

# SCHOOL OF SOCIAL WORK

Faculty of Liberal Arts and Professional Studies  
York University

## BSW PRACTICUM MANUAL

*A Reference Guide for Students, Faculty and Field Instructors*

AP/SOWK 4000 6.0 and AP/SOWK 4001 6.0

September 2015 - August 2016

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## **YORK UNIVERSITY'S MISSION STATEMENT**

The mission of York University is the pursuit, preservation, and dissemination of knowledge. We promise excellence in research and teaching in pure, applied and professional fields. We test the boundaries and structures of knowledge. We cultivate the critical intellect.

York University is part of Toronto: we are dynamic, metropolitan and multi-cultural.

York University is part of Canada: we encourage bilingual study, we value tolerance and diversity.

York University is open to the world: we explore global concerns.

A community of faculty, students and staff committed to academic freedom, social justice, accessible education, and collegial self-governance, York University makes innovation its tradition.

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## **THE SCHOOL OF SOCIAL WORK MISSION STATEMENT**

(revised 1999)

The School of Social Work, York University, is committed to social work education which develops practice strategies for human rights and social justice, and thus affirms that personal experiences are embedded in social structures.

Through research, curriculum, and critical pedagogy the School will:

- address oppression and subordination as experienced and mediated through class, gender, race, ethnicity, religion, sexual orientation, age and ability;
- develop a critical appreciation of the social construction of reality;
- promote an understanding of how values and ideologies construct social problems and how they construct responses;
- prepare students to be critical practitioners and agents of change.

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# **SECTION A**

## **The BSW Honour Program School of Social Work**

This Practicum Manual was developed for the Practicum course AP/SOWK 4000 6.0 and AP/SOWK 4001 6.0. This manual should be read and referenced throughout the placement. This manual is revised annually.

## 1. HISTORICAL PERSPECTIVES

### A. THE SCHOOL OF SOCIAL WORK

The School of Social Work, Atkinson Faculty of Liberal Arts & Professional Studies, evolved in 1968 with the establishment of the ***Social Welfare Program***. Professor Wilson Head was the first Chair of the department. He came from the Metro Social Planning Council and identified himself as a sociologist. The first students graduated in 1972 with a Bachelor of Social Work (Honours).

In 1973, the ***Social Welfare Program*** name was changed to the ***Department of Social Work***. Dorothy Herberg, who held a Social Work degree, became the new Chair of the department in the same year. In 1974, the Social Work Program was further developed with Saul Joel. The School's mandate at that time was to provide students with the opportunity to get their first professional degree on a part time basis.

In 1992, the School of Social Work required students wishing to pursue a degree in Social Work to obtain a Bachelor of Arts degree prior to applying to the program. Previous to this new requirement, students were able to take social work courses concurrently with their Bachelor of Arts degree. This program has been maintained as a part time program. In 2002 a full time BSW (Honours) program was added to the School's offerings, allowing students graduating from high school or a community college program to enter directly into the BSW program.

The Graduate program came into fruition in 1985 as a result of the persistence of BSW graduates who lobbied the administration to start a part time graduate program. In 1997 a full time MSW stream was added to the graduate program. Major changes to the program began in 1993 due in part once again to the dedication and determination of York University BSW and MSW students who found the curriculum outdated. There was a consensus that the curriculum did not meet the preparation needs to practice in Canada's multicultural communities. The School struggled for a long time with a curriculum whose objective was to establish balance between society and the individual. The School's updated mission statement encompasses this balance by incorporating into its mandate social justice, equality and human rights.

#### **The School's Philosophy**

The philosophical basis for the foundation of the development of the program was for many years pluralistic and depended on individual faculty members for philosophy of the courses. York University School of Social Work differed because of the student body. Since so many students were immigrants or children of immigrants, a balance of traditional/conservative and progressive thinking students existed. The result of such a unique balance was a range of courses that challenged traditional ideologies.

The Bachelor of Social Work is designed to build on a basic knowledge of the Humanities and Social Sciences and to provide an ability to apply this knowledge and understanding in assisting individuals, families, groups and communities to enhance their psychosocial functioning. It is hoped that students with a wide range of backgrounds will be encouraged to apply to the program.

A large number of alumni are employed as professional practitioners all over Canada. Many have gone on to pursue graduate studies at the MSW level and some at the Ph.D. level.

The three major components of the School are:

- The Undergraduate Program
- The Graduate Program
- Field Education Program

## **B. HISTORICAL PERSPECTIVES OF THE FACULTY**

The School of Social Work, York University is a School within the Faculty of Liberal Arts and Professional Studies.

The Atkinson Faculty of Liberal and Professional Studies, a Faculty of York University, was established to offer undergraduate courses to primarily part time and mature students. The Faculty is at the forefront of mature evening education in North America and excels at providing innovative, responsive and excellent education including distance education modes of course delivery to the community.

Atkinson was named in honour of the late Joseph E. Atkinson who established the Atkinson Charitable Foundation and so made possible the founding of the Faculty in 1962.

Evening courses for mature and part time students were first offered in Fall/Winter 1962-1963. The first students to graduate from York University through Atkinson received their degrees in 1966. In recent years, an average of 1,200 students has graduated annually.

The first full time faculty members to be appointed to Atkinson took up their duties in 1965. As the range of degree programs proliferated, and departments expanded, the faculty grew to its present complement of approximately 190 full time faculty members in 21 departments and programs. This teaching complement is regularly augmented by qualified and experienced part time instructors.

In 1967 Atkinson acquired its own office building and student services centre, to which a seven-storey office tower was added in 1971. In 1973 an Atkinson residence building was opened, providing apartments to Atkinson students wishing to live on campus.

In July 2009, Atkinson merged with the Arts Faculty at York to become the Faculty of Liberal Arts and Professional Studies. The School of Social Work is part of this new faculty.

## **2. CURRENT PERSPECTIVES**

### **A. THE UNDERGRADUATE PROGRAM SCHOOL OF SOCIAL WORK, YORK UNIVERSITY**

#### **I. Direct Entry BSW (Honours) Program**

The Direct Entry BSW (Honours) degree is a full time, four year (4), 120 credit professional program. The program allows students to begin their social work education at the start of their undergraduate education to pursue a BSW (Honours) degree. The program is structured so that students concentrate on liberal studies in the first year and increase the number of social work courses progressively from year two to four of their studies. Students are required to complete an intensive Social Work Practicum during their last year of study. As with the Post Degree program students in the Direct Entry program must have completed the core social work courses, in addition to 57 credits outside of Social Work, which are a prerequisite to enrolling in the practicum component of the program.

Application to the Direct Entry program is accepted from high school students, as well as students who have completed a diploma program from a community college.

#### **II. Post Degree BSW (Honours) Program**

The Post Degree BSW (Honours) degree is a fifty-four (54) credit, part-time program with courses offered in the evening and is completed in about three and a half (3.5) years.

The Bachelor of Social Work (Honours) program historically attracted many mature students with varied professional and life experiences. However, due to socio-economic influences, many younger students have applied for part-time study. Students admitted into

the program already have an undergraduate degree. They may or may not have employment and/or volunteer experience in the field of human services. Some students work full time and have other lifestyle demands and responsibilities. Students are required to complete a Social Work Practicum once they have completed the core social work courses (which are a prerequisite to enrolling in the practicum component of the program).

The part-time nature of the program makes the placement process unique and more complex to operate simply because students do not begin and end the program as a group. Students can be flexible in planning and deciding when to complete their placement, (once they complete the core social work courses) and can choose from two term periods (Fall or Winter) to begin placement.

## **B. BSW (HONOURS) CURRICULUM**

The School's Mission Statement is rooted in critical theory and thus emphasizes a structural, anti-oppression approach to social work practice. Based on the School's Mission Statement, the BSW (Honours) curriculum educates students to leave the program with a philosophy of practice that they can articulate and that they understand will change and develop with experience.

Students are educated to understand that social work practice is an ongoing endeavour to operationalize their practice philosophies, and that this struggle includes recognition of how power is manifested and operates in practice. It is expected that our students will develop an appreciation of the dynamics of power and hegemony through their study and understanding of macro/structural organization, political economy, and systemic oppression.

Students are encouraged to have a reflective and relational approach to practice. "Reflective" means having a capacity to understand how social relations and individuals co-produce each other and that we must engage with people across differences. "Relational" means understanding that social work practice is relational, involving the whole self, including values and feelings. The School stresses the importance and strength of groups, support systems, and connections for individuals. Throughout the BSW curriculum, emphasis is placed on overt and systemic forms of oppression as well as the realities and issues related to multiple identities and diversity within Canadian society.

The goal of the practicum component of the program is to provide students with an opportunity to practice integrating the theoretical learning offered in the academic component of the program into the skills required when practicing in a social work setting. Providing this practical learning opportunity to all BSW students is a requirement of the standards established by the Canadian Association for Social Work Education (CASWE) for accredited programs offering a degree of Bachelor of Social Work. This aspect of the BSW program is administered by the Field Education Office within the School of Social Work. In order to maximize student learning during the practicum component of study, the Field Education office strives to support and link students with agencies that employ innovative approaches to field education and show commitment to inclusion in practice.

Field Education is a vital component of social work education. Students report that the practicum is one of the most important courses of the curriculum. It is, therefore, incumbent on the School and community to provide stimulating and challenging learning opportunities for students to be well equipped for the rigours of professional practice. The School recognizes that practice is becoming increasingly more complex as the world changes rapidly with the increase of technology, shifts in population and political transformation. Social workers need to know more in order to respond to these challenges, and the School needs to partner with the community to facilitate the production of knowledge for social work.

The Practicum provides opportunities for Faculty, students, social workers and the community to develop and enhance social work practice methods and theoretical knowledge. In 1996, the School of Social Work collaborated with the community in order to develop a new curriculum with a focus towards examining practice issues for the twenty-first century. The field education

course follows a critical, reflective approach in keeping with the School's mission statement and the objectives of the course.

The Curriculum for the BSW (Honours) program was once again revised in 2002 to reflect changing trends in the student population and accommodate the incorporation of the new Direct Entry BSW (Honours) program.

Brief descriptions of core courses of the degree program, are included in this Manual. This Manual is designed for students, Faculty and Field Instructors and serves as a guide to the placement process. This Manual is revised annually.

## C. COURSE DESCRIPTIONS

In order to receive the Bachelor of Social Work (Honours) degree, students must complete core courses including the practicum (AP/SOWK 4000 6.0 and AP/SOWK 4001 6.0), as well as elective courses. Courses will have either a three (3.0) credit or six (6.0) credit value. Most three (3) credit courses meet three hours per week for one term and six (6) credit courses meet three hours per week for two terms.

### I. CORE COURSES

Core courses are taken by all BSW students and must be completed before beginning the practicum. The only exception to this is SOWK 4020 for Post Degree students (See page 16, Practicum Pre-requisites).

CORE COURSES	
<b>Curriculum</b>	
<input type="checkbox"/>	AP/SOWK 1011 6.0 Introduction to Critical Social Work ( <i>direct entry students only</i> )
<input type="checkbox"/>	AP/SOWK 2030 6.0 Critical Perspectives on Society
<input type="checkbox"/>	AP/SOWK 2050 6.0 Identity, Diversity and Anti-Discriminatory Practice
<input type="checkbox"/>	AP/SOWK 3041 3.0 Communication
<input type="checkbox"/>	AP/SOWK 3060 6.0 Integrated Social Work Practice
<input type="checkbox"/>	AP/SOWK 3070 3.0 Foundations of Social Work Research
<input type="checkbox"/>	AP/SOWK 3110 3.0 Policy Frameworks
<input type="checkbox"/>	AP/SOWK 4020 3.0 Issues in the Study of the Welfare State: Power, Organization and Bureaucracy

#### **AP/SOWK 1011 6.0 Introduction to Critical Social Work (direct entry students only)**

Introduces the ethics, theories and practice of critical social work. Analyzes social issues and social policies that produce social inequalities and marginalization, and examines various advocacy and social change tools devoted to social justice. Exposes students to social work institutions, agencies, and networks and an understanding of political reflective professional practice. The everyday realities of social workers are understood in a historical, theoretical, and ethical framework.

#### **AP/SOWK 2030 6.0 Critical Perspectives on Society**

Provides a comprehensive, introductory knowledge base for social work studies by examining

ideas about human nature and the relationship between the individual and society and structural social work theory. Emphasis is placed on critical reading and writing skills.

**AP/SOWK 2050 6.0 Identity, Diversity and Anti-Discriminatory Practice**

Focuses on our diverse identities and the role of language, discourse and culture as a way of understanding ourselves. The role of systemic inequalities, especially experiences of oppression and privilege, is explored in relation to social work practice.

**AP/SOWK 3041 3.0 Communication**

The premise of this course is that communication is the foundation of social work practice. The course will rely on experiential learning in which attention is paid to the development of skilful attention, response and reflection within intentional change processes.

**AP/SOWK 3060 6.0 Integrated Social Work Practice**

Explores the interconnections between structure, systems, people, and the influence of power in shaping social services and social work practice. Practice examples will encourage an integrated understanding of micro and macro aspects of practice.

**AP/SOWK 3070 3.0 Foundations of Social Work Research**

Introduces students to the basics of social work research. The course examines various research approaches, research designs relevant to social work. Translation of social work issues into researchable questions and designs will be discussed.

**AP/SOWK 3110 3.0 Policy Frameworks**

Theoretical perspectives on the state's regulatory activities are examined with reference to Canadian welfare. Current social policy and its development in relation to major social interests are analysed in light of a globalizing economy.

**AP/SOWK 4020 3.0 Issues in the Study of the Welfare State: Power, Organization and Bureaucracy**

Studies the organizational structures of agencies in the public and voluntary sector. Issues of social control, managerial structures, processes and administrative practices are examined against the background of people's location within class, gender and race differentiated groups.

# **SECTION B**

# **THE PRACTICUM**

## THE BSW PRACTICUM: AP/SOWK 4000 6.0 and AP/SOWK 4001 6.0

The practicum is a core course requirement for the Bachelor of Social Work (Honours) degree. Therefore, all students registered in the BSW degree program must complete the Practicum course and receive a CREDIT in order to complete the degree.

The Practicum course is actually one course with a value of 12 credits. For administrative reasons, the course was broken into two halves - SOWK 4000.06 and SOWK 4001.06 – each with a value of six (6) credits. The BSW placement at the School of Social Work, York University consists of **700 hours**.

The York University BSW degree program is structured on the Accreditation Standards of the Canadian Association of Social Work Education (CASWE). A basic requirement of the *Standards* is a field education component that is incorporated into the curriculum for all students.

Standards<sup>1</sup>:

- 5.12 *The curriculum shall provide a field education component as part of the core which is required of all students and which provides them with an opportunity for supervised social work practice experience;*
- 5.13 *Each school shall develop practicum standards, procedures and expectations which shall be published in a field education manual;*
- 5.14 *The field education component shall provide for the student to carry direct responsibility for providing services of benefit to individuals, groups and communities;*
- 5.15 *Students shall be required to complete a minimum of 700 practicum hours;*
- 5.16 *The administrative arrangements between the school and field practicum settings shall ensure the primacy of the educational purposes of the field education component;*
- 5.21 *Field education curricula and field placements shall provide opportunities for analysis of the dynamics and consequences of oppression as these relate to populations at risk, particularly those relevant to the program's mission or geographic location, and for competent practice derived from that analysis.*

Although the Practicum is an undergraduate course, it is not typical of other undergraduate courses. For example, students must complete an online application (see Appendix H) to participate in the practicum. Once a student's eligibility is assessed and a placement is confirmed, the student is given permission to register in the Practicum Course **AP/SOWK 4000 6.0** and **AP/SOWK 4001 6.0**.

**Note:** The practicum course for BSW students in both the Direct Entry and Post Degree streams is **not** offered during the Spring or Summer terms of the academic year.

### GENERAL OBJECTIVES OF THE PRACTICUM

The practicum course requirement in the Bachelor of Social Work program provides an opportunity for the student to apply, in practice, concepts and theories learned in the classroom under the guidance of a qualified Field Instructor. The placement experience allows the student to further develop their knowledge, skill and experience so that they will be capable of entering the field of social work as a professional practitioner.

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<sup>1</sup> Reprinted with permission from the Canadian Association for Social Work Education (CASWE) Board of Accreditation Manual. Revised and approved by the General Assembly on June 5, 1987 and May 30, 1992, June 1, 1998 and June 7, 1999 with revisions.

Some students request micro or direct practice placements in which they will gain experience providing psychosocial services to individuals, families, groups and/or communities. Others students request macro focused placements in which they will have exposure to the process of formulating administrative policy, developing and planning programs and disseminating information through public education. During either type of placement, the Field Instructor and Faculty Advisor will strive to assist the student to develop their skills in applying a critical social work perspective to the context in which they are practicing and to begin to plan and implement strategies for change that will address the structural and/or psychosocial constraints present in their practice environments.

### **KNOWLEDGE AND PRACTICE OBJECTIVES OF THE PRACTICUM**

- A. Ability to assess and understand the impact of psychosocial, political, cultural, racial and economic systems on the lives of people.
- B. Ability to understand and apply theory into practice.
- C. Demonstrate the ability to engage in a process of self-reflection.
- D. Knowledge of various strategies of social work intervention with community and institutional systems, small groups, families and individuals and the theoretical bases of these strategies.
- E. Ability to conduct culturally sensitive interviews, give and receive information and communicate clearly, both verbally and in writing.
- F. Knowledge and understanding of the human resource and service network to facilitate appropriate referrals and understand policy and practice implications.
- G. Understanding of policy and practice implications in human service organizations and the impact on the lives of client.

