

SCHOOL OF SOCIAL WORK

Faculty of Graduate Studies, York University

MSW PRACTICUM MANUAL

Advanced Standing

A Reference Guide for Students, Faculty and Field Instructors

GS/SOWK 5350 6.0

2017/2018

(Revised July 2017)

SCHOOL OF SOCIAL WORK CONTACT LIST

The School of Social Work
S880 Ross Building
4700 Keele Street
Toronto, Ontario M3J 1P3
Tel: 416-736-5226

Web site address: www.yorku.ca/laps/sowk/
<http://socialwork.gradstudies.yorku.ca/>

DIRECTOR, SCHOOL OF SOCIAL WORK
Andrea Daley

GRADUATE PROGRAM DIRECTOR
Wendy McKeen

FIELD EDUCATION MANAGER
Vina Sandher (vsandher@yorku.ca, 416-736-2100 ext. 39488)

FIELD EDUCATION COORDINATOR (MSW)
Sheryl Abraham (sabraham@yorku.ca, 416-736-2100 ext. 33354)

FIELD EDUCATION PROGRAM ASSISTANT
Esther Ng (estherng@yorku.ca, 416-736-2100 ext. 20662)

GRADUATE PROGRAM ENGAGEMENT COORDINATOR
Salma Saadi

GRADUATE PROGRAM ADMINISTRATOR (Interim)
TBA

ADMINISTRATIVE ASSISTANT (Interim)
Chenale Reynolds

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.

TENTANDA VIA: THE WAY MUST BE TRIED.

www.yorku.ca

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.

TABLE OF CONTENTS

| | |
|---|-----------|
| INTRODUCTION TO THE SCHOOL OF SOCIAL WORK | 6 |
| 1. HISTORY OF THE SCHOOL OF SOCIAL WORK | 7 |
| 2. THE SCHOOL'S PHILOSOPHY | 8 |
| 3. THE FIELD EDUCATION OFFICE | 8 |
| THE PRACTICUM | 10 |
| 1. THE ADVANCED STANDING MSW PRACTICUM | 11 |
| 2. GENERAL OBJECTIVES OF THE MSW PRACTICUM..... | 12 |
| 3. KNOWLEDGE AND PRACTICE OBJECTIVES OF THE MSW PRACTICUM | 12 |
| 4. STRUCTURE OF THE ADVANCED STANDING FULL TIME PROGRAM | 12 |
| 5. TIME REQUIREMENTS OF THE PRACTICUM | 13 |
| 6. INTEGRATIVE SEMINARS..... | 14 |
| THE PLACEMENT PROCESS | 15 |
| 1. THE PLACEMENT PROCESS..... | 16 |
| MSW PRACTICUM ROAD MAP | 18 |
| CONFLICT OF INTEREST | 20 |
| DEADLINE TO SECURE A PLACEMENT | 20 |
| ENROLLMENT FOR PLACEMENT COURSE..... | 20 |
| ACCOMMODATION NEEDS | 20 |
| VULNERABLE SECTOR SCREENING..... | 20 |
| USE OF CAR FOR PLACEMENT PURPOSES | 21 |
| HEALTH REQUIREMENTS | 21 |
| MASK FIT TEST | 22 |
| 2. WORK PLACEMENT CONSIDERATION..... | 22 |
| 3. INTERNATIONAL PLACEMENT POLICY..... | 23 |
| THE PRACTICUM SETTING AND FIELD INSTRUCTION..... | 26 |
| 1. THE PRACTICUM SETTING | 27 |
| CRITERIA FOR FIELD INSTRUCTION SETTINGS | 27 |
| 2. FIELD INSTRUCTION..... | 28 |
| CRITERIA FOR THE SELECTION OF FIELD INSTRUCTORS..... | 29 |
| FIELD INSTRUCTOR ROLES AND RESPONSIBILITIES | 29 |
| STUDENT AND FACULTY ADVISOR ROLES AND RESPONSIBILITIES | 31 |
| 1. THE STUDENT..... | 32 |
| 2. FACULTY ADVISOR..... | 33 |
| STUDENT EVALUATION | 35 |
| 1. THE LEARNING CONTRACT..... | 36 |
| 2. MID POINT PROGRESS REVIEW | 37 |
| 3. FINAL EVALUATION | 38 |

| | |
|--|-----------|
| PLACEMENT BREAKDOWN AND PLACEMENT FAILURE POLICY | 39 |
| 1. SUMMARY OF PLACEMENT BREAKDOWN PROCESS..... | 42 |
| 2. SUMMARY OF PLACEMENT FAILURE PROCESS..... | 45 |
| | |
| HEALTH AND SAFETY AND ETHICAL CONSIDERATIONS | 46 |
| 1. WORKPLACE SAFETY AND INSURANCE BOARD - WSIB- INFORMATION..... | 47 |
| 2. SEXUAL HARASSMENT | 47 |
| 3. DEALING WITH PREJUDICE AND DISCRIMINATION | 47 |
| 4. GUIDELINE ON USE OF SOCIAL MEDIA | 48 |
| 5. STRIKE POLICY | 49 |
| | |
| APPENDICES | 52 |
| | |
| APPENDIX A – IMPORTANT DATES | 53 |
| APPENDIX B – STUDENT PROFESSIONAL BEHAVIOURAL REVIEW POLICY (MSW)..... | 54 |
| APPENDIX C – YORK UNIVERSITY’S POLICY ON SEXUAL HARASSMENT..... | 57 |
| APPENDIX D – SEXUAL ASSULT SURVIVOR’S SUPPORT LINE (SASSL) | 58 |
| APPENDIX E – YORK UNIVERSITY’S POLICY ON RACISM | 60 |
| APPENDIX F – MANDATE OF THE OFFICE OF THE OMBUDSPERSON | 61 |
| APPENDIX G – CONTACT INFORMATION FOR CENTRE FOR HUMAN RIGHTS, EQUITY AND INCLUSION..... | 61 |
| APPENDIX H – YORK UNIVERSITY SENATE RELIGIOUS OBSERVANCE POLICY..... | 62 |
| APPENDIX I – FIELD INSTRUCTOR SEMINAR SERIES FOR 2017-2018..... | 64 |
| APPENDIX J – PRACTICUM COMMITTEE | 66 |
| APPENDIX K – PLACEMENT EXTENSION/GRADE DEFERRAL REQUEST FORM | 68 |

INTRODUCTION TO THE SCHOOL OF SOCIAL WORK

1. HISTORY OF THE SCHOOL OF SOCIAL WORK

The School of Social Work at York University 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. In 1972, the first students of the program graduated with a Bachelor of Social Work (Honours).

In 1973, the department's name was changed from the **Social Welfare Program** 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 Professor 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 that students who wanted to pursue a degree in Social Work must complete a Bachelor of Arts degree prior to applying to the program. Previous to this requirement, students were able to take social work courses concurrently with their Bachelor of Arts degree.

The Graduate program came into fruition in 1985 as a result of the persistence of BSW graduates who lobbied the administration to begin a part time graduate program. The program was designed as a second professional degree for students who had graduated with a Bachelor of Social Work degree. Students admitted to the part-time program were expected to complete a thesis in an area of specialization. The thesis could be empirical or theoretical in nature but was expected to have policy and practice implications.

In 1997, the part-time program, as designed in 1984, was replaced by a program with a new curriculum. The new program has been designed so that there are two streams of study, a part-time program and a full-time program. The thesis requirement of the program has been replaced with a Practice Research Seminar and a major research paper.

In September 2007 the school introduced a 2 Year MSW program into which 20 students are admitted each year. Please refer to the Two (2) Year Program MSW Practicum Manual for further details on this program. In 2008 the School of Social Work introduced a PhD program.

The MSW curriculum is individualized and specialized in content and there is a significant component of independent study involved. Students gain an overview of their interests within the field of social work through the core courses and explore their interests more in depth through their elective courses and their Practice-based Research Paper. The Practicum is intended to support the integration of theory and practice through experiential education.

2. THE SCHOOL'S PHILOSOPHY

Historically, the philosophical basis of the School was pluralistic for many years and courses were taught according to the theoretical orientation of individual Faculty members. York University School of Social Work differed because of the student body. Since many of the students enrolled in the School of Social Work were immigrants or children of immigrants, a mix of traditional or conservative and progressive thinking prevailed, which led to courses that reflected oppositional thinking as well as courses reflecting dominant social work discourse.

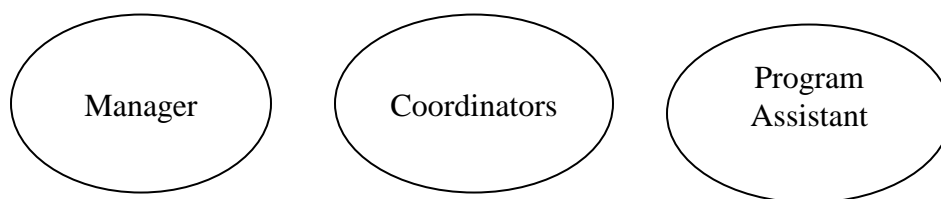
The current curriculum of the York University MSW program is based on critical social work which meets the challenge of the profession of social work at a complex time. Rapid globalization is being achieved at the cost of diminished commitments to health, education and welfare, resulting in a growing threat to the social safety net. It is within the context of these threats that urban social work seeks to provide service to the disadvantaged.

One of the premises of the social work profession is the belief that personal problems arise and are maintained within particular social contexts. From this view, social work practice takes place across a spectrum of professional responsibilities. At one end, social work responds to the immediate concerns of individuals, families or groups as they take the form of personal distress. Moving across the spectrum, social work shifts its attention to the features of social contexts that support distress. Such practices include work in communities, organizations and policy development.

The MSW program at York seeks to provide professional education that assists students in recognizing the interdependence of micro and macro social work processes and conceptualizing practice at both immediate, specialized and proactive levels. The foundation of this ideology of practice is the belief that social inequality undermines personal and social well being. Within the urban context of the School of Social Work at York University, social inequality is particularly configured within the interplay of race and ethnicity, class, age, ability, sexual orientation and gender.

From this conceptual foundation, the MSW program endeavours to educate students to be flexible practitioners who practice from multiple stances that reflect concern for immediate distress, as well as attention to the social context that produces distress. Thus, the program seeks to foster consideration of complexity in practice in order to enable students to engage in such diverse practices, such as sensitive listening or active opposition.

3. THE FIELD EDUCATION OFFICE



The Field Education Manager plans, develops, implements and maintains the field education program that is responsive to the needs of a diverse student population and meets internal and external accreditation standards. They ensure the field program is a fully integrated component of both the undergraduate and graduate programs of the School by working collaboratively with the staff and directors of these programs. This includes developing policies and procedures for the field education program and revising these when events or changes at the School require; ensuring the field education program has sufficient resources to operate effectively and efficiently; developing and delivering presentations about the School to potential community partners and other academic programs, building new partnerships in the community and with other academic institutions; reporting regularly to the faculty and the executive committee of the School about the field education program; chairing the practicum committee of the School; working collaboratively with faculty and the community to promote research in the area of field education and develop opportunities for publication; overseeing the development of information sessions, workshops and seminars to support students and field instructors as they move through the field education program; and overseeing the online practicum database, including development and input.

