School of Social Work

Lakehead University

MSW PROGRAM STUDENT GUIDE

Revised June 2021

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WELCOME TO THE MSW PROGRAM

1. INTRODUCTION

The School of Social Work welcomes graduate students to the Master of Social Work Program at Lakehead University.

The MSW program began in 1992 with a mission to train advanced generalist practitioners for practice in any context, Northern, rural or urban. In 2016 the MSW program expanded to include the Orillia Campus. There are now hundreds of MSW graduates of Lakehead University working across Canada doing clinical practice, community development and administration. This includes graduates who have gone on to complete Doctoral degrees and are teaching in many Canadian Universities. We expect that you will soon join these many successful graduates.

Lakehead University is an institution that aims to provide a unique learning experience and "To be recognized as an innovative comprehensive university that provides an education that is about how to think, not what to think" (Lakehead University Mission Statement).

Lakehead has developed an innovative MSW program that offers a unique learning experience. Within the required courses and electives, faculty with diverse skills and expertise provide a strong, broad foundation of knowledge and skill for advanced generalist social work practice. At the same time, students have the opportunity to specialize in an area of interest that is compatible with Faculty expertise and research interests and to shape their educational experience through their course work, research and practicum.

Students' specialized knowledge is a highly valued resource for faculty and fellow students, making graduate students and faculty partners in an exciting, mutually rewarding educational process. We welcome you to that learning partnership and look forward to getting to know you.

The faculty and staff of the School of Social Work are confident that your experience at Lakehead will be personally and professionally rewarding. We look forward to sharing with you the rich learning opportunities available at Lakehead University.

Faculty and Staff, School of Social Work

2. PROGRAM DESCRIPTION AND SCHOOL OF SOCIAL WORK MISSION STATEMENT

For additional information, please visit our website:
https://www.lakeheadu.ca/academics/departments/social-work

(a) Program Description

Lakehead University offers a graduate program in social work, which emphasizes an advanced generalist practice. Faculty members have expertise in many fields of practice, for example, child welfare, health care, mental health, family services, employee assistance, food security, gerontology, rural health and women's issues. They also have in-depth knowledge and experience in a broad range of social work methods: clinical practice with individuals and families, group work, supervision and administration, community development, social planning and policy analysis. Students are encouraged to use the entire faculty as resources for meeting their learning goals.

The MSW program offers both a practice track (project) and a research track (thesis). Students whose learning goals are primarily advanced clinical practice may choose the practice track, which includes a 450 hour practicum. Students whose learning goals are to conduct independent research or to pursue a career in research, policy development or academics may complete the research track.

As part of the MSW application process, students will have identified a field of Social Work practice around which to specialize their academic program. Students on the Thunder Bay campus at Lakehead also have the unique opportunity to enrol in one of the Collaborative Graduate Programs in Gerontology or Women's Studies. (Detailed information about the Women's Studies Collaborative Graduate Program can be found in Appendix S).

Throughout the early months of the program, students should use their course assignments to broaden and deepen their knowledge within that specialization and to plan their project or thesis.

All full-time students must have identified a Faculty Supervisor who will work with them during their practicum and project, or thesis. Faculty Supervisors and students become "matched" based on their common academic interests and desire to work together. Students need to be aware that some faculty may be unable to take on additional graduate students during a particular year due to a pending sabbatical leave or previous supervisory commitments. Students on the Thunder Bay campus in the Collaborative programs in Gerontology and Women's Studies must identify Faculty Supervisors who are members of their Collaborative program. Adjunct and Collaborative faculty are listed in the Lakehead University calendar, Master of Social Work entry.

The supervisory "matching" process usually involves several meetings between a student and one or more potential supervisors to discuss common academic interests. This process should begin at the same time as the application process, and students may begin to explore their suitability to do either a project or thesis as part of these meetings. The Faculty Supervisor assigned to each student will be confirmed when the student is offered a place in the MSW program.

All MSW students are initially admitted to the practice track. Many students will continue in the practice track if their learning goals are primarily practice-oriented, they want to do applied research, and they wish to have a practicum experience. Students who wish to do a thesis may change to the research track after their supervisor agrees that their research plan is appropriate for a thesis. The difference between a project and a thesis is elaborated later in a chart in this manual (pages 25-27).

Typically, students in the Practice Track do their 450-hour practicum after the completion of their

course work. Students in the Research Track are not required to do a field practicum as part of their MSW degree.

The timing and structure of the practicum is flexible in order to accommodate the students' learning objectives. The practicum may be done as a "block" or several hours or days a week over a longer period of time. It is also possible to do the practicum outside of Thunder Bay or Orillia, and even internationally. The Faculty Supervisor, with the assistance of the Graduate Practicum Coordinators, is responsible for assisting the student to arrange an appropriate practicum and is also responsible for arranging the student's supervision and evaluation on placement. More information on planning the practicum can be found later in this manual (pages 29-41).

A major feature of the Lakehead MSW program is the integration of the student's chosen practice specialization with their core courses, the field practicum (if required) and the master's project or thesis. This approach facilitates maximum integration of the student's educational experience and helps to ensure completion of the program within an optimum time period. All students have two years to complete the MSW program. With hard work and dedication, it may be possible to complete the degree in twelve or fifteen months.

The **Graduate Co-ordinator** for the School of Social Work is:

Dr. Jodie Murphy
Graduate Coordinator,
School of Social Work,
Lakehead University,
Email –jlmurph1@lakeheadu.ca

(b) School of Social Work 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.

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.

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.

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

School of Social Work Program Goals and Intentions:

School of Social Work will:

- Create an academic environment conducive to the development of generalist Social Work practitioners who have obtained both a professional and a liberal arts education.
- Graduate Social Workers who adopt the values and perspectives of the Social Work profession and contribute to social service delivery systems.
- Promote adherence to Social Work ethics in professional practice.
- Support development of competence in inter-professional generalist practice with individuals, families, groups, and communities.
- Provide education about diversity and human rights and responsibilities within the context of social justice.
- Promote the development of critical thinking in professional practice.

3. REGISTRATION

*For additional information about registration, please visit the Student Central website: https://www.lakeheadu.ca/studentcentral

No student is permitted to register as a graduate student in the MSW program until his or her application for admission has been approved. All students are initially admitted to the practice/project track. Students may later switch to research/thesis track with approval of the School of Social Work. Students wishing to write a thesis and complete the research track should discuss their research ideas with their Faculty Supervisor.

Graduate students registering for the first time register in the summer, before the commencement of the fall term.

Students should consult the Lakehead University calendar and the posted timetable when selecting their courses.

Advanced Standing Credits:

With the consent of the School of Social Work, applicants may be allowed Advanced Standing for up to one graduate level full course equivalent (FCE) from another institution. Courses credited towards a prior degree cannot be considered for Advanced Standing. Requests for Advanced Standing must be submitted and approved **at the time of admission** to the program by submitting a formal request to the Faculty of Graduate Studies, along with the official transcript and institutionally prepared course description.

*For additional information about Advance Standing Credits please visit Masters General Admission Requirements:

http://navigator.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=23&chapterid=5175&loaduseredits=False

Transfer Credits:

If a student wishes to take a graduate course at an alternative university while actively enrolled at Lakehead University please see the requirements of the Ontario Visiting Graduate Student Plan. Applications to this program are to be in consultation with the School of Social Work.

https://www.lakeheadu.ca/academics/graduate/academic-information/transfers

Full-time Program:

The full-time MSW program, practice track, is a two year (six term) program, although some students manage to complete the program in fifteen months (four terms). Some Students who begin in September of one academic year may possibly graduate in October of the following academic year, if they have met all of the degree requirements by that time. It has been the School of Social Work's general experience that full-time students who become employed full-time prior to completing their MSW project requirements do not graduate within two years.

The full-time MSW program, research track, can be expected to take two years (six terms) to complete. Students who begin in September of one academic year normally graduate in May of the following academic year. It has been the School's experience that full-time students who become employed full-time prior to completing their MSW thesis requirements do not graduate within two years.

During the fall and winter terms of the first year of their program, full-time students normally* register for and complete the three required MSW courses covering research, policy and theory (SOWK 5511, SOWK 5513, and SOWK 5514) and three elective courses selected from those listed on the posted timetable. In exceptional circumstances and with permission of the Graduate Coordinator, students may choose an elective course (1 FCE) outside the School of Social Work in lieu of a social work elective, or may take a specially identified 4th year HSBW course (modified evaluation required).

Thunder Bay students in the collaborative programs will substitute electives in Gerontology or Women's Studies for Social Work electives. The MSW entry in the Lakehead University calendar should be carefully consulted when choosing courses. Students usually register for and complete the practicum in the spring term of the first year of the MSW program. If the practicum extends over more than one semester, students must be registered for the practicum until it has been completed.

Students in the practice stream should be continuously registered in the placeholder for the Field Practicum (SOWK 9601) until they have completed their placement.

Students will register for their project or thesis in the term they begin actively to work on it and must remain continuously registered in the placeholder for the Project Research/Writing (SOWK 9801), or for the Master Thesis Research/Writing (SOWK 9801), until the project or thesis is completed.

In the second and any subsequent years of the MSW program, full-time students will re-register for their project or thesis and will remain continuously registered until it has been completed.

Registration Status:

Full Time

Unlike undergraduate programs, the status of full-time in a graduate program is NOT linked to the number of courses the student has registered in.

To be considered a full time graduate student, the student must:

As full time students have two years to complete the MSW program, students may spread their course work over two years.

- identify as a full time graduate student and be considered as a full-time graduate student;
- meet the requirements for admission and progression established by the graduate program;
- be geographically available and visit the campus regularly. Absences from campus for visiting libraries, doing field work, attending a graduate course at another institution must be approved by the Faculty Supervisor. If a period of absence exceeds four weeks in any one term, the Faculty Supervisor must provide written evidence to the Office of Graduate Studies to the effect that the absence has the approval of the Graduate Coordinator and Chair/Director of the academic units.

Full-time Students and Paid Work*:*

- Many full-time graduate students will be offered graduate assistantships, which are jobs paid by the university for working 10 hours per week as a teaching or research assistant.

  As per Graduate Studies Master's Regulations, "In accordance with the Ontario Council on Graduate Studies policy, the University recommends that a full-time graduate student will normally not be employed for more than an average of ten hours per week for any term. When the student is employed as a Graduate Assistant, the ten hours per week should represent the total time spent by the student in connection with this appointment. Requests for exceptions to this rule must be approved by the Dean of Graduate Studies".

  As such, the School of Social Work does not recommend employment outside of the Graduate Assistant position. Students with a GA position should refer to the CUPE Collective Agreement for further information.

- All Graduate Assistants must be available during regular teaching hours to do their required work.
- Graduate Assistants are members of the Canadian Union of Public Employees. The CUPE contract requires that graduate assistants not be employed full-time off-campus

Continuance of Registration

All graduate students must be registered in each term in which they are engaged in course work, practicum, project or thesis preparation, including the term in which graduation is anticipated. For graduate students the calendar year is divided into three terms:

Fall term (FA)	(September-December)
Winter term (WA)	(January-April)
Spring/Summer term (GA)	(May-August)

Each term is approximately 13 weeks.
Students are required to pay the appropriate fee for the term (or year) in which they are registered. Continuance fees will apply only when the student exceeds the allowable period of study. Students who have not maintained continuous registration will be required to register and pay any outstanding fees before they will be approved to graduate.

Time to Completion*:*

University regulations govern the maximum length of time students have to complete the MSW program.

- two years full-time
- six years part-time

Full-time students are normally expected to register and pay tuition for two years. Graduate Assistantships are therefore offered for two years. After the stipulated program fee has been paid, students must pay a continuance fee to remain registered.

All graduate program fees are assessed according to university regulations and negotiated directly with the Accounts Department. The School of Social Work has no involvement in assessing tuition or continuance fees.

Time Extensions:

If the student has not completed the MSW program within the allowable time for completion, the student will require a time extension in order to continue in the program and eventually graduate. A one-term time extension may be granted by the School of Social Work and should be requested by the Graduate Coordinator. A memo must be sent from the Graduate Coordinator to the Faculty of Graduate Studies office requesting the one term time extension, along with reasons.

If the student does not complete the MSW program within the one term time extension, the Graduate Coordinator may apply for an additional time extension to the Dean of Graduate Studies and the Senate Committee on Graduate Studies. Granting of time extensions is not automatic and a case will need to be made which justifies the student's lack of progress and persuades the committee that the time extension will enable the student to finish the program successfully.

Students must be registered in the MSW program in order to apply for a time extension. Go to https://www.lakeheadu.ca/academics/graduate/resources/time-extension
for Request for Time Extension form.

Leaves of Absence:

Students who are unable to work on their MSW program for a term or more should discuss the possibility of a leave of absence with their Faculty Supervisor and the Graduate Coordinator. A leave of absence serves to "stop the clock" and may prevent students from exceeding their allowed time to completion. Students are allowed a maximum of 3 terms of leave (1 year) in a program.

A leave of absence is given for exceptional circumstances which could include a limited term of external employment closely related to the program of study, health problems, family, parenting or compassionate grounds. An application for a leave must be made by the Graduate Coordinator on the recommendation of the academic unit. Cases are considered by the Senate Graduate Studies Committee on an individual basis and the committee must be provided with a strong rationale.

A graduate student granted a leave of absence will not be required to pay a continuance registration fee and will not have access to University faculty.
Go to https://www.lakeheadu.ca/academics/graduate/resources/leave to view the application form for Leave of Absence.

Part Time:

Under exceptional circumstances, a student may be allowed to complete a Master's program on a part-time basis with the following conditions:

- A student is admitted to the program part-time with the approval of the Faculty of Graduate Studies, based on special circumstances, provided at the time of application.
- A part-time student may take no more than one full course equivalent (FCE) for credit per calendar year (12 months)
- Part-time students are expected to complete all requirements within a **minimum** of fifteen terms (five years) of continuous part-time registration.

Part-time students will not be considered for financial support from the University.

Program Progression and Student Success

Student information may be shared by course instructors for the sole purpose of supporting the student's academic success in the Social Work program. Any such sharing of information is to be strictly limited to those with a direct role in supporting student success and program progression e.g. Graduate Coordinator, Faculty Advisor, Graduate Practicum Coordinator, Academic Advisor and Director of the School of Social Work. This protocol is in place to provide early intervention to support students at risk of failing courses or leaving the program by offering timely additional supports.

Transcript reviews will be completed after each term by the academic advisor. If a student has received an incomplete (INC) or was unsuccessful in a course or practicum that information will be shared with the student's faculty advisor to ensure the student has an alternative academic plan in place.

Collection Notice:
http://csdc.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=26&chapterid=-1&topicgroupid=23374&loaduseredits=False

The University collects, uses and discloses personal information as necessary for planning concerning, and administration and operation of, the University's programs and services ……program progression and graduation….to the extent mandated by the law.

4. AWARDS, SCHOLARSHIPS AND FINANCIAL AID

*For additional and updated information, please visit the Faculty of Graduate Studies office through the .Lakehead University Web-site.

(a) Scholarships, Bursaries and Awards

Scholarships are intended for students with an A or high B (78%+) standing. Bursaries are intended to assist student in financial need. Awards have a variety of criteria.

There are internal university awards, discipline specific awards, external awards and bursaries. For further information regarding awards, scholarships and financial aid, consult the Lakehead University Calendar or the Office of Graduate Studies. The current year awards are listed in the Lakehead University calendar and on the website.

