly communicate within any placement related scenario	- Ongoing
-Ensure that positive boundaries surrounding professional relationships within the placement setting are created and maintained	-Appropriate use of self-disclosure -Awareness of how professional relationships effect partnerships with other agencies/colleagues.	-Successfully create and maintain positive work relationships with colleagues	- Ongoing
-Effective use of Supervisory relationships	-Build and maintain respectful, professional relationships with supervisors. -Request ongoing feedback	-Established positive and professional rapport with supervisors	- Ongoing

OTHER

This area is available to record any specific goals, projects or areas of learning and development that may not fit into the other learning categories.

Learning Objectives/Goals	Learning Resources/Activities	Evidence of Learning	Estimated Date of Achievement
-Develop knowledge of data storage system and drop-box.	-Access to computer system and office site. Instruction by colleagues.	-Ability to send and receive information efficiently	- Mid November and ongoing.
-Learning about Edible Food Forest Projects and how to use this knowledge to create a local project.	-Read about projects -Discuss idea with colleagues -Assist in teaching information to youth.	-Help in creating local project and be able to communicate the use of an Edible Food Forest Project in a community development context.	- Ongoing until end term

E. Signatures

Student		**Date**	November 5, 2020
Field Instructor		**Date**	November 5, 2020
Off-site Supervisor (if applicable)		**Date**	November 5, 2020

One copy of the completed learning contract is to be forwarded to the Field Education Coordinator. Additional copies are to be retained by the student and field supervisor(s) to be reviewed throughout the field practicum, and particularly at mid and end term evaluation time.

APPENDIX I

STUDENT PROCESS RECORDING

There are a number of approaches to process recordings. Two approaches have been included here for your reference.

A sample verbatim Process Recording and a sample content recording are provided as a student template.

PROCESS RECORDING STYLES

(A) VERBATIM INTERVIEW WITH AN INDIVIDUAL

(Preferred Style for Mid-Term Evidence of Learning)

Introduction ***(one page in length):***

- Please provide a short client history and the purpose of the interview
- Please use non-identifying information (change client name or use initials).
- Indicate a context for the interview. Is this your first interview or last? How many times you have met with the client? as example.

Actual Worker/Client Dialogue:

- Please provide a word for word verbatim account of the entire session or a portion thereof if the interview is too lengthy. Please take notes immediately following the meeting and write to the best of your recollection. Taping is not required.
- Please use a verbatim four-column approach (sample provided in Field Manual).
  - Column 1 – worker/client dialogue
  - Column 2 – gut level feelings/internal processing
  - Column 3 – skill analysis
  - Column 4 – blank for Supervisor's comments

Social Work Skill Analysis of the Interview ***(2 pages in length)*****:**

Please use the following subheadings as a guide

- ***Worker's Role*** - Identify your purpose/role during the interview.
- ***Social Work Skill Analysis -*** Provide an overview of the specific social work skills that you used during the interview.
- ***Overall Impressions*** – provide comment on your effectiveness during the interview. What did you do well? What would you do differently if you had the opportunity?
- ***Summary of Client/Worker Goals*** – provide a summary of goals and the collaborative plan for future sessions.

(B) CONTENT RECORDING WITH AN INDIVIDUAL OR GROUP

(Preferred Style for End-Term Evidence of Learning or student may complete another verbatim recording)

Introduction (one page in length):

- Please provide a short client history and the purpose of the interview
- Please use non-identifying information (change client name or use initials).
- Indicate a context for the interview. Is this your first interview or last? How many times you have met with the client? as example.

Content Description:

- Please provide a descriptive account of the entire client session
- Samples of a content recording, both with an individual and with a group, are provided in the appendices

Social Work Skill Analysis of the Interview ***(2 pages in length)*****:**

Please use the following subheadings as a guide

- ***Worker's Role*** - Identify your purpose/role during the interview.
- ***Social Work Skill Analysis -*** Provide an overview of the specific social work skills that you used during the interview.
- ***Overall Impressions*** – provide comment on your effectiveness during the interview. What did you do well? What would you do differently if you had the opportunity?
- ***Summary of Client/Worker Goals*** – provide a summary of goals and the collaborative plan for future sessions.

Sample: Verbatim Process Recording

Jane Doe has been referred to Children's Mental Health Services by her mother, Pat. Jane has been referred to receive counselling for hallucinations, nightmares, suicidal ideation and repetitive brushing of her hair. The brief Child and Family phone interview that was completed by her mother reports elevated scores in cooperativeness, conduct, externalizing, separation from parents, managing anxiety, managing mood, self-harm, internalizing, social participation, quality of relationships, and global functioning. In 2004, Jane was admitted to a residential unit for four months to help her cope with her anxiety and suicidal ideation. During this time, she was referred for tele-psychiatry services and was diagnosed with Post Traumatic Stress Disorder based on her early history of trauma. Jane is 10 years old and has four siblings. All the children are currently in foster care because their mother was unable to protect them from harm. Jane has witnessed domestic violence and drug and alcohol abuse throughout her life. She is also a victim of a near drowning.

I have met with Jane three times and this is a recording of the third counselling session. I am meeting Jane at her school in a room that I have arranged to use. The purpose of this counselling session is to continue to build a relationship with Jane and to develop goals for counselling. During this interview, Jane and I were working on a page from the book "All About Me", which is a book about getting to know your clients and to help them be aware of themselves and their strengths.

Worker Client Dialogue	Gut Level Feelings/Internal Processing	Skill Analysis	*Supervisor Comments*
Worker: Hi Jane, how are you today? **Jane:** Good. I like getting to leave class. **Worker:** What did you do on the weekend? **Jane:** Ummm, I went skating, snowmobiling and to Dawson's Birthday Party. **Worker:** Sounds like you had a busy weekend. **Jane:** Oh and I saw my mom. **Worker:** How was your visit with your mom? **Jane:** Good, we ate pizza and chips. It's a vacation from vegetables. **Worker:** So Jane, do you remember from last week how we talked about starting to work in the book "All About Me"? **Jane:** Yeah. **Worker:** Here is the book, just take a look through it and tell me what page you want to work on today. Pick whatever page you want, and I will ask you the questions on the page and you can write down your answers or if you want I can write them for you. **Jane:** I want to write. **Worker:** Ok, sounds great. After you write down your answers, we are going to talk about some of them. Is that ok? **Jane:** Yeah.	- When working with children I like to do informal counseling sessions. By giving a child something fun to do during a counseling session I find that it helps ease their worries about counseling and allows them to feel more comfortable. - That fact that she almost forgot that she had a visit with her mother on the weekend, indicates to me that she is beginning to settle in at the foster home. Although she misses her mother a great deal, it does not seem to be the only thing she thinks of anymore. - Giving Jane the choice of what page she wants to work on gives her some control in the session and makes it less hierarchal. - By asking her to write down her responses to the questions, makes Jane think about what she is going to write and not just blurt it our. I also noticed that in previous sessions she would only answer with "I dunno".	- I am continuing to build a relationship with my client. By asking her questions about her weekend, it shows that I have an interest in her, and this could help me learn some of her hobbies or other links and resources in her life. - Open ended question. - I initiated the session by bringing up what was last talked about during the previous session. Letting Jane know that there are no surprises, helps give her some comfort. - By using the book "All About Me" I am trying to give the counseling session a bit of structure and it is a very useful tool to gather data about concerns, problems, strengths and her resources.	*Good observation of shift in client's focus from one session to the next.* *Good use of program material in a flexible manner that gives the client a feeling of control.* *Contracting with the client to further explore her responses prepare her for exploration of issues.*

Worker: I bought us some markers and I printed off some pages to colour. I hope you like Lizzie McGuire and Shrek. **Jane:** Yeah! Yeah! **Worker:** What other cartoon pictures would you like me to find for you to colour? **Jane:** More Lizzie McGuire and ummm Madagascar. **Worker:** Ok I will see what I can find. Pick out a marker and we can get started on our work. **Jane:** Pink! **Worker:** Is pink your favorite colour? **Jane:** Yes **Worker:** Alright, here is question number one. Question #1 *So, Jane what kind of people do you like?* I see that you wrote you like people who play hockey. Is that your favorite sport? **Jane:** Yeah! I play floor hockey and I am the best girl on the team. **Worker:** That's great! When did you start playing floor hockey? **Jane:** Last week with (foster mother) and all her friend's kids at the community centre. **Worker:** That sounds like a lot of fun. Question #2 *So what do you wish for Jane?* You wrote that you wish all your family and friends lived in the same place. Can you tell me a bit more about that? **Jane:** I dunno, I have moved a lot and I always have to leave my friends and I never get to see my family. I just wish I could see my friends and my grandma. **Worker:** Question #3 *What makes you angry?*	- By letting Jane colour during or before the counseling session ends, hopefully makes counseling more enjoyable for her. - By printing off more pictures that she likes, it gives her something to look forward to for upcoming sessions. - She seems to light up when she talks about floor hockey. - Floor hockey is her favorite sport, yet she only started playing last week. This shows me that she might not have been involved in many organized activities before being in foster care. Sports seem to be a big confidence booster for Jane. - This may show that Jane has had her schooling interrupted numerous times during her many moves. I think it would be a good idea for me to speak with her teacher about her grades and her previous school attendance.	- By buying markers and printing off coloring pages that I think she would like also shows her that I care about her likes. - Continuing to build rapport. - Taking an interest in learning her likes. - This question is a great way to learn about Jane's likes and her links in the community. - Recognizing strength. -"Can you tell me more about that" is an open ended question that usually initiates the client to give more detail.	*Good joining skills in remembering and responding to her interests.* *Advocating for client's involvement in sporting activities could develop her self-esteem and confidence. Feelings of social isolation and loss may be an ongoing issue for this client as well as the disruption of her schooling.* *Denial of problems in her family may be a defense for this young girl and/or due to*