### **Direct Entry Students**

Students in the Direct Entry program are expected to complete the hours required for their placement three (3) days a week for eight (8) months, during the Fall and Winter terms of the fourth year of their program. Direct Entry students all begin their placement at the beginning of the Fall term and end their placement by the end of April (when 700 hours have been completed).

Some factors students should take into consideration when planning for the placement:

- will you be taking any courses concurrently with the practicum?
- how will participating in the placement impact your finances? Will you need to work while participating in the practicum?
- how will the placement impact your day-to-day lifestyle?

**Note: If you are on OSAP, you will need to ensure you are enrolled in 9 credits per term to have Full Time students status.**

### **Post Degree Students**

Students in the Post Degree program are given some flexibility in how they complete the hours required for their placement. Post Degree students have the option of completing their placement within a block of time; 5 days/week for 5 months or on a part time basis 2-3 days/week for 6-10 months. Post Degree students can start their placement in September or January. Regardless of the format of the placement, they must complete placement hours during the normal business hours of an agency. For further information please see Section B, item 4 Time Requirements of the Placement.

**Note: If you are a Post Degree student receiving OSAP and starting your placement in January, please connect with the Field Education Office prior to starting your placement so that you are enrolled in the appropriate terms.**

## PRACTICUM PRE-REQUISITES

### A. Direct Entry Students

The following are the eligibility requirements for students applying to practicum:

- Successful completion of SOWK 1011, SOWK 2030, SOWK 2050, SOWK 3041, SOWK 3060, SOWK 3070, and SOWK 3110
- Successful completion of 57 credits outside of Social Work

Note: SOWK 4020 **is** to be completed concurrently with practicum

- Submission of an online application form to the Field Education office by the deadline provided

### B. Post Degree Students

The following are the eligibility requirements for students applying to practicum:

- Successful completion of SOWK 2030, SOWK 2050, SOWK 3041, SOWK 3060, SOWK 3070, and SOWK 3110

Note: SOWK 4020 **may** be completed before or concurrently with practicum

- Submission of an online application form to the Field Education office by the deadline provided

Also, students must submit a complete application package (*see Section C, item 1E, for full details*):

- a completed application form
- a generic cover letter and an up-to-date resume (saved in one word document)

## TIME REQUIREMENT OF THE PLACEMENT

The practicum consists of **700 hours** in keeping with the guidelines established by the Canadian Association for Social Work Education (CASWE).

### A. Direct Entry Students

Direct Entry students are required to complete their practicum at an **approved** placement site three (3) days per week. The specific days students will attend placement each year are negotiated between the student and Field Instructor. Direct Entry students begin placement in September and most students generally complete their placement on Mon/Wed/Fri.

### B. Post Degree Student

Post degree students complete the practicum requirement by spending a **minimum** of two (2) to a maximum five (5) days per week at an **approved** placement site.

Though some evening and weekend work may be negotiated, these types of placements are **VERY** difficult to arrange. It is recommended that students plan to complete placement hours during the normal business hours of agencies.

Post degree students may begin the practicum in September or January.

Some students may qualify to participate in work placements (*see Sections C, items 8 for further details and the requirements for a work placement to be considered*). Work placements must be approved by the Field Education Manager.

## READINGS

### A. REQUIRED READING, REVIEWING POLICIES AND GUIDELINES

Placement students **must** read the following booklets prior to the start of the placement:

- I. Canadian Association of Social Workers. Social Work Code of Ethics. 2005 – OR available free of charge on the CASWE website:  
[http://casw-acts.ca/sites/default/files/attachements/CASW\\_Code%20of%20Ethics.pdf](http://casw-acts.ca/sites/default/files/attachements/CASW_Code%20of%20Ethics.pdf)
- II. The Field Education Office. Practicum Manual: A Reference Guide for Students, Faculty and Field Instructors - available free of charge on the School of Social Work website  
<http://www.yorku.ca/laps/sowk/practicum/documents/BSWPracticumManual2015-2016.pdf>
- III. BSW Student Handbook  
<http://www.yorku.ca/laps/sowk/documents/BSW%20Student%20Handbook%202014-15.pdf>
- IV. Guideline For Use of Social Media  
  
Please refer to Appendix M
- V. Placement Breakdown and Placement Failure Policy  
  
Please refer to Section E, item 7

### B. RECOMMENDED

#### I. Volunteer Experience

It is highly recommended that students complete volunteer hours at a social service agency prior to applying for placement. The more experience a student can obtain (even as a volunteer), the better the chances of having their resume considered and obtaining a placement of their choice.

#### II. Other Readings

Students are expected to read material that is relevant to their placement. These materials could be comprised of policy manuals of the placement setting, literature on social issues, legislation and regulations of respective regulatory bodies, literature on successfully preparing for and completing a placement. Relevant reading should be monitored by both Field Instructors and Faculty Advisors and discussed with the student throughout the placement.

## INTEGRATIVE SEMINARS

Integrative Seminars are an integral component of the practicum and a **mandatory** requirement for placement students. Non attendance may result in having to repeat the seminar series.

Policy for missed integrative seminars:

- 1 missed seminar – reflective (practicum based) assignment of 2-3 pages
- 2 missed seminars -- reflective (practicum based) assignment of 5-6 pages
- 3 or more missed seminars – repeat Integrative Seminars series (unless there is some extenuating circumstances as to why student had to miss seminar)

Integrative Seminars provide a forum for students to share practicum experiences and discuss common concerns in a safe environment. These seminars also provide a forum for reflection and

further integration of theory and practice. Integrative Seminars are planned and delivered by Faculty Advisors.

Each term, Faculty Advisors are assigned the supervision of a number of placement students. Students are required to attend the Integrative Seminars organized by their respective Faculty Advisor. At midpoint, Faculty Advisors will visit their students in placement to ensure the learning is progressing well.

- A. Direct Entry students** are required to attend the (4) 2 hour Integrative Seminars spread across the Fall and Winter terms.
- B. Post Degree students** are also required to attend four (4) 2 hour Integrative Seminars spread across their placement.

If scheduling conflicts or attendance issues arise, students **must** address these concerns with their respective Faculty Advisor and/or the Field Education Office.

## EVALUATION

Grades are not assigned for the Practicum Course. Students will receive a **CREDIT** or **FAIL** grade at the completion of the practicum.

The placement evaluation process is a joint process between the Field Instructor and the placement student. There are 7 components to the evaluation process:

- Attendance and participation in all 4 Integrative Seminars
- Learning Contract
- The Mid Point Progress Review
- The Final Evaluation
- The Reflective Paper - completed by the student
- Submission of the Log of Hours (online)
- The Student Questionnaire of the Placement (online) - completed by the student

During the first three weeks of the placement, students will prepare, in consultation with their Field Instructors, a **Learning Contract** (*to be completed online*). The Learning Contract will be used as a basis for the completion of the Mid Point Progress Review and Final Evaluation forms. A signed copy of the Learning Contract is submitted to their Faculty Advisor, by the end of the third week of their placement.

The **Mid Point Progress Review** (completed at the half way point of the placement) and the **Final Evaluation** (completed at the end of the placement) are jointly completed by the Field Instructor and the placement student.

**Direct Entry** students will be given specific dates when each evaluation is due.

**Post Degree** students are not given specific dates as they begin and end placements at different times. The *Mid Point Progress Review* is due at about 350 hours and the *Final Evaluation* at the point that they complete their placement.

Placement students are also required to complete a Reflective Paper, which is submitted to their assigned Faculty Advisor. Each Faculty Advisor will provide guidance and description of the content of the paper during the Integrative Seminars.

Placement students also have an opportunity to evaluate their placement experience on the **Student Questionnaire of the Practicum** form (see Appendix M).

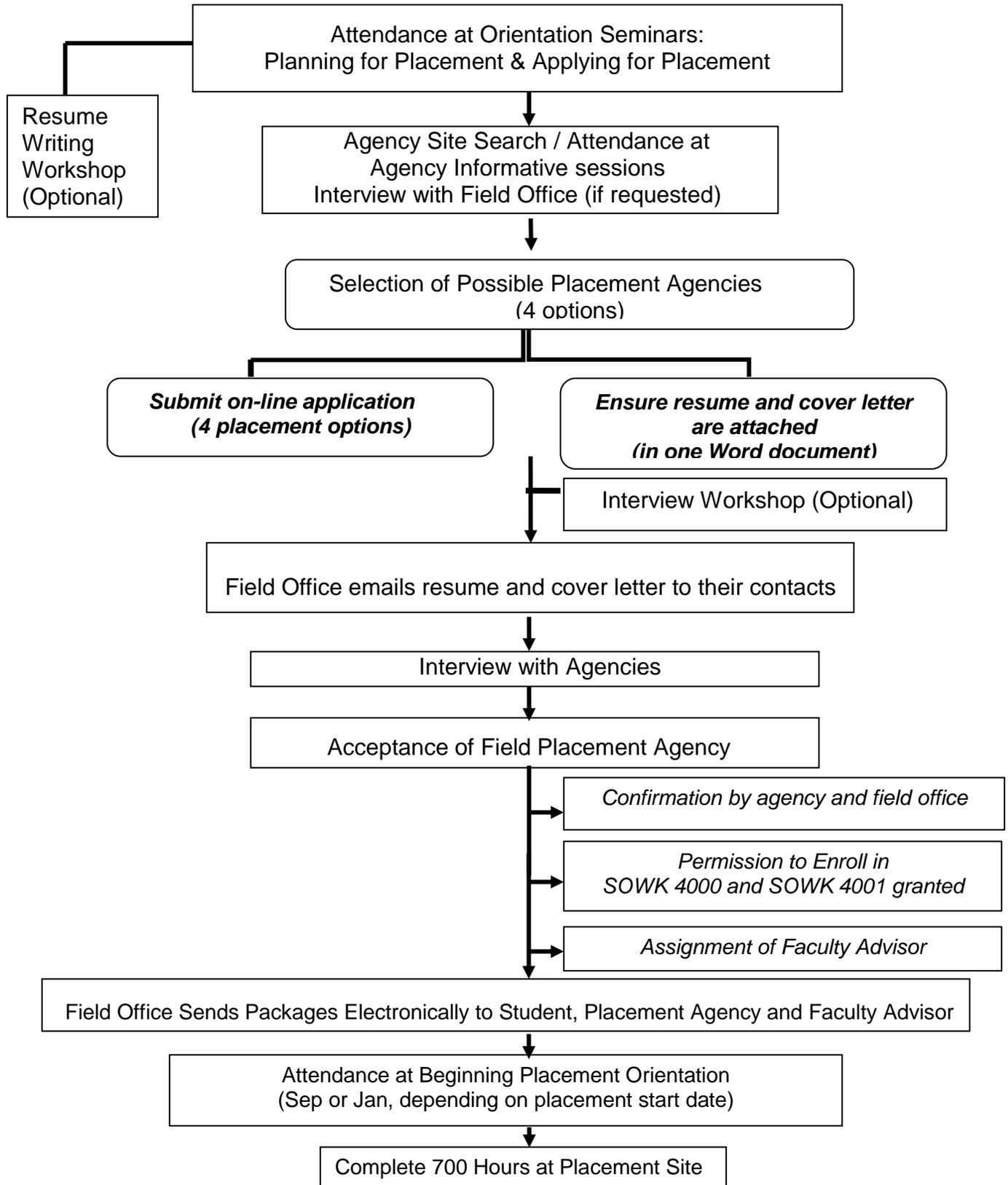
**SECTION C**

**THE  
PLACEMENT  
PROCESS**

# BSW PRACTICUM ROAD MAP

This is a brief overview of the placement process. Please read it in conjunction with the information contained in this manual.

## The Map



## 1. OVERVIEW OF THE PLACEMENT PROCESS

The Practicum is an undergraduate course that is a core requirement of the Bachelor of Social Work (Honours). However, this course is administered differently than other undergraduate courses - students must submit an application, satisfy eligibility requirements and successfully negotiate a placement through the Field Education Office in order to participate in the course.

Since students **cannot** qualify to participate in the placement until they have **completed all necessary prerequisites** (refer to Section B). It is expected that the practicum course will be one of the last courses that students complete.

Negotiating a placement and working towards a successful placement experience is not only important to placement students - it is important to the Field Education Office and the School. The success of our students exemplifies the foundation of our mission statement and the processes that have been set in place in order to achieve practicum goals. The Field Office continuously strives to strengthen community ties for field placement purpose. Our students' success at placement sites often paves the way for other students.

There is only one field placement for BSW students; therefore the planning process is critical for a successful experience. The process is a **collaborative** one between the student and the Field Education Office. The student participates in choosing a placement agency by researching possible placement sites, completing a placement application, providing a cover letter and current résumé, attending Orientation Sessions, attending Agency Information sessions and collaborating with the Field Education Office. Students are encouraged to discuss with the Field Education Coordinator at anytime throughout the process their questions or concerns about identifying and securing a field placement. All placements **must** be approved by the Field Education Manager before they can be confirmed. As a result it is imperative that students work in close consultation with the Field Education office while planning for their placement.

Students have access to available information on placement agencies and choose settings which correspond to their interests and desired experiences. After careful consideration, the Field Education Office Staff consults with agencies as prioritized by the student and interviews are subsequently arranged between the student and prospective Field Instructor. The student and Field Instructor decide on suitability and, if mutually agreeable, the Field Instructor might make a placement offer to the student. The Field Education Office will follow up with the agency to initiate the paperwork.

Students are advised to research agencies by perusing the School's database and 211 sites on the Internet. Students are also provided with information on writing a resume and conducting an interview for placement (*see Section C, item 4 for further details*). Workshops are also arranged and offered by the School on both these topics for students each academic year.

The Field Education Office Staff continuously works to secure the best placement opportunities for all students. Students are advised to follow the outlined procedures. **In many cases agency representatives prefer to be contacted by Field Education Office staff.**

### Timeline for Securing a Placement

For September start: students must secure a placement by the end of September. If a student has not accepted and secured a placement by then, the Field Education Office will need to talk about a deferral into the next placement term. For Direct Entry students, this will mean the following September; and for Post Degree students, this will mean January.

**\*\*For information regarding placement responsibilities/obligations, please refer to Section D\*\***

### A. ORIENTATION SESSIONS

#### Direct Entry Undergraduate Program

Direct Entry students are:

- I. students who have been accepted into the program directly from High School;

- II. mature students who have not had any post secondary education but have been in the field for some time;
- III. students who have completed a college diploma in a field such as social service work, community development or youth and child care work.

In their first year of studies, students are given the opportunity to volunteer for forty (40) hours as a requirement of the SOWK 1011 course (students admitted with a college diploma are exempt from the course).

Direct Entry students will begin the practicum in **September** of their last year and continue through until April. They will complete the 700 hour placement on a three (3) day/week schedule and begin in September. Deadlines will be established for submission of the Mid Point Progress Review and Final Evaluations.

<b>Direct Entry Undergraduate Program Effective for Academic Year 2015 – 2016</b>	
<b>APPROXIMATE TIMING</b>	<b>EVENT/ACTIVITY</b>
First Year Fall/September	<ul style="list-style-type: none"> <li>• <b>New Student Orientation to the Bachelor of Social Work Program</b></li> </ul>
Second Year November	<p><b>Planning for Placement Orientation I</b></p> <ul style="list-style-type: none"> <li>• <b>Preliminary discussion of placement and Pre-requisites needed to apply</b></li> </ul>
Third Year September	<p><b>Planning for Placement Orientation II</b></p> <ul style="list-style-type: none"> <li>• <b>Preliminary discussions about the practicum</b></li> </ul>
Third year October	<p><b>Applying for Placement Orientation</b></p> <ul style="list-style-type: none"> <li>• <b>Instructions on applying for placement</b></li> <li>• <b>More detailed discussions about the practicum options</b></li> </ul> <p><b>Resume Writing Workshop</b></p>
Third year January	<ul style="list-style-type: none"> <li>• <b>Placement Application Deadline</b></li> </ul>
Third year March	<ul style="list-style-type: none"> <li>• <b>Interview Workshop</b></li> </ul>
Third year April to August	<ul style="list-style-type: none"> <li>• <b>Student &amp; Field Education Office placement matching process</b></li> <li>• <b>Confirmation of placements</b></li> </ul>
Third year End of September	<ul style="list-style-type: none"> <li>• <b>Deadline to secure a September placement</b></li> </ul>
Fourth Year September	<ul style="list-style-type: none"> <li>• <b>Start of Placements</b></li> <li>• <b>Beginning Placement Orientation</b></li> <li>• <b>Faculty Advisor – start of Integrative Seminars</b></li> </ul>

## Post Degree Undergraduate Program

Students complete their course work on a more flexible schedule. Most students are considered part time and likely complete courses during the evening hours.

Post Degree students are able to complete the 700 hour placement in the following formats:

- Block placement – i.e., five (5) days/wk for approximately five (5) months
- Part time – i.e., two (2) or four (4) days/wk for approximately six (6) to ten (10) months

<b>Post Degree Undergraduate Program Effective for Academic Year 2015 – 2016</b>	
<b>APPROXIMATE TIMING</b>	<b>EVENT/ACTIVITY</b>
Second Year/Third Year September	<b>Planning for Placement</b> <ul style="list-style-type: none"> <li>• Preliminary discussions about the practicum</li> </ul>
November	<b>Applying for Placement Orientation</b> <ul style="list-style-type: none"> <li>• Instructions on applying for placement</li> <li>• More detailed discussions about the practicum options</li> </ul> <b>Resume Writing Workshop (July/Jan)</b>
January/August	<ul style="list-style-type: none"> <li>• <b>Placement Application Deadline</b></li> </ul>
March/October	<ul style="list-style-type: none"> <li>• <b>Interview Workshop</b></li> </ul>
April to August (if September Placement)	<ul style="list-style-type: none"> <li>• <b>Student and Field Education Office placement matching process</b></li> <li>• <b>Confirmation of placements</b></li> </ul>
End of September	<ul style="list-style-type: none"> <li>• <b>Deadline to secure a September placement</b></li> </ul>
September to December (if January Placement)	<ul style="list-style-type: none"> <li>• <b>Beginning Placement Orientation (Students starting a placement in September only)</b></li> <li>• <b>Faculty Advisor – start of Integrative Seminars</b></li> </ul>
End of January	<ul style="list-style-type: none"> <li>• <b>Deadline to secure a January placement</b></li> </ul>
January – last year of the program	<ul style="list-style-type: none"> <li>• <b>Start of Winter Placements</b></li> <li>• <b>Beginning Placement Orientation (Students starting a placement in January only)</b></li> <li>• <b>Faculty Advisor – start of Integrative Seminars</b></li> </ul>

## **B. SOCIAL WORK PRACTICE SERIES**

Social Work Practice Series/Workshops are designed to provide students with the opportunity to hear about the practice of social workers in a number of fields where placement opportunities are offered as well as the learning opportunities available in the field.