The Field Education Coordinator is responsible for working with and supporting students in the MSW program during the placement process by assisting and advising students throughout the placement process. They arrange and maintain appropriate placement sites, which involves researching, developing and identifying placement sites on a regular basis; communicating with prospective field education sites to ensure placement sites meet criteria set by the School of Social Work in compliance with the accreditation requirements of the Canadian Association for Social Work Education and University regulations; ensuring formal contracts related to placements, including legal and WSIB contracts or other necessary documents are prepared prior to the start of

the placement; facilitates the Applying For and Beginning Placement orientation sessions for MSW students; and coordinates, in conjunction with the Field Education Manager, workshops to help prepare students for placement and social work practice.

The Field Education Program Assistant sends the practicum confirmation package to students, Field Instructors and Faculty Advisors, updates the Field Education Program database and provides technical support to students, Field Instructors, and Faculty Advisors with regards to the placement application and the on-line evaluation system.

The Field Education Practicum Committee is responsible for developing and recommending policies and procedures relating to the placement (see Appendix J, Practicum Committee Terms of Reference for more information).

THE PRACTICUM

Student placements are shaped by the mission of the School of Social Work, the policies and procedures of the School as well as regulations and procedures of the Faculty of Graduate Studies. Students are encouraged to familiarize themselves with the Code of Student Rights and Responsibilities and the expectations of ethical and professional behaviour that are specified in the School's Professional Behaviour Policy. Ethical breaches of conduct, in the field or in class; or, violations of academic integrity may result in disciplinary action outlined in the Professional Behaviour Policy and/or FGS regulation. Such actions may include failure in the placement or, depending on the severity of the breach, expulsion from the program. Please see the following links for further information:

<http://www.yorku.ca/oscr/pdfs/CodeofRightsandResponsibilities.pdf>
<http://gradstudies.yorku.ca/current-students/regulations/academic-honesty/>

This Practicum Manual was developed for the Advanced Practicum Course GS/SOWK 5350 6.0 and should be read and adopted throughout the placement. This manual is revised annually.

1. THE ADVANCED STANDING MSW PRACTICUM

As an accredited program of the Canadian Association for Social Work Education (CASWE), the School operates according to the standards and requirements set out by the Association and the Board of Accreditation. These standards are foundational to our School's field education program.

A basic requirement of the *Standards* is a field education component that is incorporated into the curriculum for all students.

*Standards*¹:

Field Education Curriculum (CASWE Page 15-16)

3.2.1 *The curriculum is consistent with the program's mission and goals and reflects the values of the relevant Social Work Codes of Ethics.*

3.2.2 *A one-year MSW program provides a minimum of 450 practicum hours and/or a thesis or memoire. A two year MSW program provides a minimum of 450 practicum hours plus an additional 450 practicum hours and/or a thesis or memoire.*

3.2.4 *The field education curriculum provides opportunities for students to acquire, apply, and demonstrate knowledge and skills congruent with social work values and with the core learning objectives for students as defined in this document (Preamble 3.1).*

i) The program provides activities for the integration of field and classroom education.

ii) While stimulations and labs may form an acceptable part of direct practice teaching, they are not substitutes for direct responsibilities in real practice situations.

iii) The academic unit has a written policy on field placements within a student's workplace. In the case of field placements in the student's workplace, there is an educational focus with a clear differentiation between work duties and student learning assignments.

iv) Appropriate resources are made available to the field education component of the program to ensure that the educational purpose is achieved.

¹ 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 June 7, 1999 and May 2012 with revisions. Note: These Standards are subject to change. Visit the CASWE website at <http://caswe-acfts.ca/>.

2. GENERAL OBJECTIVES OF THE MSW PRACTICUM

The MSW practicum offers students educational opportunities at social work practice settings to integrate theoretical knowledge, work and life experiences in developing advanced social work practice skills. Placements range in the areas of: direct practice, program development and evaluation, community development, policy or research placements.

MSW students are in their second University level of study, and as such, are required to gain skills for advanced in social work practice. It is expected that students would have previously demonstrated competence at the BSW level of practice which emphasizes a more generalist approach to social work. Students in the M.S.W. practicum will further advance their critical and professional skills and systematic approaches to inquiry around social issues. They will also examine the ethical responsibilities of a professional practitioner.

The MSW practicum will facilitate opportunities to implement critical social work practice.

3. KNOWLEDGE AND PRACTICE OBJECTIVES OF THE MSW 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 identity 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) Understand policy and practice implications in human service organizations and the impact on the lives of clients.

4. STRUCTURE OF THE ADVANCED STANDING FULL TIME PROGRAM

Advanced Standing Full Time Program

| Fall Term | Winter Term | Summer Term |
|--|---|--------------|
| September - December | January - April | May - August |
| 5150 3.0 Critical Perspectives in Social Work | 5450 3.0 Practice Research Paper Seminar (PRS) | |
| 5250 3.0 Graduate Research Seminar (GRS) | 5350 6.00 Advanced Practicum 450 hours, Wednesday/Thursday/Friday Completed by the middle of June. | |
| Can take 5550 3.0 Indigenous Worldviews and Implications to Social Work <i>[note: can be taken in the Fall OR Winter term]</i> | Can take 5550 3.0 Indigenous Worldviews and Implications to Social Work <i>[note: can be taken in Fall OR Winter term]</i> | |

| |
|--|
| Plus 2 elective courses are required during the 3 terms |
| Convocation would occur in October for those eligible to graduate |

Advanced Standing Part-Time Program

| Year 1 | | |
|---|---|--|
| Fall Term | Winter Term | Summer Term |
| September - December | January - April | May - July |
| 5150 3.0 Critical Perspectives in Social Work | No required courses but students are expected to register and pay fees. Can take 5550 3.0 Indigenous Worldviews and Implications to Social Work <i>[note: Can be taken in Fall OR Winter term in Year 1 OR 2]</i> Electives available | No required courses but students are expected to register and pay tuition. Electives available |
| Year 2 | | |
| Fall Term | Winter Term | Summer Term |
| September - December | January - April | May - July |
| 5250 3.0 Graduate Research Seminar (GRS) | 5450 3.0 Practice Research Paper Seminar (PRS) | No required courses but students are expected to register and pay tuition. Electives available. |
| 5350 6.0 Advanced Practicum 450 hours during regular business hours. Please see for time requirements | | |
| Plus 2 elective courses are required during the 6 terms | | |
| Convocation would occur in October for those eligible to graduate | | |

5. TIME REQUIREMENTS OF THE PRACTICUM

The Advanced Standing practicum consists of **450 hours**, which is consistent with the accreditation standards established by the Canadian Association for Social Work Education (CASWE). Students are required to complete a total of **450 hours** of supervised practice at a negotiated placement site.

Full Time Students

Full time students begin the planning process for their practicum upon entry into the MSW program. The practicum will begin in the second (Winter) term of the program.

Full time students will spend three (3) full days per week at the placement. The placement will end approximately by the middle of June.

Part Time Students

Part-time students begin the planning process for their practicum at the end of the first (Fall) term in the MSW program. The practicum starts in the beginning of the second academic year of the

program (September), pending the completion of all practicum pre-requisites.

The Field Education Office strives to support part-time students in their placement and work life balance. Part-time students can complete their field placements by spending a minimum of two (2) full days to a maximum of five full (5) days per week at the placement site depending on the agreement negotiated by the student, the agency and the School. It is important to note that placements at the MSW level are typically during daytime business hours. **Evening/weekend or Block (4-5 days/week) placements** can be explored, however these types of placements are limited and cannot be guaranteed.

The following are expected timelines depending on the number of placement days per week:

- 2 placement days/week for approximately 8 months (to the end of April of the following year).
- 3 placement days/week for approximately 5 months (to the end of January of the following year).
- Block placement 4 - 5 days/week (4 days/week goes to the end of December, 5 days/week goes to the end of November).

Note: Part Time MSW students can speak to the Field Education Office if they are concerned about completing their placement.

6. INTEGRATIVE SEMINARS

Part of the practicum requirement includes attendance and participation in integrative seminars convened by a Faculty Advisor. Attendance at **all** Integrative Seminars is **mandatory**.

The purpose of the MSW Integrative Seminar is to support MSW students during their placement through:

- Reflecting on their practicum experience within the context of a faculty facilitated discussion group, linking critical theory to practice;
- Debriefing both the challenges and growth students are experiencing within their placement setting;
- Encouraging MSW students to link critical theory to practice;
- Encouraging students who are having difficulties with their placement to share these difficulties with the group, their Faculty Advisor and/or the Field Education Manager.

Policy for missed seminars:

- 1 missed seminar - reflective practicum based assignment 2-3 pages
- 2 missed seminars – reflective practicum based assignment 5-6 pages
- 3 or more missed seminars can result in having to repeat the integrative seminar series.

THE PLACEMENT PROCESS

1. THE PLACEMENT PROCESS

Successfully negotiating a placement is not only important to placement students, it is also important to the Field Education Office. The Field Education Office puts a lot of thought, time and effort in this process and works closely with hundreds of community partners in order to secure the best possible placement opportunities for over 200 students each academic year.

It is important to note that students are expected to demonstrate readiness for practice in the process of securing a placement. This requires that students:

- Remain in good financial standing with the University and are registered for the appropriate academic term during the placement process.
- Participate and follow the School's placement processes and protocols, including **NOT** reaching out to an agency on their own without prior discussion with the Field Education Coordinator.
- Complete the on-line placement application by the specified deadline.
- Complete practicum course pre-requisites and co-requisites. Should Students not be able to do this or cannot start their placement at the expected time for any reason, students are responsible for informing the Field Education Office right away.
- Check phone and e-mail messages regularly (for example, 2-3 times a week). Please note that if students don't respond to the Field Education Coordinator about an opportunity by the specified deadline, they won't be considered for the potential placement.
- Keep the Field Education Coordinator updated with any changes to their contact information.
- Inform the Field Education Office of any absences that might affect your availability during the placement process
- Prepare for and successfully interview with the agency.
- Respect an agency's time and efforts in the process. **If a student accepts an interview with an agency and the agency subsequently offers a placement to the student, the student must accept the placement offer and their placement search is complete.**
- Read the following:
 - Canadian Association of Social Workers. Social Work Code of Ethics, 2005 – available free of charge on the CASW website – http://practicum.sowk.laps.yorku.ca/files/2016/02/codeofethics_e-2.pdf
 - The Field Education Program. MSW Advanced Standing Practicum Manual: A Reference Guide for Students, Faculty and Field Instructors
<http://practicum.sowk.laps.yorku.ca>
 - MSW Graduate Program Handbook – available free of charge on the Master of Social Work website --
<http://socialwork.gradstudies.yorku.ca/files/2013/11/MSW-Manual-2017-18.pdf>
- Enroll in the correct practicum course before the placement starts in order to ensure that credit is received.
- Conduct themselves in a professional, open-minded and respectful manner; whether this is through e-mail, phone or face-to-face communication. The Field Office welcomes your on-going **constructive** feedback.