Jane: Lots of things. **Worker:** Can you write some of them down for me? I see that you wrote that makes you mad. How come? **Jane:** They took me away from my family when things were going fine, and now I am in stupid foster care. **Worker:** How are you getting along with your foster parents? **Jane:** Fine, we have fun, but I don't get to stay out late and I am sick of vegetables. **Worker:** So tell me why you think foster care is stupid, if you seem to be having fun? **Jane:** My life was perfect at home, I don't need to be in foster care. My dad only came back to the house once and caught him and took us away. **Worker:** Can you think of anything else that makes you angry. **Jane:** Yeah, when people are mean to my siblings, when I get into fights and lots of stuff. **Worker:** Well it sounds like you are a great big sister. It's great that you care if your siblings are being treated badly. Question #4 *When you are grouchy how do you show it?* **Jane:** I don't want to write anymore, can I colour Lizzie pictures. **Worker:** Sure, I will write them down for you. Thank you for writing so far. So tell me when you are grouchy how do you show it? **Jane:** I yell at whoever I am angry at or argue or fight. **Worker:** You had mentioned fights earlier too. Do you think you get into a lot of fights? **Jane:** No. **Worker:** When you do get into fights, who are they with? **Jane:** My sisters, but it is just when they are bugging me.	- Jane holds resentment towards for being removed from her home. I am not sure if she fully understands why she was put in foster care. This might be an area to explore further at a later time. - Jane's father was not allowed in the home. If he was caught by a worker in the home, I suspect it was not just a one time occurrence. - At times it seems that Jane is almost parentified. She is a very smart child who is 10 going on 16. She is very protective of her siblings and cares for them a great deal. - I am beginning to wonder if Jane has anger issues, or if she is a typical 10 year old girl. - Fighting with siblings is a normal part of growing up. I don't feel	- Paraphrasing what Jane has said/written assures her that I have heard what she has said. It also leaves room to explore the topic in more depth. - Confronting Jane's incongruity. By allowing Jane to realize that foster care is fun and maybe not that bad can help her adjust better. I would still like to explore with her if she understands why she is in foster care. This could be a future counseling topic. - Exploring any important issues. Getting into fights has come up and I will explore this more. - Recognizing her strengths. - I read this question from another page and decided to use it to further explore the issue of fighting. - Summarizing. Jane has mentioned fighting earlier and I want to know how often she gets into fights. - Exploring who she fights with will give me an idea if she has issues	*her loyalty to her bio-family.* *Good handling of client's resistance while keeping her engaged in the process. (Explore issues of anger further in future sessions.)* *Client has a pattern of minimizing any negative feedback regarding her own family relationships. With growing trust in the counseling*

Worker: Ok, well here is the last question for you. Question #5 *What is one good thing about you?* **Jane:** I have a beautiful mother, and nice sisters and brother. **Worker:** That is really nice of you to say. It sounds like you really love your family. I am sorry that you can't be with them right now. Can you think of anything about yourself that you like? **Jane:** I dunno, I don't care about stuff like that. **Worker:** Do you think you have a nice smile, or nice hair, or that you are a good joke teller or anything like that? **Jane:** No. **Worker:** Well I think you have a great smile. That was the last of the questions, but I would like to talk to you about what we will talk about next week. You had mentioned that you think foster care is stupid and that you don't need to be in foster care. Do you think next week we can talk more about your feelings towards being in foster care? **Jane:** Yeah. **Worker:** Do you have anything else you would like to talk about today? **Jane:** No. **Worker:** Ok, we have about 10 more minutes together. You can colour some more pictures or go back to class early. What do you want to do? **Jane:** Colour. **Worker:** I had a feeling you were going to say that.	that she has any aggression problems. - Jane mentioned nothing specifically about herself. She spoke only of her family. - I would like to work on Jane's self esteem in future sessions. She is going to be entering into her pre-teen years and self esteem is very important at this time.	in socializing with other kids. - Asking Jane what she thinks is good about her, is a way of making her recognize her own strengths. It is also a way of exploring her self esteem. - In working with children, you sometimes have to help them by giving them ideas or examples. Even with examples Jane was unable to think of anything good about herself. - I am summarizing part of the session by discussing a topic for next weeks session. I am going to focus on her issue of being in foster care, because it is a current issue that is bothering her. - I like to give my clients a break from counseling and allow them to have a few minutes of fun before returning to class.	*process she may become less protective.* *Goal setting for future counseling sessions re: self-esteem issues.* *Good preparation for end of session and "cool down" time before returning to class.*

Assessment

Impressions: The point of this interview was to continue to build a relationship with Jane, and to be able to learn more about her strengths and interests and also a bit about her issues. Jane has had previous counseling when she was at the Residential Unit and she does not like to talk about the reasons she had to go there. At the present time I wanted to explore current issues that she is dealing with. I felt that the book "All About Me" was an effective way to ask a lot of questions and to get a lot of information without seeming like I was drilling her with question after question. I also feel that I did a good job in trying to learn what she likes by asking her what cartoon pictures she likes, what her favorite colour was, what her favorite sport was. I also tried to get details out of the questions that I asked her, by saying can you tell me more about that, or can you think of anything. When Jane seemed to have no response to questions I would give examples in hopes of jogging her memory or giving her ideas. Overall I feel that the interview went well and Jane seemed comfortable throughout the session, but there are a few things I would have done differently. I would have asked her more about her issues of fighting, and what a fight means to her, and I would have asked her more about if she played any sports or if she was involved in any activities before she was put into foster care. Would have also like to include more reflection of Jane's feelings.

During this conversation I noticed that I felt very relaxed and comfortable in my role. I didn't struggle with the conversation nor did I feel the need to rely on a checklist of questions. I followed the client's lead in the conversation, using my empathy, understanding and paraphrasing skills and "doubled back" when needed, to gather additional details and information.

Along with felling more confident in my placement work, I have received some very positive feedback from my mentors regarding my interviewing skills. Both mentors have commented on how much more effective my interviews are now and how well I am interacting with the clients.

During the mid-term evaluation one of the areas in which I was rated as 2.5, was around relationship building and confidence. I believe that I have improved greatly in this area and have now met or exceeded the expectations.

I think when I started into this placement I was automatically trying to imitate my mentors' styles. It really wasn't until I accepted that my style is my own and it is unique, that I emerged from my shell and my confidence level soared.

Worker's Role: My purpose during the interview was to build a relationship with Jane and to gain knowledge of her strengths, interests and the troubles she is facing. I felt that I have a good idea of what is bothering her and what we need to work on during the up-coming counseling sessions. Jane is a very smart girl and knows the answers that counselors want to hear. She tends to be closed off, and does not like to talk about what is bothering her, but I feel that she is starting to develop a trust in me and is now beginning to open up.

Summary of Client/Worker Goals and Plan for Future Sessions: Jane and I have discussed that the topic of the next session would be her issues regarding being in foster care. I have plans to help Jane build her self-esteem, and to talk about puberty and sex education. I would also like to explore her anger a bit more, because her foster mother feels that she gets easily annoyed and angry too often.

Content Recording Example – Co-facilitation of a Group Session

Client history and purpose of the interview

Three young men in their early twenties attended this first group session. One member, *Jim*, lives in a group home setting, together with another young man, *Dan.* Both left their homes of origin due to their parents' struggling with own personal issues and substance use, as well as difficulties with parenting and providing appropriate care. The third young man, *Pete*, is in his early twenties and lives independently in his own apartment. He has also struggled with the relationship with his family, but more so with a tumultuous relationship with his father. All three young men are supported and receive help with various issues that affect different areas of independent daily living. The overall purpose of the group was to create an environment conducive for the sharing of individual life struggles amongst group members in similar circumstances, as well as to search for potential strategies that might help one another.

Worker's observations of the worker/client situation

The relationship between the three clients and myself felt strong, particularly with Pete, due to the fact that I have spent time working with him throughout my placement experience. The other two young men I had met briefly at an earlier agency event, and also spent some time chatting with them before this group session, due to the fact that we were briefly locked out of the building and had to wait to be admitted (which I believe greatly helped to build rapport).

Content (a summary of what transpired during the session)

Before the group started we informally covered simple group rules with the members, including listening and respecting others when they are speaking, the importance of not judging others, and lastly it was mentioned that what was heard in the group was intended to stay within the group (or was confidential).

The group began with introductions and each member, including the two co-facilitators shared a little about themselves. Following that was a simple icebreaking activity of playing "crazy 8's" that was suggested by one of the members, who happened to bring a pack of cards to the group. Once the game was finished everyone was free to grab a coffee and some food to ensure that this was a casual environment where members could feel comfortable before moving into discussion and potential disclosure of more personal information.

To start discussion the facilitators explained to members that we had several topics assembled on little pieces of paper to pick from a hat. The first topic randomly chosen was family relationships, however we also made it clear that it was each person's choice to disclose or talk about family. First, *Dan* spoke about how he and his parents did not get along very well and that they had left him at a fairly early age in his life. After speaking to his struggle we also asked about positive influences and strengths in his life, when he mentioned his love of animals and the relationship he has with his uncle. Secondly, *Jim* began by speaking of his struggle in his family, who had a history of violent behaviour and substance abuse concerns that directly affected his own use, as well as his disconnection from his family. After listening and acknowledging his hardship we moved into positives which included him feeling supported in a more positive environment, although he felt that he would appreciate the freedom of living on his own soon. Lastly was *Pete*, who shared his experience of his difficult relationship with his father, particularly with the feeling that his father does not support him or take him seriously in his future goals in life. Once he felt listened to and had expressed what he needed to, we moved into the positives, which included him living independently. It is important to note that living independently was also Jim's goal and we were able to link the two together in this moment, which provided fruitful discussion.