Information on agencies that have offered student placements in the past is available on the School's database.

## **C. THE PLANNING PHASE**

The placement experience is crucial to the development of a professional social worker. The School recognizes that students will have other demands and responsibilities while undergoing the placement, therefore some flexibility is required. All students are encouraged to spend time planning for the placement and considering a number of factors where applicable:

- I. area(s) of interest in social work practice
- II. the type of social work issues they would like to learn more about and experience
- III. the client group they would like to work with
- IV. the type of agency they would like to be placed in and provide examples of these agencies
- V. Other issues to consider:
  - a. will they need to work while completing the practicum?
  - b. are they currently a primary caregiver for family member(s)?
  - c. will they be taking courses while completing the practicum?
  - d. \*how do they hope to complete the practicum? (i.e., how many days per week and how many hours per day)
  - e. preferred geographical locations of potential placement sites
  - f. do they have access to a vehicle and are they willing to travel?

\*Flexibility in this regard is limited to Post Degree Students only.

## **D. RESEARCH**

The following resources and references are recommended by the Field Education Office to assist you in your research:

- School Database
- Agency Information Sessions
- Practice Series/Workshops
- Resources on the internet: Most geographic regions have an internet site that lists and describes in detail all the agencies offering social services in that area. Links to agency web-sites are a useful source of detailed information about an agency and its services. Internet sites for different regions are listed below:

Durham Region - <http://www.durham.ca>

Haldimand and Norfolk Region - <http://www.haldimand-norfolk.info/>

Halton Region - <http://www.halton.ca>

Hamilton - Community Information Service of Hamilton <http://www.cishw.on.ca>

Peel (Mississauga, Brampton, Caledon) - <http://www.pinet.on.ca/>

Toronto - <http://www.211toronto.ca>

York Region - <http://www.york.ca>

## E. THE PRACTICUM APPLICATION PROCESS

- I. All students **must** apply for *placement by completing the Placement Application Form* on-line (see *Appendix H for instructions*) and submit it with an up-to-date resume and a generic cover letter to the Field Education Office by the specified deadline.
- II. Placement Applications are reviewed to ensure student has met pre-requisites.
- III. If it is determined that student has met the pre-requisites, the Field Education Office will contact agency personnel. The Field Education Office will sent the resumes and cover letters if a placement is available at the agency.
- IV. Agency personnel contact students directly, or the Field Education staff may contact students and request that they connect with agency personnel in order to arrange an interview.
- V. Students **MUST** keep the Field Office informed of negotiations between themselves and agencies. They are also responsible for updating the Field Office with changes to their contact information.
- VI. If a student is offered a placement, they must make a decision promptly (1 – 2 weeks). If a student accepts a placement, the Field Office will no longer search or forward that student's resume. Students cannot accept multiple placement offers as this is not fair to their classmates. If a student is still not placed by the end of September, they will have to defer until the next placement term for their group (Direct Entry – September; Post Degree – January).
- VII. Once a placement has been confirmed, the respective student receives an electronic confirmation package which includes procedures for registering for the **Practicum course - AP/SOWK 4000 6.0 and AP/SOWK 4001 6.0**. It is the student's responsibilities to enrol in SOWK 4000 and SOWK 4001, completion of placement hours without registration in the practicum courses may result in having to re-do your practicum hours.
- VIII. Students are then assigned a Faculty Advisor. A confirmation package containing various documents, including the scheduled dates for the Integrative Seminars is emailed. A package is also sent to the respective Field Instructor at the placement site. Students are responsible for seeking out the assistance and/or advice of their Faculty Advisor for matters and issues pertaining to the placement. If the Faculty Advisor is unavailable, students should contact the Field Education Manager.

## 2. POLICE/CRIMINAL CHECK

Bill C7 (Criminal Records Act, <http://dsp-psd.pwgsc.gc.ca/Collection-R/LoPBdP/LS/362/c7-e.htm>) requires that anyone, including students, who work with children\* or vulnerable persons<sup>f</sup> obtain an in-depth police check through a police station in their residential region. A fee may be required to process this document. It is suggested that you obtain this police check no later than three (3) months prior to the start date of your placement.

Police Checks may be organized through some agencies. Some agencies may even provide a reimbursement for any fees paid for a police check. It is recommended that you make these inquiries at your placement interview. The Field Education office can also assist students in securing any documents required by different regions to apply for a police check.

**Please see Appendix P for more information.**

Please note that if you know of any reason why a clear police check will not be issued for yourself, you must apply through the Government of Canada's **National Parole Board** to obtain a pardon before you can begin a placement. The National Parole Board website: [www.pbc-clcc.gc.ca](http://www.pbc-clcc.gc.ca).

If you have other questions or require further clarification on this issue, please contact the Field Education Manager.

Definitions as outlined in Bill C7:

- \* *Children - means persons who are less than 18 years of age*
- ∫ *Vulnerable Persons - means persons who, because of their age, a disability or other circumstances, whether temporary or permanent:*
  - a) *are in a position of dependence on others; or*
  - b) *are otherwise at a greater risk than the general population of being harmed by persons in a position of authority or trust relative to them.*

### **3. IMMUNIZATION**

If required by the Agency, you are expected to have the following shots completed, or any other shots deemed necessary:

- Hepatitis B
- TB (skin test)
- 10 year Booster Shot (MMR and DTP)
- Flu shot

A copy of an immunization record from your family physician should be sufficient proof. If you experience allergic reactions to a particular shot and/or are unable to take a particular shot, please provide proof from your physician. Students should inquire about necessary immunizations during their interview with the agency.

### **4. USE OF CAR FOR PLACEMENT PURPOSES**

Students do not receive compensation from York University when using their own vehicles for mileage or otherwise. We advise you not to transport clients in your own car unless directly required to by the placement site. If you are required to do so, please ensure you obtain the necessary car insurance to cover such activities. Please note that most agencies will not pay for students to increase their car insurance coverage.

### **5. ACCOMMODATION NEEDS**

If you are a student with a disability, we want to ensure that we arrange any necessary accommodations for your disability in the practicum/field placement setting. Please note that practicum/field placement accommodations may differ from classroom accommodations due to the particular demands of the learning environment. We urge you to discuss your accommodation needs early in the term with the practicum/field placement coordinator and a disability counsellor from Counselling & Disability Services (CDS).

Our past experience strongly suggests that there is an increased likelihood of success in practicum settings when students with disabilities disclose their need for accommodation at the earliest possible stage. Furthermore, we believe that the optimal process for determining appropriate accommodation involves collaboration among the student, CDS disability counsellor and the practicum coordinator.

Please contact the:  
Counselling and Disability Services  
(416) 736-5297  
Room N110  
Bennett Centre for Student Services  
<http://www.yorku.ca/cds/>

### **6. PRE-SCREENING INTERVIEW**

The process of arranging a practicum includes an interview between the student and potential Field

Instructor or agency representative after discussions and initial contact with the Field Education Office. Through the interview, the student and the Field Instructor will have an opportunity:

- A. for the student to learn more about the agency:
  - existing policies
  - the structure of the agency
  - any regulatory bodies
  - current practices
  - mission statements and philosophy of practice
- B. for the potential Field Instructor or agency representative to learn more about the student:
  - any previous field experience
  - skills and skill level
  - any previous work experience
  - educational background
  - areas of interest
  - desired learning objectives and goals
- C. to determine whether the placement setting can provide the kind of learning that the student is interested in obtaining
- D. to determine whether the practicum will facilitate a mutually satisfactory experience

Students can prepare for this interview by:

- conducting research on the agency
- thinking about what they wish to learn or accomplish by doing a practicum in that setting
- being able to express their objectives clearly and concretely
- attending at the Interview Workshop
- contact Career Services (416-736-5351, [www.yorku.ca/careers](http://www.yorku.ca/careers)) for help in interview skills

**Please visit the following link for some possible interview questions that a Field Instructor may ask of students:**

<http://www.yorku.ca/laps/sowk/practicum/documents/SocialWorkPracticumInterviewPracticeQuestions2013.pdf>

**Please visit the following link for some possible interview questions that students may ask during the placement interview:**

<http://www.yorku.ca/laps/sowk/practicum/documents/QuestionsStudentsCanAskDuringThePlacementInterview.pdf>

## **7. THE FIELD SETTING**

### **A. CRITERIA FOR FIELD INSTRUCTION SETTINGS**

The School of Social Work, Faculty of Liberal Arts and Professional Studies consider there to be mutual advantages to the School and to community agencies that are willing to collaborate in social work education. The productivity of the setting may be increased, but more importantly, students and Field Instructors provide an opportunity to contribute to the ongoing development of professional, competent social work practice. In return, students receive much from the agency in time, concern and opportunity to learn, which the School gratefully acknowledges.

The following are the criteria for field instruction settings:

- I. The agency should be interested in participating in social work education.

- II. The agency's philosophy of service should be compatible with the values and ethics of the social work profession, with the educational objectives of the School and with the mission of the School.
- III. The setting and organizational structure should be such that students can be allowed a fairly wide range of learning experiences and social work functions.
- VI. Agreement that time allocated to the agency Field Instructor shall be sufficient for selection of assignments, individual supervision and instruction, preparation for and conferences with the student and Faculty Advisor, completion of evaluations of student performance, and participation in field instruction training and development.

Depending on the learning objectives of the student and structure of the agency, field instruction responsibility may be shared between more than one Field Instructor.

- V. Suitable space and working facilities should be available for students. These include desk space, privacy for interviewing, phones and any dictating equipment as needed. The School recognizes that students may have to share space and sometimes desks because of the lack of space and stringent cutbacks in some settings.
- VI. The availability of a qualified Field Instructor is essential.
- VII. Although the norm has been that the Field Instructor must have a social work degree, the reality is that there are many experienced professionals in the field who may have been practicing for a number of years. The School of Social Work values their expertise and also welcomes the participation of many multicultural and other 'non-traditional' agencies where the opportunity for grassroots work and other experiences are plentiful. The professional qualifications and field experience of potential Field Instructors will be assessed on an individual basis by the Field Education Coordinator in conjunction with the Field Education Manager.
- VIII. Recognition of the relevance and importance of the placement supervisory role.
- IX. Recognition of the importance in attending the Field Instructors' Seminars that are normally held at the School of Social Work.
- X. We ask that Field Instructors who have no previous experience in supervising social work students attend all of the field instruction training seminars in the fall and winter terms. Field instructors who have not previously supervised a York University social work student are highly encouraged to attend at least one of the three Field Instructor seminars offered each term.

## **B. APPROVAL OF A NEW AGENCY**

Before a new agency/program can be approved, an Agency Information Questionnaire and a Field Liaison Placement Request Form (FLPR) **must** be completed. The agency information questionnaire and FLPR will be reviewed by the Field Education Coordinator and the Field Education Manager for approval.

In addition, all agencies are required to sign an Affiliation Agreement with the University.

The approval process may require a visit to the agency by the Field Education Coordinator or the Field Education Manager.

## **C. CRITERIA FOR THE SELECTION OF FIELD INSTRUCTORS**

The role of the Field Instructor is critical to the development of the student. Normally, the Field Instructor will have a Bachelor of Social Work or Masters of Social Work degree or equivalent and a minimum of two (2) years of relevant experience with sufficient experience in the specific setting

to be able to interpret the work of that agency. The Field Instructor must have demonstrated competency in their profession and, of course, must have an interest in students and social work education.

The Field Education Office is continuously developing links with a wide range of placement settings to provide a variety of placement experiences for our students. Placement settings will vary from large organizations to smaller, grassroots agencies where the value and expertise of the staff are duly recognized.

#### **D. UNIVERSITY PRIVILEGES FOR FIELD INSTRUCTORS**

Some of the advantages of being Field Instructors:

- A library card granting access to York University library (contact the Field Office if you need information)
- Option to purchase an athletic facilities pass which will permit use of York University athletic facilities, programs and services.
- Possible representation on the Practicum Committee.
- Field supervision work with students can be used towards the Ontario College of Social Work & Social Service Workers (OCSWSSW) competency program.
- Adjunct Faculty Appointment (after 3 consecutive years of providing student placements for York University School of Social Work).

#### **8. WORK PLACEMENTS**

The School of Social Work recognizes that the Practicum may present some challenges for a number of students who are employed full time, and who may not be able to obtain or take a leave of absence due to tenuous work situations and economic need. It is for these reasons that the following guidelines were created to maintain accreditation standards and to ensure an equitable process. We are committed to recognizing these unique circumstances and expect students to consider and follow proper procedures.

The Practicum was designed to allow students to put into practice theories and knowledge learnt in the classroom. The Field Instructor at the agency plays a crucial role in providing supervision and guidance. Students must be able to demonstrate that their situation warrants work placement consideration by exploring leave of absence possibilities or alternative schedules for completing the placement, such as using vacation days. These approaches require careful planning, organization, patience and flexibility.

The following guidelines will help you to write a proposal in order to be considered for a work placement. Please note that the decision to approve a work placement is made by the Field Education Manager.

#### **WORK PLACE PRACTICUMS ARE NOT AUTOMATICALLY GUARANTEED!**

##### **Writing your work place practicum proposal**

You must complete the Placement Application Form and submit with a resume to the Field Education Department. This proposal must be attached and should contain the following:

- A. Rationale for requesting a work placement. You must indicate why the work placement is requested as the practicum requirements are clearly stated upon entry into the B.S.W. and the M.S.W. program.
- B. Documentation that the work placement recognizes the nature of the Practicum and is willing to provide the necessary supervision for students. A signed letter from the agency should be attached to this proposal.

- C. You must have a new learning opportunity and not be expected to continue performing the same duties as your regular position. **Your present job will not be recognized as a practicum opportunity.**
- D. You must be supervised by someone other than your current supervisor. It is very difficult for students to maintain the same supervisor and be able to challenge workplace and educational experiences. The new supervisor will need to be approved by the Field Education Manager.
- E. The proposal must be submitted to the practicum office three months in advance of the start date of the practicum.
- F. **Work placements can be paid or unpaid. It is at the discretion of the agency whether this happens or not.** Please inform the Field Education Office whether or not you will be paid for your placement. There are WSIB reasons as to why the Field Education Office needs to know.
- G. A full description of your present job is necessary together with a detailed analysis of the new job situation for placement.
- H. The placement must also follow appropriate procedures, for example, allowing you the time to attend Integrative Seminars; allowing for Faculty Advisor Field Visits; completing learning contract, evaluation forms and other procedures as laid out in the Practicum Manual.
- I. The proposal has to reviewed by the Field Education Manager.
- J. You may use the attached form (see Appendix R) or you may provide an alternate setup.

## 9. INTERNATIONAL FIELD PLACEMENTS

The School of Social Work at York University is committed to International Placements for social work students

If you are considering an international placement, contact the Field Educational Manager as soon as possible, as this too has deadlines which must be adhered to.

**Please Note:** In September 2016, the School of Social Work will be launching a project of International Placement in the Caribbean. If you are interested in being considered for a placement in Saint Vincent or Barbados for 2016/2017, please reach out to the Field Education Manager.

**SECTION D**

**ROLES AND  
RESPONSIBILITIES**

## 1. RESPONSIBILITIES OF THE STUDENT

### A. Student responsibilities for the placement include the following:

- I. Follow the study plan for the respective program in which the student is enrolled (Direct Entry or Post Degree) and **ensure completion of all pre-requisite courses as required.**
- I. Read the Required Reading Materials for the Practicum Course (*see Section B*).
- II. Practice ethical social work. Students should consult with their respective Field Instructors or Faculty Advisors if they are in doubt about any decision or action.

Students should refer to the **Social Work Code of Ethics**, which is available free of charge on the CASW website [http://www.ocswssw.org/en/code\\_of\\_ethics.htm](http://www.ocswssw.org/en/code_of_ethics.htm).

Adherence to Professional Codes of Conduct is of the highest priority. The two most obvious examples of this are:

- safeguarding confidentiality
  - clients' right to self determination
  - setting professional boundaries between yourself and your clients
- IV. Take responsibility for learning agency policies. Placement students must adhere to agency policies.
  - V. While students are required to follow the rules or regulations of the agency where they are completing their placement, at the same time they are social work students and so need to ensure that the practices they are being asked to follow fit with the ethical code of practice for social workers as outlined in the Code of Ethics.
  - VI. Take responsibility for registering for the Practicum course (AP/SOWK 4000 6.0 and AP/SOWK 4001 6.0) in order to ensure that they receive credit towards their degree. It is the student's responsibilities to enrol in SOWK 4000 and SOWK 4001, completion of placement hours without registration in the practicum courses may result in having to re-do your practicum hours.

The registration procedure for the Practicum Course is somewhat different from that used for other undergraduate courses. Registration for the Practicum Course is blocked to all students. Each student must receive special permission from the Field Education Office before they can register for the course. Permission to register will only be granted after a placement has been successfully negotiated and confirmed.