The Field Education Office recognizes that students will have other demands and responsibilities while undergoing the placement. Students are encouraged to spend some time planning for the placement and are asked to consider the following before starting the process:

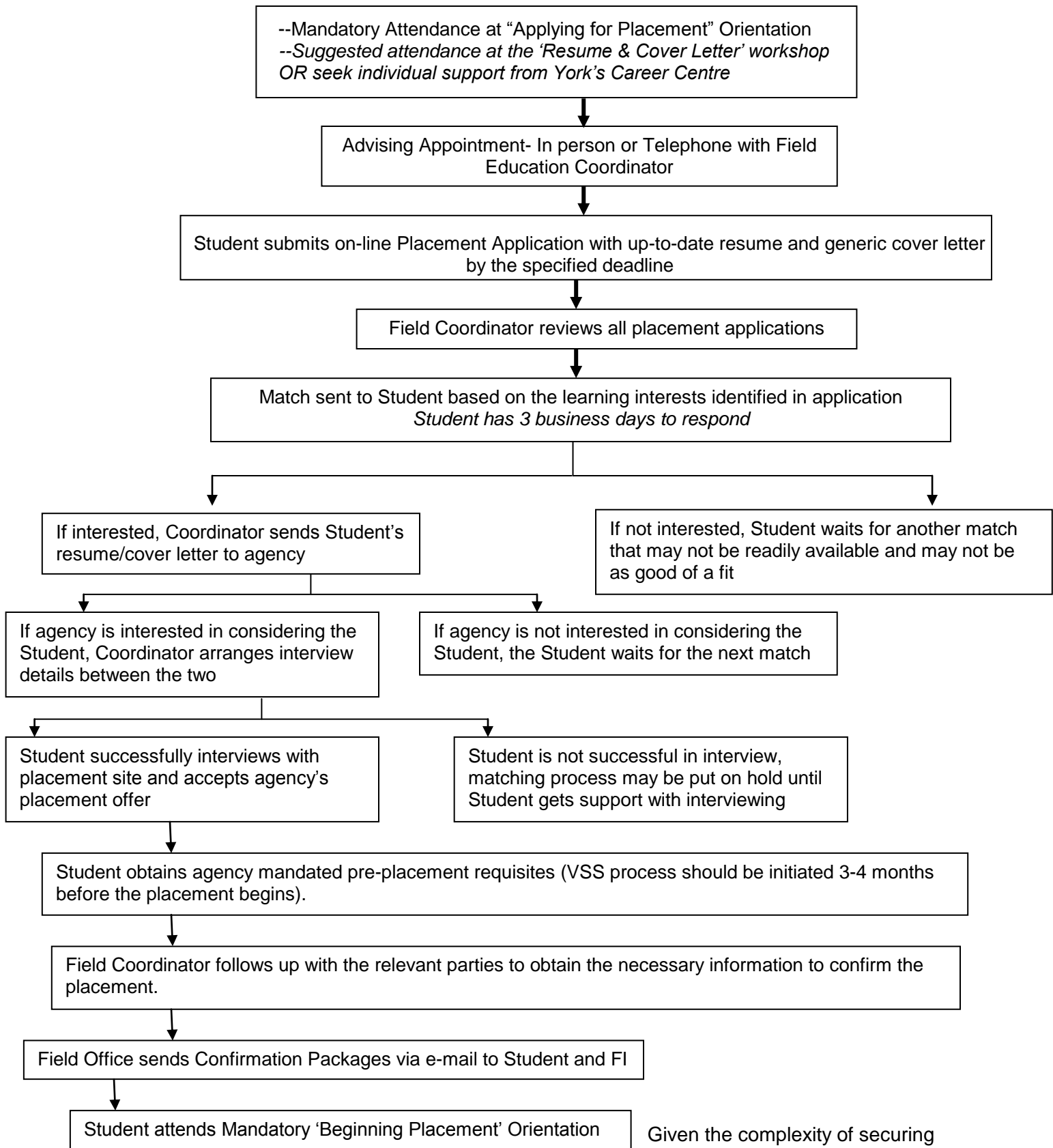
- I. How they can successfully incorporate the practicum into their lifestyle:
 - a. Will they need to work while completing the practicum?
 - b. Are they currently a primary caregiver for family member(s)?
 - c. Will they be taking courses while completing the practicum?
 - d. How many placement days per week were they hoping to complete
 - e. Geographical regions they can complete their placement in
 - f. Do they have access to a vehicle, the necessary car insurance and are they able to travel for placement purposes?
 - g. When do they hope to complete the program?

- II. Their area(s) of interest in social work practice that they would like to learn more about. Please note, some agency sites will require a certain level of previous experience.

- III. Their learning style.

MSW PRACTICUM ROAD MAP

This is a visual overview of the placement process. Please read this along with the information contained in this manual.



Given the complexity of securing placements for many students, the School has a structured placement process. As previously mentioned, Students are not

permitted to call, send their resume, or coordinate an interview with an agency without prior permission from the Field Education Office. Please bear in mind hospitals, school boards and child welfare agencies, such as CAS, ONLY want to be contacted by the Field Education Office staff. The Field Education Office will support each student to have an interview for a placement, however, it is the student's responsibility to be open-minded to the opportunities they are matched with and to successfully interview with agencies.

If a student hears of a potential placement through networks, volunteering, employment, an agency approaches the student, and so on, please connect with the Field Education Coordinator to discuss this further. There is no guarantee that this placement will be possible as all placements must be approved by the Field Education Manager. If it is determined that the student isn't following the placement process, they will be asked to meet with the Field Education Manager and the placement process will be put on hold until this meeting has taken place.

Students will have in-person interviews with their field instructor to ensure the placement is a good fit.

Through the interview:

Students will have the opportunity to learn more about the agency's:

- Regulatory bodies
- Structure
- Mission statements
- Philosophy/theories of practice
- Existing policies, including health and safety policies related to working with clients in the community and in their residences, for example, bed-bug policies.
- Current practices
- Programs they can be exposed to
- Supervision style of the field instructor and other team members they can work with
- Agency-mandated pre-placement requirements the student has to obtain.

The Field Instructor will have the opportunity to learn about the student's:

- Previous volunteer, work or practicum experience
- Social work skills and skill level
- Writing capabilities
- Previous training/workshops
- Educational background
- Areas of interests
- Desired learning goals
- Learning style and supervision that is needed

Students should prepare for this interview by:

- Conducting research on the agency, including reviewing the agency's website.
- Considering what they wish to learn or accomplish by completing a practicum in the setting
- Considering what supervision they will require for their learning needs
- Being able to express their learning goals clearly and concretely
- Attending the Interview Workshop or contacting the Career Center: 416-736-5351, www.yorku.ca/careers for help with interviewing skills

Please see below for a list of possible interview questions that a Field instructor may ask students.

<http://practicum.sowk.laps.yorku.ca/files/2016/02/SocialWorkPracticumInterviewPracticeQuestions2013.pdf>

Please see below for a list of possible interview questions students may prepare for Field Instructors or agency representatives:

<http://practicum.sowk.laps.yorku.ca/files/2016/02/QuestionsStudentsCanAskDuringThePlacementInterview.pdf>

Conflict of Interest

The Field Education Manager gives final approval over all placements and will assess if there are any conflict of interests. Conflicts of interests can include where a student has a relative in the placement site who can influence the evaluation process, certain instances where the student has been a client of the Field Instructor or other staff at the placement site, or where the student has been working in the field and has had previous or current experience with the agency. In these circumstances, the Field Education Coordinator and the Field Education Manager will talk to all the parties involved and will ensure there are no conflicts of interests. A plan will be put in place to ensure this. Students who fail to disclose possible conflicts of interest may be removed from their placement and may face disciplinary action for failing to adhere to the Social Work Code of Ethics.

Deadline to Secure a Placement

For students looking to start their placement in the **Fall Term**, students must have a placement secured no later than by the **end of September**.

For students starting their placement in the **Winter Term**, students must have a placement secured no later than by the **end of January**.

Note: If a placement is not secured by the deadline, the student may have to defer their placement to the next placement term. Please note that a placement deferral CAN HAVE financial implications for additional tuition fees and may delay convocation.

Enrollment for Placement Course

Students will be sent their practicum course section by the Field Education Coordinator or the Graduate Program Administrator the month before placement is to begin. Students are then required to enroll in the specified practicum course section before they start their practicum.

Accommodation Needs

Our past experience strongly suggests that there is an increased likelihood of success in practicum settings when students with different abilities 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, Counselling and Disability Services Counsellor, the Field Education Coordinator and the Field Instructor.

If you are a student with a different ability, we want to ensure that we arrange any necessary accommodations for you 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 placement search process with the Field Education Coordinator and a disability counsellor from Counselling & Disability Services.

Please contact the:
Counselling and Development Centre

(416) 736-5297
Room N110
Bennett Centre for Student Services
<http://www.yorku.ca/cds/>

Vulnerable Sector Screening

Bill C7 requires that anyone, including students, who work with children* or vulnerable persons[†] obtain an in-depth vulnerable sector screening (VSS) through the head police station in their residential region. Most agencies require a vulnerable sector screening prior to the start of placement.

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

A fee may be required to process this document. It is suggested that you obtain this document two (2) months prior to the start date of your placement.

Please note that if you know of any reason why a clean vulnerable sector screen 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 can be contacted by telephone at 1-800-874-2652 or via fax at 1-613-941-4981.

If the Police require fingerprints from the Student, it will take longer to obtain the vulnerable sector screen. Students are responsible for any costs associated with obtaining a vulnerable sector screen and for obtaining this before the placement starts.

Some regions may disclose involvement/information from the Mental Health Act. Please discuss this with the head police station in your region.

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

Use of Car or Public Transit for Placement Purposes

Students do not receive compensation from York University when using their own vehicles or public transit for placement purposes. If you drive for placement, 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.

Health Requirements

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

- Hepatitis B immunization
- TB skin test (this is usually a 2-step TB test that will take approximately 2 weeks to complete)
- Flu shot
- Varicella (chicken pox) immunization or proof of immunity

- Measles Mumps Rubella immunizations
- Tetanus Diphtheria Acellular Pertussis (Tdap) Vaccine

A blood test showing your immunity levels for these items may be required. This may take up to 3 weeks to obtain. A copy of your immunization record from your family physician or Public Health may be sufficient proof. If you experience an allergic reaction to a particular shot and/or are unable to take a particular shot, please provide proof from your physician. Students are responsible for paying any fees associated with obtaining the above-mentioned items and for obtaining these items in a timely manner before placement begins.