In addition, after more sharing and identifying common struggles as well as strengths, we talked about how the group went today, and what members would like to see changed or kept in future groups.

Finally, to conclude we played another game of cards to end on a fun note and to keep the guys engaged. Shortly after that we set a date for a second group that worked for everyone and the session ended.

Impressions (how successful/effective the group was)

I was honestly very surprised and pleased with the results of this first group session, as everyone seemed to be in good spirits, enjoyed the experience and at least found some parts to be helpful which was evident in members all choosing to participate in a second gathering. Lastly, the group seemed to take on a direction of its own, as sharing, flow and cohesion were very high.

Worker's role and skills analysis

I felt my performance in the group was successful and more so than I had originally anticipated or expected. It was a bit of a challenge working with a co-facilitator with a different approach and background than mine, but also beneficial to understand that this will occur and that being able to adapt to the unique circumstance is critical. In particular, I felt my use of empathy or reflecting feeling was strong, also using silence and encouragers to help members feel supported in continuing disclosure, capturing the essence of what individual members were disclosing in the form of paraphrasing, as well as keeping things light when speaking of positives in member's lives to keep the group fun and engaging.

Summary of client/worker goals and plan for future sessions

My role in the goals for future work with this group is uncertain due to the circumstances of my placement ending soon. I will be involved in planning for the group to continue to be run by my co-facilitator and the agency, and the group members will have ongoing opportunities to support one another and to work on life skills, which they will self-identify as being important.

APPENDIX J

Field Practicum

Integrative Seminars – SW 3500/SW 4500/SW4501

The Integrative Seminar is based on the direct relationship between the practical experience gained in field and the theoretical knowledge learned in the classroom.

Purpose: To discuss progress in the field practicum and to explore specific areas of knowledge identified as necessary to achieve the educational objective of integrating classroom knowledge with real life experience.

Session I: Students will provide a brief presentation in a seminar group outlining a description and analysis of the social work service offered in their practicum setting and an overview of the student role. This provides students the opportunity to broaden their scope of knowledge by gaining an understanding of the various services presented and to discuss experiences and practicum-related issues with other students.

Session II: The purpose of the second Integrative Seminar is to provide a group opportunity to learn more specifically about the social work practice that each student is involved in at their various placement sites. It is also a chance to share information about different techniques and interventions that may not have been taught in class.

Students will prepare a case study and relate it to a specific and relevant theory, learned either in classroom or at their placement setting. The case study should reflect the nature of the student's work in a micro, mezzo or macro setting. Students can choose to present clinical experience with an individual client, family, group program or intervention, or a community development project or program proposal.

The integrative seminar presentation can focus on a broad theoretical approach, or a very specific technique or intervention within a theoretical context. For example, applying strength based theory and treatment plans to the situation of a dying patient in a palliative care setting, or describing cognitive behavioural theory as it is applied in a group addressing issues of anxiety. In a macro placement setting, Systems theory, as example, may be used to explain a project or proposal.

The presentation will be done verbally. Students may choose to provide handouts or use other visual aids (such as Power Point) to enhance their presentation. The presentation should be at least fifteen minutes in length, and will include time for questions and discussion.

*Please note that Integrative Seminar hours cannot be counted toward placement time for One Year students.

Integrative seminar hours can be counted toward placement hours for students in the Four Year Program.

APPENDIX K

LAKEHEAD UNIVERSITY – SCHOOL OF SOCIAL WORK

FIELD PLACEMENT REFLECTIVE LEARNING LOG

Student name: _____ Date: _____

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

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

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

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

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

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

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

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

APPENDIX L

LAKEHEAD UNIVERSITY

School of Social Work

Field Practicum Time Sheet

Directions for the use of this time sheet:

Please note: Students completing placement within the scheduled placement time as per the Field Practicum Calendar **should count placement time by days, not hours, with a regular work day at their placement setting equaling one day of placement**. Students completing placements under these circumstances are not required to use this Field Practicum Time Sheet.

Students completing part-time placements, or those who are in a **unique placement circumstance**, with **irregular placement hours**, shall utilize this Field Practicum Time Sheet to track placement time to completion.

Student's Name:_____

Student Number:_____

Placement Setting:_____

Field Instructor:_____

Field Placement Dates:_____

Field Instruction Course: ___ **3500** (50 days or 350 hours) ___ **4500/4501** (60 days or 420 hours)

___ **One Year Placement** (100 days or 700 hours)

LAKEHEAD UNIVERSITY
School of Social Work

Field Practicum Time Sheet

WEEKS	**DATES**	**DAYS/HOURS**	**Nature of Work (optional)**
Week 1			
Week 2			
Week 3			
Week 4			
Week 5			
Week 6			
Week 7			
Week 8			
Week 9			
Week 10			
Week 11			
Week 12			
Week 13			
Week 14			
Week 15			
Week 16			
Week 17			
Week 18			
Week 19			
Week 20			
Week 21			
Week 22			
Week 23			
Week 24			
Week 25			
Week 26			
Week 27			
Week 28			
Week 29			
Week 30			
TOTAL			

Signatures: _____ _____

Student **Field Instructor**

LAKEHEAD UNIVERSITY
School of Social Work

Field Practicum Time Sheet

Additional table to record longer placements:

WEEKS	DATES	DAYS/HOURS	Nature of Work (optional)
TOTAL			

Signatures: _____ _____

Student **Field Instructor**

APPENDIX M

LAKEHEAD UNIVERSITY
School of Social Work

H.B.S.W. On-site Field Associate Evaluation Form

Mid Term: ☐ **End Term:** ☐

Student's Name	
Student's Year Level	**Third Year:**☐ **Fourth Year:**☐ **One Year:** ☐
Field Placement Agency	
On-site Field Associate's Name and Title	
Off-site Field Instructor	
Placement Timelines	

The field placement is a vital component of the H.B.S.W. program, providing the opportunity for students to develop practice competence as beginning professional social workers.

Ongoing communication between the field placement on-site agency Field Associate and the School of Social Work off-site Field Instructor provides valuable feedback regarding the student's progress in the field placement setting. The input that you provide on this brief evaluation form is vital to the completion of the H.B.S.W. field placement evaluation by the off-site supervisor.

EVALUATION RATING SCALE

Please assign an appropriate rating from 1 to 4 by checking one of the numbers on the Rating Scale.

Rating Scale:

1	**Not Meeting Expectations:** The student demonstrates minimal knowledge, understanding or skill level.
2	**Beginning to Meet Expectations:** The student is beginning to approach an expected level of competence with appropriate attempts to use knowledge/skill in practice.
3	**Meeting Expectations:** The student demonstrates competency at an expected level, effectively applying knowledge and skill.
4	**Exceeding Expectations:** The student exceeds expectations and demonstrates effective application of knowledge and skill as part of his/her interpersonal style.
NA	**Not Applicable:** No basis to evaluate or too few pertinent activities available.

1. The student clearly understands and articulates their social work role and responsibilities within the placement setting.	1☐ 2☐ 3 ☐4☐ NA☐
2. The student demonstrates a working knowledge of the mandate, policies and procedures of the organization.	1☐ 2☐ 3 ☐4☐ NA☐
3. The student operates and contributes as a member of the agency team.	1☐ 2☐ 3 ☐4☐ NA☐
4. The student demonstrates a working knowledge of community resources and makes appropriate referrals.	1☐ 2☐ 3 ☐4☐ NA☐
5. The student demonstrates the ability to engage, develop and maintain purposeful relationships with clients and their families.	1☐ 2☐ 3 ☐4☐ NA☐
6. The student uses effective communication skills (both verbal and non-verbal) to establish good working relationships with clients and colleagues.	1☐ 2☐ 3 ☐4☐ NA☐
7. The student completes all relevant documentation on time, with clarity and consistency.	1☐ 2☐ 3 ☐4☐ NA☐
8. The student demonstrates the ability to prepare clients/families/groups for termination/referral in a positive, sensitive manner.	1☐ 2☐ 3 ☐4☐ NA☐
9. The student demonstrates the ability to accept and respond professionally to feedback.	1☐ 2☐ 3 ☐4☐ NA☐
10. The student is motivated and self-reflective in the learning role.	1☐ 2☐ 3 ☐4☐ NA☐
11. The student demonstrates an increasing capacity for independent practice as skills develop.	1☐ 2☐ 3 ☐4☐ NA☐
12. The student demonstrates reliability and responsibility in the professional social work role.	1☐ 2☐ 3 ☐4☐ NA☐

Comments (Strengths/Learning goals)

Field Associate:

_____ _____

Field Associate's Signature **Date**

LAKEHEAD UNIVERSITY
School of Social Work

HBSW On-site Field Associate MACRO Evaluation Form

Mid Term: ☐ **End Term:** ☐

Student's Name	
Student's Year Level	**Third Year:**☐ **Fourth Year:**☐ **One Year:** ☐
Field Placement Agency	
On-site Field Associate's Name and Title	
Off-site Field Instructor	
Placement Timelines	

The field placement is a vital component of the H.B.S.W. program, providing the opportunity for students to develop practice competence as beginning professional social workers.