- VII. Develop with the Field Instructor, within the first three (3) weeks, a learning contract specifying the learning objectives for the placement. This learning contract will outline objectives, how these objectives are to be pursued, and what means are to be employed for evaluation (*see Section F*). **The learning contract is to be completed online, printed out, and signed by the student and Field Instructor. The signed copy must be given to the Faculty Advisor within the first three weeks of placement.**
- VIII. Students are responsible for meeting with their Field Instructor at the mid point and the end of the placement in order to complete the **Mid Point Progress Review** and **Final Evaluation forms**. The completion process is a joint and collaborative one by both the student and the Field Instructor. These forms are expected to be completed and submitted online through the field education database.
- IX. Submit a written **Reflective Paper**. Each student will write a reflective paper about their field experiences as directed by their respective Faculty Advisor. This reflective paper must be completed and submitted to the Faculty Advisor towards the end of the placement before a grade can be assigned for the placement.

- X. Students will be responsible for seeking out the assistance and/or advice of their respective Field Instructor and Faculty Advisor for matters and issues pertaining to the placement. If students are unsure about addressing concerns to their Field Instructor, they should consult with their respective Faculty Advisor. If the Faculty Advisor is unavailable, students may contact the Field Education Manager.

Students must monitor their own placements and be responsible for ensuring that they are in an optimal learning situation and meeting placement hours and goals.

- XI. Complete the **Student Questionnaire of the Practicum** form. This form should be completed after the evaluation of the student's performance has been completed by the Field Instructor. It is to be returned to the Field Education Office at the end of the placement.

XII. Time Requirements

Placement students' work day is typically seven (7) hours long (i.e. eight (8) hours with an hour for lunch). However, this may vary depending on an agency's requirements. For example, a Field Instructor's normal work day may be eight (8) hours with only half an hour for lunch. Therefore, the student will be expected to work the same hours as the Field Instructor. Or some agencies may require students to occasionally work some overtime hours, which means that some days may be seven (7) hours long, while some days may be longer.

- a. Students may take relevant religious holidays that fall on placement days and any other holidays unique to the agency. Field Instructors must be informed well in advance if students plan to be away at any given time, and these hours must be made up.
- b. Students are expected to follow the negotiated times to complete the 700 hours in order to fulfill the practicum course. Students must comply with agreements relating to time, hours and days for attendance at the agency. If the student has to be away for personal reasons, this time must be made up. **Breaks, vacations, and statutory holidays are not to be included when calculating placement hours.**
- c. **Students may count lunch hour as part of practicum if it is a working lunch. If they take a break, which we encourage as a practice, then it is not to be counted as a placement hour. Students should not work through lunch to leave placement early. Students are expected to work the regular hours of the placement site.**
- d. Students **must** make up time missed due to inclement weather and/or illness. Students do not get sick time off from placement.
- e. Students must notify their Field Instructors if they are ill and unable to be present at the practicum setting. If a student is absent for one week or more at any given time, the Faculty Advisor must be informed.
- f. If the placement agency has arranged training or workshops for students, every attempt to attend should be made. If a student cannot attend, an explanation should be provided to the Field Instructor.
- g. Students are expected to keep a log of the days and times they are present at the placement site or are involved in placement activities. A **Placement Supervision Log** has been provided (*see Appendix I*) as a format for recording placement hours. Some agencies may recommend their own format - this will also be acceptable. However, an original, signed copy of the log should be submitted to the student's Faculty Advisor at the end of the placement. Attendance logs are to be signed by the Field Instructor(s) and the placement student. Please note that attendance logs/log of hours are

mandatory and kept in the student file for 7 years.

It may also be a good idea for students to keep a personal journal of their placement experiences as a tool for learning. Keeping a journal not only provides a written log of activities that the student was involved in, it also encourages self reflection and therefore further learning about oneself. Students who choose to keep a personal log, however, should do so while safeguarding confidentiality. For example, names or any type of identifying information (e.g., social insurance numbers, etc) of clients should not be included in journal entries. ***The personal journal is not a requirement for the practicum course and therefore need not be submitted to any member of the School of Social Work.***

- h. **If a student is working 3 days a week or less, they will be required to complete additional hours to meet the April deadline for June convocation.**
- i. If a student starts their placement in January and plans on convocating in June, they will need to complete their hours by the end of April. This is not always possible and most January students end up convocating in October.

XIII. Attending Integrative Seminars organized by Faculty Advisors in the term in which the placement begins (see Section B, item 6 for further details). A schedule of these seminars will be included in the student's confirmation package. If there is a conflict with the schedule, students must speak with their respective Faculty Advisor and/or the Field Education Office.

**Note: Attendance at all 4 Integrative Seminars is mandatory.**

XIV. Issues related to OSAP (Ontario Student Assistance Program)

It is understood that some students depend on financial assistance from OSAP in order to further their education. OSAP eligibility is assessed on an individual basis and is dependent on many things - students should consult with the Office of Student Financial Services (OFS) at 416-872-york, or website <http://sfs.yorku.ca/aid/osap/index.htm>

Students on OSAP must ensure that they are registered in 18 credits in an academic year (9 credits per term i.e. Placement 6 credits plus a 3 credits course in the Fall and same in the winter).

XV. To sign the BSW Student Agreement for Placement before beginning placement (Please see Appendix O).

**A. Other student responsibilities:**

I. Code of Conduct:

Students are subject to the School of Social Work **BSW Student Professional Behaviour Policy** (Section F, item 3) and by the Code of Ethics of the CASW (see the **Required Reading** list in Section B).

II. Application to Graduate

York University hosts convocation ceremonies in June and October of each year.

You must apply to graduate online before your record will be examined to ensure that you have completed all of your degree requirements. If you are planning on graduating in the near future, please apply online at: <http://www.yorku.ca/mygrad/preparing/apply/#>

***It is suggested that students apply for graduation upon registering in their final course(s).***

Please consult with the Registrar's Office for application deadlines.

The Office of the Registrar reviews every applicant's academic record in order to determine eligibility to graduate. Letters are sent to students who appear to be missing a degree requirement. Questions pertaining to eligibility to graduate should be directed to the Degree Audit Unit of the Registrar's Office at [degaud@yorku.ca](mailto:degaud@yorku.ca).

<http://www.yorku.ca/yorkweb/currentstudents/myonlineservices.html>

**If you do not apply by the deadline, you will not graduate at the appropriate Convocation ceremony!**

Should you have questions and/or concerns about applying to graduate please contact the Registrar's Office at 416-736-5262.

### III. Requesting References

Students sometimes require reference letters in order to apply for graduate studies or apply for employment. The Field Education Office Staff cannot provide references for the following reasons:

- Field Education Office Staff were not direct supervisors and therefore cannot speak to the work ethics and practices of any student
- Field Education Office Staff are not engaged in teaching students and therefore cannot speak to the academic practices of any student

Any requests for references should be referred to the respective Faculty Advisor and/or the Field Instructor. The student's Final Evaluation may be used by the Faculty Advisor or Field Instructor to formulate a reply.

## 2. RESPONSIBILITIES OF THE FIELD INSTRUCTOR

The role of the Field Instructor is critical to the development of a successful practicum. The quality of the relationship between the Field Instructor and student will determine whether optimum learning will occur. Successful placements are founded in a climate which encourages openness and the freedom of both student and Field Instructor to look critically at their work and teach and learn experientially.

Field instruction is a branch of social work practice with its own conceptual base, special skills, and unique process. It is more than an apprenticeship. It involves the synthesis of theory with practice specifically to provide the delivery of effective and responsive social work.

### **Specific responsibilities include:**

- A. Orienting the student to the agency, clientele and community. This includes providing an introduction to students on the agency's mission statement, the structure of the agency, the agency's policies (e.g., health and safety, harassment, working with clients, etc.), any legislation that governs the operation of the agency, to persons who they will be working with, to procedural systems such as preparing and writing reports, maintaining case files, issues around interviewing or meeting with clients, etc.

It is an expectation that the student will become aware of the structural organization of the agency, the decision making process, policy and procedures, funding sources, and relevant

legislation.

- B. Developing with the student, within the first three weeks, a learning contract outlining the learning objectives of the student during the placement, the days and hours students will be at the agency, the nature of the work load and the expectations of the Field Instructor concerning the use of time set aside for direct supervision, usually at least one hour per week.
- C. Selecting and making available to the student practice experiences in the agency that reflect the range of activities possible in that setting. Assignments should be made within the first week of placement with discussion and guidance.
- D. Integrating the student's work with that of other agency personnel where applicable.
- E. Holding regularly scheduled supervision sessions with the student regarding the learning and practice experience based on direct observation of the student's performance or written or taped material. This time should be established at the beginning of the placement and included in the Learning Contract as an ongoing appointment that will only be changed through mutual negotiations between the student and the Field Instructor. For example, *supervisory meetings will be held on Tuesdays, 10:00 a.m. to 11:00 a.m.*

The supervisory sessions are critical to the placement. These meeting times provide consistent opportunities for students and Field Instructors to review experiences, discuss concerns, make observations and reflect on the student's learning.

- F. Providing opportunities for the student to observe the instructor's work and to engage in follow-up discussions based on the observation.
- G. Facilitating observation of and work experience with other workers.
- H. Continuous discussion with the student around progress and performance in addition to formal evaluations. Evaluation should always be a joint endeavour between the student and Field Instructor. The Mid Point Progress Review and Final Evaluations are to be completed online (by both student and Field Instructor) and a signed copy should be submitted to the Faculty Advisor. A sample evaluation form is included in this manual (*see Appendices K and L*).
- I. Allowing students to leave placement early to attend their Integrative seminars (if Integrative Seminars fall on placement days). Post degree and Direct Entry students are expected to attend four (4)- two (2) hour Integrative Seminars with their Faculty Advisor. These times will be arranged at the beginning of the practicum by each Faculty Advisor. Students and their Field Instructors are informed of these times in their confirmation of placement packages. Students are required to make up the time at their placement agency if their integrative seminar conflicts with their placement hours.
- J. Reporting to the Faculty Advisor any difficulties that may arise in the student/instructor relationship or in the placement that impede learning at the earliest possible date so that a mutually agreeable resolution may be found.
- K. In consultation with the student, preparing a mid-point progress review and final evaluation to be completed and submitted online. A copy of the final evaluation must be given to the Faculty Advisor.
- L. Attending Field Instruction seminars held at the School during the term. We request that Field Instructors who have not had previous experience supervising a student attend all of the Field Instructor Training Seminars offered by the School of Social Work. These training seminars are offered throughout the academic year. Experienced Field Instructors who are supervising a York social work student for the first time are also strongly encouraged to attend at least one of the three (3) seminars offered each term.

### **3. RESPONSIBILITIES OF THE FACULTY ADVISOR**

The Faculty Advisor's role is viewed as an integral component of the Practicum and consists of administrative and pedagogical responsibilities. The Faculty Advisor provides the link between the School and the placement site.

The Faculty Advisor:

- A. Initiates contact with the agency and student at the beginning of the placement in order to:
  - I. Ensure that the Field Instructor has received the confirmation package that will be needed, and this information are understood by both student and Field Instructor.
  - II. Verify the start date, days, and hours of placement and supervisory time for the student.
  - III. Set up a meeting between themselves, the Field Instructor and the student. (see B. below)
  - IV. Provide the field placement instructor with their contact information for inquiry, concerns and information. It is important to remind the student and Field Instructor of procedures related to the practicum should situations arise.
- B. Faculty Advisors normally visit each student at their placement site once during the placement period unless circumstances arise during the placement which require further meetings. In some cases alternate arrangements to a visit can be made, in particular if a student is completing their placement outside the Toronto area.
- C. Receives and reviews a copy of the signed learning contract.
- D. Ensures that the mid-point and final evaluations have been received online and review these evaluations.
- E. Reviews student Log of Hours online
- F. Determines students' final grade based on the final evaluation prepared by the Field Instructor and student, the written reflective paper, log of hours, any other assignments negotiated during the placement, and information obtained in the field visit.
- G. Ensures that the final evaluation and the reflective paper are submitted by the deadline. The Faculty Advisor must in turn, ensure that they have forwarded a signed Learning Contract, the final evaluation, the log of hours and their Faculty Evaluation of the placement to the Field Education Manager by the deadline provided.
- H. Convenes 4 Integrative Seminars (2 hours each).
- I. Arranges meetings and conferences to resolve any difficulties in the placement and advise the Field Education Manager accordingly. These meetings should be held at the earliest signs of difficulty so that necessary changes and adjustments can be made which, in turn, might save a placement from breaking down.

## **4. THE SCHOOL OF SOCIAL WORK**

### **A. THE PRACTICUM COMMITTEE**

School of Social Work, York University

#### **PRACTICUM COMMITTEE**

Terms of Reference

Revised December 12, 2012

#### **1.0 GENERAL**

The Practicum Committee is a standing committee of the School of Social Work, York University. The Committee reports to the Faculty of the School.

##### **1.1 Committee Mandate**

The objectives of this Committee are as follows:

- to develop and recommend policies and procedures relating to the Field Placement
- to bring together a cross-section of constituencies for ongoing development of field education in Social Work
- to provide a forum for each constituency to bring issues and concerns relating to their specific areas relating to the Practicum
- to make recommendations to the Faculty of the School regarding the Practicum
- to provide consultation to the Field Education Office for any matters relating to the field
- to suggest the development of new and innovative practicum sites
- to enhance the integration of the Practicum into the curriculum
- to promote and enhance diversity in all aspects of field education

#### **2.0 MEMBERSHIP**

##### **2.1 Committee Composition**

- 1 B.S.W. student representative;
- 1 M.S.W. student representative;
- 1 Contract Faculty Advisor;
- 3-4 Full Time Faculty Members;
- 2 Field Instructors representatives
- Field Education Staff

The Field Education Manager, Field Education Coordinators (BSW and MSW programs) and the Field Education Program Assistant shall also be members of the Practicum Committee.

If you are interested in joining the Practicum Committee, please reach out to the Field Education Manager in September.

### **B. FIELD INSTRUCTOR SEMINARS**

The Field Education Manager will convene a series of Field Instructor Training Seminars each academic year. The content of these educational seminars will differ and are tailored to address issues that may arise from placements in each term. Current trends in field education

may also be examined.

These Seminars serve as an orientation for first time Field Instructors, provide opportunities for networking and for Field Instructors to have direct input into the education process, and thus influence and help shape field education. Field Instructors are recognized as valuable given their knowledge and expertise.

Field Instructor Seminars information is included in the confirmation packages emailed to the Field Instructors prior to the start of a placement.

**It is strongly encouraged that all first time Field Instructors attend the Field Instructor Training Seminars. It is also recommended that Field Instructors who have prior experience but are supervising York students for the first time attend at least one of the three (3) seminars offered each term.**

## **5. COORDINATION BETWEEN THE SCHOOL AND THE AGENCY**

Once a placement has been arranged through the Field Education Office, the Faculty Advisor will assume the responsibility of direct liaison with the student and the Field Instructor. Field placement is a three-way understanding or contract among student, Field Instructor, and Faculty Advisor. Anyone of the three individuals involved may initiate meetings on any area of field practice. While the student's performance is evaluated jointly by the Field Instructor and Faculty Advisor, the School determines whether the student has met the requirements to receive a Credit grade.

## **6. SCHOOL AND STUDENT OBLIGATIONS IN SECURING PLACEMENTS**

It is important to note that a student is not guaranteed a placement simply because they have completed the academic portion of their degree. Students are expected to demonstrate readiness for practice in the process of securing a placement in addition to the fulfillment of the practicum hours. The following process applies to each attempt to secure a placement.

The student's obligations include:

- A. Completion of the practicum pre-requisites (refer to section B, item 3) social work courses.
- B. Research and exploration of appropriate placement sites in collaboration with the Field Education Coordinator.
- C. Submission of a completed application for practicum by the due date to the Field Education Office.
- D. Prompt follow up when required by the field office to contact the coordinator or a placement site.
- E. Consistent attendance at interview opportunities.
- F. Appropriate professional conduct during an interview.

The School's obligation in relation to field placements is to make a reasonable attempt to secure a placement for a student. Following three unsuccessful attempts to secure a field placement for a student the Field Education Manager and the Undergraduate Program Director may request that a review committee be struck consisting of the Field Education Manager, a Field Instructor who is a member of the practicum committee and a Faculty Member who is a member of the practicum committee to consult on what additional steps if any might be taken to resolve the placement difficulty for the student. At this point the student's professional suitability for continuing in the program will be assessed.

School of Social Work Regulation on Involuntary Withdrawal – Please see section F – Item 2

# **SECTION E**

# **STUDENT EVALUATION**

## 1. THE LEARNING CONTRACT

### A. General

The Learning Contract is a document that is designed jointly by a student and their respective Field Instructor to define the structure and goals of the student's placement experience. This document will be unique and specific to each placement.

The **Learning Contract** should contain:

- information about the learning goals established for the placement and arising out a merger of the student's individual learning goals, the objectives of placement for the School and the work of the agency
- the teaching opportunities that the Field Instructor will be able to offer the student
- the activities and/or programs that the Field Instructor will be able to provide the student access to within the agency.

Information provided in the Learning Contract should be specific and task oriented, and tasks should be verifiable. Methods of evaluation and procedures for observation of work should also be discussed and included in the Learning Contract.

The Learning Contract should be completed online **by the end of the third week of the** placement. Once completed, the Learning Contract should be printed and signed by the student and the Field Instructor. The signed copy should be given to the Faculty Advisor as soon as possible.

The Learning Goals on the Learning Contract can be revised at the midpoint or final evaluation of your placement.