Please access the “my awards” section of myinfo for updated information on awards and scholarships

Financial Aid is available for International Students, however, as the conditions of an international student’s Visa restrict employment options, it is extremely important that international students have access to sufficient finances prior to enrolling in the graduate program.

Submit all applications for awards, scholarships and bursaries to:

Faculty of Graduate Studies, Lakehead University
955 Oliver Rd
Thunder Bay, Ontario,
P7B 5E1
Phone: (807) 343-8785
Fax: (807) 346-7749

(b) Financial Aid

Ontario Student Assistance Program provides financial aid to graduate students. For more information consult the OSAP application and guide available in the Student Awards and Financial Aid Office.

5. GRADUATE ASSISTANTSHIPS

*For additional information, please visit the Faculty of Graduate Studies website at:

https://www.lakeheadu.ca/academics/graduate/graduate-funding

(a) Conditions

Most full time graduate students are eligible to receive a graduate assistantship (GA). The School of Social Work has been allocated a fixed number of Graduate Assistantships by the university and these are offered to incoming students through a letter from the Office of Graduate Studies. Students may be offered admission to the MSW without a Graduate Assistantship. Students may also be offered a .5 graduate assistantship. Students admitted without a GA and who wish to receive one later in their program should make this known to the Graduate Coordinator. Students who received a Graduate Assistantship in year one have first priority to receive another one in year two.

The value of the graduate assistantship is set annually and is paid to the student in exchange for duties which amount to an average of 10 hours per week for a total of 270 hours. A Graduate Assistantship may be held for a maximum of four full-time terms of graduate work, normally over a two-year period, not necessarily concurrently. All students holding a graduate assistantship are considered employees of Lakehead University; as such they are members of the Canadian Union of Public Employees (CUPE) - Local 3905. The CUPE Local 3905 Collective Agreement and information on your benefit package are available on the website. Please go to the Human Resources website at https://www.lakeheadu.ca/faculty-and-staff/departments/services/hr and click on collective agreements. There you will find your collective agreement and benefit information, etc.

Please note: The **most recent** benefit information is always on the Web. Please see Appendix A for information related to Graduate Assistantships.

(b) Assignment of Graduate Assistantships

The matching of students to Graduate Assistantships will be decided by the School of Social Work based on the School's needs and the capabilities of the student. Students will be informed of their job placement in writing by the assigned Faculty Supervisor for the Graduate Assistantships.

The Graduate Assistantship is an employment opportunity (10 hours per week) and individuals fulfilling a GA position are accountable to the duties as agreed to with their faculty supervisor. Once assigned to an Assistantship, students should meet with the faculty member with whom they will be working to discuss the details of their position. Any concerns about the assignment should be discussed with the supervisor prior to signing the Graduate Assistant Assignment of work form. Any discrepanicies in work responsibilities can be discussed with the Graduate Coordinator within the first week. Adjustments may be made for valid reasons.

As per the Master's Regulations:

"In accordance with the Ontario Council on Graduate Studies policy, the University recommends that a full-time graduate student will normally not be employed for more than an average of ten hours per week for any term. When the student is employed as a Graduate Assistant, the ten hours per week should represent the total time spent by the student in connection with this appointment. Requests for exceptions to this rule must be approved by the Dean of Graduate Studies".

(c) Roles and Responsibilities of Graduate Assistants

Faculty members will outline the responsibilities of their assigned Graduate Assistants. Students are accountable to the department for the hours and work completed, therefore, Graduate Assistants should keep track of hours worked in a manner agreeable to their GA supervisor. According to the terms of the CUPE contract, faculty must complete formal work performance evaluations with their Graduate Assistants.

The supervisor of a Graduate Assistant may be the student's Faculty Supervisor; however this is not usually the case. Some graduate assistantships may involve duties and work assignments from more than one faculty member.

(d) Payment Schedule

Graduate Assistant payments will first be applied to fees for the MSW program. Any remaining funds will be deposited directly into the student's bank account on a bimonthly basis.

All forms relevant to the payment of a GA can be picked up from the Human Resources Office in the lower level of the University Centre. Required forms must be completed and returned to the Human Resources Office prior to any payments being made.

(e) Benefit Details

Graduate Assistants are members of the Canadian Union of Public Employees (CUPE) - Local 3095. A document entitled Benefit Details should be given to all Graduate Assistants at commencement of their position. If further information is required, contact the Human Resources Office.

6. WHO'S WHO AND WHAT THEY DO: ROLES AND RESPONSIBILITIES

(a) Graduate Program Coordinator

The Graduate Program Coordinator has administrative responsibility for the smooth operation of the MSW program and is a resource to faculty and students regarding Graduate Studies' policies and procedures. The Coordinator is available to provide support throughout the student's program. The Graduate Program Coordinator is the liaison with the Lakehead University Faculty of Graduate Studies office and is a representative on the Senate Graduate Studies Committee. The Graduate Program Coordinator acts as chair of the MSW Committee which meets regularly throughout the academic year.

***Curriculum*:**

To provide leadership in curriculum review and making revisions and curriculum changes.

***Information*:**

To provide adequate information to all graduate students, both incoming and continuing, on all aspects of the department's program, admission requirements, funding, procedures and deadlines. To provide information on Lakehead University Student Services, particularly counselling services regarding sexual harassment, discrimination and accessibility. (This is done through the MSW Program Student Guide).

***Procedures and Regulations*:**

To ensure that all administrative procedures and regulations of the department and university with respect to graduate programs are followed.

To organize the assignment of Graduate Assistantships.

***Meetings/Consultation*:**

To be reasonably accessible to faculty when called upon for discussion and consultation regarding their students' academic progress and research problems.

To attend regular meetings of the Lakehead University Graduate Studies Committee. To call and chair meetings of the MSW Committee.

***Monitoring/Facilitation*:**

To ensure that each student registered in the MSW program has a Faculty Supervisor and that each student in the MSW thesis track has a thesis committee.

In cases where a supervisor is absent for a prolonged period of time, to ensure that satisfactory arrangements have been made for the continuity of supervision.

In cases where conflict may arise between a student and a Faculty Supervisor, or a thesis committee member, to attempt to mediate a resolution. If reasonable attempts at resolution are unsuccessful following a meeting between the student, Faculty Supervisor and Graduate Coordinator, the Graduate Coordinator will arrange a replacement supervisor or committee member.

***Requesting Supervisor Replacement*:**

To respond to requests for the replacement of a Faculty Supervisor or supervisory committee member. The School of Social Work has a responsibility to make its best effort to secure alternative supervision and help students complete their programs.

Research Office:

All graduate student project or thesis proposals which involve human subjects or animals must be approved by the Senate Research Committee before any data can be collected. Application forms and detailed information is available on the Research Office website. Go to https://www.lakeheadu.ca/research-and-innovation/research-services

***Admissions*:**

The Graduate Coordinator takes a leadership role in the recruitment of applicants and admission of students. This includes providing information to prospective applicants, and ensuring that applications are complete and ready for review by the faculty. The Graduate Coordinator facilitates the review of applications by the faculty through providing an overview of the applicant pool. The coordinator also takes responsibility for reviewing the application material annually and updating it as needed. The Graduate Coordinator is assisted in these duties by the MSW committee.

***Student Affairs*:**

The Graduate Coordinator is to attend to all program matters regarding graduate student functions and issues that affect student participation. This may include arranging orientation sessions for incoming students, arranging graduate student/faculty colloquia, maintaining and updating the MSW Program Student Guide, and as requested, providing support to the on-going evolution of the MSW Student Association. Graduate student issues that are identified by either students or faculty may be discussed with the Graduate Coordinator to determine how they should be raised and addressed. The Graduate Coordinator is assisted by the MSW committee in these duties.

Information:

The Graduate Coordinator is to assume a leadership role in the development of the necessary instruments to collect and maintain graduate program data. The MSW Committee recognizes the importance of establishing a uniform method of collecting and maintaining pertinent information in relation to the graduate program. Such a method would serve a dual purpose. First, the information would serve as a student profile for purposes of tracking progress from admission to graduation. Second, the information would be compiled and serve as a database for purposes of maintaining a statistical profile of the graduate program as well as curriculum planning and development. The MSW committee assists with these duties.

(b) Office and Dean of Graduate Studies

The Office of Graduate Studies is the administrative unit for the Senate Graduate Studies Committee, the Senate Graduate Scholarships and Bursaries Committee.

The Dean of Graduate Studies is responsible for overseeing all pending external appraisals of approved programs through the Ontario Council of Graduate Studies. The Dean is also responsible for developing new programs and for seeing that the required provincial processes for academic approval

and funding are followed.

The Office of Graduate Studies provides support services to all graduate students and works closely with the Vice Provost for Student Affairs.

The Graduate Studies Assistant supports the Graduate Coordinators/Chairs from each academic unit. Graduate students are encouraged to use the resources of the Faculty of Graduate Studies office to deal with matters related to graduate studies, such as financial aid (scholarships/bursaries), Graduate Student Conferences, International Graduate Student Exchanges, and/or financial assistance for presentation at academic conferences.

(c) Faculty Supervisor

Faculty Supervisor Selection

Faculty Supervisors are not appointed but rather become "matched" with students based on mutual academic and professional interests. Prior to their application to the MSW program, students are encouraged to approach several faculty members to discuss their project or thesis ideas. Faculty members have on-going research programs in which students are encouraged to participate. Students on the Thunder Bay campus in the collaborative programs (Gerontology and Women's Studies) must have a supervisor approved by their collaborative program.

Final decisions about Faculty Supervisors also need to consider faculty availability and workload issues, for example planned sabbatical leaves that might interfere with the student's progress.

Full-time students usually have a supervisor in place on admission, and must have a designated Faculty Supervisor before the end of the fall term.

Responsibilities of Faculty Supervisors

Knowledge of Rules and Procedures

To be informed of the School of Social Work, Faculty of Graduate Studies, and Lakehead University regulations and procedures.

To be informed of policies and student support services available at Lakehead University, in particular regarding harassment, accessibility and student support. (See Appendices J and K).

Meetings/Consultation between Student and Supervisor

Student and supervisor are responsible for arranging regular meetings for consultation and discussion of the student's progress. The frequency of such meetings will vary although meetings should be arranged more frequently when the student is completing the project or thesis and practicum. Supervisors should be reasonably accessible for meetings requested by their students.

To examine thoroughly all written material relevant to the thesis/research project submitted by their students and provide constructive suggestions, preferably in writing, for improving the work, when necessary. Normally, supervisors should provide comments within two weeks of receipt of the submitted material.

Advice on Program of Study

To provide advice to students on an appropriate program of study. This may include guidance on the choice of courses needed to fulfil the degree requirements and on the research topic. In advising students on their thesis or project topics, supervisors should be aware of the availability of the resources needed to pursue the research.

To provide leadership while promoting the student's intellectual growth to become a competent contributor to a field of knowledge.

To be reasonably accessible to the student for consultation and discussion of the student's academic progress and research concerns.

To be knowledgeable of the School and University regulations and standards to which a thesis or research project is required to conform, and ensure that the student is also aware of them.

To advise, monitor and act as mentors.

To assist students to develop a work plan with time lines to assist them to meet all graduation requirements in a timely manner.

To provide guidance, instruction and encouragement in the research activities of their students and take part in the evaluation of their progress and performance.

To provide assistance and advice to their students as they plan career steps after the completion of their degree, and to assist students with attempts to acquire external funding to permit attendance at conferences.

Responsibility for Practicum Placement

The Faculty Supervisor is responsible for approving the MSW practicum contract and ensuring that a copy of the approved practicum contract is placed in the student's departmental file.

The Faculty Supervisor, acting on behalf of the School, will be directly involved with the prospective field agency in negotiating and planning the placement. Students should discuss their placement learning goals and possible sites with their Faculty Supervisor before connecting with the Graduate Practicum Coordinator as required.

The **Graduate Practicum Coordinator** acts as a resource person in supporting this process, particularly with regard to respecting community agency protocols and identifying contact people, as well as documentation requirements for field placements. The forms required to secure insurance coverage for the practicum will be processed by Graduate Practicum Coordinator, as well as other safety related paperwork.

The Faculty Supervisor will provide and/or arrange appropriate supervision for all aspects of the student's practicum. Faculty Supervisors may occasionally function as the direct supervisor of the practicum experience. This may be the case when the student is doing a non-traditional placement where there is no on-site supervisor who is appropriately qualified with an MSW degree. If this is not an option, then the Faculty Supervisor will work with the Graduate Practicum Coordinator to ensure that an Off-Site supervisor with appropriate qualifications and experience is assigned.

The Faculty Supervisor is responsible for the mid-term and final evaluation of the student in the practicum and to ensure that a written final evaluation is placed in the student's departmental file. The Faculty Supervisor is responsible for submitting the practicum grade (pass/fail) on a Change of Mark form to the Administrative Assistant (Thunder Bay) who will ensure that the Director signs it before submitting the form to the Office of the Registrar.

Supervisory Provision for Thesis/Project

To agree to supervise the work of the project/thesis until such time as all requirements are met. In the case of a sabbatical or leave of absence, to advise students well in advance and ensure that the student will be advised by another faculty member.

To work in consultation with the student, and to select thesis committee member(s) according to the regulations of the School. In the case of a project, one additional reader is required to review and approve the completed project.

Thesis committee members are responsible for maintaining contact with each other, thoroughly reading documents submitted by the student, and providing the necessary feedback in a timely manner.

To periodically update thesis committee members on student progress.

At the project planning or thesis proposal stage, if appropriate, ensure that students complete an application for ethical review by the Lakehead University Ethics Committee and assist them in doing so.

Advise students if ethical review is required by other research bodies or organizations involved in the proposed research.

To provide the appropriate, substantive and methodological guidance.

To recommend appropriate resources which may be required by the student.

To critique and edit successive drafts of the proposal and thesis or project.

To advise a student when a draft is ready to be shared with thesis committee member(s).

To assist the student in revising the draft to incorporate the committee's recommendations.

To respond to drafts submitted by the student in a timely way.

In consultation with the student (and thesis committee), to select the external examiner for thesis students and submit the required documentation to the Faculty of Graduate Studies office.

To chair the thesis committee and ensure that all regulations of the School are followed relating to proposal presentation.

In cases where the thesis research is a component of the supervisor's research, recognize that the responsibility for utilization and publication of data is held jointly by the supervisor and the student, and endeavour to clarify early in the program some general principles regarding publication credit.

To submit the final grade for the project/thesis on a Change of Mark form to the Administrative Assistant (Thunder Bay campus), who will ensure that the Director of the School of Social Work signs

the form before it is copied and submitted to the Office of the Registrar.

Supervisory Provision for Leave of Absence

Supervisors are responsible for informing their students of any anticipated extended leave, and are responsible for arranging continued supervision of their students.

Supervisors should inform the Graduate Program Coordinator of the arrangements made for the period of leave and a memo should be placed in the student's departmental file.

(d) The Graduate Practicum Coordinator

The Graduate Practicum Coordinator acts as a resource and support person in the placement planning and search process, particularly with regard to observing community agency protocols and identifying suitable agency contacts. The Coordinator provides placement orientation and document information for students, Faculty and Practicum Supervisors. The Coordinator monitors initial documentation requirements for field placements, including the forms required to secure insurance coverage, and the Safety Orientation Checklist for placements. The Graduate Practicum Coordinator facilitates ongoing practicum policy development for the graduate program in collaboration with the MSW Committee.