Ongoing communication between the field placement on-site agency Field Associate and the School of Social Work off-site Field Instructor provides valuable feedback regarding the student's progress in the field placement setting. The input that you provide on this brief evaluation form is vital to the completion of the H.B.S.W. field placement evaluation by the off-site supervisor.

EVALUATION RATING SCALE

Please assign an appropriate rating from 1 to 4 by checking one of the numbers on the Rating Scale.

Rating Scale:

1	**Not Meeting Expectations:** The student demonstrates minimal knowledge, understanding or skill level.
2	**Beginning to Meet Expectations:** The student is beginning to approach an expected level of competence with appropriate attempts to use knowledge/skill in practice.
3	**Meeting Expectations:** The student demonstrates competency at an expected level, effectively applying knowledge and skill.
4	**Exceeding Expectations:** The student exceeds expectations and demonstrates effective application of knowledge and skill as part of his/her interpersonal style.
NA	**Not Applicable:** No basis to evaluate or too few pertinent activities available.

13. The student clearly understands and articulates the social work role and responsibilities within a macro practice setting.	1☐ 2☐ 3 ☐4☐ NA☐
14. The student demonstrates an understanding of socio-economic, cultural and social policy influences on the client group/community/organization/project.	1☐ 2☐ 3 ☐4☐ NA☐
15. The student identifies gaps in existing community resources and makes suggestions regarding unmet client or community need.	1☐ 2☐ 3 ☐4☐ NA☐
16. The student demonstrates the ability to analyse written materials such as policy, research and legislation.	1☐ 2☐ 3 ☐4☐ NA☐
17. The student demonstrates the ability to develop and maintain purposeful relationships that respect clients/consumers, community members and colleagues.	1☐ 2☐ 3 ☐4☐ NA☐
18. The student uses effective communication skills (both verbal and non-verbal) in the placement setting.	1☐ 2☐ 3 ☐4☐ NA☐
19. The student completes all relevant documentation on time, with clarity and consistency.	1☐ 2☐ 3 ☐4☐ NA☐
20. The student demonstrates an ability to prioritize activities of strategic intervention according to feasibility and importance.	1☐ 2☐ 3 ☐4☐ NA☐
21. The student demonstrates the ability to accept and respond professionally to feedback.	1☐ 2☐ 3 ☐4☐ NA☐
22. The student is motivated and self-reflective in the learning role.	1☐ 2☐ 3 ☐4☐ NA☐
23. The student demonstrates an increasing capacity for independent practice as skills develop.	1☐ 2☐ 3 ☐4☐ NA☐
24. The student demonstrates reliability and responsibility in the professional social work role.	1☐ 2☐ 3 ☐4☐ NA☐

Comments (Strengths/Learning goals)

Field Associate:

_____ _____

Field Associate's Signature **Date**

APPENDIX N

FEEDBACK QUESTIONNAIRE ON FIELD PLACEMENT

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

Please return the completed questionnaire to the Field Education Coordinator after the end of the placement term.

Name of Placement Setting:	
Field Instructor:	

Please briefly address each of the following areas:

1. Describe your role in the field placement setting.

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

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

4. Were opportunities available for you to attend any professional development seminars/ workshops, etc.? If yes, was there any cost to you as a participant?

5. What recommendations would you make to the agency to enhance this opportunity for future students?

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

	Unsatisfactory				**Excellent**
The extent to which the field placement met your learning needs.	1☐	2☐	3☐	4☐	NA☐
Agency's responsiveness to student education and learning.	1☐	2☐	3☐	4☐	NA☐
The extent to which you had the opportunity to learn new concepts and synthesize learning from the classroom.	1☐	2☐	3☐	4☐	NA☐
The workload expectation for yourself as a practicum student.	1☐	2☐	3☐	4☐	NA☐
The field instructor was approachable and supportive regarding suitability of workload and learning experience.	1☐	2☐	3☐	4☐	NA☐
Orientation to the placement setting including your role and responsibilities.	1☐	2☐	3☐	4☐	NA☐
The frequency and method of field supervision.	1☐	2☐	3☐	4☐	NA☐
The expectations of the field instructor with respect to assignments and material to be submitted for supervision.	1☐	2☐	3☐	4☐	NA☐

Comments and Suggestions:

PLACEMENT FACILITATION, SUPPORT AND EVALUATION

	Unsatisfactory				Excellent
Agency Education Days were helpful in providing information regarding available placement opportunities.	1☐	2☐	3☐	4☐	NA☐
My learning needs, interests and experience were considered in selecting an appropriate field placement.	1☐	2☐	3☐	4☐	NA☐
The student orientation day (for Third & One year students) helped familiarize me with field documents & provided insight on how to get the most out of my field placement experience.	1☐	2☐	3☐	4☐	NA☐
The field placement manual covered all aspects of the placement experience.	1☐	2☐	3☐	4☐	NA☐
The availability of the Field Education Coordinator for placement consultation and discussion.	1☐	2☐	3☐	4☐	NA☐
The integrative seminar was helpful in:					
A) integrating field experience with classroom learning	1☐	2☐	3☐	4☐	NA☐
B) raising awareness of other programs/services, agencies	1☐	2☐	3☐	4☐	NA☐
The Field Education Coordinator facilitated the evaluation process and included both student and supervisor participation	1☐	2☐	3☐	4☐	NA☐

Comments and Suggestions:

APPENDIX O

Appeal Process for Field Practicum Courses

School of Social Work Level

A student or a field practicum instructor is expected to follow the normal procedures established by the School prior to requesting a hearing by the appeals committee. For Field Practicum, this procedure involves the following:

a) Students are expected to notify the Field Education Coordinator as soon as possible if a problem is occurring in practicum that is not being addressed to the student's satisfaction. The Field Education Coordinator will contact the student's supervisor to discuss the issue and arrange a meeting with all parties to discuss possible remedies.

b) Field Instructors are expected to work with students to informally resolve field placement concerns at the time they arise. A forthright discussion between Field Instructor and student that clearly identifies the area(s) of concern should take place, along with the remedies that are required to address the issue.

c) If the placement situation is unresolvable and the placement is terminated early by either the student or the placement agency, the situation will be reviewed by the Field Coordinators and/or the Field Placement Advisory Committee who will follow the process outlined on pages 33 – 34.

d) Student placement issues that violate the OCSWSSW Code of Ethics, contravene the policies of the university or of the field placement setting, or that do not honour the affiliation to ethical professional standards of practice may be referred to the Professional Suitability Committee.

If repeating the placement is not a viable option and the student receives a failing grade, the university level appeal process can be initiated if they so choose.

Reappraisal and Academic Appeals (Senate Policy)

I. Introduction

Lakehead University is committed to the fair and expeditious handling of all academic appeals. The Senate Policy Regarding Academic Appeals is intended to ensure that students are treated fairly with regard to academic appeals.

Specifically, the Policy provides students with a means to address their concerns about final course marks and other academic decisions. Students may appeal when they believe that an inappropriate decision was made or that their personal circumstances were not considered. Inappropriate decisions may arise during the process of evaluating course work or in decisions regarding procedures, regulations, requirements or standards of the course of study in which the student is enrolled. Students are expected to make reasonable efforts to resolve issues beginning with the individuals making the decisions. Nothing herein shall relieve students of their obligation to review and understand any and all regulations, requirements and standards that may apply to their course of study, or to all students at Lakehead University. Accordingly, appeals filed under this policy may be dismissed by the Senate Academic Appeals Committee (SAAC) without hearing if the decision under appeal is consistent with the relevant published regulations, requirements or standards.

II. What May Be Appealed

Students may use the procedures and guidelines set forth in this Policy to appeal a Final Course Mark or an Academic Decision Other Than a Final Course Mark.

A student may not appeal both a Final Course Mark and a Decision Other Than a Final Course Mark when both appeals relate to the same issue.

Students may not use the procedures set forth in this Policy to appeal decisions regarding admission or readmission to Lakehead University.

Students may not appeal decisions concerning academic misconduct of any kind under this Policy. Sanctioning of, and appeals from decisions concerning, academic misconduct are governed by Lakehead University's *Code of Student Behaviour and Disciplinary Procedures*.

Final Course Mark

A Final Course Mark is the grade assigned to a student by the Enrolment Services - Academic Advising, Records and Retention in respect of a completed course or project including a thesis. Student work that contributes to a Final Course Mark, as described in section III(1), may be appealed only as part of an appeal of a Final Course Mark.

Note on Placements, Practica, Clinical Experiences and Fieldwork: Because required placements, practica, clinical experiences and fieldwork involve performance of skills learned by students and because this performance is summarily evaluated over a period of weeks, the University policy on appeal of final grades applies only to class grades and not to required placement, practicum, clinical experience or fieldwork grades.

If a student feels unfairly treated by the process of assigning a placement, practicum, clinical experience, or fieldwork grade or by the application of academic regulations pertaining to these experiences, then the student may appeal to have the process and application of the rules reviewed, but not the final grade. Refer to the following section on "Academic Decisions Other Than a Final Course Mark" for more information on the processes to be followed.

Academic Decisions Other Than a Final Course Mark

Academic Decisions Other than a Final Course Mark are decisions regarding procedures, regulations, requirements or standards of the course of study in which the student is enrolled. Examples include decisions regarding course registration; the process of assigning a placement, practicum, clinical experience, or fieldwork grade or by the application of academic regulations pertaining to these experiences; academic standing; and eligibility to graduate.