Mask Fit Test

A mask fit test may be required for students completing placements in health care related settings. Some agency sites provide this service to students. In cases where the site does not provide this service, students can obtain a mask fit test at **York University** by signing up for an appointment time on the following link: <http://www.synergy-employment.com/yorkmft>. **The cost at York is approximately \$17.00, but you must bring your York student ID card to obtain this rate.** Alternatively, you can complete the mask fit test at **St. Michaels Hospital, 416-864-6060 ext. 6944, for a cost of approximately \$30.00.** Students are responsible for paying any fees associated with obtaining a mask fit test and for obtaining this in a timely manner.

2. WORK PLACEMENT CONSIDERATION

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. In such instances, it may be possible for students to participate in **work placements**. Work placements are placements that take place at a student's place of employment. The two basic criteria which a proposed work placement must meet are:

- 1) The roles and responsibilities the student fulfills during placement hours must be different from that of the student's regular work position. **Your present job will NOT be recognized as a practicum opportunity.** You must commit **FULL** days to placement, separate from your regular work hours/duties.
- 2) The student's Field Instructor must be someone other than the student's supervisor in their work position and who meets the School's requirements for Field Instruction.

Work placements may be paid or unpaid, this is an Agency decision.

Work placements are unique and require special planning. In order for a work placement to be considered by the Field Education Manager for approval, students must be able to demonstrate that their situation warrants a work placement. Students who are interested in a work placement will be asked to fill out a work placement proposal form. If a student has completed a previous placement in an agency, volunteered or is currently volunteering with an agency or has worked with an agency in the past and they would like to complete one of their MSW placements with that agency, the Student may be asked to complete a work placement proposal form.

Please Note: Work place practicums are not automatically guaranteed or accepted. Certain criteria must be met and work place practicum proposals are subject to approval by the Field Education Manager. Please speak to the Field Education Coordinator for further information and to obtain the work place practicum proposal form that is due by the

specified placement application deadline.

3. INTERNATIONAL PLACEMENT POLICY

The School is committed to developing meaningful relationships with organizations outside of Canada for the purposes of exchanging knowledge and pedagogy. With this in mind, the School looks to develop long-lasting partnerships with organizations that will be able to offer safe and supportive learning environments to our students. Undertaking an international placement offers students the opportunity to:

- Enhance appreciation of and ability to apply anti-imperial concepts in practice
- Learn more diverse theory and practice and integrate these in fieldwork
- Learn about social work in other countries
- Recognize the challenges in this field and apply this new learning to Canada's diverse society and globalized world.

Availability

The School has developed an exciting exchange with the University of West Indies in the islands of Barbados and St. Vincent. Please speak to the Field Education Coordinator or the Field Education Manager if you are interested in this exciting international placement.

If you are interested in completing an international placement in another part of the world, please know that the School does not have a list of available international placements for other regions. International placements are very student-driven. Students may put forward suggestions and contacts for international placements and the School may then negotiate on the student's behalf. Placements may also be tied to faculty international/national/local projects and these will also follow the criteria/guidelines set out by the School as outlined below. The School of Social Work will follow strict guidelines for approval and there must also be open consultation with the host University/agency abroad. The Field Education Manager retains the right to refuse requests for international placements in consideration of the above requirements. Although students may be approved at the local level, when the documents are sent abroad, the host institution/agency could decide to accept, reject or seek further information.

International Placement Considerations

Students are required to follow the guidelines below in order to be approved to undertake an international placement.

- The student must have a strong academic standing of B+ upon entry into the graduate program and a demonstrated interest in international social work.
- Prior educational experience and exchanges abroad are assets to the application.
- Students should try to enroll in an international social work course. Alternatively, if these courses are not available, the student may take a directed reading course, studying international social work practice.
- Safety must be ensured in the planning of the placement prior to approval. Wherever possible, it is well advised that two or more students organize placements in the same country.
- Students will be responsible for gaining knowledge about the host country, understanding language barriers, health, climatic conditions and differing customs/practices prior to approval of placement.
- The student will make necessary arrangements relating to visa, health care, travel, accommodations and other relevant commitments.

- The School of Social Work will not be responsible for any travel, associated costs or any fees incurred for supervision by the international placement setting.
- Expenses incurred by the student on placement are the responsibility of the student.
- It is suggested that the placement be connected with a host University that is either recognized by York University and the International Association of Schools of Social Work; accredited by the appropriate regulatory body in the home country; or is among one of the Universities with which York University already has a Memorandum of Understanding in place.
It is also suggested that the host University be willing to provide a liaison and augment supervision in the host agency. If possible, the University liaison in the host country should conduct a site visit of the agency where the student is placed.
- The host Field Instructor's educational qualifications and experience must meet the accreditation standards as set out by the Canadian Association for Schools of Social Work Education.
- The host Field Instructor must be willing to provide the necessary supervision for the student and provide a formalized and structured evaluation process through the School's learning contract, mid-point progress review and final evaluation for the practicum course.
- The student, Field Instructor and host agency must agree to follow procedures and guidelines as outlined in the Field Education Manual, except where not applicable.

Timelines for MSW Students

International placements may be completed in the Winter term for the F/T Advanced Standing students (full time for 4 months). Negotiations can be made for spring/summer placements in the student's final year of the program as well (full time 4-5 days a week). Please note: students must discuss and make the necessary arrangements for their other coursework during the placement planning process. Please also bear in mind that when abroad, students often spend longer hours/days at their placement sites.

Application Process

The Field Office has found that it takes at least one (1) year to develop a meaningful international placement. The student must approach the Field Office at least six (6) months prior to the start of the practicum and be willing to spend additional time in planning and coordinating the placement. Students must submit an on-line placement application with an updated resume of work, volunteer, educational experiences and achievements to date. Students must also complete a written proposal which must be submitted to the MSW Field Education Coordinator and approved by the Field Education Manager. The proposal should outline the following:

- Rationale for the placement including knowledge of international social work, globalization, imperialism and the political context
- The Student's learning goals relating to international social work practice
- The student's willingness to study relevant material prior to going to placement
- The student's ability to handle differing customs/practices and ability to deal with language barriers, if any.
- Geographical location and relevant contacts
- Ability of the student to fund their travel, accommodation and living expenses while on the international placement.
- Any other relevant information that would support the international placement application

The written proposal should be submitted with a list of completed courses and grades and reference letters from two faculty members in the social work department.

York University Faculty Advisor's Role

While the students are in placement, the Faculty Advisor will schedule telephone or online Integrative Seminars. The Faculty Advisor will also provide informal follow-up through telephone or e-mail exchanges with the student and the Field Instructor throughout the placement to ensure the placement is going well and to address any concerns that may arise as soon as possible.

At the Completion of the Placement

Upon completion of the International Placement, the Faculty Advisor and the Field Education Manager will meet with the student for debriefing. It is encouraged that the student will present on their experiences and activities conducted abroad to the School. This can be done by organizing meetings to exchange ideas with the students and the University and share suggestions on how to incorporate their positive learning experiences into the Canadian model of Social Work Practice, for example, community development and other forms of practice observed in the host agency/country. Students may also write articles to be published in School journals or newsletters.

The Field Office will send the appropriate personnel abroad appreciation letters. In this way, the School ensures that there is: moral and educational support for the Student, monitoring of the student's progress, strengthening of the links with the agency and fostering a good image of York University.

[Policy revised and approved by School of Social Work Faculty on March 12, 2014]

THE PRACTICUM SETTING AND FIELD INSTRUCTION

1. THE PRACTICUM SETTING

The effectiveness of social work education depends on a number of factors; particularly the skills and knowledge students develop through engaging in a process of practice-based education and learning. The School would like to thank their community partners and field instructors for their support in this process!

The Field Education Manager and the Field Education Coordinator are continuously searching to locate agencies where students can engage in challenging learning opportunities. Ideally, agencies that are willing to follow the principles of our M.S.W. program are given high consideration. These include the importance of critical perspectives which emphasize the interdisciplinary context of social work knowledge and the implication of political and economic forces in the context of globalization for social work practice theory and research.

All agencies that are interested or willing to provide supervision to students must complete an application to become a practicum site. The Field Education Coordinator and the Field Education Manager will review the application and determine if the placement can be approved.

Criteria for Field Instruction Settings

The School of Social Work strongly believes that there are mutual advantages for the School and 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 principles used to select field settings:

- The School generally looks at non-profit agencies.
- The agency is in a position to, and is interested in, participating in social work education and adding to the student's growth and development as a professional social worker.
- The agency is able to provide an environment that is safe and free from harassment or discrimination and can provide orientation materials, including health and safety information, to the student at the beginning of the placement.
- The agency's philosophy of service should be compatible with the values and ethics of the social work profession and with the educational objectives of the School.
- The agency is willing to provide a learning environment for the student, including accepting them as a member of the placement setting and as a learning professional.
- The setting and organizational structure should be such that students can be allowed a fairly wide range of learning experiences and social work functions.
- Agreement that time allocated to the Field Instructor shall be sufficient for selection of assignments, individual supervision and instruction, completion of evaluations of student performance, and participation in field instructor training and development offered through the School.
- Depending on the learning objectives of the student and the structure of the agency, field instruction responsibilities may be shared between more than one Field Instructor.

- Suitable space and working facilities should be available for students. These include desk space, privacy for interviewing, phones and any dictating equipment as needed, transportation costs for out-of-office travel to interviews, meetings, and so on, where such compensation is indicated. The School recognizes that agencies may have to be creative and students may have to share space and sometimes desks because of the lack of space and stringent cutbacks in some settings.
- Recognition of the relevance and importance of the placement supervisory role.

If, during the placement negotiation process, the agency is unable to provide a placement opportunity at the time (for example, the field instructor has been transferred, promoted, let go, becomes ill, the learning activities are unavailable, and so on), it is the agency's responsibility to inform the Field Office at the earliest possible point so the Field Office can plan accordingly. If the agency is a unionized setting and the agency is in a bargaining year, it is the agency's responsibility to inform the Field Office of this and the potential of a strike during the placement time during placement negotiations and before placement interviews are conducted.

Agencies are required to enter into a legal agreement with York University before the placement begins. The Agreement stipulates the contractual requirements of the Field Instructor(s) and/or placement site and the School. The agreement is legally binding. One Agreement is issued to each placement site regardless of the number of students who may be placed with an agency. An agreement is valid for three (3) years unless otherwise stated. The agreement does not obligate the placement site to accept students in the future if they cannot accommodate in a given year

- **FIELD INSTRUCTION**

Field instruction is a branch of social work education with its own conceptual base, special skills, and unique process. It is more than an apprenticeship or internship. It involves the synthesis of theory with practice specifically to provide the delivery of effective and responsive social work. 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. Ideally, the relationship will encourage the openness and the freedom of both the student and the Field Instructor to look critically at their work and teach and learn experientially.