Some students in this program may bring with them extensive work experience and maturity, while others may not. Thus, the learning objectives of the practicum will vary with the level of knowledge and skill that students will demonstrate as the practicum progresses.

It is incumbent upon Field Instructors and students to develop learning objectives which acknowledge the current level of competence, as well as provide opportunities for new and advanced learning goals. Student learning should include opportunities for discussion around integration of theory and practice and also life experiences. Although many agencies may operate on a micro/clinical orientation with respect to cases, the expectation is that the student will incorporate knowledge and understanding of social, economic and political systems.

### B. Components of the Learning Contract

There are two components to the learning contract: the **administrative agreement** and the **educational agreement**.

- a. The Administrative Agreement contains specific information and should be negotiated at the **beginning** of the placement. This agreement concerns the establishment of the following:
  - the length of the placement
  - the specific days and hours the student will be at the agency
  - the specific day and time when the student and Field Instructor will meet for supervision
  - the expectations of the Field Instructor concerning the preparation for supervision, (for example, process recording, tapes, questions, oral discussion of projects, feedback from other staff, observations, etc.)

## II. The Educational Agreement

This agreement should evolve out of a **collaborative** effort between the student and the Field Instructor and be revised accordingly during the course of the placement. Student assignments are included in this agreement and may include clinical, community, policy and administrative duties. Opportunities for students to attend and participate in educational seminars, meetings and conferences may also be included. Specific tasks and the methods for completing and evaluating them should also be included.

The educational section of the learning contract includes as its framework five (5) development areas, and their associated criteria, that are consistent with, and reflect, the School's Mission Statement to develop practice strategies for human rights and social justice that affirms personal experiences are embedded in social structures. The developmental areas include:

- a. Theoretical Frameworks
- b. Social Work Practice Skills
- c. Anti-oppressive Practice Skills
- d. Critical Reflective Practice Skills
- e. Workplace Skills

Students use the major developmental areas, and their associated criteria, as a guide toward the development of learning goals. Students are expected to complete the two columns under each developmental area and identify for that area 'major learning goals' and plans for goal attainment. Students are expected to have 2 - 5 learning goals per developmental area. Once the learning contract is completed it is submitted on-line to both the field instructor and Faculty Advisor for review.

A sample copy of BSW **Learning Contract** is included in this manual for reference. Please see Appendix J.

### 2. Mid Point Progress Review

The Mid Point Review is based upon the learning contract developed by the student and the field instructor. At the mid point mark of the placement (approximately 350 hours), students should have a formal meeting with their field instructor to discuss achievements to date, based on the goals for placement as identified by the School and in the student's learning contract.

The progress review form should be used as a guide to ascertain achievements and also to clarify students' critical path of focus for the remainder of the placement.

At the mid point the student should be able to highlight strengths and be able to focus on a more intense application of skills to be improved in identified areas.

The **Mid Point Progress Review** consists mainly of a checklist indicating the development of the student in accordance with the learning objectives and expectations. This mid point progress review is important for the student and Field Instructor to discuss strengths and areas of improvement to be considered for the final part of the placement.

The mid-point is also a critical period to assess the student's abilities and competence as a social work professional at the undergraduate level. The Field Instructor is asked to indicate the level of progress in each area using the following scale:

**In Progress:** Refers to the tasks students are currently performing and where gains are currently being made.

**Well Developed:** Student already has knowledge, experience and critical understanding of the particular task.

**Needs Further Development:** At this time, the student may need more time to develop particular

skills.

The goals of the learning contract should be revised to reflect areas identified as needing improvement. The revised learning contract is then used as a guide in the final evaluation process.

The **Mid Point Progress Review** is to be submitted on-line to the Faculty Advisor and the Field Instructor.

A sample copy of BSW **Mid Point Progress Review** is included in this manual for reference. Please see Appendix K.

### 3. THE FINAL EVALUATION

The **Final Evaluation** is an essential part of the field experience because it depicts the students' achievements in placement and signifies completion of the practicum course.

The completion of the Evaluation should be based on the learning objectives outlined in the **Learning Contract**.

The student and Field Instructor should approach the evaluation with a general discussion which draws together the work of all the preceding supervisory sessions. The Field Instructor may ask the student to do a self-evaluation which can then be discussed and incorporated into the final evaluation.

The Field Instructor is asked to indicate the level of achievement in each area using the following Rating (1 – 5) scale:

- 1 -- Unacceptable: The student demonstrates little understanding of the skill and knowledge base needed to achieve this skill level in practice.
- 2 -- The student understands the skill but has limited ability to adopt in practice.
- 3 -- The student understands the skill and makes tentative attempts to put into practice.
- 4 -- The student has demonstrated effective use of the skill.
- 5 -- The student uses this skill regularly and appropriately as part of his/her interpersonal style.

The final evaluation should be submitted to the Faculty Advisor online by the field Instructor. In addition, the student must also submit a hardcopy of the final evaluation to the Faculty Advisor.

The grade submitted to the University on behalf of the Faculty Advisor is either a **CREDIT or FAIL**, which indicates whether the student passed or failed the course. The actual evaluation is individually detailed to yield a more precise measure of the student's performance and the amount of growth that has occurred in specific areas.

The completed evaluation becomes a part of the student's permanent record. The School of Social Work will maintain a file for each student which will include the Final Evaluation, as well as any additional comments by the Faculty Advisor. The student file will be stored for a maximum of 5 years after graduation.

Any requests for references should be referred to the respective Faculty Advisor or Field Instructor. The evaluation will not be sent out in response to a reference request, but can be used by the Faculty Advisor or Field Instructor in formulating a reply.

A sample copy of the BSW **Final Evaluation** is included in this manual for reference. Please see Appendix L.

### 4. THE REFLECTIVE PAPER - *to be completed by the placement student*

The reflective paper is an important part of the Practicum because it provides a medium for reflection and consolidation of the student's learning experience(s). The reflective paper usually describes

significant learning which occurred during the placement process. This learning could include observations and challenges around understanding bureaucracies, organizational procedures, particular challenges with a policy, community organizing, social action or direct practice with an individual client, family or group.

**The reflective paper constitutes part of the requirements for passing the Practicum course and must be submitted to Faculty Advisor along with the Final Evaluation.**

Each Faculty Advisor will provide a detailed outline of the requirements for this paper during the Integrative Seminars. Students should consult with their Faculty Advisor if they have questions about this assignment

**NOTE: the Field Office does not file the reflective papers. Students are encouraged to arrange with their Faculty Advisors to pick up their reflective papers.**

## **5. INTEGRATIVE SEMINARS**

Integrative Seminars are held four (4) times per academic year for two (2) hours each session. Each faculty advisor is responsible for convening these seminars with their group of students. The seminars are mandatory and part of successfully completing the placement requirement. The Integrative Seminar provides a dual focus with an opportunity to blend the academic world with real practice. With Faculty guidance, students can more consciously reflect on ways to practice and have some critical discussion around the role of theory and practice. These seminars provide a powerful form of integration at a cognitive level. Students have the space to think, analyze, make connections, share ideas relating to culture and organizational practice, realize workplace stress and discuss how the real work impacts on them as student practitioners.

The Faculty Advisor facilitates discussion and allows students time to compare and critically analyze field experiences, provides emotional support and encourages peer interaction. Students may also discuss issues relating to power, organization, oppression and other challenges which will advance their learning and understanding of professional practice.

### **Policy for Missed Integrative Seminars:**

- 1 missed seminar – reflective (practicum based) assignment of 2-3 pages
- 2 missed seminars -- reflective (practicum based) assignment of 5-6 pages
- 3 or more missed seminars – repeat Integrative Seminars series (unless there is some extenuating circumstances as to why student had to miss seminar e.g. sickness. In this case, a physician's note might be required).

## **6. STUDENT QUESTIONNAIRE OF THE PLACEMENT**

The Student Questionnaire of the Practicum Form can be found in the online Field Education database. The student is asked to complete this evaluation and submit online to the Field Office when the placement finish. The Student Questionnaire is used by the Field Office when exploring future placement for other students.

## **7. PLACEMENT BREAKDOWN / STUDENTS AT RISK OF FAILURE**

Sometimes students experience difficulty in placement that cannot be resolved through supervision with the Field Instructor. This can happen for a number of reasons and may lead to termination of the placement. When placements are terminated it may be as a result of *placement breakdown* or a *placement failure*. The criteria for each are outlined below as well the School policies for addressing each of these situations. The purpose of these policies is to ensure that issues are addressed in a timely fashion and that support is provided to the student in negotiating difficult placement situations.

## A. BSW Placement Breakdown

A placement breakdown occurs when a placement is terminated, after all reasonable steps have been taken to resolve the issues causing difficulties, for reasons that do not include:

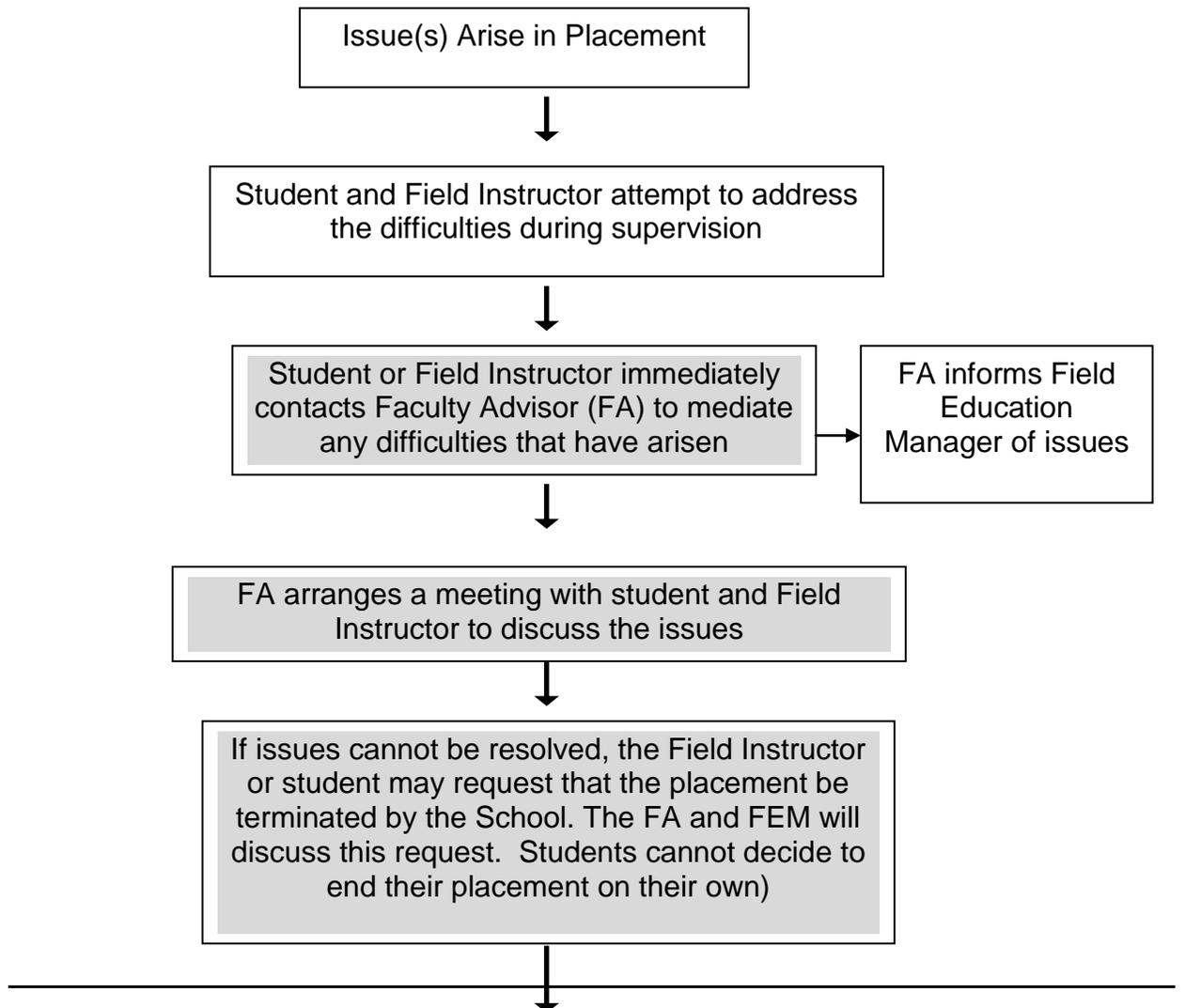
- I. The student's ability to develop the skills necessary to fulfill the placement requirements.

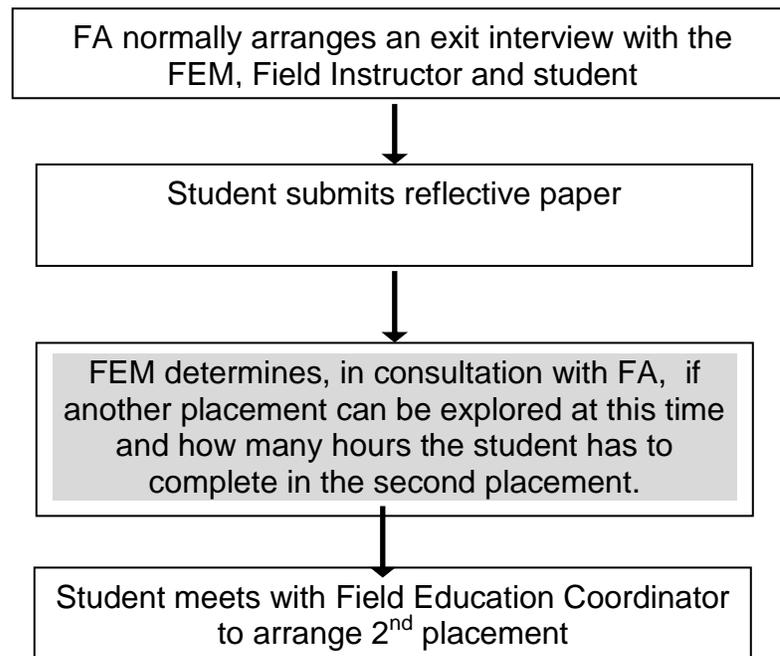
A placement breakdown may occur for a number of reasons. These reasons include but are not limited to lack of adequate supervision; lack of appropriate learning opportunities; lack of fit between the student and agency; lack of fit between the student and supervisor; a personal situation that is impeding the student's ability to sustain the placement.

Engaging in a process of mediation is a learning opportunity for students to build their conflict resolution skills. The Field Education Office encourages the practicum to mirror the future professional relationships. In the event that this conflict resolution process is not possible, the Field Education Office will take the steps to support the students with their placement breakdown.

Students end a placement without following the placement breakdown process as identified below.

**Students may not end a placement without following the placement breakdown process as identified below.**





- I. Student and Field Instructor attempt to address the difficulties arising in the placement during supervision. The Faculty Advisor is to be notified of these difficulties and the planned steps to be taken by the student and Field Instructor
- II. In cases where these attempts are not successful, or where the student is not comfortable in talking to the Field Instructor, the student is to notify the Faculty Advisor. Normally the Faculty Advisor arranges a meeting with the student, the Field Instructor, and the Field Education Manager (if required or requested), to discuss the presenting issues. At this meeting a plan of action with timelines for follow-up will be shared. Follow up should take place no more than 14 days after the initial meeting.
- III. If the difficulties cannot be resolved following a meeting between the student, Field Instructor and Faculty Advisor, a request that the placement be terminated by the student, School, or placement agency can be made.
- IV. The decision to terminate a placement will be made by the Field Education Manager in consultation with the Faculty Advisor. Decisions will take into account the best interest of the student, Field Instructor, and the Agency.
- V. If there is disagreement about whether or not the placement should be terminated the Field Education Manager in consultation with Faculty Advisor will determine the course of action to be taken. Decisions will take into account the best interest of the student, Field Instructor and agency. *This situation may result in an involuntary withdrawal of the student from the placement.*
- VI. Following a decision by the Field Education Manager and Faculty Advisor to terminate a placement as a result of a placement breakdown, the Faculty Advisor arranges an exit interview. Normally the Field Education Manager, the Faculty Advisor, the student and

Field Instructor will attend this meeting to finalize the ending of the placement. The exit interview is designed to provide an opportunity for the student and Field Instructor to each say a few words about why they feel the placement has ended and create a sense of closure for both sides. There may be times when students feel some trepidation about voicing their experiences in an exit interview. In these situations both the Faculty Advisor and Field Education Manager will be sensitive to this and ensure that the student is supported throughout this process.

- VII. The student will be required to write a reflective paper up to 6 pages in length, outlining what they have learned from the placement breakdown experience including: their perspective on why the placement broke down; what they could have done differently; and how they believe they would benefit from participating in an alternative placement. Similarly, there may be cases where it appears that there are questions regarding the agency and/or Field Instructor's suitability to supervise a social work student. In these situations, the agency and/or Field Instructor's suitability as a placement option will be reassessed by the Field Education Manager.

Once a placement breakdown process as outlined above has occurred, students may be eligible for an alternative placement. **The Faculty Advisor and the Field Education Manager will determine whether or not another placement can be explored based on the student's reflective paper.** The Faculty Advisor and Field Education Manager will also determine how many hours, **if any**, the student is eligible to transfer from the first placement to the alternative placement. **For the BSW programs, a maximum of 300 hours can be carried over to their second placement. Students still need to complete a total of 700 hours.**

If students have completed more than 300 hours and the placement breakdown is a result of unforeseeable circumstances unrelated to a student's performance (i.e., student's safety at risk) all hours can be transferred to the second placement.

Once a student's readiness and the transferable hours have been determined, the student will meet with the Field Education Coordinator to begin the process of arranging an alternative placement. Students need to be aware that the time it takes to find an alternative placement will vary according to the availability of placement opportunities. At times, the process of finding another placement may delay a student's convocation.