For further information on **How to Appeal** please refer to the full Academic Appeals Senate Policy which can be found at < https://www.lakeheadu.ca/faculty-and-staff/policies/regulations/reappraisal-and-academic-appeals>

APPENDIX P

LAKEHEAD UNIVERSITY
SCHOOL OF SOCIAL WORK
MISSION STATEMENT

Introduction to the Mission Statement

The Mission of the School of Social Work is to provide leadership for excellence in:

- Developing, testing, and disseminating new knowledge that will have an impact on social policy and social work practice at all levels.
- Delivering graduate and undergraduate social work education that will prepare graduates for ethical, competent, innovative and effective social work practice.
- Promoting and maintaining an academic environment conducive to scholarly research, peer-reviewed publication, social justice, and excellence at all levels and in all fields of social work practice.
- Supporting a strong and vital human services community and providing generalist social work education, which is sensitive to the needs of:
    - Northwestern Ontario including the traditional lands of the NishnawbeAski Nation, the Robinson Superior Treaty and Treaty 3, (Thunder Bay Campus)
    - South Central Ontario including the traditional territory of the Anishinaabeg, (Orillia Campus)
- Maintaining a highly qualified faculty committed to providing the required leadership for excellence.

Statement of Principles

The School of Social Work is distinguished by:

- A practicum education focused on training in the field.
- A promotion of interdisciplinary as well as discipline-specific scholarly research and peer-reviewed dissemination of such research, which will further promote social work practice and social policy development at all levels and in all fields of practice.
- A commitment to maintaining accreditation standards established by the Canadian Association for Social Work Education at the BSW and MSW levels, and by the Ontario Council of Graduate Studies at the MSW level.
- A commitment to social equality for all groups in society, whether based on Indigenous status, age, ethnicity, gender, generational cohorts, geography, race, range of ability, religion, sexuality, language, or socioeconomic class.

- A governance structure and professional culture that bring together teaching faculty, field instructors, students, alumni, the profession in the field, the profession in the academy, and the university, as partners in the realization of the school's mission.

- A commitment to an integrated generalist approach to social work practice, as elucidated in this document, that prepares students with a repertoire of knowledge, skills, and competence to assume a variety of roles in promoting beneficial change, growth, and justice, across six client systems - individuals, families, groups, organizations, communities, and societies.

Curriculum Statement

In accordance with this Mission, the School advocates the following, in curriculum development, to prepare students for practice:

- The importance of understanding generalist practice and the processes of integrating knowledge, skills, research, theory, and field experiences.

- The importance of research to all facets of social work knowledge and practice.

- The importance of accessibility, advocacy, creativity, flexibility, life-long learning, and judicious risk-taking, as essential curriculum qualities.

- An appreciation of diversity, and imbalances of societal power, as related to Indigenous peoples, age, ethnicity, gender, generational cohorts, geography, race, range of ability, religion, sexuality, language, or socioeconomic class.

- An ability to integrate multiple perspectives, based on these above-mentioned facets of diversity, and thereby to respond to individual, family, group, community, organizational, and societal needs.

- An emphasis on social work practice in rural, remote, and northern environments.

- Collaborative relationships with community service organizations and professionals.

Teaching and Learning Statement

Entry into the social work program is voluntary. Acceptance into the program is contingent upon fulfilling the necessary entry requirements as outlined in the School's admission procedures. Upon admission, the following principles are endorsed by the School:

- Students assume responsibility for their learning. This responsibility is associated with the fulfillment of school, professional, and university requirements, and with the encouragement of independent study. Learning takes place free from coercion and intimidation.

- The learning process promotes respect for all participants. Attention to the self-worth of participants underlies teaching efforts. Feedback and assessment are critical features of learning and are promoted by maintaining this respect.

- Learning is promoted through collaboration. Participants are encouraged to cooperate and to share learning experiences. Group activities are encouraged whereby participants may assume a variety of leadership roles: advocate, enabler, facilitator, and/or mediator. Collaborative principles apply in negotiating activities, learning contracts, objectives, and priorities.

- Critical thinking is promoted. Participants are encouraged to understand attitudes, beliefs, cultural diversities, and values. Understanding oneself and the professional use of self in conjunction with communication and relationship theories (among others), are very important to this process.

- Self-directed learning is encouraged. Opportunities are provided for participants to assume direction over their learning. This includes empowerment to be proactive, to initiate and engage in problem-solving and research, and to appreciate how learning and a search for knowledge are life-long processes.

In accordance with these principles, the School of Social Work deems students responsible for and committed to learning; creative and critical in thinking; and capable of understanding and applying concepts and processes that are applicable to research, theories, and problem-solving.

Adopted September 26, 1997; Renewed Fall 2012; Revised May 2016, May 2019

APPENDIX Q

LAKEHEAD UNIVERSITY
Harassment & Discrimination

The Office of Human Rights and Equity aims to realize the rights of all students, faculty, staff and visitors of Lakehead University through human rights protection, promotion and implementation. The Office ensures that Lakehead University is a human rights compliant, inclusive and accommodating space that champions diversity. Furthermore, it works to prevent and respond to discrimination, harassment and sexual violence.

For more information visit the Office of Human Rights and Equity

Or contact:

Mr. Dylan Mazur
Tel: 807-346-7765
humanrights@lakeheadu.ca
Office: ATAC 5031

HARASSMENT AND DISCRIMINATION POLICY

Policy Link: https://www.lakeheadu.ca/faculty-and-staff/policies/human-resources/harassment-and-discrimination-policy-and-procedures

Policy Category:
Human Resources
Approved By:
Priorities and Planning Group (Policy) Board of Governors (Procedures)
Effective Date: September 16, 1994 [Revised 28 February 2008]

1. Preamble

The Board of Governors of Lakehead University believe that all members of the University community have the right to study, to work, and to live in an environment free from all forms of harassment and discrimination including, but not limited to any or all that are based on the prohibited grounds of the Ontario Human Rights Code. Lakehead University believes in the necessity of providing safeguards for members of the University community against harassment and discrimination.

The Ontario Human Rights Code, provides that every person has a right to freedom from discrimination and harassment on the grounds of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, visible or not visible disability, age, marital status, family status, the receipt of public assistance and record of offenses or other grounds as may be amended in accordance with the Ontario Human Rights Code.

2. Definitions

2.1 Harassment

"Harassment" is defined by the Ontario Human Rights Code as a course of comments or conduct consisting of words or actions that disparage or humiliate a person in relation to a prohibited ground contained in the Code. Harassment occurs when the person alleged to have committed an infraction knows or ought reasonably to have known that such comments or conduct would be unwelcome. It can include comments or conduct that is intimidating, threatening or abusive and may be accompanied by direct or implied threats to the individual's grade(s), status or job. Harassment can occur between members of the University Community.

Examples of harassment may include, but are not limited to, gestures, remarks, jokes, taunting, innuendo, display of offensive materials, threats, imposition of academic penalties without just cause, electronic distribution of offensive material, hazing, stalking, shunning or exclusion related to the prohibited grounds.

2.2 Personal Harassment

"Personal Harassment" is behaviour that generally involves a course of comment or conduct directed towards a person or persons:

a) which serves no legitimate educational or work-related purpose; and
b) which is known or ought reasonably to be known, to have the effect of creating an intimidating, humiliating, or hostile educational or work environment.

When sufficiently serious, a single incident may be considered personal harassment.

Any determination of personal harassment would involve an assessment of the behaviour in question, effect of these behaviours, the reasonableness of that effect, and whether it was known or should have been known that such behaviour would be unwelcome by the person alleging that he/she was harassed.

2.3 Sexual Harassment

"Sexual Harassment" is behaviour of a sexual nature by a person who knows or ought reasonably to know that the behaviour is unwanted or unwelcome; and

a) which interferes with another person's participation in an institution-related activity; or
b) which leads to or implies employment, educational, or academically-related consequences for the person harassed; or
c) which creates a poisoned environment.

Examples of sexual harassment may include, but are not limited to, unwanted physical contact, unwanted attention, unwelcome demands for dates, leering, inappropriate staring, displays of sexually offensive images or graffiti, repeated and vulgar sexual comments, distribution of pornographic material, inappropriate gender-related comments, unwelcome remarks about a person's appearance, solicitation of sexual favours, demands for sexual favours, implied or express promise of reward or benefit in return for sexual favours, and implied or express threat or act of reprisal if sexual favours are denied.

2.4 Discrimination

"Discrimination" includes differences in treatment that results in the unfavourable, adverse, or preferential treatment of individuals, or groups of individuals, on the basis of a prohibited ground under the Ontario Human Rights Code. Discrimination occurs when one or a series of actions, decisions, or educational/workplace structures imposes disadvantages on a person or group of persons protected by human rights legislation.

2.5 Poisoned Environment

"Poisoned Environment" means comments or conduct related to the prohibited grounds and of a significant nature or degree that creates ill will, enmity, or malice for individuals or groups. It includes comments or conduct that creates and maintains an offensive, hostile or intimidating climate for work, study or living. Examples of a poisoned environment may include, but are not limited to, graffiti, cartoons, signs, remarks, exclusion and adverse treatment related to one or more of the prohibited grounds.

2.6 Systemic Harassment/Discrimination

"Systemic Harassment/Discrimination" means policies, practices, procedures, actions or inactions that appear neutral but have an adverse impact associated with one of the prohibited grounds.

2.7 Vexatious Complaint

"Vexatious Complaint" means a complaint made with the intent to be retaliatory in nature and/or intended to annoy or to damage the reputation of the respondent. This concept is not to be confused with a complaint made in good faith with the intent to improve the University that is found to be without merit.