The following are some advantages of being a Field Instructor with York University:

- Valuable experience in mentorship and supervision.
- A library card granting on-line and on-site access to York University libraries.
- Option to purchase at a reduced rate an athletic facilities pass, which will permit the use of York University athletic facilities, programs and services.
- Representation on the Practicum Committee. Please see Appendix J and contact the Field Education Manager if you are interested in becoming a member.
- Invitation to practice workshops such as: Narrative Therapy, Stigma of Mental Health in Children, Race & Racism in Canada.
- Field Instruction may be used towards the Continuing Competency Program that registered social workers with the Ontario College of Social Workers and Social Service Workers must complete yearly.
- After 3 consecutive years of Field supervision, Field Instructors can apply for Adjunct Faculty status.
- Potential of Faculty Advising Contract for experienced Field Instructors.

Criteria for the Selection of Field Instructors

Normally, the Field Instructor will hold a Master of Social Work degree 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 as a social worker and, of course, must have an interest in students and social work education.

Although the norm has been that the Field Instructor must have a social work degree, the reality is that there are many experienced social service workers in the field who may have been practicing for a number of years without the full requirements. *The educational qualifications and professional experience of potential Field Instructors will be assessed on a case-by-case basis by the Field Education Manager.*

Field Instructor Roles and Responsibilities

- Informing the student of the need to obtain a vulnerable sector police reference check (VSS) and any other agency pre-placement requirements upon offering the placement to the student.
- Providing a learning environment that is safe and free from harassment and discrimination.
- Orienting the student to the agency and the community. This should include the structural organization of the agency, the decision making process, policies and procedures, funding sources and relevant legislation that pertains to the placement.
- Recommending readings relevant to the student's learning at the placement site, as appropriate and as required.
- Developing with the student, within the first three weeks, a learning contract specifying the days and hours students will be at the agency, the learning objectives of the student, how these objectives are to be pursued, what means are to be employed for evaluation, the nature of the work load and the expectations of the Field Instructor concerning the use of the time set aside for field instruction, usually at least one hour per week.
- Selecting and making available to the student practice experiences in the agency that reflect the range of activities possible in that setting. With discussion and guidance, assignments should be made within the first week of placement.
- Integrating the student's work with that of other agency personnel where applicable.
- Providing opportunities for the student to observe and shadow the Instructor's work and to engage in follow-up discussions based on the observation.
- Facilitating observation of and work experience with other workers.
- Allowing students to leave placement early or start placement later to attend Practicum Integrative Seminars, if integrative seminars fall on placement days. The integrative seminars schedule will included in the confirmation package.
- 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 Wednesdays, from 10:00 - 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.

- Providing continuous feedback to the student around progress and performance in addition to completing formal evaluations provided by the School. Evaluation should always be a joint endeavour between the student and Field Instructor. The Field Instructor makes a recommendation to the Faculty Advisor as to whether the student should pass or fail the practicum.
- Reporting to the Faculty Advisor any difficulties that may arise in the student/field instructor relationship or in the placement that impede learning at the earliest possible date so that a mutually agreeable resolution may be found.
- Attending the Field Instructors' Seminars that are held at the School of Social Work. See Appendix I for more information about the Seminar series

STUDENT AND FACULTY ADVISOR ROLES AND RESPONSIBILITIES

Field Placement is a contract with the student, the Field Instructor and the School as represented by the Field Education Staff during the placement process and the Faculty Advisor when the placement starts. The following describes the roles and responsibilities of the Student and the Faculty Advisor once the placement begins.

1. THE STUDENT

Social work education requires students to grow and develop both professionally and personally. As such, the student carries most of the responsibility for their learning and development as an aspiring Social Worker. Students should enter into the placement with an open mind and professional attitude.

The following are specific responsibilities for students in placement:

- Sign the WSIB Declaration of Understanding before beginning placement. Please see <http://practicum.sowk.laps.yorku.ca/files/2016/02/Student-Declaration-of-Understanding.pdf>
- Complete the safety orientation checklist ideally on the first day of placement, but at least within the first two weeks of placement, and provide this to the Practicum Assistant.
- Sign the MSW Student Agreement for Placement. Please see <http://practicum.sowk.laps.yorku.ca/files/2016/02/MSW-Student-Practicum-Agreement-2017-2018.pdf>
- Ensure the dress code is discussed with the Field Instructor and is followed.
- Read material that is relevant to their placement, taking the initiative in requesting reading guidance from both the Field Instructor(s) and the Faculty Advisor. These materials could be comprised of policy manuals of the placement setting, literature on social issues, legislation and regulations related to the agency setting, literature on successfully preparing for and completing a placement, and other relevant readings.
- Learn agency policies and adhere to these very same policies and the ethical code of practice for social workers as outlined in the Code of Ethics. 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, found at: http://practicum.sowk.laps.yorku.ca/files/2016/02/codeofethics_e-2.pdf
- Demonstrate the willingness and enthusiasm of a learning and reflective team member while in attendance at the placement setting.
- Develop with the Field Instructor, within the first three weeks of placement, a contract specifying the learning objectives for the placement.
- Perform established tasks and responsibilities at a degree of competence that is consistent with their educational level, within York University's guidelines and with the placement setting requirements, as determined by the agency in consultation with the School.
- Comply with agreements relating to time, hours and days of attendance at the agency. A placement day is typically seven (7) hours long [i.e., eight (8) hours with an hour for lunch]. This may vary depending on an agency's requirements. The student is expected to work the same hours as the Field Instructor. Students may count their lunch hour as part of the practicum hours 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 part of their practicum hours. Some agencies may require students to occasionally stay past the regular placement hours, which means that some days may be longer than seven (7) hours.
- May take relevant religious holidays that fall on placement days and any other holidays unique to the agency, however, Field Instructors must be informed well in advance of these absences and students must make up this time. **Statutory holidays are not to be included when calculating placement hours and any missed time must be made up.**
- Make up any time they are away for personal reasons **and/or time** missed due to inclement weather.

- Students must notify their Field Instructors if they are ill and unable to be present at the practicum setting. Students must make up this time. If a student is absent for one week or more at any given time, the Faculty Advisor must be informed as soon as possible. Students are required to complete the total required number of placement hours at the placement site. Absences from field placement will need to be made up during non-class days, following discussion with and approval of the Faculty Advisor.
- Log their placement hours online.
- Attend and participate in the practicum course's mandatory integrative seminars convened by the Faculty Advisor. A schedule of these seminars will be included in the student's confirmation package. Students are required to make up the time at their placement agency if the integrative seminar conflicts with their placement hours.
- Journaling - it may 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 journal, however, should do so while practicing one of social work's cardinal rules - safeguarding confidentiality. For example, names or any type of identifying information such as social insurance numbers, and so on should not be included in journal entries. ***The personal journal is not a requirement for the practicum course and therefore does not need to be submitted to any member of the School of Social Work or to the student's respective Field Instructor(s).***
- To view the teaching relationship with the Field Instructor as a learning experience so as to come adequately prepared for all field instruction sessions and to contribute as an active participant in this process.
- Participate fully in the student evaluation process by meeting with their Field Instructor in order to complete the **Mid Point Progress Review** and the **Final Evaluation**.
- Complete the online **Student Questionnaire of the Practicum** form.
- Complete the placement extension/grade deferral request form and obtaining the Field Instructor and Faculty Advisor's signatures for this form, should the student need to extend their placement by one week or more past the end date listed in the confirmation of placement package. Please see Appendix L for further details.
- Seek 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 also consult with the Faculty Advisor immediately concerning any issues that may arise during the placement that cannot be resolved with the Field Instructor. Students must also take some responsibility for ensuring that they are in an optimal learning situation.

2. THE FACULTY ADVISOR

The Faculty Advisor's role is viewed as an integral component of the Practicum and consists of administrative and pedagogical responsibilities. Once a placement has been confirmed by the Field Education Program, the Faculty Advisor will assume the responsibility of representing the School and being the direct liaison with the student and Field Instructor.

The following are specific responsibilities for the Faculty Advisor in placement:

- Initiate contact with the agency and student at the beginning of the placement.
- Ensure the Field Instructor has received the confirmation package and this information is understood by both the student and the Field Instructor.
- Verify the start date, days and hours of placement and supervisory time for the student.
- Provide the Field 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.

- Take reasonable steps to ensure that student placements are safe and free from harassment and discrimination.
- Continuously oversee the placement and field instruction format and techniques
- Recommend relevant readings to students.
- Support the student and the agency with the development of the learning contract.
- Set up a site visit, typically lasting 1 hour, between themselves, the Field Instructor and the student in order to review the student learning that has taken place and set goals for future learning, as well as to share any questions or concerns. Faculty Advisors normally visit each student at their placement site once during the placement period, usually at the mid-point of the placement hours, unless circumstances arise during the placement which requires 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.
- Is available to both the student and the field instructor throughout the placement should they have any questions or concerns.
- Arrange meetings to resolve any difficulties in the placement and advises 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 prevent a placement breakdown or failure.
- Convene four (4) 2 hour long integrative seminars for students throughout the academic year.
- Ensure the learning contract, mid-point progress review, final evaluation, the log of hours and the Student Questionnaire of the Practicum have been received by the deadline and reviews them.
- Determine students' final pass or fail grade based on: the student's attendance and participation in all four integrative seminars, the mid-point progress review and final evaluation, the log of hours and any other assignments negotiated during the placement. The Faculty Advisor then submits these documents to the Field Education Manager by the deadline provided. Faculty Advisors must complete the Faculty Advisor Summary reflecting the practicum grade.

STUDENT EVALUATION

Evaluation for advanced standing MSW placements focus on knowledge base in a professional context, ability to function within organizational and community contexts, self-awareness and human behavioural functions, and social work practice skills and competencies. These areas of evaluation reflect the School's critical approach with a focus on human rights, social justice and anti-oppression.

1. THE LEARNING CONTRACT

General

The Learning Contract is a document that is designed jointly by the student and their 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 and objectives established for the placement.
- The activities and/or programs the student will have access to within the agency.

Information provided in the Learning Contract should be specific, measurable, attainable and contain a time frame. Methods of evaluation and procedures for observation of work should also be discussed and included in the Learning Contract.

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 as well as life experiences. Although many agencies may provide direct practice, the expectation is that the student will incorporate knowledge, understanding and analysis of social, economic and political systems that may affect the client. Further, there is hope that the student completing research or policy placements will also consider the impact of their work at the micro level.

The Learning Contract is a flexible, living document. This means that the Learning Contract can be revised and changed if necessary as the placement proceeds.

Components of the Learning Contract

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

- I. 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, and so on

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 direct practice, community work, research, 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 the tasks should also be included.

The educational section of the learning contract includes five (5) development areas, and their associated criteria, that reflect the School's Mission Statement.