(e) Practicum Supervisor

The Practicum Supervisor a the qualified agency staff member who will be the provide the on-site supervision for the practicum. The Faculty Supervisor has ultimate responsibility for ensuring that appropriate supervision is provided and to ensure that practicum objectives are achieved. Direct involvement by the Faculty Supervisor with the agency, Practicum Supervisor, or adjunct supervisor is mandatory to ensure practicum arrangements are clearly established.

Practicum supervision may be delegated to a qualified agency staff member,, an adjunct faculty member or a qualified Off-Site Supervisor. An MSW student must be supervised by an individual who holds a minimum of a Master's Degree in Social Work and two years experience, as required by the CASWE accreditation standards.

(f) **Off Site Field Supervisor**

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 masters degree on staff. The off site field instructor maintains a similar role to that of a Practicum supervisor 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 personnel in the placement setting promotes valuable feedback based on the student's daily progress and input into evaluation of student progress. The off site field instructor is responsible to complete the mid and end term evaluation in consultation with the onsite resource person and faculty supervisor. In some cases the Faculty Supervisor will provide off site supervision.

(g) Thesis Committee Member

The thesis committee will minimally consist of four members: the supervisor, an additional faculty member from the School of Social Work, or an adjunct faculty, the student, and one external individual.

If the student is enrolled in the Collaborative Gerontology or Women's Studies program, additional policies about committee composition apply.

The role of a thesis committee is to assist supervisors in their monitoring function and also to provide guidance and advice on the students' research, complementing the expertise of the supervisor. Committee members may be called upon to take a more active role in cases where supervisors are absent for an extended period of time or in cases of disputes between supervisors and students.

Committee members should be reasonably accessible to students when called upon for discussion of the students' academic progress, for consultation on issues related to the thesis and for general guidance.

Thesis committee members are responsible for maintaining contact with each other, thoroughly reading documents submitted by the student, and providing the necessary feedback in a timely manner. Meetings of the thesis committee will be held as necessary to ensure fulfilment of these responsibilities.

(h) MSW Committee

The MSW Committee will be available for consultation as determined to be necessary by the Graduate Coordinator. The MSW committee is comprised of the Graduate Program Coordinator and at least two other faculty members of the School, as well as the Graduate Practicum Coordinator/s. Both campuses will be represented on the committee. The MSW committee is responsible for the ongoing management, evaluation, development and adaptation of the graduate program.

(i) Graduate Students' Checklist of Responsibilities

- ✓ *Regulations/Procedures*

  To be familiar with and meet all appropriate deadlines, requirements and regulations associated with registration, graduation, and other, as specified by the School of Social Work, the Faculty of Graduate Studies office and Lakehead University.

  To maintain continuous registration at the university until completion of the project or thesis and all program requirements

  To complete the program within the time specified in the calendar.

  To comply with the Ethics Procedures and Guidelines when conducting research on human subjects.

- ✓ *Criminal Record Check and Professional Suitability*

  Please be aware that all MSW students admitted to the School of Social Work at Lakehead University must be able to provide a clear criminal record search as required for reasons of client safety and professional suitability. Most students will be required to obtain a Criminal Record Check, including the Vulnerable Sector Search, prior to beginning their field placement, according to the placement agency's requirements. Failure to provide the required Criminal Record Check may compromise the student's ability to complete the MSW program.

- ✓ *Research Project/Thesis*

  To choose, in consultation with their Faculty Supervisor, a project or thesis for which adequate resources are available and which is acceptable to the supervisor.

  To produce a thesis or research project which is the student's own work and which meets the University and the School of Social Work standards for style and quality.

  To set and meet deadlines for completion of work.

  To develop a project plan or thesis proposal in collaboration with the Faculty Supervisor and thesis committee members.

  To conform to the principles of professionalism in writing the thesis or research project, especially acknowledging assistance, materials and/or data provided by other scholars, including fellow students, faculty, community agencies and staff.

  To consult with thesis committee member(s) at appropriate stages in the development of the thesis/project.

  To develop and edit successive drafts of the thesis/project which incorporate the suggested revisions.

  To submit one copy of the approved project or thesis and all forms required by the department and by the Office of Graduate Studies.

  To submit one copy of the approved thesis to the Dean of Graduate and International Studies and one to the School of Social Work. Final copies of projects are submitted only to the School of Social Work.

  To recognize that the supervisor and other members of the faculty have other educational, research and service obligations which may occasionally preclude prompt responses to the student.

  To give serious consideration to and respond to advice and criticism provided by their Faculty Supervisor and thesis committee.

  To meet the University regulations and standards for academic requirements of a thesis or research project, as well as all of the program requirements, including course requirements.

- ✓ *Intellectual Property and Publication*

  To become aware of and adhere to the university policy on the ownership of intellectual property. To respect any contractual terms under which research is conducted.

- ✓ *Communication/Absence*

  To maintain regular communication with their supervisor or designate and interact with the supervisory committee as appropriate. Students should inform their supervisors of any prolonged absences, including absences during the spring and summer sessions, and keep their supervisors informed of where they can be contacted.

To communicate with their supervisor on the progress and anticipated submission dates of research projects or theses. Students must work towards meeting any agreed upon deadlines and must inform their supervisor of any anticipated delays.

- ✓ *Financial Assistance*

If supported by financing provided through a graduate assistantship, students **must** meet the terms and conditions of the contractual agreement with their Graduate Assistantship supervisor and/or School of Social Work.

- ✓ *Requesting Supervisor Replacement*

Students may request a change in Faculty Supervisor. Requests must be made to the Graduate Coordinator. In the case of a conflict between the student and supervisor or student and member of the thesis committee, the student must follow policy and procedures to resolve a conflict prior to a change being approved by the School of Social Work.

7. ORGANIZATION OF THE MASTER'S PROGRAM

The MSW program offers both a practice track (project) and a research track (thesis). Students whose learning goals are advanced clinical practice may choose the practice track, which includes a project and a 450 hour practicum. Students whose learning goals are to conduct independent research or to pursue a research, policy or academic career may choose to complete the research track, if this decision is approved by the student's Faculty Supervisor. (There is no practicum requirement for the research/thesis track).

Students who wish to pursue PhD studies may take either the practice or research track. MSW graduates from Lakehead University from both the practice and research tracks have been admitted to PhD programs at many universities across Canada.

All students take the three required courses, (SOWK 5511, 5513 and 5514) which are respectively Applied Social Research Methods, Social Policy and Social Work Theory for Advanced Generalist Practice.

Practice track students take three electives, and do a 450 hour practicum as well as completing their project.

Practice track students can only begin practicum after completing at least 1FCE (2 half credit courses) of required credits.

Research track students also take three electives courses and complete their thesis. Research track students are **not** required to complete a practicum.

MSW students on the Thunder Bay campus who are enrolled in the Collaborative Graduate Programs to obtain a specialization in Gerontology or Women's Studies must conform to the regulations and course requirements detailed in the Academic Calendar.

Course requirements are clearly outlined in the Lakehead University calendar. Students are required to meet the requirements of the track in which they are registered.

Full-time students who wish to change to the thesis track must consult with their Faculty Supervisor to gain approval for this request prior to the end of the Fall term.

Please review the chart on the following pages that fully explains both the Practice Track and Research Track options.

PRACTICE TRACK (Project)	RESEARCH TRACK (Thesis)
The project provides for scholarly exploration, analysis and critique of a chosen Social Work policy or practice issue from a Social Work frame of reference. This process should begin with a review of the relevant literature and current thinking in the chosen area, and lead to the exposition of a position (program, treatment or policy recommendations, for example) or a proposed intervention regarding that issue (including but not limited to) such products as treatment or program manuals and training modules. It may lead to a pilot study and a limited data collection when there is an exploratory question and the need for some preliminary data to guide further research.	The emphasis with the thesis is on the development of a research question or theory which is situated within a tradition of existing knowledge and research and which is then rigorously investigated following procedures from established research traditions. Scholarly exploration and critical analysis are an integral part of this process, but they lead on to the systematic investigation of a question or the testing of a hypothesis, and to the statement of a position, or thesis, which arises from the evidence gathered. The final product of the thesis should fill a gap in the existing academic literature.
The emphasis for the project is on scholarly thinking and critical analysis.	The thesis is driven by critical inquiry, and typically leads to empirical investigation, or theory testing, through established quantitative and/or qualitative methods.
The emphasis for the project is often more practical, leading to the development of a program or a manual, or a proposed intervention.	The emphasis for the thesis is to make a new contribution to knowledge through the development of a research question or theory that is rigorously investigated, following established research traditions.
The project should demonstrate excellence and may even be publishable. However, the project may not carry the same burden of originality as the thesis. Its essential purpose may be to further the knowledge of the student in an area of personal interest or to further the interests or knowledge of a particular local group or community, as in the case of developing a resource manual or training module. The materials may be drawn together in a unique way which reflects the interests and needs of that group or organization, but the material may not in itself be an original contribution to collective social work knowledge.	The thesis, in contrast, can be expected to advance our collective knowledge as a discipline. It should make an original and/or significant and/or meaningful contribution to the knowledge base of social work. Like the project, the thesis provides the opportunity to conduct a scholarly and critical exploration of a particular social work issue, but the emphasis is on advancing and contributing to knowledge.

The project may be, but is not limited to: • A critical review in an area of special interest to the student, (for example, of a social work policy or practice, or of a model of intervention), including a review of the theoretical foundations, the value base, the evidence regarding its effectiveness, etc. • A resource, handbook, videotape, workshop or other kind of training module, developed from a sound literature review, and designed to transmit knowledge to an identified population. Any such product should be accompanied by an academic paper, critically situating the project in the context of existing Social Work knowledge and practice. • A program proposal or a program evaluation.	The thesis may be, but is not limited to: • A critical review which leads on to theory building or theory testing. • A critical review which leads to the development of a hypothesis or research question and the completion of research grounded in established research traditions. • The development of an intervention, followed by the testing or evaluation of that intervention. • The design of a program, and the evaluation of the program's effectiveness. • A systematic review of the literature using an established systematic review protocol such as Cochrane or JBI. • An empirical study, using quantitative and/or qualitative methods, which is methodologically sound.
• An empirical study (qualitative or quantitative) which is exploratory or pilot in nature, with a method, with a relatively small number of subjects, or with an unrepresentative sample. • Needs assessment • A small survey	• A survey which leads to significant service, policy or program development. • A research study which utilizes quantitative, qualitative or mixed methods design.
The project is worth one full course credit.	The thesis is worth two full course credits.
The student is required to work with their Faculty Supervisor who will act as a project supervisor to supervise this work.	The student is required to work with their Faculty Supervisor who supervises the thesis work and forms a thesis committee. The thesis committee is comprised of two internal social work faculty members and the addition of an external reviewer. The external reviewer may be internal faculty at Lakehead University but external to the School of Social Work or external faculty at another academic institution. The faculty member may be a content or methodological expert. The external reviewer is deemed eligible by the chair of the School of Social Work.

The final project report is reviewed by the Faculty Supervisor and by one additional reader.	The final thesis is reviewed by the supervisor, and by the committee, and finally by an external reviewer, who is recommended by the thesis committee, according to the Faculty of Graduate Studies requirements.
The final project does not require a defence.	The final thesis may require a defence. This decision is at the discretion of the supervisor in the School of Social Work.
Two bound copies of the final project must be provided to the Faculty Supervisor prior to acceptance for graduation.	Two bound copies of the final thesis must be provided to the Faculty Supervisor prior to acceptance for graduation.

(a) Practice/Project Track Procedures

The MSW project is a scholarly endeavor that is jointly developed between the MSW student and their Faculty supervisor. Unlike a term paper, which is submitted to receive a final grade, the MSW project should be considered a collaborative piece of scholarly work that may require multiple revisions until a high-quality paper is developed. Students are expected to start working on the project at the beginning of their studies and consider the project as a work in progress.

It is usually helpful to develop a timeline with the Faculty Supervisor for the development and writing of the project. Upon completion of a near final draft of the project that is agreed to by the student's Faculty Supervisor, the project will be submitted to a second reader for consideration. This might result in further editing requirements for the student to complete prior to approval to graduate. Students should anticipate a minimum of two months to complete these final steps in the revisions of the project prior to final approval.

The completed project should reflect excellence and make a valuable contribution to the academic literature, to Social Work practice or to the community. An important consideration in planning the project timeline is that the final grade for the project must be submitted and received by the faculty of graduate studies before it will be regarded as completed. Further, the student's supervisor will submit the grade only after all revisions suggested by the second reader have been satisfactorily addressed, and the student has submitted a final bound copy of the project to the School/Graduate Coordinator.

Reproduction, Distribution and Storage of Project

The student is expected to bind two copies of their completed research project for the School of Social Work. One of these copies will be kept in a designated showcase or shelf on the respective campus of the student.

The student is expected to provide their supervisor and the one reader of the project each with a copy of the research project. The copy for the additional reader does not have to be bound.

Approved project samples are available for student review to inform students of required project expectations and standards.

(b) Ethics Review

Students whose project or thesis involves collecting data from human subjects must complete an application for ethics review by the Senate Research Committee. Whether or not a project or thesis requires an ethics review is determined at the time the project or thesis proposal is approved. It is the student's and the supervisor's responsibility to ensure that the ethics review is completed before the student begins the research.

Procedures for ethics reviews will follow guidelines established by the Office of Research Services.

In accordance with existing University policy, all proposals being forwarded to the University Ethics Supervisory Committee must be accompanied by the Researcher's Agreement Form signed by the student, Faculty Supervisor and School Director. The form can be obtained through the Research Office or on the website of the Research Office. All students must complete the on-line tutorial for the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans.

To view Lakehead University's Research Ethics Board Researcher's Agreement Form, go to http://graduatestudies.lakeheadu.ca/

(c) Research/Thesis Track Procedures

To view detailed information and access necessary forms please visit Lakehead University's Graduate Studies at:

https://www.lakeheadu.ca/academics/graduate/academic-information/degree-completion/thesis

8. PRACTICUM

POLICY FOR PLANNING, CONDUCTING AND COMPLETING THE MSW PRACTICUM

INTRODUCTORY INFORMATION

Purpose of the Practicum

The Lakehead University MSW program provides practicum education focused on training in the field. The purpose of the MSW practicum is the guided and systematic application of theory to practice at a professional level with client cases. The practicum is to be distinguished from the project experience by their different goals.

Prerequisites

It is strongly recommended that students do not begin practicums until a minimum of 1 FCE of required credits (2 half credit courses) are successfully completed. In order to successfully integrate advanced social work theory to practice it is expected that students enter practicum with further theoretical training. It is recommended that students who wish to participate in a clinical placement begin in Spring/Summer. In exceptional circumstances, alternate start dates can be discussed with the Field Practicum Coordinator and student's Faculty Advisor.

Please note that **at least three months notice** must be provided to the Graduate Practicum Coordinators for planning and securing an MSW clinical placement opportunity in a community organization.

Definition of Practicum

The following criteria will define ***Practicum:***

The practicum shall involve the provision of service by the student to one or more client cases that are compatible with the student's learning needs.

"Client case" is defined as an individual, family, small group, organization or community.

Academic Accommodation for Field Placements

Social Work students with disabilities who require special accommodations for both academic courses and 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 to be implemented as part of both academic courses and the placement experience.