**Timeline for finding a new placement after a placement breakdown has occurred:**

If a student has not secured an approved placement in 1 (one) month of actively working with the BSW Field Education Coordinator, the student will need to defer their placement until the following placement term. The student will then be re-assigned a new Integrative Seminar section.

**Exceptions to the Breakdown Policy can be made by the Field Education Manager at any step based on Health and Safety reasons or concerns.**

**B. BSW Placement Failure**

A failure is based entirely on the student's performance in the practice setting and is determined by the Field Instructor, the Faculty Advisor and/or the Field Education Manager.

Reasons for failure include but are not exclusive to:

- I. Failure to meet the expectations for BSW level practice expectations.
- II. Student engages in actions that jeopardize the well-being of the agency, the Field Instructor or a client.
- III. Student engages in unethical practices proscribed by the BSW Student Professional Behavior Policy. (Section F, item 3)
- IV. Repeated behavior or actions exhibiting racism, homophobia, sexism or any other form of discriminatory behavior;
- V. Actions that result in harming the reputation of the agency; clients or field instructor while in or associated with the placement.

As with placement breakdown issues, it is important that issues regarding students capacity to develop skills or engage in professional behavior are attended to in a timely manner in order that these issues are addressed as soon as possible.

When contemplating a failure it is important that both the Field Instructor and the student attend to the following process. This will ensure that the student is supported in their learning and that all parties are working toward the common goal of the student passing the practicum, and to ensure that the reasons for failure are in fact due to the student's lack of progress and not to other factors. If it appears that the student's difficulties in placement are due to other factors than skill development then the process should be followed:

- I. The Field Instructor brings the area of concern to the immediate attention of the student and the Faculty Advisor.
- II. The Field Instructor, student, Faculty Advisor and Field Education Manager meet to discuss the concern and determine if the lapse of professional behavior requires involuntary withdrawal from the placement (See section F.2 Involuntary Withdrawal Policy ) and initiation of a Student Professional Behavior Review (see Section F.3 BSW Student Professional Behavior Policy).
- III. A Student Professional Behavior Review may result in both failure of the placement and/or withdrawal from the program. In cases of a serious breach in professional behavior in a practicum setting, the Student Professional Behavior policy enables the School to require a student to withdraw from the BSW program. In such cases, the student is withdrawn from the practicum setting and given a failure in the course. The case will then be referred for a BSW Student Professional Behavior Review. If the BSW Student Professional Behavior Review determines that the breach is serious enough to warrant failure in the course and withdrawal of the student from the BSW program, the student should not be seen as having the right to repeat a practicum course by virtue of the Senate Policy on Repeating Passed or Failed Courses.
- IV. If following a BSW Student Professional Behavior review a student fails placement but is granted permission to undertake a second placement they will have to wait until the next regular placement period for students in the BSW program.

# **SECTION F**

# **LEGAL AND ETHICAL REQUIREMENTS**

## 1. AGREEMENT BETWEEN THE SCHOOL AND THE AGENCY

An Affiliation Agreement for Practicum Experience has been developed and is entered into with placement sites.

The Affiliation Agreement stipulates the contractual requirements of the Field Instructor(s) and/or placement site and the School.

The Affiliation Agreement is signed by the Dean of the Faculty of Liberal Arts and Professional Studies at York University and the Field Education Manager at the School of Social Work and then forwarded to placement site. The Affiliation Agreement is to be signed by the Education Coordinator/Liaison or a designated person with signing authority at the placement site. The appropriate agency representative will keep a copy of the signed Agreement for their records and return the original with a copy of the placement site's certificate of insurance to:

Field Education Office  
School of Social Work  
S880 Ross Building  
York University  
4700 Keele Street  
Toronto, Ontario M3J 1P3

## 2. York University BSW Student Professional Behaviour Policy

The Bachelor of Social Work (BSW) degree is an important determinant of eligibility for registration with the Ontario College of Social Workers and Social Service Workers. Given the professional trajectory of the BSW degree, a professional standard of behaviour is expected from social work students. At issue in this policy is the protection of the public and the University's role in graduating competent professionals.

Progression through the BSW program at the School of Social Work at York University is contingent on students' behaviour meeting the ethical and behavioural standards set forth in the *Canadian Association of Social Workers Code of Ethics (CASW) 1*, the *Ontario College of Social Workers and Social Service Workers Standards of Practice 2*; the *York University Student Code of Conduct*, and other relevant York University policies 3 including but not limited to the Sexual Harassment Policy and the Policy Concerning Racism.

This policy recognizes the general responsibility of the faculty members of the School of Social Work to foster acceptable standards of professional behaviour and of the student to be mindful of and abide by such standards.

### A. Behaviour that may result in withdrawal from the BSW program

A student may be withdrawn from the BSW program if he or she:

- I. commits any breach of the CASW Code of Ethics, the Ontario College of Social Workers and Social Service Workers Standards of Practice, and/or any York University Policy that relates to student behaviour, such as the York University Student Code of Conduct or the Senate Policy on Academic Honesty that would engage the behavioural and ethical standards of the profession;
- II. engages in any proscribed behaviour in a practicum agency as detailed in the School of Social Work's Practicum Manual;
- III. acquires a criminal conviction after being admitted to the program (or which was acquired prior to admission but became known only after having been admitted to the program) which jeopardizes the student's ability to gain registration as a social worker; or
- IV. engages in behaviour that impairs the performance of professional responsibilities.

## **B. Jurisdiction**

Allegations of a breach of professional behavioural or ethical standards by a student enrolled in the BSW degree program offered by the School of Social Work, York University shall be dealt with by the School of Social Work, York University in accordance with the procedures outlined below.

<sup>1</sup> [http://www.casw-acts.ca/practice/code3\\_e.html](http://www.casw-acts.ca/practice/code3_e.html)

<sup>2</sup> [http://www.casw-acts.ca/practice/guidelines\\_e.pdf](http://www.casw-acts.ca/practice/guidelines_e.pdf)

<sup>3</sup> for a complete list see <http://www.registrar.yorku.ca/services/policies/index.htm>

## **C. Procedures for determination of whether a Student Professional Behaviour Review is Necessary**

- I. Any breach of professional behaviour that is deemed so serious that it may warrant requiring a student to withdraw from the program will initiate a Student Professional Behaviour Review.
- II. NonPracticum Courses: In instances where a Course Director of a nonpracticum social work course has concerns about student behaviour that have not been resolved through discussion with the student, he or she will consult with the Undergraduate Program Director. The Undergraduate Program Director, the Course Director and the student will normally meet to discuss the concerns in the hopes of determining a resolution. If no resolution is achieved or if conditions agreed to by the student as part of the resolution were not fulfilled the matter shall be referred for a Student Professional Behaviour Review.
- III. Practicum Courses: In the event that a Faculty Advisor or the Field Education Manager has concerns about the behaviour of a student enrolled in SOWK 4000 6.0 or SOWK 4001 6.0 (Practicum in Social Work I and II), he/she will follow policies detailed in the School of Social Work's Practicum Manual. Where the matter concerns the possible outcome of denying the student an opportunity to complete the practicum requirement, the matter shall be referred for a Student Professional Behaviour Review.
- IV. When allegations of a breach of professional behaviour standards by a student enrolled in the BSW program are reported to have occurred in a venue other than a BSW course or practicum, the matter will be investigated by the Undergraduate Program Director or designate. Normally this investigation will include meeting with the student to discuss the allegation in the hopes of determining a resolution. If no resolution is achieved or if conditions agreed to by the student are not fulfilled the matter shall be referred for a Student Professional Behaviour Review.

## **D. Student Professional Behaviour Review**

- I. Once notified of a potential breach of professional behaviour standards by a student in the BSW Honours degree program, the designated Faculty office shall post a block on enrolment activity in the concerned course or courses. The student may not drop or be deregistered from the course for any reason, nor withdraw from the University, nor may transcripts be released to the student until a final decision is reached.
- II. The Undergraduate Program Director of the School or his/her designate convenes a review committee consisting of three members. The review committee will consist of the Associate Dean of Students of the Faculty, or his/her designate; the Director of the School of Social Work; and one other member of the BSW Program who has not been privy to the allegations. The Undergraduate Program Director of the School or his/her designate, the Manager of Field Education for the School or his/her designate, Course

Directors of courses in which the student's behaviour has become an issue, Field Instructors where the behaviour occurred in a practicum setting and other representatives of the professional may be called to serve as witnesses. When the alleged breach of professional or ethical standards occurs in a noncourse or practicum setting, other persons may be called to appear as witnesses.

- III. The student will be notified in writing by email and by priority commercial post of the intention to hold a Student Professional Behaviour Review and provided with suggested times and dates. It is the student's responsibility to provide the School with current email, postal and telephone contact information. Failure to do so may result in shorter or no notice being received. In such a case the Review may take place without the student. The letter notifying the student of the Review shall include a summary of the alleged breach of professional standards and an outline of the procedures to be followed at a Student Professional Behaviour Review. If the student wishes to file a written response to the allegation, it must be received within fourteen calendar days of the date on which the notification of the Review was sent to the student. All parties are required to inform the Review Committee of their intention to call witnesses and the names of these witnesses at least seven calendar days prior to the Review.
- IV. The student has seven days to respond so as to fix the time and date for the meeting. If the student does not respond in a timely way, the Review may take place without the student.
- V. The student may be accompanied by a representative. In such a case, the representative's name and relationship to the student must be provided to the Director in advance of the Review.
- VI. The Director or designate chairs the Review and a School staff person take notes. The representatives of the School first present their concerns. If witnesses are present they are called to present their information concerning the alleged behaviour of the student. The student is then given an opportunity to ask questions about the concerns and evidence presented and to respond to them. Finally, the representatives of the School have an opportunity to comment on any issues or information that has been presented by the student. The Review Committee is not bound by formal rules of evidence applicable in courts of law.
- VII. When all available relevant evidence and witnesses have been heard and both the School and student have had opportunity to provide comment, the Review Committee shall then enter into a closed session to determine whether a breach of professional standards or ethics has occurred and, if so, what actions will be taken. The decision is made by a majority vote of the review committee.
- VIII. A Student Professional Behaviour Review will result in one of four outcomes:
  - a. A finding that no breach of professional standards or ethics has occurred. No records will be retained.
  - b. A finding that a breach of professional standards or ethics has occurred but it is determined that no action other than remedial educative measures will be taken;
  - c. A finding that a breach of professional standards or ethics has occurred that warrants the imposition of conditions on the student as a requirement for continuation in the program.
  - d. A finding that a breach of professional or ethical standards has occurred that warrants either or both assigning a grade of F in the course and withdrawal of the student from the BSW Honours degree program.
- IX. The decision of the committee shall be communicated to the student in writing, delivered by hand or by mail. A record of the decision will be retained in the Office of the Director of the School of Social Work, regardless of the severity of the penalty, and be held for a time consistent with the University's records retention guidelines. This record is for

internal academic purposes only. A note shall be placed on the Student Information System to bar withdrawal from the course.

#### **E. Appeals**

Students may appeal to the Senate Appeals Committee a decision rendered from a Student Professional Behaviour Review on the grounds permitted by the procedures of that Committee. Information on the Senate Appeals Committee procedures can be found at [http://www.yorku.ca/secretariat/senate\\_cte\\_main\\_pages/sac.htm](http://www.yorku.ca/secretariat/senate_cte_main_pages/sac.htm)  
Approved by York University Senate, June 26, 2008

### **3. HEALTH AND SAFETY**

- A. York University assumes coverage for students involved in university education which takes place off campus under normal circumstances. This coverage does not apply to students who are doing a PAID work placement.
- B. A Declaration Letter needs to be signed by the placement site and the student to acknowledge their understanding of the reporting process for WSIB incidents (students are covered with WSIB through the Ministry of Training, Colleges, & Universities, MTCU).
- C. Students must sign a Student Declaration to acknowledge that they, too, understand the *reporting process for WSIB*.

It is imperative that the Declaration Letters (for the agency and the students) be completed and signed at the beginning of the placement. Should an injury occur while the student is at the placement site or conducting placement related responsibilities, this completed form will provide proof of participation, but most importantly this form implies insurance coverage for the duration of the placement by the Ministry of Education.

### **4. STRIKE POLICY**

The School of Social Work recognizes that for students in placement in a unionized environment, a strike during placement is a possibility. Students who are applying for a placement in a unionized environment are encouraged to speak to the agency about the potential for a strike and the agency's policy around students in placement during a strike. In the event that a strike happens, the following policies will be followed:

Students who are on placement in a site where the Field Instructor or other professionals engaging in social work practice are on strike should not cross the picket line in order to perform duties associated with their practicum.

The School of Social Work recognizes that strikes are a reality in the social work profession and therefore sometimes part of the social work practice experience. While it is acknowledged that students are not employees of the placement agency, a strike situation provides an opportunity for learning, albeit a different kind of learning.

Students in placement during a strike are expected to undertake learning opportunities associated with the effects or influences of the strike on their learning. Possible activities that can be undertaken include participating in strike activities, writing a reflective paper, journaling, writing and circulating a letter of support or a research project related to field experience. It is acknowledged that pursuing these learning opportunities will require negotiation between the student, the Faculty Advisor and the Field Instructor. The strike may result in a shifting of responsibilities between the student, faculty advisor, field instructor, and practicum office. This shift in responsibilities is indicated below. Any changes in the student's learning objectives should be documented in the learning contract and the revised contract submitted to the student's Faculty Advisor.

There is a limit as to how many placement hours could be devoted to the kind of learning that could happen during a strike. A suggested limit is fifty (50) hours in an undergrad placement and thirty five (35) hours in a graduate placement. If the strike has not been resolved within two weeks, the practicum office will work with the student to negotiate further arrangements and/or find a new placement. It is important to note that every case is unique and the number of hours that a student has already completed will be taken into consideration when determining the most appropriate option for the student. Students should also be aware that the process of finding a new placement may delay their graduation date.

#### Responsibilities in Cases of strike

##### Field Instructor

- To inform the student of the strike as soon as possible, be sure to give the student the contact information for the union/unit/agency and the names of any the strike representatives.
- If possible, before or during the strike, discuss with the student and/or faculty advisor what types of learning opportunities might be available (ie: does the local unit want student participation, could the student get a sense of the issues for a paper etc).
- It is not the responsibility of the field instructor to supervise or advise students during a strike.

##### Student

- To inform their faculty advisor and the field office of a strike at the practicum site, sending forward any contact information.
- To meet with their faculty advisor to revise and renegotiate the learning contract, devising new learning objectives that pertain to the strike.
- To seek supervision and advice from the faculty advisor for the duration of the strike.
- Will not cross the picket line or seek to perform regular practicum duties outlined in the original learning contract with the agency.
- If the strike continues for more than two weeks the student should meet with the practicum office to negotiate further arrangements and/or to find a new placement. However the student can begin to look for a new placement at the start of the strike if they should so wish. The student should be aware that the process of finding a new placement may delay their graduation.

##### Faculty Advisor

- To contact the union/unit/agency to determine what learning opportunities associated with the strike are available to the student. Be sure that no new learning opportunities involve crossing a picket line (either physically crossing the picket line or doing placement related work from home).
- To collaborate with the student in determining learning opportunities, some possible opportunities include participating in strike activities, journaling, writing and circulating a letter of support, writing a reflective paper, or undertaking a research project related to field experience.
- To incorporate new learning opportunities into a revised learning contract with the student, and to sign off on the new learning objectives.
- To supervise the student for the duration of the strike, this means at least one, one hour supervisory meeting per week.

##### Field Office

- To support the faculty advisors through the process of renegotiating the learning contract.
- To meet with the student to negotiate further arrangements and/or to find a new placement in cases where the strike lasts longer than two weeks or at the students discretion.
- If they are the first to be informed of the strike, they will inform the students and faculty advisors who would be effected by this strike.

*[Strike policy revised and approved by Faculty on June 11, 2012]*

## 5. SEXUAL HARASSMENT

The ethics governing behaviour in a professional relationship between a student and Field Instructor

should be the same as the ethics governing worker-client relationships. Students are particularly vulnerable because of the perceived authority and power of the Field Instructor. If students feel uncomfortable or pressured, they should consult immediately with their Faculty Advisor and/or the Field Education Manager. Please see Appendix B – York University's Policy on Sexual Harassment.

## **6. DEALING WITH PREJUDICE AND DISCRIMINATION**

It is important to note that practices resulting in the oppression and marginalization of minority groups with respect to race, class, colour, gender, culture, age, sexual orientation, religion, language or disability will not be tolerated by the School, and any such offenses will result in termination of the student with that particular agency. Likewise it is incumbent on the agency to report abusive incidents by students so that appropriate actions can be taken. The Office of the Ombudsperson and Centre for Human Rights at York University is available for consultation (*see Appendix E*). Students and/or Field Instructors should consult immediately with the Faculty Advisor and/or the Field Education Manager if such practices occur.

# **SECTION G**

# **APPENDICES**

## APPENDICES

- APPENDIX A - Important Dates
- APPENDIX B - York University's Policy on Sexual Harassment
- APPENDIX C - Sexual Assault Survivor's Support Line (SASSL)
- APPENDIX D - York University's Policy on Racism
- APPENDIX E - Strike Policy
- APPENDIX F - Mandate of the Office of the Ombudsperson
- APPENDIX G - Contact Information – Centre for Human Rights
- APPENDIX H - York University Senate Religious Observance Policy
- APPENDIX I - Instructions for On-Line Placement Application Tutorial
- APPENDIX J - Placement Breakdown/Placement Failure Policy
- APPENDIX K - BSW Learning Contract, Mid-Point Progress Review, and Final Evaluation
- APPENDIX L - Online Learning Contract & Evaluations Tutorials
- APPENDIX M - Guideline on Use of Social Media
- APPENDIX N - Student Declaration of Understanding
- APPENDIX O - York University BSW Student Agreement
- APPENDIX P - Important Information About Police Checks
- APPENDIX Q - Some Agencies Providing Placement to Our Students
- APPENDIX R - Guidelines for Submitting a Work Placement Practicum Proposal
- APPENDIX S - Placement Extension/Grade Deferral Request Form

## **APPENDIX A - IMPORTANT DATES**

All courses at York are offered in a term. Each term has a different start and end date, as well as different dates to add and drop the course. For example an "F" term course is offered during the Fall term. It begins in early September, and ends in December.