The learning areas are:

1. Social issues addressed by the organization (macro perspective)
2. Organizational context (mezzo perspective)
3. Critical social work skills (micro perspective)
4. Critical reflexive practice skills (micro perspective)
5. Professional context of practice (micro perspective)

Students use the learning areas as a guide toward the development of learning goals. Once the learning contract is complete, it is submitted on-line to both the Field Instructor and the Faculty Advisor for review.

The Learning Contract should be completed online **by the end of the third week of the placement.**

Please go to the following website to see the process of online Evaluation

<http://practicum.sowk.laps.yorku.ca/files/2016/02/Online-Evaluation-Process-Sep-2016.pdf>

2. MID POINT PROGRESS REVIEW

The Mid Point Progress Review is based upon the learning contract developed by the student and the Field Instructor. At the mid-point mark of the placement, students should have a formal meeting with their Field Instructor to review their achievements/strengths to date, based on the goals for placement as identified by the School and in the student's learning contract, as well as areas to focus a more intense application of skills to be improved in the identified areas to clarify the students' critical path of focus for the remainder of the placement. 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 for the final evaluation process.

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

EE = Exceeds Expectations

ME = Meets Expectations

NI= Needs Improvement

DNM= Does Not Meet Expectations

NA = Not applicable at this time

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

3. THE FINAL EVALUATION

The **Final Evaluation** is an essential part of the field experience for 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** completed by the student and the Field Instructor.

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 scale:

EE = Exceeds Expectations

ME = Meets Expectations

NI= Needs Improvement

DNM= Does Not Meet Expectations

NA = Not applicable at this time

The final evaluation should be submitted to the Faculty Advisor by the Field Instructor. In addition, the student must submit a signed hard copy of the Final Evaluation to their Faculty Advisor. After this is done, the Faculty Advisor submits their Summary to the Field Education Manager and the Field Education Manager submits the required documentation confirming the student has successfully completed the practicum program and has met the degree requirements. The grade submitted to the University by the Faculty Advisor is either a **PASS or FAIL**, which indicates a credit or no credit granted for 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 5 years after graduation.

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

PLACEMENT BREAKDOWN AND PLACEMENT FAILURES

Field Placement Breakdown/Failure Policy

Acronyms and Meanings

FEM = Field Education Manager
FA = Faculty Advisor
FI = Field Instructor
UPD= Undergraduate Program Director
GPD= Graduate Program Director

Placement Breakdown

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 field instructor
- A personal situation that is impeding the student's ability to sustain the placement, etc.

Engaging in a process of mediation is a learning opportunity that can build a student's conflict resolution skills. In the event that this conflict resolution process is not possible, the Field Education Office will take the steps to support the student with their placement breakdown.

Students CANNOT decide, on their own, to end their placement. As placement students, you have committed to a contract -the Student Practicum Agreement- and are required to fulfill all obligations for a successful placement. The placement breakdown process as identified below must be followed before a placement breakdown is considered. Not following through with the process as outlined below will result in a failure.

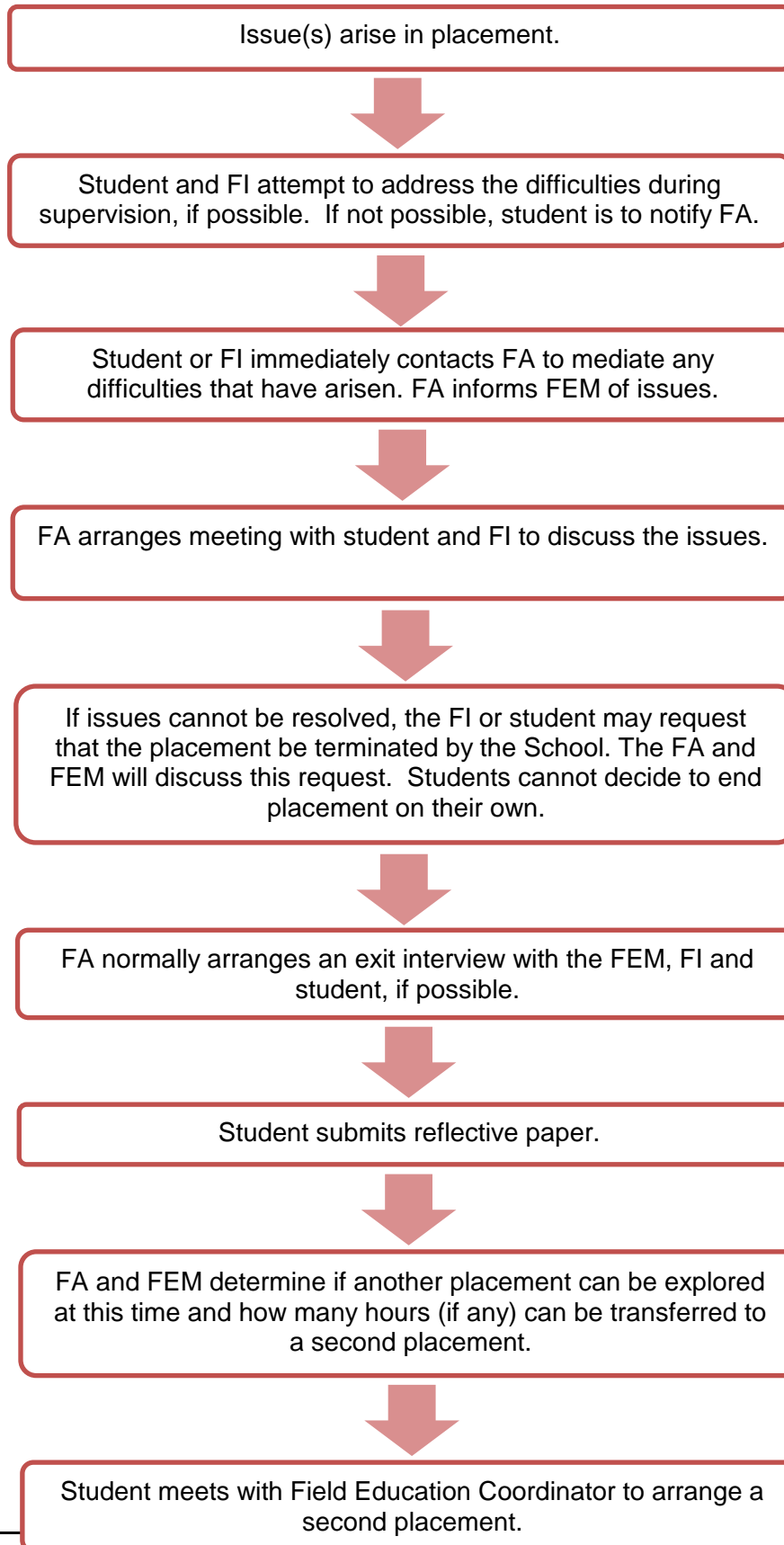
1. Student and Field Instructor attempt to address the difficulties arising in the placement during supervision. The Faculty Advisor is to be notified of these difficulties and the planned steps to be taken by the student and Field Instructor.
2. In cases where these attempts are not successful, or where the student is not comfortable speaking with 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 issues. At this meeting, a plan of action with timelines for follow-up will be shared. Follow up should take place no more than 12 placement days (approximately 1 month) after the initial meeting.
3. If the difficulties cannot be resolved following a meeting between the student, Field Instructor and Faculty Advisor, then the student, School, or placement agency can request that the placement be terminated. **Students cannot end OR stop attending their placement without the Faculty Advisor and the Field Education Manager's approval beforehand.** Failure to obtain permission will result in a failure of the placement rather than a placement breakdown.
4. 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.

5. 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 the 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.
6. The student will be required to write a **reflective paper** (1500-2000 words in length in APA format) and submit the hard copy **within 1 week of the exit interview**. This paper should outline 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.
7. Once the placement breakdown process (as outlined above) has been followed and the reflective paper meets the requirements (as outlined above) 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.
8. The Faculty Advisor and Field Education Manager will also determine if the student is eligible to transfer any hours from the first placement to the alternative placement. For the BSW programs, a maximum of **300** hours can be carried forward and for the MSW programs, a maximum of **200** hours can be carried forward to the second placement.
9. Once a student's eligibility and transferable hours have been determined, the student will meet with the Field Education Coordinator to begin the process of searching for 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. The process of finding another placement can delay a student's convocation and there may also be tuition and OSAP implications.**
10. If a student has had 2 placement breakdowns, the FEM and FA may involve the UPD or GPD in a meeting with the student before considering another placement.

Exceptions to the Placement Breakdown Policy can be made by the Field Education Manager at any step based on health and safety reasons or concerns.

1. **Summary of Placement Breakdown Process** (Refer to details in section above)



Placement Failure

A failure is based on the student's performance in the practice setting and is determined by the Faculty Advisor and/or the Field Education Manager. Reasons for failure include but are not limited to:

- Failure to meet the expectations for BSW or MSW level of practice
- Student engages in actions, including the use of social media, which jeopardize the well-being and/or reputation of the agency, the School, the Field Instructor or a client
- Student fails to adhere to the Social Work Code of Ethics as espoused by the Canadian Association of Social Workers
- Student fails to act in accordance with the Practicum Centre's regulations and policies and procedures, including appropriate Provincial Acts as they apply to the Practicum Centre including, but not limited to, confidentiality and privacy
- Behaviour or actions exhibiting racism, homophobia, sexism or any other form of discriminatory behaviour
- Student engages in unethical practices as described in the Student Professional Behaviour Policy , Appendix B for MSW Professional Behaviour Review Policy.

In cases of a **professional breach of conduct**, the only option may be for the student to be withdrawn from the placement. The Field Instructor brings the area of concern to the immediate attention of the student and the Faculty Advisor. At that time, the Student Professional Behaviour Policy will be followed.

- A. A Student Professional Behaviour Review may result in withdrawal from the program.
- B. If following a Student Professional Behaviour Review, a student is granted permission to undertake a second placement, they will have to wait until the next regular placement period as set out in the BSW or MSW program.

In cases where the reason for contemplating a placement failure is the **result of the inability to begin to develop social work practice skills**, the following steps must be taken to attempt to develop these skills. The required skills for practice are identified by the School in the 5 development areas detailed in the learning contract, mid-point progress review and final evaluation forms.