During the MSW placement planning process, it is helpful if specific accommodations for the placement experience are identified and shared with the student's Faculty Supervisor and/or Graduate Practicum Coordinator early in the planning process. With the student's consent, information regarding accommodations at the placement site may need to be shared with the Practicum 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 with Disabilities, 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

Paid Field Placement

*School policy states that students **WILL NOT** be allowed to participate in a paid field placement.*

Practicum at a Place of Employment:

If a student wishes to embark on a placement at an organization where they are currently or have recently been employed, the student should follow the guidelines specified in Appendix I, in the Field Practicum at a Place of Employment Policy.

REQUIREMENTS FOR PLANNING A PRACTICUM

The following is the procedure for planning a student practicum:

- The student will discuss their practicum interest and proposed practicum plans with their Faculty Supervisor, including their learning objectives, preferred setting, and timing of the placement.

- Please note that **at least three months notice** must be provided for planning and securing an MSW placement opportunity in a community organization.

- It is recommended that the student and Faculty Supervisor will meet with the Graduate Practicum Coordinator for a practicum planning meeting. This meeting will help to identify the Student's practicum goals, agency opportunities and availability.

- The Graduate Practicum Coordinator will be consulted to assist in the location and procurement of community based practicum opportunities. In this way, previously established agency procedures will be observed with regard to contacting agencies and securing placement opportunities, as well as verifying the availability of potential credentialed Practicum Supervisors on site. It is required that agency preferences and choices of Graduate Students are communicated to the Graduate Practicum Coordinator before any contact is made with an agency, to ensure that established protocols are followed and there is minimal interference with ongoing placement planning for Undergraduate Students.

- To ensure an appropriate practicum placement, the Faculty Supervisor, acting on behalf of the School, will be involved directly with the prospective field agency in negotiating and planning the placement following consultation with the Graduate Practicum Coordinator. No placement will be considered to be in effect without this direct involvement of the Faculty Supervisor. The assistance of the Graduate Practicum Coordinator is available to help with finding placement opportunities and ensuring that established agency protocols are followed when making contact with agencies and potential Practicum Supervisors.

- Once a placement opportunity has been secured with a community organization, a Memo to placement supervisors (Appendix R), as well as a summary of Placement requirements for the Agency (Appendix Q) will be sent to the Practicum Supervisor

- Once a placement opportunity has been secured with a community organization, a meeting will take place involving the student, the Faculty Supervisor and the Agency Practicum Supervisor/s. The Agency-School of Social Work MSW Practicum Agreement will be completed and signed at the meeting. This meeting also offers an opportunity for detailed discussion of the student's learning objectives and the opportunities available at the placement setting. If it is not possible for this meeting to take place in person, a teleconference or videoconference should be arranged.

- The Faculty Supervisor will provide and/or arrange for appropriate supervision for all aspects of the student's practicum. For CASWE accreditation purposes, it is necessary for the student to have regular supervision from a Social Worker with an MSW degree and post-degree experience, or a PhD in Social Work. Prospective Practicum Supervisors are requested to complete the Field Instructor Data Sheet (Appendix J) to ensure that accreditation standards are being met. This provision is not intended to preclude professionals with other credentials from actively working with the student during the practicum. Co-Supervision and

Interdepartmental exposure is acceptable and valued when pre-approved by the Graduate Student and Faculty Supervisor. In special circumstances, an off-site supervisor may be assigned to support a graduate field placement setting that can provide a valuable learning opportunity but does not have a qualified MSW Social Worker available on-site.

- The student will submit a draft Learning Contract to their Faculty Supervisor for their proposed placement, in keeping with the student's learning objectives, area of concentration in the MSW program and/or the topic of the student's project/thesis. This Learning Contract/placement proposal may be revised based on discussions with the Faculty Supervisor and, if relevant, the Agency Practicum Supervisor. More detailed information on completing the MSW Learning Contract is provided on page 35.

- The Faculty Supervisor will consult with the Graduate Practicum Coordinator if they are interacting with a new agency and Practicum Supervisor. The Graduate Practicum Coordinator will be available to provide resources and orientation to both new and experienced Practicum Supervisors.

- In order to establish and maintain effective working relationships between practicum supervisors and the School of Social Work, Agency Practicum Supervisors will be invited to attend Practicum Supervisor seminars with other field instructors, faculty, and the Graduate Practicum Coordinators. These will be held for the purpose of discussing current issues, curriculum, the mentoring/learning process, and to create a supportive field network.

- All required documentation (see below) will be submitted with the proper signatures to the Graduate Practicum Coordinator before placement begins. A failure to complete all required paperwork may result in an incomplete placement.

Required Placement Documentation

All required forms can be found in the Appendices of this Guide or on the School of Social Work website at this link:

https://www.lakeheadu.ca/academics/departments/social-work/msw/msw-forms

Please see the table in Appendix Q, the MSW Student Placement: Planning and Documentation Table. This table that summarizes all documentation requirements for the MSW placement, and clarifies who is responsible for the completion and submission of these placement related documents.

MSW Field Practicum Student Agreement

Each student will be required to read and sign the MSW Field Practicum Student Agreement before planning their placement. This agreement clarifies expectations and policies regarding professional conduct, adherence to practicum policies, sharing of information and confidentiality, conflict of interest, criminal record search and medical requirements for placement. The signed agreement must be submitted to the Graduate Practicum Coordinator. (Appendix C)

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. Neither students nor employers bear the cost of the 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 ensure that students are provided with coverage in the event of an injury while on unpaid training. These forms are the "Student Declaration of Understanding", as well as the form titled: "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 embarking on an unpaid placement and return these forms to the Graduate Practicum Coordinator. Students completing a research-based practicum are also required to submit these documents, even if they are working on campus with their Faculty Supervisor. (See Appendix H)

Copies of these documents should be retained by both the placement agency and the student. In addition, copies of these documents are to be sent to the Graduate Practicum Coordinator to be filed in the Graduate Student's Field file. If a student is injured on placement, the injury must be reported to the placement agency, the Graduate Practicum Coordinator and the Human Resources department at Lakehead University, and a detailed claim form 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&ENV=WWE&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)

Agency-School of Social Work MSW Practicum Agreement

As discussed above, a written agreement between the School of Social Work and the practicum agency will be collaboratively developed either before or in the first week of the placement experience, and must accompany the Student Learning Contract. The following provisions should be addressed for all placements in addition to others deemed necessary for particular placements:

- Agency name
- Agreement to provide student with 450 hours of practicum experience
- Scheduling of practicum days & period of time to be covered by the placement
- Agency unit(s) or program(s) in which practicum is to be carried out
- Agency supervision/consultation to be provided including names as well as credentials (if applicable) of those to be involved
- Any special agency arrangements/provisions/resources connected with the placement
- Any special agency requirements of the student e.g. working hours, duties, requirement of a criminal records check, etc.

The Agency-School of Social Work MSW Practicum Agreement form must be signed by the student, the Practicum Supervisor, and the Faculty Supervisor on behalf of the School of Social Work. A copy of the signed agreement must be submitted to the Graduate Practicum Coordinator (Appendix D)

Criminal Record Search/Vulnerable Sector Check.

Students will be required to obtain a current Criminal Record Search and/or VSC for the records of the placement agency before beginning their practicum. Students will be responsible for the cost of this search. The Criminal Record Search and/or VSC should meet the time requirements of the placement agency, which may require it to be obtained within either six months, three months or one month of the practicum start date. Planning ahead is crucial in obtaining the Criminal Record Search and/or VSC. These searches must be obtained from the students' home community police services agency. If the student's community is served by the Ontario Provincial Police a longer process may be required for the Vulnerable Sector Search. The results of the Criminal Record Search/VSC are to be provided directly to the placement agency and not to the School of Social Work, for privacy reasons. Students will be required to provide their local police services with a signed memorandum from the Graduate Practicum Coordinator in order to request a Vulnerable Sector Search (Appendix P)

Note to Thunder Bay students: Students who are resident in Thunder Bay are required to apply for Level 3:Police Vulnerable Sector Check (PVSC) through the Thunder Bay Police Service 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 ($55.00 + tax = $62.15 total). Remember to allow sufficient time for the completion of the Criminal Records Search process. Please provide a copy of your completed certified "Thunder Bay Police Request for Search for Criminal Records" to your field placement site.

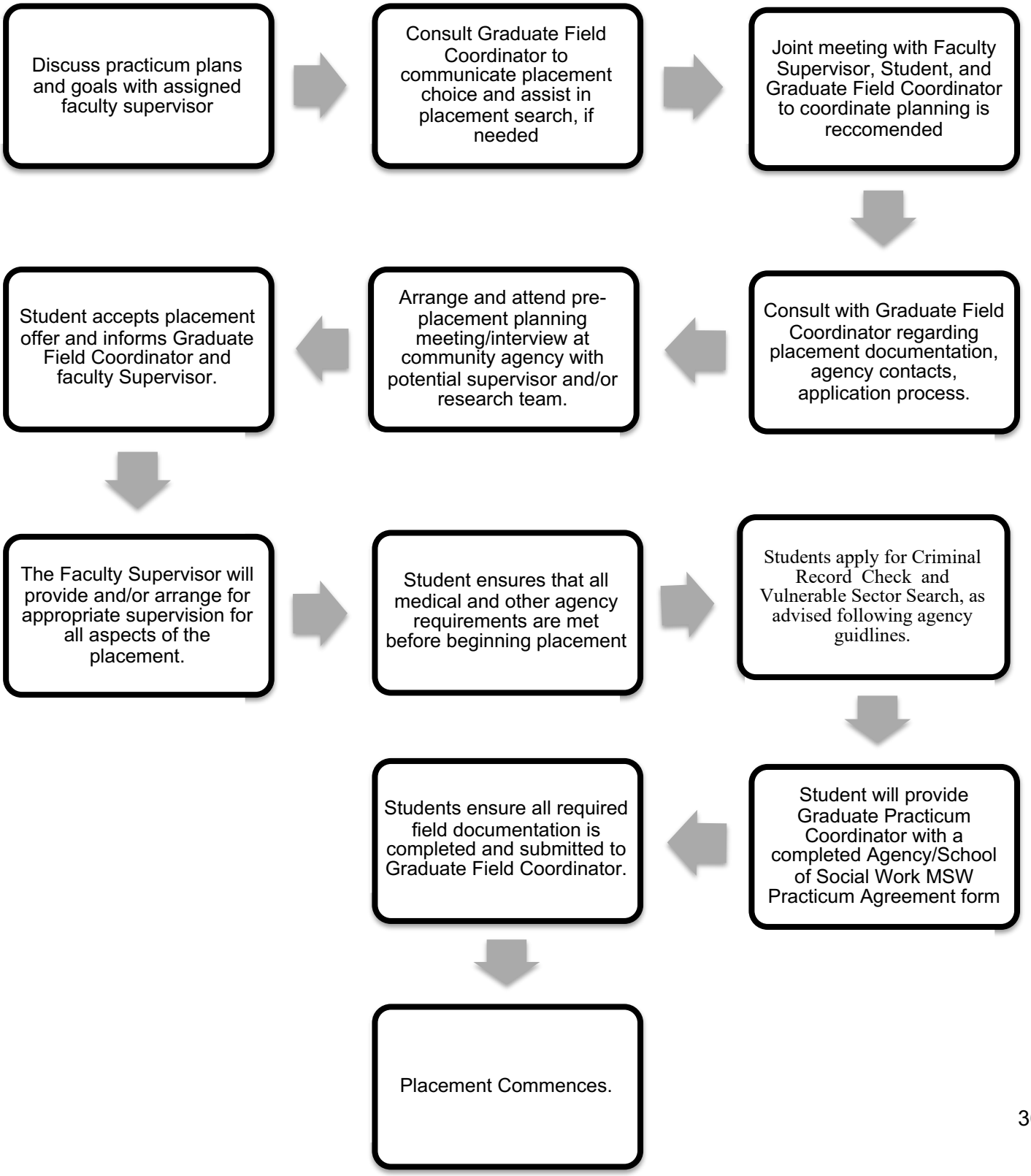
For **Orillia students**, please contact the Orillia Graduate Practicum Coordinator for more information on obtaining the required police checks from the police service in your home community.

Other Requirements

Each student will be responsible for meeting any specific agency requirements for practicum students in that agency. These requirements may include, but not be limited to: provision of a current Criminal Records Search, which may also require a Vulnerable Sector Search; Medical requirements such as vaccination or proof of immunization, Tuberculosis Skin Testing, Mask Fit Testing and/or a current medical examination, as well as the declaration of any relevant agency Conflict of Interest as per School of Social Work guidelines and the MSW Student Agreement. Any medical records/letters/proof of immunization etc, and the Criminal Records Search should be submitted directly to the placement agency, and not to the School of Social Work for privacy reasons.

A placement planning flow chart will be found on the following page to summarize and clarify the placement planning process.

MSW Placement Planning Chart



REQUIREMENTS FOR COMPLETING A PRACTICUM

All of the steps required to plan and complete the MSW Practicum are outlined in the MSW Practicum Student Checklist (Appendix B).

a) Student Learning Contract

The Student Learning Contract is to be developed by each MSW student in collaboration with their Agency and/or Faculty Supervisors. This is an important document as the learning objectives and experiences detailed in the learning contract will be used as benchmarks to assess successful completion of the MSW Field Practicum experience in the placement evaluation process.

The following guidelines are provided for assisting students, Faculty Supervisors and Practicum Supervisors in developing a useful Graduate Student Learning Contract (Appendix E). An example of a completed learning contract is provided at the end of this guide (Appendix E).

The MSW Field Practicum Learning Contract and/or detailed Placement Research Study Plan is to be completed with supervisory and faculty input, and submitted to the Faculty Supervisor for approval.

The various sections of the Learning Contract are addressed below, and some examples provided:

Statement of Practicum Purpose and Objectives

This section of the Learning Contract is to provide a clear statement of the goals of the practicum and the specific learning objectives related to each student's educational concentration. The specific learning objectives should address areas such as professional knowledge, professional ethics and values, and advanced level of skill development to be gained during the practicum Theoretical concepts should be integrated into the practicum learning objectives at the graduate level.

Progress on achieving these learning objectives is the basis for the mid-term and final student evaluations. At mid-term, the learning objectives may be revised if the student, Faculty Supervisor and Practicum Supervisor/s agree it is appropriate. For example, if a learning objective is too extensive to be achieved within the placement time frame, or no longer fits with the available learning opportunities at the placement setting.

Desired Learning Experiences.

In this section the student describes the specific leaning opportunities that will be available at their placement setting to provide the experiences that will enable the student to achieve their learning objectives. These opportunities will be discussed in advance with the agency or research supervisor to ensure that the planned experiences are both available and feasible in the time allowed for placement. In describing at least four learning experiences planned for the placement experience the student will

- Identify the client population and the nature of each learning opportunity or project that is planned for the placement
- Identify the practice level of each learning experience in terms of being an individual, group, community, policy or research intervention/project.
- Identify the modalities of practice in which the student will be gaining an advanced level of skill development and practice experience.

Priorities for Supervision

Some examples of priorities for supervision may include:

- Supervision of case activity and clinical interventions
- Learning specific advanced practice skills
- Theory review and learning new theoretical constructs or approaches
- Theory application in the particular practice setting
- Agency policy/administrative considerations
- Social justice issues impacting service users
- Creative use of advocacy strategies
- Designing a research or program evaluation project to meet the needs of the agency setting
- Discussing the impact of politics and policies on direct practice settings and service provision
- Exploring complex ethical issues in the practice setting
- Providing feedback on student performance and addressing any issues that emerge
- Exploring student/practitioner self care and reflective practice

Responsibilities of Student and Supervisor

In this section the pre-determined primary responsibilities of both the student and the supervisor should be described for this particular placement plan.