### **Important Dates for Fall, Year and Winter Terms**

#### **SESSIONAL DATES**

	<b>FALL</b>	<b>YEAR</b>	<b>WINTER</b>
Classes start	Sept. 10	Sept. 10	Jan. 3
Last date to announce components of final grades	Sept. 24	Sept. 24	Jan. 17
Fall Reading Days <sup>1</sup> (no classes, University open)	Oct. 29 - Nov. 1	Oct. 29 - Nov. 1	
Last date to submit Fall term work	Dec. 7	Dec. 7	
Fall classes end	Dec. 7	Dec. 7	
Fall Study Day <sup>2</sup> (no classes; University open)	Dec. 8	Dec. 8	
Fall examinations <sup>4</sup>	Dec. 9-23	Dec. 9-23	
Winter Reading Week <sup>1</sup> (no classes, University open)		Feb. 13-19	Feb. 13-19
Last date to submit Winter term work		April 4	April 4
Winter classes end		April 4	April 4
Winter Study Day <sup>2</sup> (no classes; University open)		April 5	April 5
Winter examinations <sup>3</sup>		April 6-20	April 6-20

**Important:** It is your responsibility as a student to ensure that you are available to sit for examinations during the entire exam period for the term corresponding to your course. We strongly recommend that you do not make any travel arrangements prior to the end of the term's examination schedule.

#### **Schedule of Fall/Winter Holidays and University Closings**

	<b>FALL</b>	<b>YEAR</b>	<b>WINTER</b>
Labour Day - University closed	Sept. 7	Sept. 7	
Thanksgiving Day - University closed	Oct. 12	Oct. 12	
Winter break - University closed	Dec. 24 - Jan. 2	Dec. 24 - Jan. 2	
Family Day - University closed		Feb. 15	Feb. 15
Good Friday <sup>4</sup> - University closed		March 25	March 25

1. There are four (4) days designated as Fall Reading Days in the Fall term during which classes, examinations and tests will not be held. The University itself will be open and administrative services available
2. The December 8 and April 5 study days are in compliance of the Senate Policy requiring a day off prior to the start of exams.
3. It is your responsibility as a student to ensure that you are available to sit for examinations during the entire exam period for the term corresponding to your course. We strongly recommend that you do not make any travel arrangements prior to the end of the term's examination schedule.
4. Make-up date for Good Friday, March 25, 2016 will be held on Monday, April 4, 2016. The final Monday lecture will occur on Monday, March 28, 2016.

Please refer to the Registrar's website for any further update: <http://www.registrar.yorku.ca/enrol/dates/fw15.htm>

## **APPENDIX B - YORK UNIVERSITY'S POLICY ON SEXUAL HARASSMENT**

**Description:** Applies to students, faculty and staff; Defines sexual harassment

**Notes:** Extracted from 1982 Report of Presidential Advisory Committee. Approved by UEC: 1995/03/13; Approved by BPC: 1995/04/04; Date Effective: 1995/04/04; 1997/02/17.

**Approval Authority:** President

**Signatures:** "William A. Dimma" "Susan Mann"

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### **Definition**

York University strives to provide an environment wherein all students, faculty and staff are able to learn, study, teach and work, free from sexual harassment, including harassment on the basis of gender identification and sexual orientation.

*Sexual harassment is:*

1. Unwanted sexual attention of a persistent or abusive nature, made by a person who knows or ought reasonably to know that such attention is unwanted;
2. The making of an implied or express promise of reward for complying with a sexually oriented request;
3. The making of an implied or express threat of reprisal, in the form of actual reprisal or the denial of opportunity, for refusal to comply with a sexually oriented request;
4. Sexually oriented remarks and behaviour which may reasonably be perceived to create a negative psychological and emotional environment for work and study.

Incidents of sexual harassment, including harassment on the basis of gender identification and sexual orientation shall be investigated and dealt with by the University in accordance with guidelines and procedures put in place for that purpose from time to time.

Students, faculty and staff who, it is determined, have sexually harassed another member(s) of the University community will be subject to discipline and sanctions as are appropriate in the circumstances, including but not limited to discipline and sanctions provided for in Presidential Regulations (in the case of students), and relevant collective agreements.

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\*\* please refer to York University Secretariat website for updates on University Policies:  
<http://www.yorku.ca/univsec/policies/document.php?document=37>

## **APPENDIX C - SEXUAL ASSAULT SURVIVOR'S SUPPORT LINE (SASSL)**

### ***SASSL is a Pro Survivor, Pro Feminist, Pro Diversity Organization***

The Sexual Assault Survivor's Support line (SASSL) exists to provide unbiased and non-judgmental peer support and referrals to survivors of sexual violence.

#### **SASSL provides:**

24 hour crisis line – 416-650-8056  
Office Line – 416-736-2100 Ext. 40345  
Fax Line – 416-650-8051  
e-mail – sasssl@yorku.ca  
Referrals  
Public Education  
Fund Raising

Office location - 4<sup>th</sup> floor of the Student Room B449  
Office Hours 8:30 – 4:30 Monday to Friday

#### **Who are we?**

York University's Sexual Harassment Education and Complaint Centre (SHEACC) realized the need to have an emergency service available to survivors of sexual assault. With the support of York University's administration, SASSL was formed in 1995. SASSL has received funds from the Campus Safety for Women Grant, the Work Study Program and the Graduate Assistant Program.

In March 1999, SASSL was voted by York students to receive a \$2.10 tuition levy to maintain the presence of this important organization on campus.

#### **What do we stand for?**

**Pro-survivor;** We exist as a support network for all survivors of sexual assault, both male and female. We never question the legitimacy of a caller's experience.

**Pro-diversity;** We recognize and respect the different experiences that survivors from similar and different backgrounds face due to race, religion, ethnicity, sex, ability, and/or sexual orientation.

**Pro-feminist;** we recognize that there is a disparity of power in our society between men and women. We also work to provide an equally effective and respectful service for survivors.

#### **What you should know**

Sexual assault can happen to anyone, anywhere regardless of race, religion, gender, sexual orientation, education, culture, ability, socio-economic background, etc.

**Sexual Assault** is any unwanted advance, phrase, gesture, implied meaning, touch, or any other sexual act to which you have not consented. It also includes when someone is forced to perform sexual acts against their will. Sexual Assault violates a person's boundaries, trust and feelings of safety. It is defined by a lack of consent not by the act itself.

**Consent** is the voluntary agreement of a person to engage in sexual activity. It is expressed

permission, agreement and approval that is freely given.

**Sexual Harassment** is any behaviour, comment, gesture or contact of a sexual nature that could be considered objectionable or offensive. It includes implicit and explicit sexual coercion, sexist comments and/or sexual innuendo.

## **Volunteers**

Volunteers at SASSL are an integral part of our student-run organization. It is only through the countless hours contributed by the many selfless volunteers that this service has achieved some of its original goals.

SASSL volunteers are needed to provide support and referrals over our crisis line, participate in educational outreach seminars at schools in the area and on campus, and help raise funds for valuable services such as the women's shelter on campus.

By volunteering for SASSL you give yourself the opportunity to make new friends, participate in volunteer social events, and get that warm, fuzzy feeling inside!

And we only ask that you commit 4 hours of your time each week during our Monday-Friday, 8:30am-4:30pm office hours. Once you feel comfortable with taking calls, you will also be offered the chance to take the occasional overnight or weekend shift, if you are interested. We normally hold training sessions for volunteers in September and January. If you would like more information on training dates and volunteer applications please contact us at 416-736-2100 ext 40345 or drop by our office Room B449 Student Centre.

## **Outreach**

Education and information exchanges are vital components of SASSL's work and growth, in order to maintain contact with all sectors of public and private organizations. Our goal is to provide education to York University's community with regard to the issues surrounding assault on campus. Our educational teams participate in regular workshops within high schools and throughout the York community. Our goal is to aid survivors of sexual violence. Through education, referrals and support, SASSL works towards ending sexual violence within York University community.

For more information, please refer to the SASSL website:

<http://www.yorku.ca/sassl/>

## **APPENDIX D - YORK UNIVERSITY'S POLICY ON RACISM**

### **University Policy Concerning Racism**

**Notes:** Approved by UEC: 1995/05/29; Approved by BPC: 1995/06/21; Approved by the Board of Governors: 1995/06/26; Date Effective: 1995/06/26

**Approval Authority:** Board of Governors

**Signature:** "William A. Dimma"

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#### **Policy**

1. York University affirms that the racial and ethnocultural diversity of its community is a source of excellence, enrichment and strength.
2. York University affirms its commitment to human rights, and, in particular, to the principle that every member of the York community has a right to equitable treatment without harassment or discrimination on the grounds prohibited by the Ontario Human Rights Code, including race and ethnicity.
3. York University acknowledges its on-going responsibility to foster fairness and respect, to create and maintain a positive working and learning environment and to promote anti-racism.
4. Anyone in the York community who infringes a right protected by the Ontario Human Rights Code shall be subject to complaint procedures, remedies and sanctions in the University's policies, codes, regulations and collective agreements as they exist from time to time, and to such discipline (including rustication or discharge) as may be appropriate in the circumstances.

\*\* For more information, please refer to York University Secretariat website:  
<http://www.yorku.ca/univsec/policies/document.php?document=29>

## **APPENDIX E**

### **STRIKE POLICY**

The School of Social Work recognizes that for students in placement in a unionized environment, a strike during placement is a possibility. Students who are applying for a placement in a unionized environment are encouraged to speak to the agency about the potential for a strike and the agency's policy around students in placement during a strike. In the event that a strike happens, the following policies will be followed:

Students who are on placement in a site where the Field Instructor or other professionals engaging in social work practice are on strike should not cross the picket line in order to perform duties associated with their practicum.

The School of Social Work recognizes that strikes are a reality in the social work profession and therefore sometimes part of the social work practice experience. While it is acknowledged that students are not employees of the placement agency, a strike situation provides an opportunity for learning, albeit a different kind of learning.

Students in placement during a strike are expected to undertake learning opportunities associated with the effects or influences of the strike on their learning. Possible activities that can be undertaken include participating in strike activities, writing a reflective paper, journaling, writing and circulating a letter of support or a research project related to field experience. It is acknowledged that pursuing these learning opportunities will require negotiation between the student, the Faculty Advisor and the Field Instructor. The strike may result in a shifting of responsibilities between the student, faculty advisor, field instructor, and practicum office. This shift in responsibilities is indicated below. Any changes in the student's learning objectives should be documented in the learning contract and the revised contract submitted to the student's Faculty Advisor.

There is a limit as to how many placement hours could be devoted to the kind of learning that could happen during a strike. A suggested limit is fifty (50) hours in an undergrad placement and thirty five (35) hours in a graduate placement. If the strike has not been resolved within two weeks, the practicum office will work with the student to negotiate further arrangements and/or find a new placement. It is important to note that every case is unique and the number of hours that a student has already completed will be taken into consideration when determining the most appropriate option for the student. Students should also be aware that the process of finding a new placement may delay their graduation date.

#### **Responsibilities in Cases of strike**

##### **Field Instructor**

- To inform the student of the strike as soon as possible, be sure to give the student the contact information for the union/unit/agency and the names of any the strike representatives.
- If possible, before or during the strike, discuss with the student and/or faculty advisor what types of learning opportunities might be available (ie: does the local unit want student participation, could the student get a sense of the issues for a paper etc).
- It is not the responsibility of the field instructor to supervise or advise students during a strike.

## **Student**

- To inform their faculty advisor and the field office of a strike at the practicum site, sending forward any contact information.
- To meet with their faculty advisor to revise and renegotiate the learning contract, devising new learning objectives that pertain to the strike.
- To seek supervision and advice from the faculty advisor for the duration of the strike.
- Will not cross the picket line or seek to perform regular practicum duties outlined in the original learning contract with the agency.
- If the strike continues for more than two weeks the student should meet with the practicum office to negotiate further arrangements and/or to find a new placement. However the student can begin to look for a new placement at the start of the strike if they should so wish. The student should be aware that the process of finding a new placement may delay their graduation.

## **Faculty Advisor**

- To contact the union/unit/agency to determine what learning opportunities associated with the strike are available to the student. Be sure that no new learning opportunities involve crossing a picket line (either physically crossing the picket line or doing placement related work from home).
- To collaborate with the student in determining learning opportunities, some possible opportunities include participating in strike activities, journaling, writing and circulating a letter of support, writing a reflective paper, or undertaking a research project related to field experience.
- To incorporate new learning opportunities into a revised learning contract with the student, and to sign off on the new learning objectives.
- To supervise the student for the duration of the strike, this means at least one, one hour supervisory meeting per week.

## **Field Office**

- To support the faculty advisors through the process of renegotiating the learning contract.
- To meet with the student to negotiate further arrangements and/or to find a new placement in cases where the strike lasts longer than two weeks or at the students discretion.
- If they are the first to be informed of the strike, they will inform the students and faculty advisors who would be effected by this strike.

*[Strike policy revised and approved by Faculty on June 11, 2012]*

## **APPENDIX F – MANDATE OF THE OFFICE OF THE OMBUDSPERSON**

The York University Ombudsperson, appointed by the President, is a respected, credible and knowledgeable individual whose ethical standards are above reproach and whose experience with institutional process is both wide and long.

The role of the York University Ombudsperson is to provide an impartial and confidential service to assist current members of York University (students, faculty and staff) who have been unable to resolve their concerns about University authorities' application of York University policies, procedures and/or practices.

In addition, under special circumstances the President may refer a matter for review to the Ombudsperson when she/he determines that such review is warranted.

For more information, please refer to the following website:  
<http://www.yorku.ca/ombuds/>

## **APPENDIX G – CONTACT INFORMATION FOR CENTRE FOR HUMAN RIGHTS**

### Contact Information

Office of the Ombudsperson and Centre for Human Rights,  
York University  
Ross Building (South) Suite 327  
Toronto, ON Canada, M3J 1P3

 Voice: (416) 736-5682

 TTY: (416) 650-8023

 Fax: (416) 650-4823

 Web: [www.yorku.ca/ombuds](http://www.yorku.ca/ombuds)

 Email: [rights@yorku.ca](mailto:rights@yorku.ca) (For Human Rights Complaint)

For more information please refer to the Centre for Human Rights website:  
<http://www.yorku.ca/rights/index.html>

## **APPENDIX H – YORK UNIVERSITY SENATE RELIGIOUS OBSERVANCE POLICY**

### **Senate Policy on Religious Observance**

York University is committed to respecting the religious beliefs and practices of all members of the community, and making accommodations for observances of special significance to adherents. (Senate 032)

Every effort will be made to avoid scheduling in-class or formal examinations on days of special religious significance throughout the year. A schedule of dates for such days for various faiths will be compiled annually and distributed widely. Students will be informed of procedures for requesting and arranging accommodations. (Senate 032)

### **Senate Policy on Identifying and Distributing a Schedule of Dates**

A [schedule of dates](#) for such days for various faiths will be compiled annually and distributed widely. Students will be informed of procedures for requesting and arranging accommodations. (Senate 032)

### **Senate Policy on In-class and Formal Examinations**

In October 2008, the [Senate Policy on Sessional Dates and the Scheduling of Examinations](#) was amended. As such, formal examinations will not be held on public holidays or at other times as directed by the University Senate, administration or Board of Governors (Senate 032). However, students who, because of religious commitment, cannot write a formally scheduled examination or meet other academic obligations, should follow the procedures outlined below to arrange for a religious accommodation.

### **Religious Accommodation Guidelines: Final Examinations**

Students who, because of religious commitment cannot write a formally scheduled examination (December and April examination periods) on the date scheduled, should contact the course instructor **no later than three weeks prior to the start of the examination period** to arrange an alternative examination date. An [Examination Accommodation form](#) is available for this purpose in Student Client Services, Bennett Centre for Student Services.

When arrangements between the student and instructor cannot be made, or if the student does not feel comfortable about approaching the instructor to request a religious accommodation, then the student should contact the associate dean of the Faculty in which the course is offered. Students are required to contact the

associate dean not less than 14 days prior to the start of the examination and, if requested to do so, present evidence concerning the religious obligations involved.

The associate dean may consider a number of options to provide an accommodation. The choice will depend on the student's particular circumstance. For example, the accommodations may include:

- a. Treating the request as a conflict and accommodating it within the examination period, **or**
- b. Providing a deferred examination as soon as possible.

### **Religious Accommodation Guidelines: Other than Final Examinations**

Students, who because of religious commitment cannot meet academic obligations, other than formally scheduled examinations (December and April examination period), on certain holy days are responsible for giving their instructor reasonable notice (not less than 14 days), of each conflict.

Solutions may include:

- a. Rescheduling the evaluation, **or**
- b. Preparing an alternative evaluation for that particular student, **or**
- c. Recalculating the total evaluation in the course to eliminate the component that has been missed.

When the instructor and student are unable to agree on suitable accommodation, the matter will be referred to the associate dean who may request that the student present evidence concerning the religious obligations involved.