1. The Field Instructor, student, Faculty Advisor and Field Education Manager meet to discuss the concern and determine if there are ways in which the issue may be resolved.
2. The Field Instructor, student, and Faculty Advisor will create a plan that would support the student in succeeding in developing the required skills. Follow up should take place no more than 12 placement days (approximately 1 month) after the initial meeting.
3. Once the plan is set, the student's progress should be carefully monitored by the Field Instructor and the Faculty Advisor. Regular on-going communication between the student, Field Instructor, and the Faculty Advisor should occur with regards to the student's progress. The Field Instructor should document regular supervision meetings with the student and any other meetings in which the student's performance is discussed.
4. If the Field Instructor has determined that the student still has not demonstrated readiness

for practice within the timeframe stipulated above, then the Faculty Advisor has the right to fail the student. In such cases, the Field Instructor must ensure that:

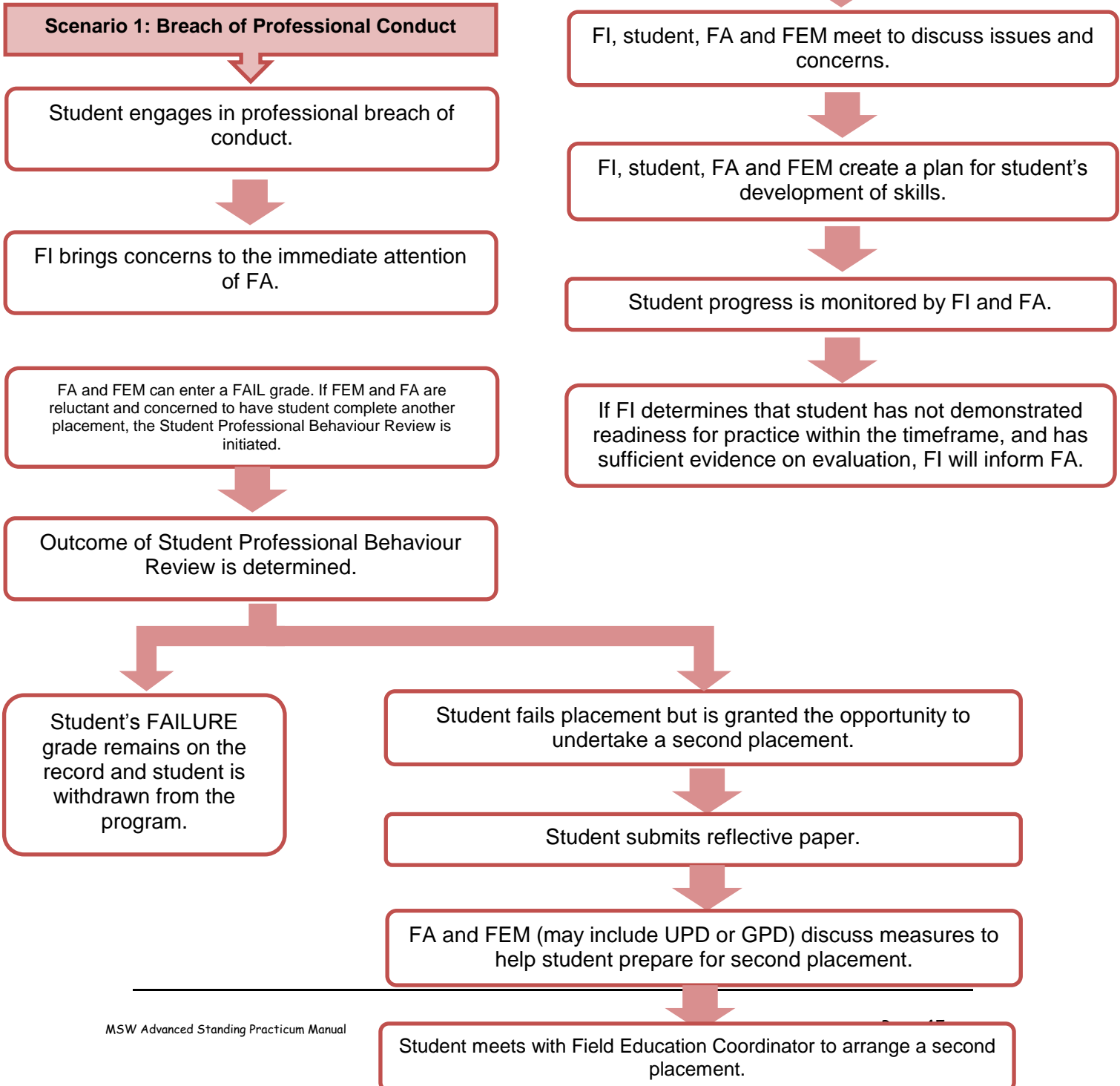
- i. Concerns about the student's readiness for practice were made explicit to the student and the School in a timely fashion
 - ii. The evaluation contains sufficient evidence as to why the student should fail
5. The Student Professional Behaviour Review Policy (MSW policy approved on January 27, 2017 and BSW Policy approved by Senate on June 26, 2008) states "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".
- a. A Student Professional Behaviour Review may result in withdrawal from the program.
 - b. If following a Student Professional Behaviour Review the student is granted permission to undertake a second placement, they will have to wait until the next regular placement period as set out in the BSW or MSW program.
6. In order to qualify for another placement, the student must write a reflective paper (1500-2000 words in length, APA format and submitted in hard copy) that clearly outlines their understanding of why they failed the placement, including examples of where they need to increase their learning, what they have learned from this experience, and how and why they feel completing another placement will benefit them in terms of their readiness for practice. The reflective paper will be reviewed by the Field Education Manager and the Faculty Advisor.
7. The Faculty Advisor and Field Education Manager may involve the GPD or UPD to talk about options or measures that can be put in place to help the student prepare for another placement (i.e. a directed reading course).

There is a two placement limit for failed placements in this program, therefore, if a student fails a second time they will not be offered a third placement and will not graduate with a BSW or MSW.

[POLICY APPROVED BY SCHOOL OF SOCIAL WORK FACULTY ON MAY 10, 2016]

2. Summary of Placement Failure

(Refer to details in section above)



HEALTH AND SAFETY AND ETHICAL CONSIDERATIONS

The School of Social Work at York University is concerned with student safety and security in the placement. Placement settings are responsible for ensuring that students receive an orientation to safety protocols, policies and/or procedures. In addition, students should be made aware of how to handle emergency situations in the absence of their Field Instructor.

Students with concerns about safety are advised to discuss these with their Field Instructor and Faculty Advisor. Students should not be alone in the placement setting either during placement hours or after hours, unless this has been discussed with the Faculty Advisor and appropriate training and support is available.

1. Workplace Safety and Insurance Board - WSIB - INFORMATION

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 completing a paid work placement.

A Declaration Letter needs to be signed by the student to acknowledge their understanding of the reporting process for WSIB incidents. It is imperative that students submit the signed Declaration Letters to the Field Office 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 WSIB insurance coverage for the duration of the placement through the Ministry of Advanced Education and Skills Development (MAESD).

Should an injury occur while the student is at the placement site or conducting placement related responsibilities, the placement site will need to contact the Field Office and fill out the appropriate WSIB forms with the School, according to the WSIB's timelines.

2. 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 under pressure, they should consult immediately with their Faculty Advisor and/or the Field Education Manager. Please refer to Appendixes C and D for further information on York University's Policy on Sexual Harassment and the Sexual Assault Survivor's Support Line (SASSL) at York University.

3. 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 ability will not be tolerated by the School, and any such offenses will result in the termination of the student with that particular agency. Please see Appendix E for York University's Policy on Racism. 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, Equity and Inclusion at York University is available for consultation. Please see Appendix F and G for further information on the Office of the Ombudsperson and the Centre for Human Rights, Equity and Inclusion, York University. Students and/or Field Instructors should consult immediately with their Faculty Advisor and/or the Field Education Manager if such practices occur.

4. GUIDELINE ON USE OF SOCIAL MEDIA

Social media is a 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 the 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 the 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: 416-736-2100, ext. 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]

5. STRIKE POLICY

The School of Social Work recognizes that for students in placement in a unionized environment, a strike during placement is a possibility as such, the School supports student learning regarding labour relations in social service agencies. 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 undergraduate 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.

Roles and Responsibilities in the Case of a Strike:

Field Instructor/Agency

- 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 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 (i.e.: does the local unit want student participation, could the student get a sense of the issues for a paper, and so on).
- 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, forwarding 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, 1 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 affected by this strike.

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

APPENDICES

APPENDIX A

IMPORTANT DATES

Graduate studies at York consists of three academic terms: Fall term, Winter term, and Summer term.

Please refer to this website for any update:

<http://gradstudies.yorku.ca/current-students/student-status/important-dates/>

APPENDIX B- Student Professional Behavioural Review Policy (MSW)

Student Professional Behaviour Policy (MSW)

York University Master of Social Work (MSW) Student Professional Behaviour Policy

PREAMBLE

The Master of Social Work (MSW) 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 MSW degree, a professional standard of behaviour is expected from all Social Work students. At issue in this policy is the protection of the public in view of the University's role in graduating competent professionals.

Progression through the MSW program at the School of Social Work at York University is therefore contingent on compliance with the ethical and behavioural standards required of them. The MSW Student Professional Behaviour Policy recognizes the general responsibility of the faculty members of the School of Social Work to foster standards of behaviour that are acceptable in a professional context and the responsibility of the students to be mindful of and abide by such standards at all times both in the Program and outside of it.

POLICY

A. Behaviour that may result in failure or withdrawal from the MSW program

The standards required of Social Work students are those 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 and the School of Social Work's "MSW Practicum Manual". Conduct that breaches the York University *Code of Student Rights and Responsibilities* or any other relevant York University policy³ including but not limited to the Policy Concerning Academic Honesty, the Sexual Harassment Policy and the Policy Concerning Racism, may also be found to constitute unprofessional behaviour and allegations of such behaviour may be dealt with concurrently under this Policy and under the Code of Student Rights and Responsibilities.

A student who fails to abide by such standards may, depending on the gravity of the breach, face consequences ranging from failure in a specific course to being withdrawn from the Program with no possibility of return. Such consequences are independent of any proceedings or consequences that may be imposed by the professional governing body of a student who is already a registered Social Worker at the time of such breach.

¹ http://practicum.sowk.laps.yorku.ca/files/2016/02/codeofethics_e-2.pdf

² <http://www.ocswssw.org/professional-practice/code-of-ethics/>

³ For a complete list see <http://www.yorku.ca/secretariat/>

B. Jurisdiction

Allegations of a breach of professional behavioural or ethical standards by a student enrolled in the MSW 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.

C. Circumstances leading to a Student Professional Behaviour Review

1. A Student Professional Behaviour Review is to be conducted when there is evidence indicating that a student may have engaged in any behaviour that is deemed unprofessional.
2. Non-Practicum Courses: in instances where a Course Director of a non-practicum social work course has concerns about student behaviour that have not been resolved through discussion

with the student, they will consult with the Graduate Program Director. The Graduate 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.