- General & specific expectations of both student and supervisor
- Preferred approach in preparation for supervisory conferences
- Methods of student reporting/recording on practicum activities
- Plans to review clinical documentation prepared by the student
- Method of documenting student's practicum time and activities
- Reflective practice opportunities/activities
- Integrative learning opportunities
- Discussion of the respective teaching and learning styles of student and supervisor.

Supervisory Conferences

- Identify the frequency of these meetings (supervisory sessions should take place at least once a week for a full time placement experience)
- Note the time and place planned for these weekly meetings
- Note provisions for contacting both the supervisor and other mentors or a manager in case of emergencies or unusual circumstances

Mid & End-Term Student Performance Evaluations (both written documents and in person meeting required)

- Planned time and place for both the mid-term and final evaluation meetings to be noted in the Learning contract. If either a teleconference or videoconference is to be utilized this should also be noted.
- Note the parties who will be involved in the evaluation meetings. The student, Agency Supervisor and Faculty Supervisor must always be present. Other mentors who played a significant role in supporting the student's learning or who had the opportunity to observe the student's skills directly may also be included e.g. a co-facilitator of a group experience.

- The proposed evidence of learning for each evaluation process should be planned when the learning contract is developed and detailed in the learning contract e.g. annotated literature review, clinical assessment, discharge summary, group report, policy developed during the placement, reflexive writing tasks etc. The evidence of learning should reflect the nature of the individual learning opportunity of each student.

b) Practicum Evaluations

A Mid-Term Evaluation process takes place at the mid point of the MSW placement to provide the Graduate Student with feedback on their progress. The format and requirements of this process are at the discretion of the Faculty and Practicum Supervisors. Evaluations are to be done collaboratively with Faculty Supervisor, Practicum Supervisor and student. Both written documents and an in person meeting with the Faculty supervisor, Practicum Supervisor and student are required for evaluation. (Teleconference or videoconference facilities may be utilized for distance placements).

When the placement hours and activities have been completed, a Final Evaluation meeting will take place. At this meeting, the student's learning goals, experiences and achievements will be reviewed and discussed. Written and verbal evidence of learning will also be presented by the student.

Any material submitted to the Faculty Supervisors by a Graduate Student as Evidence of Learning, where there is a possibility of identification of service users, will be kept confidential by the Faculty Supervisors and later disposed of in a secure manner. Please refer to the Confidentiality Policy (Appendix O).

Graduate Students are to submit a final copy of the completed Final Evaluation to the Graduate Practicum Coordinator who will place it on record as evidence of the student's successful completion of placement requirements.

The student's Faculty Supervisor determines the final mark of Pass or Fail on behalf of the School of Social Work. It is the responsibility of the Faculty Supervisor to submit a Change of Mark Form to the School of Social Work Administrative Office for processing.

c) Evidence of Learning:

Students must produce Evidence of Learning at both the mid-tem and end term evaluations that reflects progress in regards to the learning objectives and practicum learning experiences. The Evidence of Learning will be determined between the student, Faculty Supervisor and Agency Supervisor and could include any of the following:

- Summary of practicum activities
- Written evidence related to research activity
- Evidence related to clinical activity.
- Program development material
- Policy developed for the placement setting
- Reflexive writing activity to evaluate the practicum learning experience:

Reflexive writing activity is required as one of the final pieces of evidence of learning. In this work the student will reflect on their total learning experience over the course of the MSW field practicum and how this learning will be integrated into their ongoing professional development. Once this reflexive writing activity has been reviewed by the student's Faculty Supervisor it will be shared with the Agency

Supervisor to provide the Agency Supervisor with feedback about the student's experience in the agency.

d) Integrative Learning

Integrative learning is provided through supervisory discussions with both the student's Faculty Supervisor and the Agency Practicum Supervisor/s, as well as by applying academic learning to practice contexts throughout the placement experience. This integrated learning should be reflected in the written evidence of learning as well as the discussion at both evaluation meetings.

Integrative Seminars

To further enhance integrative learning, three seminars will be held throughout the winter and spring/summer terms. MSW students are required to attend at least two seminars. Seminars are facilitated by a faculty member with the goal of connecting classroom and theoretical knowledge to practice settings. Seminars are not included as part of required practicum hours.

If a student missed the opportunity to attend 2 MSW Seminars, in consultation with the Graduate Practicum Coordinator a student can choose one of the following 3 options in lieu of a seminar:

1) a reflection paper on how you experienced integrating theory to practice

2) a short paper identifying how you observed and experienced the integration of a specific theory or theoretical orientation to practice at your placement site

3) a discussion with the Graduate Practicum Coordinator about the student's integration of theory to practice

e) Field Practicum Feedback:

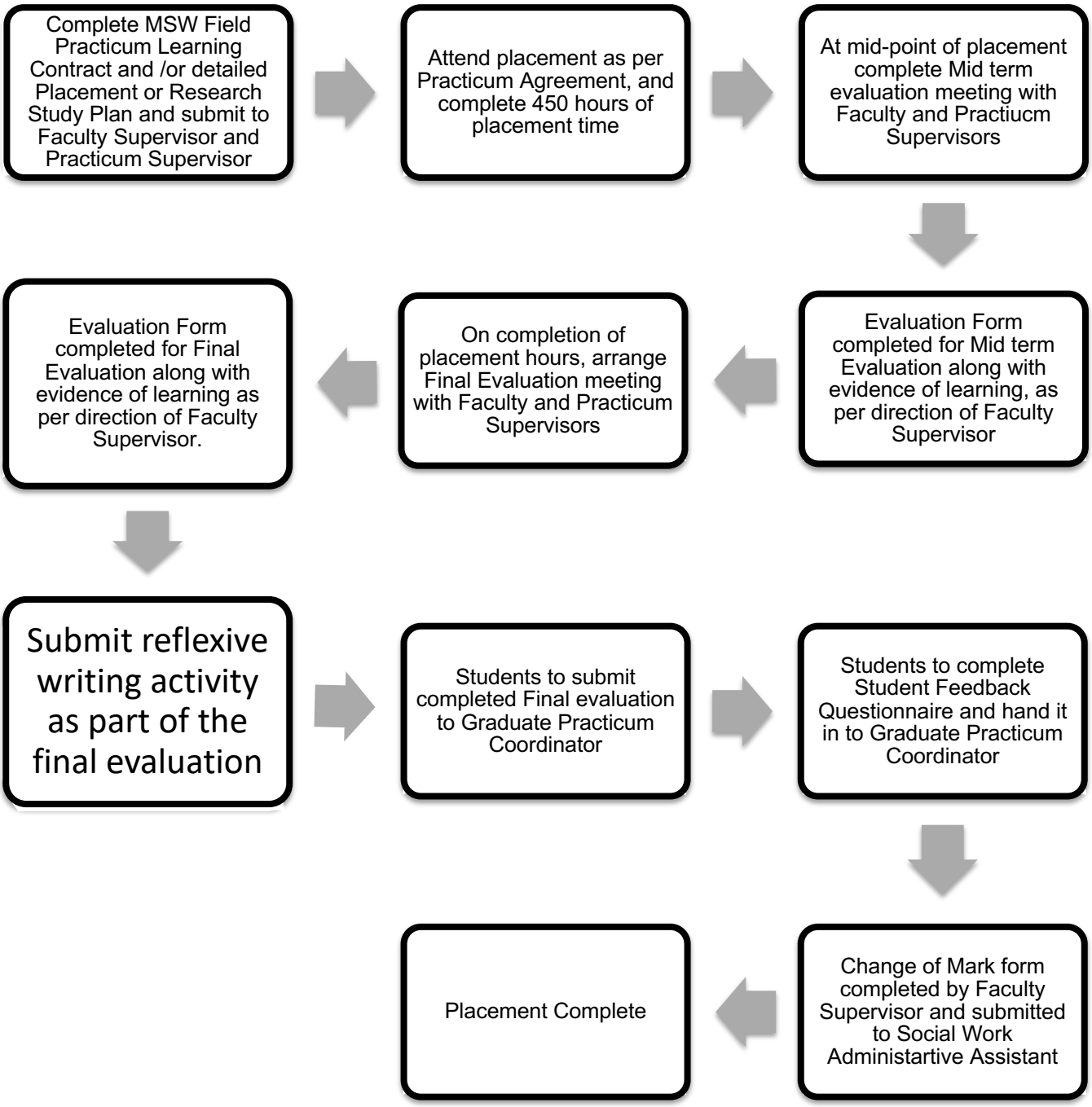
Practicum Feedback Questionnaires

Students are to complete the Student Feedback Questionnaire. Students may submit the feedback form electronically or submit it in hard copy to the Graduate Practicum Coordinator or the Administrative Assistant in the School of Social Work office. The Student Feedback Questionnaire may be found in Appendix G of this guide. The School of Social Work will provide the electronic survey link.

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

The Placement Journey Flow Chart on the following page provides a visual overview of the MSW placement process, requirements and responsibilities.

Placement Journey Flow Chart



STUDENTS EXPERIENCING PLACEMENT DIFFICULTIES

As professional Social Workers, students in the MSW program engage in self-directed learning. Should issues arise during practicum it is the expectation that students will engage in problem solving that is in line with the Social Work Code of Ethics and their level of professional practice experience.

It is the responsibility of the student and/or Practicum Supervisor to notify the Faculty Supervisor if there are difficulties during the practicum or if performance in the placement is consistently below expected standards. The student, Practicum Supervisor and Faculty Supervisor will meet together to discuss the concerns and how to support the student in achieving the expected level of performance. Re-contracting and clear identification of learning goals and expectations will be outlined together.

If a placement ends prematurely due to student health concerns, accommodation issues or placement agency issues unconnected with the student's performance, this situation may be resolved by the student's Faculty Supervisor working in collaboration with the student and Graduate Practicum Coordinator and in consultation with the Graduate Coordinator. In such instances a student may be permitted to keep placement hours already accumulated.

If it appears that the student will be unable to meet the expectations of the practicum, a decision may be made by the Practicum Advisory Committee to extend or delay the placement, or to look at an alternate placement site to assist in meeting the student's identified learning needs.

If a placement is terminated prematurely due to student performance, professional suitability, or safety concerns and/or deemed unsuccessful, 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.

It will be determined by the School of Social Work Practicum Advisory Committee whether a student who has been unable to achieve the 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 Practicum Advisory Committee

The Practicum Advisory Committee shall be comprised of the Graduate Coordinator, the student's Faculty Supervisor, one faculty member from the School of Social Work, and one community Social Work professional knowledgeable in the area of Graduate field education, in collaboration with a Graduate Practicum Coordinator. Membership of the committee may change based on any conflicts declared.

The Practicum Advisory Committee will provide consultation and/or support to the Faculty Supervisors regarding all aspects of the Practicum component of the Master of Social Work Program.

The Practicum Advisory Committee will review all practicum situations where the practicum is terminated early due to placement breakdown or deemed unsuccessful by the agency, Faculty supervisor, Practicum Supervisor or student. Both the Practicum Supervisor and the MSW 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 Practicum 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 Practicum Advisory Committee may also provide specific learning goals/recommendations for the student to meet if repeating placement is a viable option. The Practicum Advisory Committee is also convened to make decisions regarding unique and/or challenging student situations that may impact placement planning.

*Unsafe practice is any situation arising from a student's interactions with clients, agency personnel or other students that places these groups at risk for harm. As professional Social Workers it is expected that MSW students will be working at a professional level.

Graduate Practicum Coordinators:

Thunder Bay Campus:
Jenna Garlick, MSW, RSW
Lakehead University
School of Social Work
(807) 766-7205
jdgarlic@lakeheadu.ca

Orillia Campus:
Jill Archer, MSW, RSW
Lakehead University, Orillia
School of Social Work
705 330-4008 ext. 3119
jarcher@lakeheadu.ca

9. ACADEMIC PERFORMANCE

(a) Grading System

Consistent with university regulations, course standings in the graduate programs will be reported as follows.

A+	90 - 100%
A -1st Class Standing	80 - 89%
B	70 - 79%
C	60 - 69%
D	50 - 59%
E - Failed	40 - 49%
F	1 - 39%
Academic Dishonesty	0
Incomplete Standing	(Please see academic calendar)

(b) Grading Policy

To continue registering as a graduate student, a candidate must achieve and maintain satisfactory academic performance at all times. A student whose academic performance is not satisfactory will be required to withdraw from the program. (See calendar regulations section "Minimum Satisfactory Academic Standing: http://calendar.lakeheadu.ca/current/programs/Graduate_Studies/gradregs.html

Graduate students must maintain at least a B overall average in their courses. No more than one course (1 FCE) graded C is allowed in a graduate program. It should be noted that a grade less than 60% constitutes failure. A graduate student who is required to complete a make-up course must achieve a minimum mark of 70% in that course.

A graduate course may be repeated once only. No more than one full course equivalent may be repeated. If, after exercising all these avenues for improving course marks, a student is still unable to achieve the minimum B overall average, the graduate student is required to withdraw from the program.

A graduate student who does not complete the required courses and/or thesis within the university's prescribed period of study and does not receive an approved time extension is considered to have failed the program and must withdraw.

10. APPEAL PROCESS

Academic or practicum appeals will be governed by policy established in the School and heard by the Appeals Standing Committee of the Council of the School of Social Work. Alternatively, the appeals process established in the University can be followed.

11. AUTHORSHIP GUIDELINES

Recommendations on determining authorship credit and authorship order on faculty-student collaboration.*

- To be included as an author on a scholarly publication, a student or faculty member should, in a cumulative sense, make a professional contribution that is creative and intellectual in nature, that is integral to completion of the paper, and that requires an overarching perspective of the project.

- Authorship decisions should be based on the scholarly importance of the professional contribution and not just the time and effort made.

- Authorship decisions regarding publication of student's thesis or project work should not be affected by whether students or supervisors were paid for their contributions or by their employment status.

- Supervisors should consult with colleagues when authorship concerns arise. If the student and supervisor cannot agree, even after consultations with peers, on their authorship-related decisions, the establishment of an ad hoc third party arbitration process is recommended.

12. REQUIREMENTS FOR GRADUATION

Each student must complete all required courses, practicum, and thesis or project before they will be approved to graduate. Students may graduate either in October or May of each year (please see calendar for dates). It is the student's responsibility to complete an "Application to Graduate" form **online** and submit it to the Registrar's Office in the term in which graduation is anticipated. The existing due dates for the Application to Graduate are in September if graduating in the fall, and

* Fine, M., Kurdick, L. (1993) Recommendations on determining authorship credit and authorship order on faculty-student collaboration. American Psychologist, November, pp. 1141-1147.

January if graduating in the spring. Please check the Academic Calendar for exact dates. The required form can be obtained through **MyInfo.**

Students should discuss their work-plan and proposed graduation date with their supervisor well in advance. Review of projects, and especially theses, can be a lengthy process. Time must be allowed for the review process to thoroughly occur and revisions to be made if required. *No student will be approved to graduate until his or her final project is approved and the final thesis has been approved and successfully defended.*

Final grades in all courses must be submitted several weeks in advance of the date of graduation so that potential graduates can be approved by Senate.

Go to your MyInfo account to view information concerning the Intent to Graduate form.