### **Religious Accommodation Guidelines: Course Directors**

Course directors, who because of religious commitment cannot hold a formally scheduled examination (December and April examination period) on a specific day/time, must inform the Registrar's Office, through their associate dean, in a timely fashion only if another day/time is required. Otherwise, it will be assumed that arrangements were made within a department for a replacement.

For more information, please refer to the following website:

<https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs>

## **APPENDIX I – INSTRUCTIONS FOR ON-LINE PLACEMENT APPLICATION TUTORIAL**

For more information for Online Placement Application Tutorial, please refer to the Social Work Practicum website:

<http://www.yorku.ca/laps/sowk/practicum/documents/OnlinePlacementDatabaseApplicationTutorial2015.pdf>

## **APPENDIX J - Placement Breakdown/Placement Failure Policy**

Please refer to Section E, item 7

## **APPENDIX K – SAMPLE BSW LEARNING CONTRACT, MID-POINT PROGRESS REVIEW, AND FINAL EVALUATION**

For more information, please refer to the Social Work Practicum website:

**BSW Learning Contract Sample:**

<http://www.yorku.ca/laps/sowk/practicum/documents/BSWLEARNINGCONTRACT.pdf>

**BSW Mid-Point Progress Review Sample:**

<http://www.yorku.ca/laps/sowk/practicum/documents/BSWMIDPOINTEVALUATION.pdf>

**BSW Final Evaluation Sample:**

<http://www.yorku.ca/laps/sowk/practicum/documents/BSWFINALEVALUATION.pdf>

## **APPENDIX L – ONLINE LEARNING CONTRACT AND EVALUATIONS TUTORIAL**

For more information, please refer to the Social Work Practicum website:

<http://www.yorku.ca/laps/sowk/practicum/documents/OnlineEvaluationProcessJun2015.pdf>

## **APPENDIX M – GUIDELINE ON USE OF SOCIAL MEDIA**

Social media is catch phrase for (1) internet-based communication technologies, (2) digital technologies, and (3) sharing platforms. These services and sites contribute to:

- **Easy sharing of content** which can lead to exponential dissemination....
- **A sense of community** through targeted audiences, focused subject matter....
- **Engagement** through polls, comments, metrics, alerts for new content....
- **Being readily accessible** via smart phones, tablets, laptops, public computers....
- **Being low-cost or free** but a large time commitment on the part of your social media account manager

Social media's use in community development has largely been as a promotional tool as well as a vehicle for knowledge mobilization (both academic and community created knowledge). It has also been used as a mechanism of communication for activists.

With more and more social workers embracing social networking sites, the question arises – where do you draw the line in terms of boundaries with your clients? Setting and maintaining clear boundaries is very important in developing professional relationships.

As a student you should also know what (if any) policies exist at your practicum agency, as they may go beyond those laid out in this guideline and what the Ontario College of Social Workers and Social Service Workers expects of you in terms of professional liability. As a placement student, you are expected to follow your placement site's policies re: the use of social media.

### **Communication about the School of Social Work and Your Practicum, using social media:**

- Whenever you identify yourself online as a student from a particular practicum site/agency or School, you effectively represent that agency or School. To make the distinction between speaking on your own behalf or the agency or School's behalf, you might want to say something like "I'm speaking on my own behalf" or "all opinions communicated here are my own".
- If you are developing a site or writing a blog that will mention the School of Social Work, your practicum and/or their employees, as a courtesy to the School and/or agency, please let the School of Social Work and/or your practicum supervisor know that you are writing about them- **and you should clearly state your goals and what your blog intends to say or reflect.** 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.
- It is advised that you not say/write things on a social media platform that you wouldn't want attributed to you. Even things you may think are private on social media may not be. Before making a comment or statement you might want to ask yourself, "would I say this in public?"
- Online communication strips away all the non-verbal cues we rely on to understand what someone is saying: tone, body language, facial expressions, intonation, etc. It is wise to always give your audience the benefit of doubt when ascertaining meaning.
- As a Social Work Student, you are also bound by the Social Work Code of Ethics to maintain confidentiality with respect to your practicum setting and the clients you work with. Everyone is entitled to their privacy online.
- The School of Social Work encourages you to write knowledgeably, respectfully, and accurately, using appropriate professionalism. Despite disclaimers, your web interaction can result in members of the public forming opinions about the School of Social Work, your practicum and/or their employees or clients.
- It is not advised that you "friend" your clients (current or past) or allow your clients (current or past) to "friend" you on your personal account. Use agency account, as outlined by the agency policy, if you are trying to outreach to clients.

- It is also not advised that you use your personal Twitter, Facebook, and LinkedIn accounts to contact your clients or respond to clients who may have contacted you. Use agency account, as outlined by agency policy.
- It is advised that you become intimately familiar with the privacy controls on these networks and ensure that the clients cannot see personal details of your life you would prefer to share only with your immediate friends and family.
- Only use your professional (work/practicum) email address to communicate with clients.
- If you choose to communicate with your clients by email, please be aware that all emails are retained in the logs of your agency 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.

### **Photographs or visual aids**

Posts that use visuals are more effective than ones that don't. The use of a photo or a graphic might give your content the greatest chance at being discovered. However, keep in mind that taking and sharing photographs without consent is a breach of confidentiality. Agencies increasingly use photography for professional consultation, research and education purposes. Know your agency's policy regarding photography including any limitations on its use.

### **Legal Liability**

Recognize that you are legally liable for anything you write or present online. It must be noted that anything published on the web is NOT confidential. Students can be disciplined by the School of Social Work for commentary, content, or images that are defamatory, pornographic, proprietary, harassing, libelous, or that can create a hostile work environment. You can also be sued by any individual or organization that views your commentary, content, or images as defamatory, pornographic, proprietary, harassing, libelous or creating a hostile work environment. Note that the use of unfounded or derogatory statements or misrepresentation is not viewed favourably by the School of Social Work or your practicum agency and can result in disciplinary action up to and including school/practicum termination. If the School of Social Work is concerned or made aware of a breach of these guidelines, the Professional Behaviour Policy may be invoked.

(If you would like a complete guide of York University's Social Media guidelines, please contact Mark Farmer at 55131 or the Communications and Public Affairs Division at York University).

*[This guideline was approved by School of Social Work Faculty on June 10, 2014]*

## **APPENDIX N – STUDENT DECLARATION OF UNDERSTANDING LETTER**

Please refer to the Social Work Practicum website:

<http://www.yorku.ca/laps/sowk/practicum/documents/StudentDeclarationofUnderstanding.pdf>

## **APPENDIX O - YORK UNIVERSITY BSW STUDENT AGREEMENT**

Please refer to the Social Work Practicum website:

<http://www.yorku.ca/laps/sowk/practicum/documents/BSWStudentPracticumAgreement2015-2016.pdf>

## APPENDIX P – IMPORTANT INFORMATION ABOUT POLICE CHECKS

At the start of their placement, students may be required to provide a police check to their agency. Depending on the type of agency you are placed with, you may be required to obtain either a General Criminal Check, or a Vulnerable Sector Check or both. A Vulnerable Sector Check is usually required for individuals who work primarily with children or the elderly. ``

Students must obtain their police checks at the police stations in which they reside, so please ensure that you are familiar with the location of your police station. Please contact your local police for information.

<b>Guelph Police</b>	<a href="http://www.guelphpolice.ca/en/services-and-reporting/police-vulnerable-sector-check.asp">http://www.guelphpolice.ca/en/services-and-reporting/police-vulnerable-sector-check.asp</a>
<b>Halton Police</b>	<a href="http://www.haltonpolice.ca/RecordsCourts/Records/PoliceRecordsChecks/Pages/default.aspx">http://www.haltonpolice.ca/RecordsCourts/Records/PoliceRecordsChecks/Pages/default.aspx</a>
<b>Hamilton Police</b>	<a href="http://www.hamiltonpolice.on.ca/HPS/Services/Records/Criminal+Record+Check.htm">http://www.hamiltonpolice.on.ca/HPS/Services/Records/Criminal+Record+Check.htm</a>
<b>Niagara Police</b>	<a href="http://www.niagarapolice.ca/en/whatwedo/vulnerablesectorchecks.asp">http://www.niagarapolice.ca/en/whatwedo/vulnerablesectorchecks.asp</a>
<b>Peel Regional Police</b>	<a href="http://www.peelpolice.ca/en/services/vulnerablesectorcheck.asp">http://www.peelpolice.ca/en/services/vulnerablesectorcheck.asp</a>
<b>Toronto Police Service</b>	Students must mail in the <b>Police Reference Check</b> form to the Toronto Police Headquarters. Students can obtain this form from the Field Education Office <a href="http://www.torontopolice.on.ca/prcp/">http://www.torontopolice.on.ca/prcp/</a>
<b>York Regional Police</b>	<a href="http://www.yrp.ca/en/services/vulnerable-sector-check.asp">http://www.yrp.ca/en/services/vulnerable-sector-check.asp</a>

We kindly remind you that these police checks are your responsibility, so please make the arrangements well in advance.

If you have any questions, please contact, Field Education Manager at 416-736-2100 ext. 39488

***Just a Reminder:*** All Police Checks are confidential and will not be shown to the University.

## **APPENDIX Q – SOME AGENCIES PROVIDING PLACEMENTS TO OUR STUDENTS**

Across Boundaries	John Howard Society
Baycrest	June Callwood Centre for Women and Families
Breakaway Youth Addiction Services	Kinark Child & Family Services
Canadian Mental Health Association	Learning Disability Association of York Region
Catholic Children's Aid Society	METRAC (Metropolitan Action Committee on Violence Against Women and Children)
Catholic Family Services	North York Women's Shelter
Central Toronto Probation	Office of the Provincial Advocate for Children & Youth
Central Toronto Youth Services	Olivia Chow MP Constituency Office
Children's Aid Society Durham	Peel Committee Against Woman Abuse
Children's Aid Society Toronto	Queen West Community Health Center
Children's Aid Society York Region	Ralph Thornton Centre
CLASP (Community and Legal Aid Service Program)	Reconnect Mental Health Services
Community Living Toronto	Redirection Through Education
Conflict Mediation Services of Downsview	Scarborough Women's Centre
COSTI Family & Mental Health Centre	Simcoe County Children's Aid Society
East Metro Youth Services	Social Planning Toronto
West Toronto Youth Justice Services	Sojourn house
Family Service Toronto	St. Christopher house
Family Services Peel	Street Outreach Services
Family Services York region	The Centre for Dreams
Foodshare Toronto	Toronto City Mission
Fort York Residence	Toronto North Support Services
Geneva Centre for Autism	Toronto Planned Parenthood
George Brown College - Redirection Through Education	Toronto Social Services
Halton Women's Place	Tropicana Community Services Organization
Hincks Dellcrest Centre	Under The Banyan Tree
Hong Fook Mental Health Association	Vitanova Foundation
Houselink Community Homes	Women's Abuse Council Toronto
Jane / Finch Community and Family Centre	Women's Habitat of Etobicoke
	York Support Services Network
	Yorktown Shelter for Women

## APPENDIX R – GUIDELINES FOR SUBMITTING A WORK PLACE PRACTICUM PROPOSAL



### GUIDELINES FOR SUBMITTING A WORK PLACE PRACTICUM PROPOSAL

The School of Social Work recognizes that the Practicum may present some problems for a number of students who are employed full time, and who may not be able to obtain or take a leave of absence due to tenuous work situations and economic need. It is for these reasons that the following guidelines were created to maintain accreditation standards and to ensure an equitable process. We are committed to recognizing these unique circumstances and expect students to consider and follow proper procedures.

The Practicum was designed to allow students to put into practice theories and knowledge learnt in the classroom. The Field Instructor at the agency plays a crucial role in providing supervision and guidance. Students must be able to demonstrate that their situation warrants work placement consideration by exploring leave of absence possibilities or alternative schedules for completing the placement, such as using vacation days, evenings and weekends. These approaches require careful planning, organization, patience and flexibility.

The following guidelines will help you to write a proposal in order to be considered for a work placement. In addition to this proposal, you must also submit your online placement application which includes a cover letter and resume by the application deadline. The completed Work Placement Proposal must be submitted to the Field Education Coordinator. Please note that the Field Education Manager will determine if the Work Placement Proposal will or will not be approved.

#### **WORK PLACE PRACTICUMS ARE NOT AUTOMATICALLY GUARANTEED!**

#### **Writing your work place practicum proposal**

You must complete the Placement Application Form and submit with a cover letter and resume to the Field Education Office. This proposal must be attached and should contain the following:

1. Rationale for requesting a work placement. You must indicate why the work placement is requested as the practicum requirements are clearly stated upon entry into the B.S.W. and the M.S.W. program.
2. **A signed letter from the agency supporting your work placement** must be submitted with the proposal and must be on the agency's letterhead. The letter should include that the agency: *recognizes the nature of the Practicum, the student must commit **FULL** days for placement, approves the student attending their assigned integrative seminars, will allow faculty field visits and is willing to provide the necessary supervision for students.*
3. You must have a new learning opportunity and not be expected to continue performing the same duties as your regular position. **Your present job will NOT be recognized as a practicum opportunity.** You must commit **FULL** days to placement.
4. You must be supervised by someone other than your current supervisor. It is very difficult for students to maintain the same supervisor and be able to challenge workplace and educational experiences.
5. The proposal must be submitted to the practicum office at least three months in advance of the start date of the practicum.
6. **Work placements can be paid or unpaid. It is at the discretion of the agency whether this happens or not. If the agency has Workplace Safety & Insurance Board (WISB) insurance, they will be responsible for covering the student's insurance during the placement.**
7. A full description of your present job description is necessary together with a detailed analysis of the proposed placement.
8. If you have completed a previous placement with this agency, you will have to outline how this placement will be different. You must be a part of a different program, have a different supervisor and different learning opportunities for the proposed Work Placement.
9. The placement must also follow appropriate procedures, e.g., attending Integrative Seminars; allowing for Faculty Field Visits; completing evaluation forms and other procedures as laid out in the Practicum Manual.
10. Please use the attached form to complete your proposal.



**WORK PLACEMENT PROPOSAL FORM**  
**(THIS SECTION IS TO BE COMPLETED BY THE STUDENT)**

Student Name:		Student Number:	
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Agency Name:	
--------------	--

Have you completed a previous placement with this agency?	<input type="checkbox"/> Yes (go on to next question) <input type="checkbox"/> No ( <b>Skip to ‘Rationale for Work Placement’ question</b> )
---	---

Previous Placement Supervisor Name and Contact Information:	
---	--

In the space below, outline the tasks and responsibilities of your previous placement:

--	--

In the space below, please provide a **rationale for your work placement** proposal:

--	--

Is this a paid or unpaid work placement?	<input type="checkbox"/> Paid <input type="checkbox"/> Unpaid
--	---

**Please complete the chart below with as much detail as possible.**

	CURRENT POSITION	PROPOSED WORK PLACEMENT
<b>TITLE/POSITION</b>		
<b>SUPERVISOR NAME AND CONTACT INFORMATION</b>		
<b># OF DAYS AND HOURS OF WORK</b>		
<b>LENGTH OF TIME IN THE POSITION AND PROPOSED DURATION OF PLACEMENT</b>		
<b>PROPOSED END DATE OF PLACEMENT</b>		

	<b>CURRENT POSITION</b>	<b>PROPOSED WORK PLACEMENT</b>
<p><b>DETAILED DESCRIPTION OF TASK AND RESPONSIBILITIES (PROPOSED WORK PLACEMENT MUST BE DIFFERENT THAN CURRENT POSITION)</b></p>		





**THIS PORTION IS REGARDING FIELD INSTRUCTOR #1**

Name of Field Instructor	
Contact Information of Field Instructor	Email: Phone & Extension: Fax: Position:
Educational Qualifications of the Field Instructor	
Years of Social Work (or equivalent) Experience. Explain.	
Program/Department	
Does the Field Instructor have experience supervising Social Work (or other) students? Please explain.	
Please explain what <b>supervision</b> by the Field Instructor would look like. <b>The School requires at least 1 hour of direct supervision per week, with ongoing indirect supervision.</b>	
If the Field Instructor <b>does not</b> have a BSW and/or MSW, are there other social workers (with a BSW and/or MSW) that the student can access. Explain.	<input type="checkbox"/> Yes → <input type="checkbox"/> BSW <input type="checkbox"/> MSW Or <input type="checkbox"/> No Explain:
<b>NOTE: If the Field Instructor has not supervised York University Social Work students before, it is encouraged that the Field Instructor attends the Field Instructor Training Seminars to be held throughout the year/term.</b>	
<b>Please complete page 6 only if there is a second Field Instructor.</b>	

**APPENDIX S – PLACEMENT EXTENSION/GRADE DEFERRAL REQUEST FORM**

**Placement Extension/Grade Deferral Request**



Student Name: \_\_\_\_\_

Student ID: \_\_\_\_\_

- Program:
- BSW- DEA
  - BSW- DEB
  - BSW- PD
  - MSW- Full Time Advanced Standing
  - MSW- Part Time Advanced Standing
  - MSW- 2Yr/ YR 1
  - MSW- 2Yr/ YR 2

Date: \_\_\_\_\_

Placement hours to date: \_\_\_\_\_

Initial Placement End date (as indicated on Confirmation package): \_\_\_\_\_

Requested Placement End date: \_\_\_\_\_

Field Instructor Approval: \_\_\_\_\_

Faculty Advisor Approval: \_\_\_\_\_

Field Manager Approval: \_\_\_\_\_

***Students need to complete a MINIMUM of 2 PLACEMENT DAYS A WEEK  
Students, please submit completed forms to Field Office to ensure a DEFERRAL is indicated in your practicum courses should you go passed the initial deadline for completion AND to ensure you remain covered by York University's insurance.  
Please NOTE: Your Faculty Advisor or Field Education Manager may ask you for documentation in support of your request (e.g. A physician's note)***