3. Practicum Courses: in the event that a Faculty Advisor, Field Instructor, or the Field Coordinator has concerns about the behaviour of a student enrolled in SOWK 5350 6.0 or SOWK 5310 6.0 (Practicum and Advanced Practicum), they 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.
4. When allegations of a breach of professional behaviour standards by a student enrolled in the MSW program come from a venue other than a MSW course or practicum, the matter will be investigated by the Graduate 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 Procedure

1. Once informed of a potential breach of professional behaviour standards by a student in the MSW degree program, the designated Faculty causes the Office of the Registrar to post a block on the student's enrolment activity in the concerned course(s). 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 the Professional Behaviour Review has been completed and a final decision is reached in any appeal from it.
2. The Graduate Program Director of the School or their designate asks the designated Faculty office to convene a review committee consisting of three persons: the Associate Dean of Students of the Faculty of Graduate Studies, or their designate; the Director of the School of Social Work; and one other full-time School of Social Work faculty member who is also appointed to the Faculty of Graduate Studies and who has not been privy to the alleged behaviour or discussions concerning it.
3. The Graduate Program Director of the School or their designate and the Manager of Field Education for the School or their designate are responsible for presenting the evidence and testimony concerning the alleged unprofessional behaviour. They may call testimony from the Course Directors if the behaviour was observed by them or occurred in a course or courses, and/or from Field Instructors including placement agency staff where the behaviour occurred in a practicum setting, as well as from any other person(s) with relevant knowledge.
4. The student is notified in writing by email and by courier or priority commercial post of the intention to hold a Student Professional Behaviour Review. The notice contains proposed date(s) and time(s) that are a minimum of **twenty-one** calendar days following the date on which the notification is sent out to the student. It is the student's responsibility to provide the School with their current email, postal and telephone contact information. If, by reason of having failed to update their contact information with the University, the student either fails to receive the notice or receives it late, the Review hearing may be conducted without the student's participation.
5. The notification to the student includes a summary description of the alleged behaviour, an indication of the standard it breached, and an outline of the procedures to be followed.
6. The student's first obligation is to respond, within **seven** days of delivery of the above-described notification, to the proposed time and date for the hearing. If this is not done the Review hearing may take place without further consultation of the student as to time or date.

7. If the student wishes to file a written substantive response to the allegation, it must be delivered and confirmed as received within **fourteen** calendar days following delivery of the notification of the Review.
8. No less than seven calendar days prior to the Review hearing, all parties are required to inform the Review Committee of their intention to call witnesses and the names of these witnesses.
9. The student may bring a representative to the Review hearing to call evidence, question witnesses and make closing submissions. If the student chooses to do this, the representative's name and relationship to the student must be provided to the Director in advance of the Review.
10. The Director or designate chairs the Review hearing. A School staff person may be designated to take notes of the timing and order of witnesses and any rulings made by the Review Committee during the proceeding.
11. 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 or the student's representative is then given an opportunity to put questions to the witnesses about the evidence presented and to present evidence in response. 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.
12. When all available relevant evidence and witnesses have been heard and both the faculty representatives and the student have had opportunity to sum up about the case, the Review Committee then enters into a closed session to determine whether a breach of professional standards or ethics occurred and, if so, what actions will be taken. The decision is made by a majority vote of the review committee.
13. A Student Professional Behaviour Review results in one of four possible outcomes:
 - i) A finding that no breach of professional standards or ethics has occurred. No records will be retained.
 - ii) 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;
 - iii) 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.
 - iv) 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 MSW degree program.
14. The decision of the Review Committee is communicated to the student in writing and is delivered by hand, by email or by mail, at the discretion of the Committee. The decision incorporates a summary of the timing and of the evidence presented and testimony heard before expressing the Review Committee's findings and conclusions. No minority or dissenting opinion is expressed. Except where the outcome is (i) above (no breach), a record of the decision is retained in the Office of the Director of the School of Social Work, regardless of the severity of the outcome, 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 retroactive withdrawal from the course.

E. Appeals

Students may appeal a decision of a Student Professional Behaviour Review Committee to the FGS Appeals Committee on grounds permitted by FGS. Information on the FGS Appeals Committee procedures can be found at: <http://gradstudies.yorku.ca/current-students/regulations/petitions-appeals/>

APPENDIX C

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: 1997/02/07

Approval Authority: President

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

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.

** please refer to York University Secretariat website for updates on University Policies:

<http://secretariat-policies.info.yorku.ca/>

APPENDIX D

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-judgemental 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 – sassl@yorku.ca
Referrals
Public Education
Fund Raising

Office location - 4th 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 regards 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 E

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"

Policy

1. York University affirms that the racial and ethno cultural 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 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, EQUITY AND INCLUSION

Contact Information


Centre for Human Rights, Equity and Inclusion
York University
Victor Phillip Dahdaleh Building, 2054 (formerly TEL)
Toronto, ON Canada, M3J 1P3

 Voice: (416) 736-5682

 TTY: (416) 650-8023

 Fax: (416) 650-4823

 Web: <http://rights.info.yorku.ca/>

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

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

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

FIELD INSTRUCTOR SEMINAR SERIES FOR 2017 - 2018

The Field Education Manager will convene three (3) seminars per term and appropriate educative forums relating to the Field. The content of these educational seminars will differ from year to year as they are tailored to address issues that may arise from placements. Current trends in field education may also be examined.

These Seminars serve as an orientation for all 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 sources of knowledge and expertise.

Field Instructor Seminar information is usually included in the confirmation packages sent via e-mail prior to the start of the placement.

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

Friday, September 15, 2017

9:30 AM – 3:00 PM (LUNCH AFTER)

LOCATION – ROOM S802, 8TH FLOOR, ROSS BUILDING SOUTH, YORK UNIVERSITY
(KEELE CAMPUS)

Introduction to Field Education: Building a Positive Context for Supervision and Learning – A Process of Learning Exchange

THE AIM OF THIS FIELD INSTRUCTOR SESSION IS TO PROVIDE AN INTRODUCTION TO THE PROCESSES AND SYSTEMS USED BY THE FIELD OFFICE, STUDENTS AND FIELD INSTRUCTORS THROUGHOUT THE PRACTICUM AS WELL AS THE ROLES, RESPONSIBILITIES AND EXPECTATIONS THAT YORK UNIVERSITY SCHOOL OF SOCIAL WORK HAS OF BOTH THE STUDENT AND FIELD INSTRUCTOR THROUGHOUT THE PLACEMENT. WE WILL ALSO REVIEW THE SCHOOL'S APPROACH IN TEACHING SOCIAL WORK, WHICH ARISES FROM CRITICAL SOCIAL WORK PRACTICES. THE TRAINING WILL FOCUS EXTENSIVELY ON THE RELATIONSHIP BETWEEN THE STUDENT, FIELD INSTRUCTOR AND AGENCY AND HOW THIS CAN BE USED TO CREATE AND FOSTER A POSITIVE CONTEXT FOR LEARNING. **STUDENT CAN ATTEND THIS PARTICULAR EVENT WITH THEIR FIELD INSTRUCTOR.**

Friday, OCTOBER 13, 2017

9:30 A.M. – 3:00 P.M.

LOCATION – ROOM S802, 8TH FLOOR, ROSS BUILDING SOUTH, YORK UNIVERSITY
(KEELE CAMPUS)

WORKSHOP: DEMYSTIFYING CRITICAL SOCIAL WORK FOR THE FRONT LINES

STUDENT CAN ATTEND THIS EVENT WITH THEIR FIELD INSTRUCTOR.

Friday, December 8, 2017

9:30 A.M. – 12:30 P.M. (LUNCH AFTER)

LOCATION – ROOM S802, 8TH FLOOR, ROSS BUILDING SOUTH, YORK UNIVERSITY
(KEELE CAMPUS)

Evaluations and Endings

THE PURPOSE OF THIS FIELD INSTRUCTOR TRAINING SESSION IS TO FAMILIARIZE FIELD INSTRUCTORS WITH THE YORK UNIVERSITY SCHOOL OF SOCIAL WORK'S EVALUATION PROCESS FOR DIRECT ENTRY BSW, POST DEGREE BSW, AND MSW STUDENTS. FIELD INSTRUCTORS WILL ALSO HAVE AN OPPORTUNITY TO EXPLORE THE ISSUES AND CONCERNS RELATED TO BOTH OF THEIR OWN AND THE STUDENTS' EXPERIENCE OF THE EVALUATION PROCESS AND COMPLETION OF THE PRACTICUM. **THIS SEMINAR IS FOR FIELD INSTRUCTORS ONLY.**

An invitation email will be sent to you, please register online.

APPENDIX J

THE PRACTICUM COMMITTEE

School of Social Work, York University

PRACTICUM COMMITTEE

Terms of Reference

Revised February 2017

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 Program 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 Assistant shall also be members of the Practicum Committee.

2.2 Membership Expectations

It is expected that each member will report to and consult with their respective constituent and provide feedback to the Committee:

- The Chair will provide feedback to the Faculty/School Council meetings and any other Committee.

2.3 Recruiting Committee Members

It is the responsibility of the Field Education Office to seek representation from the various constituencies. Committee members are recruited by September of each year so that pertinent materials and minutes of the meetings can be perused before the first meeting in October.

2.4 Term of Membership in the Committee

- Full Time Faculty Representatives serve a 3 year term.
- All other members have the flexibility to end their commitment to the committee after 1 year (if they so choose).
- The terms begin in September and continue through to June.

3.0 CONSULTANTS

Educational Coordinators and other community partners can be invited to attend meetings as guest participants for the development of practicum issues.

4.0 ORGANIZATIONAL PROCEDURES

4.1 Meetings

- 4.1.1 The Field Education Manager will chair the meetings.
- 4.1.2 The Field Education Manager will consult with the Undergraduate and Graduate Program Directors and other relevant Committees on Practicum issues.
- 4.1.3 Meetings are held every six weeks, October to June at the School of Social Work. Each meeting will have a duration of approximately one and a half (1.5) to two (2) hours.

Meetings will not be scheduled during the months of July and August except under extenuating circumstances.

It is expected that members will make every effort to attend every meeting.

4.2 Minutes

The Field Education Assistant will record and distribute the minutes and any accompanying documents. Minutes will be circulated, prior to each meeting. Agenda items should be forwarded to the Practicum Assistant or the Field Education Manager prior to meetings.

5.00 QUORUM

The Committee must have a quorum of 50% of its members in order to conduct business.

Revised by the Practicum Committee and approved by Faculty (February 14, 2017)

APPENDIX K – PLACEMENT EXTENSION/GRADE DEFERRAL REQUEST FORM

Placement Extension/Grade Deferral Request



Student Name: _____

Student ID: _____

- Program:**
- BSW- DEA (From High School)
 - BSW- DEB (From College)
 - BSW- PD (Post Degree)
 - MSW- Full Time Advanced Standing
 - MSW- Part Time Advanced Standing
 - MSW- 2Yr/YR 1
 - MSW- 2Yr/YR 2

Placement Site: _____

Date: _____

Placement hours to date: _____

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

Requested Placement End date: _____

Field Instructor Approval (Signature): _____

Faculty Advisor Approval (Signature): _____

Field Manager Approval (Signature): _____

***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)***