13. FACULTY PRACTICE AND RESEARCH INTERESTS

Dr. Keith Brownlee *Professor* *Orillia Campus* (705) 330-4008 ext. 2707 kbrownle@lakeheadu.ca	• Families and children • Clinical social work • Family Therapy • Strengths-based social work • Rural and northern social work • Indigenous social work • Social work research
Dr. Lida Fan *Associate Professor* *Thunder Bay Campus* (807) 343-8969 lfan@lakeheadu.ca	• Evaluation of social programs • Theories and methods for policy analysis and evaluation • Poverty and inequality in Canada • Public health care, preventive health care • Social and economic determinants of utilization of health care • Determinants and consequence of internal migration • Migration of Canadian Aboriginal peoples to the city
Dr. Les Fleischer *Associate Professor* *Orillia Campus* (705) 330-4008 ext. 2703 lfleisch@lakeheadu.ca	• Adult and adolescent mental health • Psychoanalysis and psychodynamic psychotherapy • Dreams • Education of mental health professionals • Clinical/psychotherapy research • Personality disorders • Sports psychology
Dr. Ravi Gokani *Assistant Professor* *Thunder Bay Campus* (807) 343-8575 rgokani@lakeheadu.ca	• Intersections of religion with social work, social welfare, and social policy • Religious freedom and competing rights • Ethics of service provision • Intersection of faith and service • Faith-based organizations • International Social Work (e.g. Palestine, India)

	• Research methods and analysis, including epistemology theory (Social justice; post-colonialism; human rights)
Dr. Angela Hovey *Associate Professor* *Orillia Campus* (705) 330-4008 ext. 2704 ahovey@lakeheadu.ca	• Sexual victimization/perpetration • Trauma • Domestic violence • Substance abuse/harm reduction • Corrections/justice systems • Mixed methods (quantitative and qualitative research methods) • Clinical practice – use of self
Dr. Kathy Kortes-Miller *Associate Professor* *Thunder Bay Campus* (807) 766-7204 kkortesm@lakeheadu.ca	• Palliative and end-of-life care • Gerontology • Qualitative research: simulation and digital storytelling • Inter-professional education and practice • Advance Care Planning
Dr. Jodie Murphy *Associate Professor* *Thunder Bay Campus* (807) 766-7270 jlmurph1@lakeheadu.ca	• Maternal and child health • Neonatal abstinence syndrome • Fetal alcohol spectrum disorder • Mental health and addictions • Intimate partner violence • Qualitative research • Social work in health care • Women's issues
Dr. Raymond Neckoway *Associate Professor* *Thunder Bay Campus* (807) 343-8417 rneckowa@lakeheadu.ca	• Attachment theory • Aboriginal parenting • Urban migration • Dual relationships
Dr. Connie Nelson *Professor Emeritus* (807) 343-8447 cnelson@lakeheadu.ca Websites: www.fsrn.ca and www. connie.nelson.ca	• Complexity Theory • Contextual Fluidity Practice Approach • Social innovation and leadership for complex challenges • Quantitative and Qualitative Research Approaches, Designs and Methodologies • Community Capacity Building (re community development)
Dr. Catherine Phillips *Associate Professor* *Orillia Campus* (705) 330-4008 ext. 2701 cphillips@lakeheadu.ca	• Reflexive practice • Epistemology • Narrative research methods
Dr. Susan Scott *Associate Professor* *Orillia Campus*	• Social policy • Macro social work • Evaluation of social programs

(705) 330-4008 ext. 2621 sscott5@lakeheadu.ca	• Domestic violence • Harm reduction • Children and youth • Youth justice • Criminal justice • Social program delivery systems • Organizations • Historical development of social programming
Dr. Abigale Sprakes *Assistant Professor* *Thunder Bay Campus* (807) 343-8736 asprakes@lakeheadu.ca	• Clinical Social Work Research • Outcome Based Care • Counselling and Psychotherapy • Clinical Supervision • Social Policy Impact on Clinical Practice • Trauma • Intimate Partner Violence • Gender Issues • Mental Health & Substance Use
Dr. Natalya Timoshkina *Associate Professor* *Orillia Campus* (705) 330-4008 ext. 2702 natimosh@lakeheadu.ca	• Human trafficking and sex work • Women's and gender issues • Macro social work practice • Critical organizational theory • Immigration and settlement • International social work • Social policy and social welfare • Qualitative and multi-method research; program evaluation
Dr. David Tranter *Associate Professor* *Thunder Bay Campus* (807) 343-8737 david.tranter@lakeheadu.ca	• Children and Youth Mental Health • Student Well-Being • Relationship-Based Education • Youth Development • Emotional Regulation • At-Risk Youth • Social Work in Education • Teaching

Dr. Anita Vaillancourt *Associate Professor* *Orillia Campus* (705) 330-4008 ext. 2620 anita.vaillancourt@lakeheadu.ca	• Social policy • Clinical practice, • Northern and rural social work • Social welfare, • Addiction • Child welfare • Group work • Social Work practice with Indigenous Peoples • Anti-colonial policy and practice, • Critical andragogy, • Income and health equity
Dr. Jo-Ann Vis *Associate Professor, Director* *Thunder Bay Campus* (807) 343-8971 jvis@lakeheadu.ca	• Trauma • Families and children • Social work ethics • Family therapy • Organizational health • Strength based practice • Qualitative research

14. OTHER RESOURCES

(a) School of Social Work Resources

Graduate Student Space

RC 3008 is available as a Graduate Student Office for Thunder Bay MSW students to provide private space for individual and/or group work, and is equipped with a filing cabinet and desks and chairs. Students may reserve this room at the Social Work office (RC 3004).

On the Orillia campus MSW students may use office space in the School of Social Work when available. Schedules are posted on the doors of these multi-use offices. In addition, a graduate lounge is available on the second floor of the Residence building to be utilized by graduate students from all faculties.

All MSW students possess individual files which are used as student mailboxes to exchange and receive information from the University, faculty and other students. Students should check their files on a regular basis. These files are located in the Social Work offices on each campus.

AV Equipment Bookings

The A/V department has moved to the Helpdesk. They have developed a Multimedia Equipment Booking Form for ordering equipment online. MSW students are required to book their own equipment (VCR/DVD/TV, laptops and data projectors, etc.) through this form for class presentations, etc. The direct link is http://helpdesk.lakeheadu.ca/avbookings.

(b) University Resources

Library Services and Materials:

The Chancellor Paterson Library, the LU Orillia Library and the Education Library have resources that will be of relevance to MSW studies. For further information, see various guides available in the libraries or on the University Library webpage.

Increasingly, library resources are on-line or accessed via inter-library loan and "racer", a provincial inter-university document delivery service. Please keep this in mind, as there may be a delay in accessing needed books and articles.

On the Thunder Bay campus The Centre for Education and Research on Aging and Health (CERAH) in the Balmoral Street Centre maintains books, journals and videotapes related to gerontology and palliative care (807 343-2126). The LUSU Gender Issues Centre also houses excellent print and audio-visual material on a wide range of subjects relevant to Social Work (807 343-8879).

Information about library services and resources on both Lakehead campuses may be found at: https://library.lakeheadu.ca/

Lakehead University's Labs:

Thunder Bay computer labs are located in the ATAC building, rooms AT3001, AT3002 and AT3003, two in the Library on the main floor and 3rd floor, and one small computer lab (20 computers) is located in the Centennial Building (CB 1004). The computing facilities are used by students, faculty and administration. Computer Services offers service and support for research use, statistical analysis and packaged applications. Central terminal rooms provide direct access to the main frame computers for student use. The range of available software is broad, including various text editors, document preparation packages, statistical analysis and graphics packages, as well as most language compilers and many utilities. For information or assistance call the HELP DESK at Ext. 7777.

Study Carrels and Study Rooms:

Graduate students at Lakehead University may reserve study space and group meeting space in the Library on each campus. This can be done through the LU University Library webpage: http://libcal.lakeheadu.ca/spaces?lid=654

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Other Resources

Lakehead University provide a broad range of supports for students in both graduate and undergraduate programs, including health and counselling services, academic supports, Student Accessibility Services, resources for Indigenous and international students, services available through Student Central (assisting with matters such as registration, accessing transcripts etc,), as well as specialized supports for situations such as encountering sexual violence, harassment or discrimination, available through the Office of Human Rights and Equity.

Detailed information about the student services and resources available on both the Thunder Bay and Orillia campuses can be accessed through the Lakehead University's website page for current students at: **https://www.lakeheadu.ca/current-students**

15. IMPORTANT SCHOOL OF SOCIAL WORK POLICIES

(a) Professional Suitability Policy

Please review the Professional Suitability Policy of the School of Social Work, Lakehead University, available in Appendix M of this Student Guide. (This policy is currently under review)

(b) Social Media Policy

The Social Media Policy provides guidelines regarding the professional use of social media and relevant protocols. Please see Appendix N to review the complete Social Media Policy.

(c) Confidentiality Policy

The Confidentiality Policy provides guidelines and protocols to appropriately safeguard confidentiality for service users, community agencies and students in the context of the School of Social Work. Please see Appendix O to review the School of Social Work's Confidentiality Policy.

REFERENCES

Canadian Union of Public Employees. Benefit details.
http://www.cupe3905.lakeheadu.ca/?s=Graduate+Assistant

Ethics Supervisory Committee to the Senate Research Committee, Lakehead University. Ethics procedures and guidelines for research on human subjects.
https://www.lakeheadu.ca/research-and-innovation/ethics/human-subjects

Fine, M., & Kurdek, L. (1993). Reflections on determining authorship credit and authorship order on faculty-student collaborations. American Psychologist, November, 1141-1147.

Lakehead University Course Calendar
http://navigator.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&loaduseredits=False/

Ministry of Education and Training. Ontario Student Assistance Program Application and Guide.
https://osap.gov.on.ca/OSAPPortal

APPENDIX A

Graduate Assistantship Information
Master of Social Work Program

Most full time graduate students are offered the opportunity of a Graduate Assistantship for up to two years. Some students are offered a .5 GA. (Terms and conditions of the GA are pursuant to the terms of the CUPE agreement).

A regular full time assistantship is 270 hours total in the combined fall and winter terms The average weekly hours of work will not exceed 10 hours. A half -time assistantship is available for 135 hours total, either in fall term, winter term or combined over both terms.

The GA's hours of work shall be specified by the supervisor at the time of appointment

In all situations, the prime criteria used in assigning GA 's are the candidate's competence, experience and ability to perform the duties of the position. While efforts will be made to accommodate graduate student preferences, the final allocation will be based on the School of Social Work's job requirements and GA qualifications.

The GA is responsible to accurately report the hours actually worked in the manner requested by his/her GA supervisor. Time spent on assignments must be within reasonable limits given the requirements of the job.

All assigned duties performed by the GA are included in the calculation of required hours.

GA's will be evaluated according to the terms of the CUPE contract. Evaluation criteria include: quantity of work, quality of work, initiative/work habits/interpersonal skills, planning/organization/adaptability, job knowledge and overall performance.

Duties may include, but are not limited to:

- Preparing classes
- Teaching, demonstrating, leading seminars
- Supervising laboratories (clinical skills, computer)
- Marking students' work
- Holding assigned office hours
- Consulting with students (including field education)
- Setting tests, examination and lab sets
- Providing research assistance (grant applications, literature search, e.g. data collection, data analysis, preparation of research reports/manuscripts, editing, etc.)
- Field instruction of HBSW students during practicum.
- Participating in the admissions process for HBSW students (reviewing files).
- Assisting graduate coordinator with research for and preparation of re-accreditation report for the Canadian Association of Schools of Social Work
- Other administrative support to educational programs as needed (field instructor education, community liaison).

GRADUATE PERFORMANCE REVIEWS (ARTICLE 17)

For graduate students on assistantship, there will be two performance reviews annually. One will take place at the end of the fall term and the second before the end of March in the winter term. Graduate students assigned to more than one supervisor will have multiple evaluations. The reviews are intended to be constructive sessions that promote communication between employees and supervisors. Some of the areas that may be covered in a session include expectations of duties and responsibilities to be performed, assessment of work over the past term(s), areas for improvement, possible future changes, training and development needs, etc.

The supervisor will complete the Employee Performance Review form, review with the employee and both shall sign, acknowledging that the review has taken place. The employee's signature does not necessarily indicate the employee's agreement with the supervisor's comments. The employee shall be given a copy of the form. Should the review not be satisfactory, the employee would be informed in writing of the expected improvements.

APPENDIX B

Lakehead University
School of Social Work

MSW Field Practicum Student Checklist

Student: _____

Student number:_____

Field Practicum tasks:	**Date Completed:**
Discuss practicum plans and goals with assigned Faculty Supervisor and Graduate Practicum Coordinator	
Review and sign MSW Field Practicum Student Agreement/Confidentiality form. Complete MSW Placement Planning Form.	
Apply for Criminal Record Search and/or Vulnerable Sector Search in your home community, according to placement agency requirements. (Allow 4-12 weeks for this process).	
Arrange and attend pre-placement planning meeting/interview at community agency with potential supervisor and/or research team.	
Find out and comply with agency medical requirements for placement, if any.	
Complete Agency/School of Social Work MSW Practicum Agreement Form with your Practicum Supervisor and Faculty Supervisor.	
Either before or on beginning placement, complete and sign the Student Declaration of Understanding regarding placement workplace insurance coverage. The Agency Supervisor or HR department is to complete the Letter to Placement Employers. Please submit signed copies of both forms to the Graduate Practicum Coordinator.	
Complete MSW Field Practicum Learning Contract and /or detailed Placement Research Study Plan with supervisory input, and submit to Faculty Supervisor	
Attend placement as per Practicum Agreement, and complete 450 hours of placement time.	
Attend at least two integrative seminars (one held per term)	
At mid-point of placement arrange Mid term evaluation meeting with Faculty and Practicum supervisors.	
Evaluation Form completed for Mid term Evaluation along with evidence of learning, as per direction of Faculty Supervisor.	
On completion of placement hours, arrange Final Evaluation meeting with Faculty and Practicum supervisors.	
Evaluation Form completed for Final Evaluation along with evidence of learning as per direction of Faculty Supervisor.	
Submit reflexive writing activity as part of the final evaluation	
Students to complete Student Feedback Questionnaire and hand it in to Graduate Practicum Coordinator.	

APPENDIX C

School of Social Work – Lakehead University
MSW Field Practicum 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 agency.

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 agency or if they do not honour the affiliation to ethical and professional social work standards of practice.

I understand that I am responsible to inform my Faculty Supervisor should I anticipate an extended absence from the program that could affect my field placement.

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*.

2. ADHERENCE TO PRACTICUM POLICIES

I understand that I am expected to review and adhere to **all** practicum policies and procedures as outlined in the MSW Program Student Guide, including the School of Social Work's Professional Suitability Policy, Confidentiality Policy and Social Media Policy.

I understand that I am excepted to continuously monitor my Lakehead University email to ensure I am up to date on communication from faculty and Graduate Practicum Coordinators

3. SHARING OF INFORMATION / CONFIDENTIALITY

I understand that personal information on the Social Work application package, practicum 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 practica for students in the MSW 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 as required with the School of Social Work Director, Graduate Coordinator, Graduate Practicum Coordinators, Faculty Supervisors, potential placement sites, and Practicum supervisors.

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 Practicum or Faculty Supervisors will be shared to the extent necessary to resolve concerns about a student's ability to successfully complete their MSW 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.