2.8 Third Party Facilitation

"Third Party Facilitation" is part of the informal resolution process that may be applied upon request of a complainant and with the agreement of an alleged respondent.

2.9 Members of the University Community

"Members of the University Community" include students, members of the Board of Governors and anyone employed by Lakehead University.

2.10 Visitors

Visitors include, but are not limited to, contractors, presenters, prospective students and the families of students.

2.11 Harassment and Discrimination Coordinator

The University has a Harassment and Discrimination Coordinator, reporting to the Vice-President (Administration and Finance), who will coordinate educational initiatives and the complaint services related to this policy for the University community.

3. Policy Guidelines

As stated in the preamble, the Board of Governors of Lakehead University believes that all members of the University community have the right to study, to work, and to live in an environment free from harassment and discrimination including, but not limited to, any or all that are based on the prohibited grounds of the Ontario Human Rights Code. To provide an environment that supports the University's goals and the dignity and self-esteem of its members, the University's policy constitutes the following:

1) Behaviour from members of the University community that constitutes harassment or discrimination on any of the prohibited grounds as set out in the Ontario Human Rights Code shall not be tolerated.

2) Individuals who believe they have been harassed or discriminated against shall have the right to complain and receive due process under this Policy.

3) Complaints of harassment and discrimination should be directed to the Harassment and Discrimination Coordinator. However, it is recognized that some individuals may wish to complain initially to their supervisor or, in the case of students, to a staff or faculty member. When complaints are initiated at this level, the supervisor, staff, or faculty member shall maintain confidentiality and encourage the complainant to talk with the Harassment and Discrimination Coordinator. It is also the responsibility of the supervisor, staff or faculty member to notify the Coordinator immediately of the nature of the complaint without naming the complainant and the alleged respondent and to consult with the Coordinator about any necessary action or documentation.

4) The scope of harassment and discrimination shall extend to include the poisoned environment and appropriate concerns of a systemic nature.

5) Each member of the University community is responsible for helping to create an environment that is free from harassment and discrimination. It is the University's objective to make the University community aware of what constitutes harassment and discrimination and the procedures that are in place for dealing with allegations of harassment and discrimination, and understands their responsibility to cooperate in the processing of complaints made under this procedure.

All supervisors, both academic and staff, shall seek to create an environment free of harassment and discrimination within their area of responsibility. Supervisors will not condone or ignore activities within their areas of responsibility that violate the rights of students, faculty or staff. Supervisors are expected to make those for whom they have responsibility aware that any form of harassment and discrimination is prohibited; and to ensure that any complaints will be attended to promptly and effectively.

6) Harassment and discrimination are serious offenses and individuals found to have perpetrated such offenses may be required to attend training or be subject to disciplinary action ranging from a verbal apology to dismissal or expulsion.

7) Each member of the University community shall be made aware of this Policy and his/her rights and obligations under the Policy.

8) Individuals who are party to a complaint shall be entitled to confidentiality subject to the conditions of the complaints procedures. University personnel having access to information relating to a complaint of harassment and/or discrimination must hold such information in confidence. However, University personnel shall act and, if necessary, break confidentiality in cases that involve imminent danger, when an institutional response is warranted or when otherwise required by law.

9) The Harassment and Discrimination Coordinator shall maintain records of informal complaints for the purpose of statistical reporting. Such records shall not identify the alleged respondent(s). The Coordinator shall compile a single, complete file on a formal complaint and shall maintain this file for seven (7) years. All records of the complaint placed in any other file for disciplinary purposes shall be in accordance with University policies, practices and respective collective agreements.

10) Complaints will be dealt with expediently, fairly and effectively.

11) When appropriate, an individual will be advised of options to pursue a complaint through an informal resolution process. However, this does not preclude an individual's right to proceed directly to a formal complaint.

12) During formal investigation or a complaint, the Harassment and Discrimination Coordinator shall not be called as a witness related to information released to her/ him through her/his duties under this policy.

13) A third party who has been engaged in facilitation under the informal process, under this policy shall not be called as a witness in any subsequent formal investigation nor be required to produce notes taken at a facilitation process.

14) Vexatious complaints are not condoned and individuals creating such complaints may be subject to disciplinary action.

15) A reprisal or threat of reprisal against a complainant or against a person involved in the complaint process, whether the complaint is substantiated or not, may result in disciplinary action.

16) Visitors to the University or contractors engaged by the University will be expected to adhere to this Policy.
17) A person's right to equal treatment without discrimination is not infringed by the establishment of a special program. The University may implement a special program to relieve hardship or economic disadvantage, assist disadvantaged persons or groups to achieve or attempt to achieve equal opportunity, and/or to contribute to the elimination of discrimination prohibited by the Ontario Human Rights Code.

4. Education of University Community

Lakehead University will undertake the following educational initiatives for the University community:

1) There will be broad dissemination of information regarding this policy and procedure. The policy and procedure will be made available to members of the University community and visitors.

2) All members of the University community will be made aware of their responsibilities under the policy and the Code in creating and maintaining an environment free from discrimination and harassment. They will also be made aware of complaint procedures and various internal and external mechanisms available.

3) An awareness and/or training program for members of the University community and visitors will be implemented.

4) A mechanism will be established to solicit feedback on an on-going basis for harassment and discrimination issues.

5. General

1) The Board of Governors of Lakehead University recognizes that some collective agreements contain articles on discrimination, harassment, and academic freedom; these are attached hereto as Appendix A.

2) Nothing in this policy is intended to preclude any person from following any alternate complaint procedure that may be available under the Code of Student Behaviour and Disciplinary Procedures, a Collective Agreement, and the Ontario Human Rights Code, or from initiating any other proceedings in law.

3) The Vice-President (Administration and Finance) in consultation with faculty, staff, and students, will review this policy within five (5) years to ascertain if any amendments are necessary.

6. Procedures

6.1 Informal Process

1) A member of the University community who feels he or she has been harassed or discriminated against should promptly contact the Harassment and Discrimination Coordinator.

2) In complaints in which the respondent(s) are unknown to the complainant or in situations in which the complaint is of a systemic nature, the complainant should consult with the Harassment and Discrimination Coordinator to seek a remedy through the informal process.

3) The Coordinator will meet with a complainant as soon as possible and do the following:

a)identify options available to the individual;
b) advise the complainant of his/her representation rights, including but not limited to, union representation and collective agreements;
c) review informal means of resolving the problem including speaking or writing to the alleged respondent and/or requesting arrangements be made for a third party to facilitate an informal resolution;
d) provide information on formal means of resolution;
e) determine whether the individual should be encouraged to contact an appropriate body or individual such as the police, counselling services, sexual assault crisis centre;
f) with the permission of the complainant, seek advice from appropriate University personnel without identifying the complainant or alleged respondent.

If the complainant decides to move forward with a complaint the Harassment and Discrimination Coordinator will meet with the respondent(s) as soon as possible and do the following:

a)identify options available to the individual respondent(s);
b) review informal means of resolving the problem including arrangements to have a third party facilitate an informal resolution;
c) advise the respondent(s)concerning his/her rights and responsibilities under this policy;
d) assist the respondent(s) in understanding the complaint;
e) advise the respondent of his/her representation rights including, but not limited to, union representatives and collective agreements.

4) No reprisals will be taken against individuals solely because they have sought advice pertaining to incident(s) of harassment and/or discrimination.

5) After a complaint is made the Harassment and Discrimination Coordinator, in consultation with the appropriate supervisory or academic personnel, will determine if any immediate action or interim measures are required to protect the University, its community, or any of its members. These measures may include, but are not limited to, limiting access to facilities, making arrangements for alternative grading or supervisory relationships, or discontinuing contact between the complainant and the respondent during the period of proceedings under this policy.

6) A third party, selected from a pool of qualified facilitators, trained in mediation and or conflict resolution requested to facilitate an informal resolution to a complaint shall attempt to bring about a resolution. At all times he/she shall respect confidentiality and shall understand that he/she cannot impose any form of discipline, sanction or redress. Such party shall not be called as a witness in any subsequent formal investigation under this policy.

7) A complainant may proceed directly to the formal complaint process, pursuant to the Harassment and Discrimination Policy, without having attempted an informal resolution.

8) A complainant may choose not to proceed to the formal complaint process, pursuant to the Harassment and Discrimination Policy, even if the informal resolution has proven to be unsuccessful.

9) A complainant may choose to proceed under the terms of the Ontario Human Rights Code, with a complaint either with or without attempting resolution as provided under this policy.

A complainant may choose to institute criminal or civil proceedings with respect to the subject matter of a complaint being dealt with under this policy.

Commencement of proceedings in the courts under the criminal or civil law with respect to the subject matter being dealt with under this policy will not necessarily affect the processing of complaints under this procedure.

The right to institute civil proceedings as stated above shall not bar either the complainant or University from taking the position in any civil proceedings that the complainant's right to seek redress for the alleged harassment/discrimination is restricted to the procedures under the Harassment and Discrimination Policy and that a Court has no jurisdiction to hear such claim.

6.2. Formal Process

1) In a formal investigation of a complaint, the following time lines will apply:

a) All references to days mean working days.
b) All references to months mean calendar months.
c) All deadlines are binding, except in situations in which the parties mutually agree to extend them or the President determines the circumstances justify an extension of the time limit in accordance with paragraph 6.2.9 below.
d) A formal complaint must be made as soon as possible, normally no later than six (6) months after the incident, or most recent incident. (See 6.2.9)

2) The President will identify five (5) persons from outside the University community who are qualified to serve as investigators in formal harassment and discrimination complaints. The names and backgrounds of these individuals will be available, upon request, to members of the University community.