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 practicum 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 practicum in an agency where I have any prior relationships, I must declare a potential conflict of interest to, and discuss the appropriateness of the situation with my Faculty Supervisor and/or the Graduate Practicum 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 agency, or if I have, or an immediate family member has relatives at and/or other close ***relationships*** with staff members of an agency. (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 my Faculty Supervisor and/or the Graduate Practicum 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 practicum, the final placement decision will be at the discretion of the School of Social Work and the Field Placement Agency. 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 agency before beginning my field practicum, and that I will be responsible for the cost of this Search. This Criminal Record Search should meet the requirements of the placement agency, which may require the Criminal Record Search to be obtained within either six months, three months or one month of the practicum 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 agency and not to the School of Social Work.

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

6. MEDICAL REQUIREMENTS:

I understand that certain placements in medical, residential, educational or health care settings may require specific medical screening, which may include, but not be limited to, a medical examination, tuberculosis skin testing, vaccinations or confirmation of immunizations, and mask fit testing. It is my responsibility to be fully informed concerning agency 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 agency and not with the School of Social Work.

7. 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 Practicum 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 MSW Field Practicum.

NAME (Please print): _____

SIGNATURE: _____ **DATE**: _____

If you have any questions about this agreement, please contact a Graduate Practicum Coordinators

AT: The School of Social Work
Lakehead University 955 Oliver Road
Thunder Bay, ON P7B 5E1 (807-766-7205)

OR The School of Social Work
Lakehead University, 500 University Ave
Orillia, ON, L3V 0V6 (705) 330-4008 ext 2617

APPENDIX D

Lakehead University
School of Social Work

Agency/School of Social Work MSW Practicum Agreement

Agency	
Student name and #	
Practicum Supervisor	
Faculty Supervisor	
Placement Start Date	
Placement End Date	

_____(Name of Agency) will provide

Lakehead University Master of Social Work student, _____
with the opportunity to complete a 450 hour MSW Field Practicum.

The placement will begin on _____(Date) and the student will be present at the agency on the following days of the week and/or half days:

_____

The student will engage in regular supervision sessions with the Practicum Supervisor, and both the Practicum Supervisor and the Faculty Supervisor will be involved in mid-term and end-term evaluations of the placement.

Comments:

_____ _____
Student **Date**

_____ _____
Agency Practicum Supervisor **Date**

_____ _____
Faculty Supervisor **Date**

APPENDIX E

Lakehead University
School of Social Work

MSW Field Practicum Learning Contract

Agency	
Student name	
Agency Supervisor	
Faculty Supervisor	
Placement start date	
Placement end date	

1. Statement of practicum learning objectives

Identify between 4 and 6 major learning objectives identifying advanced professional knowledge and skill development through the placement experience.

#	Detailed descriptions of learning objective

2. Planned learning experiences

Describe a minimum of 4 specific planned practice experiences or placement learning opportunities (e,g. clinical work with individuals, couples, families or groups, community

projects, policy development or practicum research projects, in the context of a particular placement organization and the population served).

#	Detailed descriptions of planned learning experiences

3. Supervision: Priorities, responsibilities & expectations

Include expectations and required preparation for supervision sessions, list priorities for discussion e.g. case review and analysis, theory review and application, advanced skill development, social justice and policy issues, advocacy, reflective practice, ethical issues, feedback regarding practice etc.

4. Supervision Sessions

Meeting time and location (At least 1 hour of supervision per week is required)	
Provision for contacting supervisor in urgent situations/emergencies	
Alternative contacts at placement setting	

5. Plans for mid-term and final student evaluations

Name people to be involved in evaluation process (e.g. student, agency supervisor, faculty supervisor, off-site supervisor, other mentors)	
Proposed date for mid-term evaluation	
Proposed date for final evaluation	
Describe planned evidence of learning for the mid-term evaluation process	
Describe planned evidence of learning for the final evaluation process	

6. Signatures

Role:	Signature:	Date:
Student		
Agency Supervisor		
Off-Site Supervisor (where applicable)		
Faculty Supervisor		

Signing this document indicates that a collaborative process took place to develop the learning contract and all are in agreement with the placement plan.

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 student placements for students in the MSW program. The information will be disclosed only to the extent necessary for the effective operation, supervision and evaluation of the placement and so may be disclosed to School of Social Work administrative staff, the agency placement sites, agency supervisors, faculty members who sit on the Field Education Advisory Committee and the Director of the School of Social Work. Any questions on this collection should be directed to the Graduate Field Education Coordinator, School of Social Work, Lakehead University, 955 Oliver Road, Thunder Bay. Telephone: (807) 343-8556.

Lakehead University

School of Social Work

MSW Field Practicum Learning Contract (example)

Agency	**Community Agency**
Student name	**Jane Addams**
Agency Supervisor	**Mary Richmond**
Faculty Supervisor	**Charlotte Whitton**
Placement start date	**April 15, 2020**
Placement end date	**August 31, 2020**

1. Statement of practicum learning objectives

Identify between 4 and 6 major learning objectives identifying advanced professional knowledge and skill development through the placement experience.

#	Detailed descriptions of learning objective
	Communication (formal/informal public speaking): Obtaining/enhancing skills concerning public speaking through being able to articulate information and disseminate data in a clear and concise manner. Some of the skills that require focus involve confidence building, strategies to overcome anxiety, and develop a presentation style. Evidence of learning will rest on agency supervisor evaluation, faculty supervisor observations, as well as a self-reflective evaluation of progress within this domain.
	Networking: Develop networking skills and establish connections within the community. Communicate and create relationships among community stakeholders and organization. This would be accomplished through attending meetings, workshops, and presentations within the organization and throughout the community. Planned evidence of learning for this ongoing learning objective would include documentation and a brief description of these events.
	Focused research: Further development of research skills such as learning how and where to locate data and information outside of peer reviewed articles, and to develop a greater knowledge base surrounding organizations who conduct and disseminate data and information. Evidence of learning would include completed reports and presentation materials. This learning objective will be ongoing.

	Organization programs & services: Develop a working knowledge on what programs are provided by the organization both independently and in conjunction with other organizations within the community, how these programs and services work within the community, what populations are being served, and how they complement other programs being offered.
	Collective impact: Increase knowledge surrounding the internal workings of a collective impact strategy by learning about the various intricacies and variables involved in developing this strategy, examine what this looks like from inside an organization, and to become aware of potential challenges and barriers within the various stages of development and implementation. This learning objective will be ongoing.
	Internal communications: Further develop and refine communication skills (both oral and written) within the organization, as well as among other organizations who may directly interact with the agency. Objectives will also include learning administrative components surrounding research, funding, protocols and other related information.

2. Planned learning experiences

Describe a minimum of 4 specific planned practice experiences or placement learning opportunities (e,g. clinical work with individuals, couples, families or groups, community projects, policy development or practicum research projects, in the context of a particular placement organization and the population served).

#	Detailed descriptions of planned learning experiences
	Communication (formal/informal public speaking): This learning objective will be accomplished through taking advantage of anticipated opportunities during the practicum period to develop and deliver presentations whenever they arise. This would include, but not limited to, giving presentations/co-presenting at City Hall, community organizations, and/or academic institutions.
	Networking: Opportunities will arise throughout the practicum to attend various meetings workshops and presentations.
	Focused research: This learning objective will be attained through

	participating in forthcoming opportunities and current research projects.
	Organization programs & services: Knowledge will be obtained through visiting the agency's website, attending meetings, as well as through informed discussions with onsite supervisor and staff.
	Collective impact: Learning experience will occur throughout the time frame of the placement and will consist of engaging in various meetings, observations, and discussions amongst various individuals and organizations involved in current projects at the agency
	Internal communications: Planned learning includes participation in developing funding proposals/cost estimates for related projects and engaging in oral and written communication with outside organizations such as requesting information for the poverty reduction strategy.

3. Supervision: Priorities, responsibilities & expectations

Include expectations and required preparation for supervision sessions, list priorities for discussion e.g. case review and analysis, theory review and application, advanced skill development, social justice and policy issues, advocacy, reflective practice, ethical issues, feedback regarding practice etc.

Expectations and responsibilities for supervision sessions for agency supervisor, faculty supervisor and student include:
- providing open and honest dialogue and feedback to enhance student's learning experience
- reasonable notification (if possible) of change in scheduled meeting time
- set aside a minimum of one half hour for meetings
- response to emails within a timely manner (24-48hrs) if possible

Priorities for supervision session discussion for both agency supervisor and faculty supervisor include (in no particular order):
- discussion of current issues (if any) concerning placement
- advanced skill development/progress on learning objectives
- social justice and policy issues especially in regards to marginalized populations
- advocacy strategies where applicable
- other issues and topics as they arise

4. Supervision Sessions

Meeting time and location (At least 1 hour of supervision per week is required)	**Agency supervisor - Monday 10 a.m. - 11 a.m. [email, phone, or face to face formal/informal meetings].** **Faculty supervisor - Email, phone, or face to face formal/informal meetings [flexible meeting times].**
Provision for contacting supervisor in urgent situations/emergencies	
Alternative contacts at placement setting	

5. Plans for mid-term and final student evaluations

Name people to be involved in evaluation process (e.g. student, agency supervisor, faculty supervisor, off-site supervisor, other mentors)	**Student, agency supervisor, faculty supervisor**
Proposed date for mid-term evaluation	
Proposed date for final evaluation	
Describe planned evidence of learning for the mid-term evaluation process	**Evidence of learning will consist of the submission of relevant documents, reports, and presentations completed during the practicum, as well as the submission of a meeting and events log/document that outlines specific learning experiences and reflection.**
Describe planned evidence of learning for the final evaluation process	**Evidence of learning will consist of the submission of relevant documents, reports, and presentations completed during the practicum, as well as the submission reflection document.**

6. Signatures

Role:	Signature:	Date:
Student		
Agency Supervisor		
Off-Site Supervisor (where applicable)		
Faculty Supervisor		

Signing this document indicates that a collaborative process took place to develop the learning contract and all are in agreement with the placement plan.

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 student placements for students in the MSW program. The information will be disclosed only to the extent necessary for the effective operation, supervision and evaluation of the placement and so may be disclosed to School of Social Work administrative staff, the agency placement sites, agency supervisors, faculty members who sit on the Field Education Advisory Committee and the Director of the School of Social Work. Any questions on this collection should be directed to the Graduate Field Education Coordinator, School of Social Work, Lakehead University, 955 Oliver Road, Thunder Bay. Telephone: (807) 343-8556.

APPENDIX F

Lakehead University
School of Social Work

MSW Field Practicum Evaluation Form

Agency	
Student name	
Agency Supervisor	
Faculty Supervisor	
Placement start date	
Placement end date	

Please check: Mid term Evaluation _____ OR Final Evaluation _____

1. Statement of Practicum Learning Objectives:

Please list the 4 to 6 Major learning objectives identified in the Learning Contract

Learning Objectives	Objective Achieved	Objective in Progress	Objective Not Achieved
1.			
2.			
3.			
4.			
5.			
6			

Comments:

2. Planned Learning Experiences:

Please list the planned clinical experiences, training opportunities, community projects, practicum research programs etc. identified in the Student Learning Contract.

Learning Experiences	Completed	In progress	Not completed
1.			
2.			
3.			
4.			
5.			
6.			

Comments:

3. Evidence of Learning submitted (Briefly describe submitted evidence of learning):

4. Final Placement Evaluation:

Pass Recommended _____ **Pass Not Recommended _____**

Role:	Signature:	Date:
Student		
Agency Supervisor		
Off-Site Supervisor (where applicable)		
Faculty Supervisor		

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 MSW 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, Practicum 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: MSW Field Education Coordinator, School of Social Work, Lakehead University, 955 Oliver Road, Thunder Bay, Ontario P7B 5E1. Telephone: (807) 343-8556.

APPENDIX G

FEEDBACK QUESTIONNAIRE ON FIELD PLACEMENT- MSW Students

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 Graduate Field Coordinator after the end of the placement term.

Name of Placement Setting:	
Practicum Supervisor:	
Faculty Supervisor:	

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. Were opportunities available for you to attend any professional development seminars/ workshops, etc.? Was there a cost associated with this?

4. What recommendations would you make to the agency to enhance this opportunity for future students?

5. Briefly describe how your Practicum Supervisor was supportive of you in achieving your learning goals.

6. Briefly describe how your Faculty Supervisor was supportive of you in achieving your learning goals.

7. What recommendations would you make to the Practicum Supervisor, and/or Faculty Supervisor to enhance this placement for future students?

8. What recommendations would you make to the School of Social work to enhance the placement process for future students?

9. Please describe the rewarding aspect of this placement:

10. Please describe the challenging aspect of this placement:

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 Practicum Supervisor was approachable and supportive regarding suitability of workload and learning experience.	1☐	2☐	3☐	4☐	NA☐
The frequency and method of field supervision.	1☐	2☐	3☐	4☐	NA☐
The expectations of the Practicum Supervisor with respect to assignments and material to be submitted for supervision	1☐	2☐	3☐	4☐	NA☐

Comments and Suggestions:

FEEDBACK QUESTIONNAIRE ON MSW FIELD PLACEMENT
Practicum Supervisors

The purpose of this form is to allow you to give your personal feedback regarding your experience supervising an MSW student.

Please return the completed questionnaire to the Graduate Field Education Coordinator.

Name of Placement Setting:	
Practicum Supervisors:	
Student:	
Date of Placement:	

What are the rewarding aspects of supervising an MSW student?

What are the challenges of supervising an MSW student?

Are you interested in continuing to supervise MSW Social Work students?

What recommendations would you make to the School of Social Work to enhance your interest and ability to supervise MSW students?

Was the amount of time did you spend supervising reasonable in conjunction with your regular work load?

What would help the MSW students to be more prepared for placement?

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

	Unsatisfactory			Excellent	
The placement planning process	1☐	2☐	3☐	4☐	NA☐
The writing of the learning contract	1☐	2☐	3☐	4☐	NA☐
The placement evaluation process	1☐	2☐	3☐	4☐	NA☐
The information provided to you on Field Education. (ie: links, forms, manual)	1☐	2☐	3☐	4☐	NA☐
The availability of the Faculty Supervisor for placement consultation and discussion	1☐	2☐	3☐	4☐	NA☐

Additional Comments:

APPENDIX H

Field Practicum Insurance Coverage

Workplace Safety coverage or private accident insurance coverage is available to all students on approved placements. Coverage 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.

Workplace Safety & Insurance Board Coverage and Student Placements

All post-secondary students in Ontario are covered under the (Ontario) Workplace Safety and Insurance Act and the Ontario Ministry of 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 the 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.

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.

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 and Faculty Supervisors immediately.
3. Assist your placement and supervisors in completing any necessary accident reports.
4. 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 Practicum 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.

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

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:			

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 I

MSW FIELD PRACTICUM AT A PLACE OF EMPLOYMENT 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. This circumstance may preclude a placement at that particular agency or organization.

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 the role of either 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 may 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 at a practicum agency may limit or constrain the student's opportunity and ability to critically analyse 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, at the discretion of both the School of Social Work and the placement agency, be permitted to pursue a placement opportunity at their place of employment. An exceptional opportunity may be considered by the School if, in the School's judgement, it will broaden and enhance the student's Social Work skill development and knowledge base in a distinct and separate unit of the agency, and with a supervisor with no connection to the student's employment role.

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

1. A formal written placement proposal and student role description are required from the student and/or 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 with an MSW or a PhD in Social Work, who is not the student's employment supervisor or manager. The Practicum 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 apprised of the risk and complications that could ensue if difficulties arise in the placement or work situation, including how the risk and complications would be addressed.

4. The Faculty Supervisor, Graduate Practicum Coordinator and/or the MSW Faculty Committee for the School of Social Work may review the proposal in order to make a reasoned decision regarding the student's situation.

5. The Faculty Supervisor 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.

APPENDIX J

Lakehead University School of Social Work

MSW 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 MSW Social Work education, and to maintain the program's standards of quality education and field experience. Thank you for your assistance.

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

EDUCATION - DEGREES AND INSTITUTIONS:

Degree earned	Institution / University	Month & Year degree awarded
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:

Jenna Garlick, MSW, RSW, Graduate Field Coordinator (Thunder Bay): jdgarlic@lakeheadu.ca

OR

Tess C. Buchanan, MSW, RSW, Graduate Field Coordinator (Orillia): tcbuchanan@lakeheadu.ca

The School of Social Work
Lakehead University 955 Oliver Road
Thunder Bay, ON P7B 5E1 (807-766-7205)
(807) 766-7205

OR

The School of Social Work
Lakehead University, 500 University Ave
Orillia, ON, L3V 0V6
(705) 330-4008 ext 2617

APPENDIX K

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 L

Lakehead University Student Support Services and Resources

Lakehead University provide a broad range of supports for students in both graduate and undergraduate programs, including health and counselling services, academic supports, Student Accessibility Services, resources for Indigenous and international students, services available through Student Central (assisting with matters such as registration, accessing transcripts etc,), as well as specialized supports for situations such as encountering sexual violence, harassment or discrimination, available through the Office of Human Rights and Equity.

Detailed information about the student services and resources available on both the Thunder Bay and Orillia campuses can be accessed through the Lakehead University's website page for current students at:

https://www.lakeheadu.ca/current-students

LUSU (Lakehead University Students Union) arranges health and dental care for full time students, as well as bus passes. LUSU also offers a variety of interest groups, recreational clubs, advocacy campaigns and support groups.

Information about these opportunities and services for both campuses may be found at:

http://www.lusu.ca/

APPENDIX M

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[2]

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);
- 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.

[2] 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

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[3]

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.
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

[3] Based on procedures of McMaster University, School of Social Work Professional Suitability Policy

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 N

Social Media Policy, School of Social Work, Lakehead University

Background Context

Social Workers are increasingly reliant on online communication (eg. Facebook, 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 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 Practicum 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 Graduate Practicum 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" your clients (current or past) and do not allow your clients (current or past) to "friend" you.

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

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

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

- Do not discuss details of your work with clients.

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

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

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

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

APPENDIX O

Lakehead University
School of Social Work

CONFIDENTIALITY POLICY AND GUIDELINES[4]

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, faculty and instructors 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 that:

> 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, video or audio tapes, 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 (or an organization where an MSW student is conducting research) 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.

[4] Material adapted from Confidentiality Policies from: Carleton University, Ryerson University, King's University College, University of Toronto, Smith's College of Social Work, and University of Ottawa, Faculty of Education Dec 2017.

- The client and Agency Field Supervisor (on behalf of the agency) must give consent for any materials to be used for coursework or evaluation purposes.

- To use any video or audio taped material, or whenever there is the possibility of identifying service users, the client's written permission must be obtained. (Special considerations should be taken for concealing client identity in the use of video recordings).

- 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 by written consent (including for classroom purposes).

- 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 securely stored in a locked filing cabinet in the School of Social Work, and 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).

Consent Form:

Students must obtain written permission from the client and Agency Supervisor in any cases where video or audiotapes are to be used, specifying the ways in which any materials will be used and for what purpose (including evaluation or classroom purposes).

The Client Consent for Recording form (Appendix ---) and/or any documents required by the field setting to record client consent, must be completed prior to the use of any materials. The completed Consent for Recording form should be retained by the placement field setting in the client's agency file.

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, faculty supervisors, 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 or Faculty 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://casw-acts.ca/sites/casw
acts.ca/files/attachements/casw_code_of_ethics_0.pdf

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/

CONSENT FORM FOR AUDIO OR VIDEO RECORDING CLIENTS:
CLIENT CONSENT FOR RECORDING

Completed form to be kept in the client's agency file.

_____ (name of agency) often finds it helpful to make audio or video recordings of sessions between its workers and clients. The recordings are used as valuable tools for education and supervision purposes. Recordings can also be helpful when played back to client(s).

_____ (name of agency) recognizes that clients have a right to decide whether or not they wish to have a session recorded

Recordings are made only with client consent.

I, _____(client) hereby grant

_____ (student) permission to make: (check all that apply):

_____ An audio recording of interview/s

_____ A video recording of interview(s) held with myself and/or my family, provided that such recording will be used solely for educational or therapeutic purposes.

I give my permission for this recording to be seen by: (check as desired).

_____The Social Work student & the student's agency supervisor (field instructor)

_____Other student(s) and staff associated with my care team at the agency

_____The Social Work student's university Field Education Coordinator

_____The Social Work student's classmates in the School of Social Work

This recording should be: Erased by: _____ (date)

OR Kept for educational purpose: Yes _____ No _____

I understand that the contents of all recorded sessions will be kept confidential, my identity will not be disclosed beyond what appears on the recording, and that I may choose to sit with my back to the camera to further conceal my identity during a video recording.

I understand that these recordings will be stored in a locked filing cabinet or on a secure computer when not in use, and will be erased as per this consent form or within twelve months, whichever is sooner.

I understand that the need for confidentiality will be explained to any approved viewer(s) prior to use of this material and that confidentiality will be maintained by all approved viewers.

I also understand that I can withdraw this consent at any time by notifying the student counsellor or agency staff, and that the recordings will be securely erased immediately upon my request.

_____ _____
Signature of Client Signature of Student

_____ _____
Date Signature of Agency Supervisor

APPENDIX P

September 7, 2018

Police Services address

To Whom It May Concern

_____ is a student in the Master of Social Work program at Lakehead University, and is required to obtain a Police Vulnerable Sector Check (PVSC) for the field practicum in the 2018/19 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

Graduate Practicum Coordinator
School of Social Work

Phone:
Email:

APPENDIX Q

MSW Student Placement: Planning and Documentation Table **(MSW Files kept in SW Administrative Office on both campuses)**	
Document or Requirement	**Role/Responsibility**
MSW Field Practicum Student Agreement	Graduate Field Coordinator & Student
MSW Field Instructor Data Sheet	Graduate Field Coordinator & Agency Supervisor
Agency/School of Social Work MSW Practicum Agreement	Faculty Supervisor, Student & Agency Supervisor
Insurance Form: Student Declaration **Required for community & research placements**	Graduate Field Coordinator & Student
Insurance Form: Letter to Placement Employers **Required for community & research placements**	Graduate Field Coordinator, Student & Agency Supervisor/HR Department. (Faculty Supervisor for Research placements)
Pre-placement Safety Orientation Checklist	Graduate Field Coordinator, Student and Agency Supervisor/HR Department
Learning Contract/Research Plan	Student (with input from Faculty & Agency Supervisor)
Mid-term Evaluation	Faculty Supervisor, Agency Supervisor and Student
Mid-term Evidence of Learning	Student, following direction of Faculty and Agency Supervisor (if applicable)
Final Evaluation Form	Faculty Supervisor, Agency Supervisor and Student
Final Evidence of Learning	Student, following direction of Faculty and Agency Supervisor (if applicable)
Change of Mark Form for placement (SOWK 9601/5601)	Faculty Supervisor
MSW Student Feedback Form	SW Administrative staff and student
Practicum Agency Feedback Form	SW Administrative staff and Agency Supervisor

APPENDIX R

MEMORANDUM

DATE:

TO: Practicum Supervisor

FROM: Graduate Field Coordinator

SUBJECT: M.S.W. STUDENT FIELD PLACEMENTS

Lakehead University's School of Social Work would like to extend a warm welcome to you, our dedicated Practicum Supervisors. We appreciate your commitment to mentoring an M.S.W. student during the practicum component of the program. As you know, field education is a vital aspect of student learning, which facilitates the link between social work curriculum and real life experience.

The Graduate Field Coordinator will act as a resource and support person in the placement planning process, particularly with regard to observing community agency protocols and identifying suitable agency contacts. The Graduate Field Coordinator will monitor initial documentation requirements for field placements, and will provide resources and support to practicum supervisors, faculty supervisors and students as they complete the practicum component of the program.

Faculty Supervisor

Each MSW student is assigned a Faculty Supervisor who will oversee the placement in a supervisory capacity as well as provide off-site supervision approve the learning contract and be involved throughout the placement for support and guidance. The Faculty Supervisor will be involved with both the mid-term and end term evaluations and reviewing evidence of learning.

Practicum Supervisors' Training and Appreciation events – (Thunder Bay)

There will be two events to provide the Practicum Supervisors with information regarding the supervisory role, and to show our appreciation of the important contribution that every supervisor makes to Social Work education.

The first of these events is held in October and will include a Documentation Review for Practicum Supervisors, and also provide an opportunity for discussion about the placement process. Practicum Supervisors who are new to this role, and all those who would like a refresher on field documentation are very welcome to attend this event.

This second event will be a day of **Professional Practicum Development and Appreciation** and will take place in late January, 2019**.** This event will include presentations around mentoring students through placements, as well as broader professional development issues, and also offer the opportunity to network with other field practicum supervisors from many social work settings across Thunder Bay. Further details regarding the date, location and agenda for this event will be mailed directly to you in December, 2018, and we hope that you will be able to join us in January.

Student Guide and Required Documentation

The revised 2018/2019 MSW student guide, all required forms including the learning contract and evaluations, are available to all field instructors and students on the School of Social Work website. The MSW Agency -

School of Social Work Practicum Agreement Form is to be completed by the Practicum Supervisor, Faculty Supervisor and student before placement begins to outline the placement schedule.

Please note that the learning contract and evaluation as well as all other placement forms are in fillable PDF format for ease of completion at

https://www.lakeheadu.ca/academics/departments/social-work/msw/msw-forms

If you require any help accessing the online documents, please do not hesitate to contact the School of Social Work office.

Workplace Insurance for Students on Program Related Placements

Two completed forms are necessary for the university to ensure that all students are provided with insurance coverage in the event of an injury while on unpaid training. These forms are the Student Declaration of Understanding (to be signed by students), and the Declaration form included on the Letter to Placement Employers (to be signed by a representative of the placement agency). Copies of the completed documents should be retained by the placement agency and the student. These documents also include instructions on how to proceed in the event of a workplace injury and links to further information.

All post-secondary students in Ontario are covered under the Ontario Workplace Safety & Insurance Act and the Ontario Ministry of Colleges and Universities while participating in *unpaid* training placements. Neither students nor employers bear the cost of the insurance. Funding for both workplace (WSIB) and private accident insurance is provided through the Ontario Ministry of Colleges and Universities.

Both the student and the placement agency are required to complete the respective Declaration forms for students on unpaid placement.

Learning Contract

The Student Learning Contract is to be developed by each MSW student in collaboration with their Practicum and Faculty Supervisor. This is an important document as the learning objectives and experiences detailed in the learning contract will be used as the benchmarks to assess successful completion of the MSW Field Practicum experience in the placement evaluation process.

The MSW Field Practicum Learning Contract and /or detailed Placement Research Study Plan is to be completed with supervisory and faculty input, and submitted and approved the Faculty Supervisor. Guidelines are provided for assisting students, Faculty Supervisors and Practicum Supervisors in developing a useful Graduate Student Learning Contract on pg 34 of the MSW student guide:
https://www.lakeheadu.ca/sites/default/files/uploads/103/MSW%20Student%20Guide%202018%20Revised%20October%2022%2C%202018%20final%20version.pdf

Field Placement Evaluations

A Mid-Term Evaluation process takes place at the mid point of the MSW placement to provide the Graduate Student with feedback on their progress. The format and requirements of this process are at the discretion of the Faculty and Practicum Supervisors. Evaluations are to be done collaboratively with Faculty Supervisor, Practicum Supervisor and student. Both written documents and an in person with the Faculty supervisor, Practicum Supervisor and student are required for evaluation. (Teleconference or videoconference facilities may be utilized for distance placements).

When the placement hours and activities have been completed, a Final Evaluation meeting will take place. At this meeting, the student's learning goals, experiences and achievements will be reviewed and discussed. Written and verbal evidence of learning will also be presented by the student.

Practicum Supervisor Privileges

Practicum Supervisors have access to the library facilities on campus. Individuals may request a library bar coded card at the library circulation desk.

Lakehead University School of Social Work will provide field instructors with day use parking passes if required to attend meetings related to field placement or for those who wish to use the campus library. Please notify the School of Social Work at least two days ahead if a parking pass will be required.

If you have any questions or concerns, please do not hesitate to contact the garduaste Field Coordinator, the School of Social Work Administrative Office or visit our offices on the third floor of the Regional Centre.

We look forward to connecting with you throughout the placement period to ensure a successful field experience for both the student and your agency.

With thanks and warm regards,

_____
Graduate Field Coordinator
School of Social Work

APPENDIX S

Women's Studies Collaborative Masters

(Thunder Bay Campus)

The Department of Women's Studies at Lakehead University is dedicated to furthering an understanding of the importance of gender as a category of analysis in scholarly inquiry.

Through interdisciplinary instruction, students critically assess the relevance of existing models of knowledge in reflecting experience and scholarship on women, gender, and sexuality.

The aim of the program is to encourage the development and integration of feminist teaching, learning, and research within the university community and the community at large. Our Graduates hold careers in a broad range of fields, and utilize their program training to engage in anti-oppressive, diversity-driven, gender-related work. Careers held by past graduates include, and are not limited to: University and college professors, educational administrators, community development workers, research analysts, women's health promotion and education, feminist and social justice advocacy, lawyers, social workers.

The Collaborative Master's program allows students to combine advanced disciplinary research with feminist scholarship from the interdisciplinary field of Women's Studies. Upon completion of the program, the degree awarded specifies the discipline of the participating academic unit and notes the Specialization in Women's Studies.

Process and Degree Requirements

Applications

When students apply to their Home Discipline (i.e. Sociology, Social Work, English, etc.), they also fill in the **Collaborative Master's Program Application Form**

Remember to attach the one-page write-up to the form, outlining past experience in Women's / Gender / Sexuality Studies, and / or any community-related work experience.

Program Requirements

Students must complete **Women's Studies 5101,** Theory & Methods, in their first year. In exceptional circumstances, students can take this required course in their second year, but these will be rare and will need to be justified.

Depending on the stream, students will then complete their work with a focus on Women's Studies themes, theories, and methods. For details of each stream's requirements, consult the Academic Calendar: http://csdc.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=24&chapterid=5891&topicgroupid=19491&loaduseredits=True

In either their first year (Thesis, Research Project, Creative Project, Portfolio streams), or prior to graduation (Coursework stream), students and, where applicable, their Supervisor(s), will submit a **Thesis/Research Project/Course Work Proposal Approval Form.**

In all streams but Coursework, this form will be sent with the student's proposal to the Women's Studies Grad Coordinator after the student's project has been approved by the Home Unit. The student and their supervisor will receive feedback from Women's Studies that ensures the student's work is grounded in extant feminist scholarship, and incorporates feminist theories and methods.

In the Coursework stream, students submit the form to the Women's Studies Graduate Coordinator after the coursework has been completed (Year 2), along with the papers that fulfill the criteria for the Coursework stream, for review.