3) A formal letter of complaint must be in writing and signed by the complainant before a formal investigation will be initiated. Emailed complaints will not be accepted.

4) A formal letter of complaint must be addressed to the Harassment and Discrimination Coordinator and should be delivered by hand or in a sealed envelope marked "Confidential".

5) A letter of complaint must contain to the best knowledge of the complainant, the following information about the alleged incident(s) of harassment/discrimination: the name of the respondent(s), the place(s) the incident(s) occurred, date(s) of the incident(s), the prohibited ground(s) and nature of the harassment/discrimination, and any other relevant information.

6) The Harassment and Discrimination Coordinator will supply the respondent(s) with a copy of the complaint within five (5) days of receiving it from the complainant.

7) The Harassment and Discrimination Coordinator will supply the President with a copy of the complaint within five (5) days of receiving it from the complainant. Within five (5) days of receiving a copy of the complaint from the Harassment and Discrimination Coordinator, the President will select an investigator on a rotation basis in order of their listing subject to availability and will advise the Coordinator of the name of the investigator.

8) The Coordinator shall inform both parties of the investigator and his/her background.

9) A formal investigation may proceed, notwithstanding that such complaint is made after the six (6) month time period, if in the opinion of the President in consultation with the Harassment and Discrimination Coordinator, the circumstances justify doing so.

10) The investigation will be carried out as expediently and effectively as possible. The University will endeavour to have the investigation concluded within ninety (90) days of receipt of the complaint.

11) The investigation will normally include interviews with the complainant, interviews with the respondent(s), and interviews with others considered by the investigator to have information relevant to the complaint. The investigation will be conducted pursuant to rules of natural justice.

12) Upon completion of the investigation, the investigator shall give a written report of the investigation to the President with a copy to the Coordinator.

13) The report to the President shall include: determination on whether the complainant has established that harassment and/or discrimination as defined in the policy has occurred, a review of the facts, findings on the facts and the reasons/grounds on which such determination was based, recommendations on sanctions and/or redress if appropriate, and other such relevant information.

14) Where the complaint involves allegations against President, the Chair and Vice-Chairs of the Board of Governors will perform the role assigned to the President in paragraphs, 2.7, 2.9, 2.12, 2.13, 2.15 and 2.16 of the Procedures.

15) Within ten (10) days of receiving the investigator's report, the President will give a copy of the investigator's report to the complainant and the respondent and will advise them of his/her decision regarding resolution of the complaint.

16) The President may elect not to appoint an investigator to a complaint of alleged harassment and discrimination for reasons which include but are not limited to the following:

a) the complaint is not based on a protected ground under the Ontario Human Rights Code;
b) the complaint is not based on conduct or comment that fits the definition of harassment or discrimination set out under this policy;
c) the complaint is malicious, trivial, vexatious or made in bad faith;
d) the complaint has been addressed or is being addressed through another resolution process available to the parties;
e) the complaint has been subject of a formal complaint to the police or the Ontario Human Rights Commission.

When the President elects not to appoint an investigator to a formal complaint written notice will be provided to the complainant stating the reasons for the decision not to appoint an investigator.

6.3 Systemic Complaint/Unknown Respondent Process

1. If there is no remedy through the informal process, the complainant may request a formal investigation into the complaint.
2. The complainant will write a letter of complaint according to the formal procedures outlined in section 6.2 (Formal Process). The letter of complaint should contain as much of the relevant information regarding the dates, place, nature and grounds of the allegation of harassment/discrimination as possible.
3. The Harassment and Discrimination Coordinator will give a copy of the letter of complaint to the President, who will appoint an investigator or team of investigators not necessarily from the list of five as established under 6.2.2.
4. Due to the difficulty in identifying and investigating complaints of a systemic nature, there may be an extension in the time lines established in section 6.2 as necessary, with the exception of 6.2.1 (d), which requires that the complaint normally be made no later than six (6) months of the most recent incident.
5. The President will communicate the findings of the investigation and any resulting remedies to the complainant with a copy to the Coordinator.

Off-Campus Links:

- ***Ontario Human Rights Comission***

APPENDIX R

Lakehead University School of Social Work - Professional Suitability Policy

Rationale

The Lakehead University School of Social Work has an obligation to protect the safety and well-being of the students, staff and faculty as well as clients and staff of those organizations in which students carry out their field placements. The very nature of social work education and practice places social work students in a position of trust in relation to the vulnerable or disadvantaged groups with whom they work. As such, it is imperative that student behaviour and conduct is reflective of the core values and ethics of professional social work practice both inside the classroom and while in their field placements.

In order to ensure competency and professional suitability of our graduates, Lakehead University School of Social Work follows the Canadian Association for Social Work Education (CASWE) Standards of Accreditation (2012) expectation that, "The academic unit has a policy regarding the professional suitability of the student for the profession of social work. Students are made aware that serious or repeated violations of the Code of Ethics put them at risk of exclusion from the program on the basis of professional unsuitability." (SB/M 2.4.5)

Recommendations regarding concerns pertaining to professional suitability (such as impaired judgment, non-academic misconduct or breach of the Social Media Policy (Appendix S) could include continuation in the program, with or without conditions or dismissal from the School of Social Work.

Criteria for a Professional Suitability Review of a Student[1]

Lakehead University School of Social Work reserves the right to assess a student's suitability under the following circumstances. This list is not exclusive of other behaviours of misconduct.

- Concealment of relevant information or distortion of the truth on the Application for Admissions to the School of Social Work or on the Practicum Planning Forms and Documents;
- Serious and/or persistent conduct that contravenes Lakehead University policies, regulations, rules and procedures, including in particular the Code of Student Behaviour and Disciplinary Procedures
- Serious and/or persistent breaches of the Canadian Association of Social Workers (CASW) and Ontario College of Social Workers and Social Service Workers (OCSWSSW) Code of Ethics and Standards of Practice; including but not limited to:
- Evidence that a student cannot effectively exercise judgment with regard to professional boundaries with clients and/or colleagues;
- Evidence of persistent and/or serious inability to form professional relationships;
- Persistent and/or serious medical condition that affects the ability to function within a professional context;
- Evidence of discriminatory behaviour or harassment that contravenes the Ontario Human Rights Code (as related but not limited to race, ancestry, origin, ethnicity, citizenship, creed, gender, sexual orientation, religion, marital status, age, socio economic status, political affiliation, disability or diagnosis);

[1] Based on criteria outlined in Barlow, C. & Coleman, H. (2003). Suitability for practice guidelines for students: a survey of Canadian social work programmes. *Social Work Education, 22*(2), 151-164. DOI: 10.1080/0261547022000058206

- Persistent abuse or misuse of substances that interferes with the ability to function within a professional context;
- Evidence of criminal behaviour, including charges or convictions for criminal offenses such as physical assault, sexual assault, drug trafficking or any crime that may threaten the safety and well-being of vulnerable client groups in field placement settings; and
- Persistent or serious conduct that contravenes the policies of the university or of the field placement setting which cannot be resolved through feedback, negotiation and/or the Field Education Advisory Committee.

Criteria for Membership of Professional Suitability Committee

The committee shall consist of:

- Chair of the committee – faculty member; would designate alternate if directly involved with concern
- 2 Faculty members – not directly involved with concern
- 1 Field education coordinator – not directly involved with concern
- 1 Community representative – registered social worker experienced with field instruction

Procedure for Review of a Student's Suitability for the Practice of Social Work[2]

Most concerns are resolved through a discussion between the student and the faculty member or field education coordinator and field instructor and/or Field Education Advisory Committee. However, occasionally it is necessary to have an additional discussion and review of the concerns. In some instances a concern is resolved by a student withdrawing from a course (including a field placement) without penalty. There are time limitations related to course withdrawal.

This procedure outlines two levels of review, an informal review and a formal review. A student may be asked not to attend class, field placement and/or other school activities until the review process is complete. If a student is asked not to attend a class and remains registered in the class, arrangements will be made for course material to be covered.

Informal Review

When a faculty member has concerns about a student's suitability for the practice of social work they shall request a meeting with the student to discuss the concerns.

When concerns are identified about a student by another student, the student who identifies the concerns shall discuss her/his concerns with a faculty member or field coordinator who, depending upon her/his assessment of the complaint, shall request a discussion meeting with the identified student.

Following these meetings, the Professional Suitability Committee will be consulted to determine whether to initiate an informal or formal review. The request for an informal review meeting may be verbal or written. The faculty member and/or student may invite another person to be present for the meeting to act as an observer or support.

[2] Based on procedures of McMaster University, School of Social Work Professional Suitability Policy

The informal review will seek to determine the student's suitability for the practice of social work and may result in:

- a fuller understanding of the situation and no need for further action;
- an agreed upon a plan outlining actions the student will take to address the concerns and the establishment of a date to review the student's progress; and/or
- a decision to proceed to a formal review

The faculty member will summarize in writing the results of the informal review and will provide the student with a copy of the written summary.

When concerns are identified by a field instructor and/or student, the field education coordinator will be involved with both parties to resolve field placement concerns at the time they arise. If the placement situation is unresolvable and the placement is terminated early by either the student or the placement agency, the situation will be reviewed by the field coordinators and/or the Field Education Advisory Committee who will follow the process outlined in the Field Education Manual. Should the Field Placement Advisory Committee determine that the student placement issues violate the OCSWSSW Code of Ethics, contravene the policies of the university or of the field placement setting, or do not honour the affiliation to ethical professional standards of practice, the student may be referred to the Professional Suitability Committee. The recommendations of the Field Advisory Committee will be provided to the student in writing. The Field Education Advisory Committee review shall be considered the 'Informal Review' by the Professional Suitability Committee.

Formal Review

A formal review of a student's suitability for the practice of social work will be requested in writing by the Professional Suitability committee. The request will be addressed to the Director of the School of Social Work with a copy of the request provided to the student. The concerns regarding the student's suitability for practice will be outlined in the request. The Director of the School of Social Work will provide, within one week of the request, written notification to the student and the Professional Suitability committee of this decision. If there is a decision to hold a formal review, the review will be scheduled for a mutually acceptable date, normally within three weeks of the written original request.

The Formal Review will be chaired by the Director or delegate. Members of the Professional Suitability committee and the student will attend. At the discretion of the Director or delegate, additional people may be required to attend the review:

- a program chair or director other than the one chairing the Review.
- faculty members, field setting employees, students or any individuals who have relevant information or perspectives to contribute to the discussion
- the student may choose to have a person accompany them to act as an observer or support.

During the review, the information relating to the concerns about the student's suitability for practice will be presented by the Professional Suitability committee. Any individuals in attendance who have relevant information or perspectives to contribute to the discussion will present their information. Relevant documentation, if available, will be reviewed. The student will have the opportunity to ask

questions and present his or her position regarding the concerns. Suggestions regarding possible remedies or sanctions will be considered. The student may request that only the Director or delegate hear information of a private nature. In this situation, the Director or delegate may ask all other parties to leave.

Following the conclusion of the formal review, the Director or her/his delegate in consultation with the Professional Suitability committee will decide upon a course of action. A letter stating the decision, the reasons for the decision and a plan (when one has been developed) will be provided to the student within two weeks of the formal review. A copy of this letter and relevant documentation will be placed in the student's file.

All written communications will be delivered by post or university email. It is the student's responsibility to ensure that the School has her/his most recent mailing addresses.

The formal review may result in a number of possible outcomes. These outcomes may include, but are not limited to, the following decisions:

1. The student will continue in the program with no conditions;

2. The student will be referred to appropriate campus resources. Depending on the nature of the concern, the student may be referred to the Student Accessibility Services (SAS), Student Health and Counselling Centre (Thunder Bay campus), The Wellness Centre (Orillia campus), Harassment and Discrimination Officer, Gender Issues Centre, Aboriginal Services, or other resources established by university policies governing student conduct. The student may be referred to or requested to seek out a community resource to help them address the concern;

3. The student will continue in the program with conditions. These conditions must be met in order for the student to remain in the program. The conditions will include establishing a plan with goals, a time line, a description of how progress will be monitored and how the student will be evaluated. The conditions may involve a referral and attendance at counselling, advising and/or medical services. They may include attendance at workshops, courses or volunteer work. The student will report, with documentation, to the Director or delegate, within an agreed upon period of time, how she/he met the conditions. The student may be required to temporarily withdraw from the program or from field placement until the required conditions are met; or

4. The student will be required to withdraw from the program. The student will be given a written letter explaining the reasons for the withdrawal and the conditions, if any, under which they may be apply to be readmitted.

Appeals

The student will be informed that she/he has the right to appeal and should consult the Lakehead Appeals process outlined in the Code of Student Behaviour and Disciplinary Procedures.

https://www.lakeheadu.ca/faculty-and-staff/policies/student-related/code-of-student-behaviour-and-disciplinary-procedures

Confidentiality

The School's responsibility is to protect the public and future service users and matters of confidentiality are articulated in that context. The School is committed to meeting the highest standard of ethics with respect to maintaining the privacy and confidentiality of the personal student information that we collect, use and disclose. The School of Social Work strives to protect the privacy rights of our students even when that student has been subject to a review of professional suitability as defined by this policy. However the School will balance the student's confidentiality against the School's duty to protect others. Therefore, information disclosed will not be kept confidential if the information raises concerns about a student's capability of assuming professional responsibilities related to social work practice. It should be noted that the School of Social Work reserves the right to share information with the University or a third party as required by law.

APPENDIX S

Social Media Policy, School of Social Work, Lakehead University

Background Context

Social Workers are increasingly reliant on online communication (eg. Facebook, Instagram, LinkedIn and Twitter) in both their professional and personal lives. The following social media policy and guidelines are intended to help social work students understand and navigate some of ethical issues that arise from their involvement in online media, and to provide guidelines for safe, ethical, online communication.

Whether you are using social media as a vehicle to advance your professional activities and to advocate for social justice, or to maintain contact with friends and family and to engage in other personal activities, you are developing an online public presence and professional image that reflects not only on you, but also on the profession, and on the School and the University. Whether you are at your field placement or at home, you should be aware of how your online conduct might be viewed by society/service users/colleagues/other agencies/the media/ governing bodies. Our legal and ethical responsibilities as social workers extend beyond our offices and into the online world of social media sites.

The image we want to portray as social workers is that we are trustworthy and that the profession is honorable. As faculty members in the School of Social Work, we hold ourselves accountable to a standard that maintains that public trust and respect, and we ask our students to do the same.

Policy Statement

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

As future members of the profession, students are expected to learn and understand the importance of intelligent, wise, and ethical use of social media, and to engage in social media practices that are consistent with human rights legislation, the ethical standards of the profession of Social Work, the mission of CASWE-ACFTS, and with the mission of the Lakehead School of Social Work. Students are encouraged to use social media to exchange ideas and knowledge, and to promote the social work profession.
Students should apply the same principles, expectations and standards for interacting and communicating with people online as in other areas of practice.

Violation of this policy and guidelines may result in an informal and/or formal review of the student's suitability for professional practice (see School of Social Work *Professional Suitability Policy*).

Guidelines

Students are expected to adhere to social work values and ethics, and to engage in professional conduct as outlined in the CASW Code of Ethics when using social media communication tools, whether using a personal site, agency site, or University site.

The CASWE Code of Ethics outlines the core social work values as:
- Respect for the inherent dignity and worth of persons
- Pursuit of social justice
- Service to humanity
- Integrity of professional practice

- Confidentiality of professional practice
- Competence of professional practice

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

Dual relationships
Social work students should maintain appropriate personal and professional boundaries in their relationships with clients, supervisors, and colleagues. Allowing clients or former clients to cross into your personal life will complicate and blur your professional boundaries. This is particularly tricky when managing your Facebook and/or Instagram account. It is your responsibility to manage your privacy settings, friend requests, and level of self-disclosure, and to monitor all interactions, including wall posts, on your site.

Privacy
There really is no such thing as privacy or security of information on the internet. Everything you post online becomes public information and is potentially permanent and available to anyone with access to the internet, even if you attempt to modify or delete your post.

Messages you have created, as well as third party material you have used in a message, may end up being used in ways you did not originally foresee. You cannot anticipate how what you say might reverberate throughout social media to people you did not intend. For example, a comment you make on a colleague's Facebook wall is visible to anyone that person is connected to. People can see when you are tagged in photos, view comments made by others, note your status updates, and see who you've friended. Search engines can turn up posts years after they are created, and comments can be forwarded or copied.

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

<u>Guidelines for responsible, safe online conduct</u>

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

- If you wouldn't say it at a conference or to a member of the media, consider whether you should post it online.

- Be aware that employers and volunteer organizations are increasingly running online searches and even asking for permission to gain access to your online identity, before making a job offer. A good guideline is to not put anything on a social networking site that you would not want to see on the front page of the paper. Try running a google search on yourself to see what image you've created.

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

- Even when you assume you are speaking for yourself, your comments can be understood as representing the profession, the School, the Agency where you are working, and the University.

- Be knowledgeable, accurate, and respectful when referring to others, including the School, professors, supervisors, your practicum agency, the University, and colleagues.

- Refrain from any online comment that could reflect negatively on the School of Social Work or your practicum's reputation.

- Never reveal identifiable content or privileged information about work or individuals unless you have permission to do so.

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

- Know and understand your agency's policies regarding the use of social media.

Sharing information (adapted from Renison University College School of Social Work)

Unless given permission in writing by the Director of the School of Social Work you are not authorized to speak on behalf of the School. Unless given permission in writing by the Field Supervisor and your agency supervisor you are not authorized to speak on behalf of your practicum agency.

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

If you are developing a site, group or writing a blog that will mention the School of Social Work, your practicum and/or their employees or clients, please let the School of Social Work and/or your practicum supervisor know that you are doing so, and clearly explain your purpose in mentioning or writing about the School and/or agency. Representatives of the School of Social Work and/or your practicum supervisor may choose to visit from time to time to understand your point of view.

You may not share publicly any confidential information about the School of Social Work, your practicum setting and/or clients and colleagues. If you have any questions about whether information has been released publicly or doubts of any kind, please speak with the Director of the School or Social Work, or with the Field Placement Coordinator.

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

Guidelines for Interactions with Clients on the Internet (adapted from Renison University College School of Social Work)

- Do not "friend" or "follow" your clients (current or past) and do not allow your clients (current or past) to "friend" or "follow" you.

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

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

- All email communication with clients should be of a professional nature. Never have personal discussions

or make personal disclosures of any kind.

- Do not discuss details of your work with clients.

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

Tips for Responding to Social Media Requests from Clients (From Renison University College)

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

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

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

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

APPENDIX T

Field Education Bibliography/Resources

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