



# Bachelor of Social Work Field Education Manual

## Preface

The aim of the Faculty of Social Work's **BSW Field Education Manual** is to provide information to students, instructors, advisors, and practice settings regarding the:

- (i) General philosophy and objectives of the Bachelor of Social Work Program;
- (ii) Specific goals, objectives, roles, structures, policies, practices and procedures of the field courses of the BSW program.

The content of the Manual is based on formal policies of the Faculty of Social Work, the Canadian Association for Social Work Education Accreditation Standards, and Wilfrid Laurier University. For more detailed information regarding a particular policy contact the [BSW Field Program Manager](#).

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# 1. Faculty of Social Work

The Faculty of Social Work (FSW) at Wilfrid Laurier University (WLU) is committed to providing education at the [Bachelor of Social Work](#) (BSW), [Master of Social Work](#) and [Doctor of Social Work](#) levels. The Bachelor of Social Work program is a course of study that incorporates social work curriculum with humanities, arts and sciences co-curricula. The Master of Social Work program aims to educate students for advanced social work practice in Canada and abroad. The PhD program in Social Work prepares students for leadership roles in education, research and specialized areas of practice in Canada and abroad. The Faculty of Social Work also offers opportunities, through its continuing education program, for specialized learning. The faculty maintains standards through accreditation of the Canadian Association for Social Work Education (CASWE), the Ontario Council of Graduate Studies, and other evaluative activities. The faculty is committed to providing an [international](#) focus for its programmes so that graduates can respond to social problems and needs arising from a rapidly changing socio-economic world order.

It is recognized that social work knowledge and skills are constantly evolving. Therefore, social work education is conceptualized as a life-long learning process in which the faculty is a central resource. A dynamic relationship among faculty, practitioners, and students at differing stages of professional development ensures change and growth in the social work profession.

## Statement of Values, Vision, Mission, and Principles for the Faculty of Social Work

The Faculty of Social Work at Wilfrid Laurier University recognizes that intellectual inquiry, critical reflection, and scholarly integrity are the cornerstones of all academic units of all universities. Our unique values are drawn from the key elements on which Wilfrid Laurier University was founded, as well as those values that are integral to the profession of social work.

### We Value

- Our engagement with community, both local and global
- Diversity, inclusivity and the promotion of social and economic justice
- Developing the whole person; mind, spirit, emotions, and body
- Dynamic and lifelong learning that values experience and recognizes and respects different forms of knowledge
- Active citizenship that is devoted to the pursuit of social and economic justice

Our vision provides a lens that we use to look at the world to understand what we do and what we aspire to be.

### Our Vision

Our commitment is to social and economic justice. Recognizing that a full understanding of injustice is elusive, we are committed to intentionally pursuing critical reflective and self-reflective space. Through the fostering of such individual and institutional spaces we aim to be better able to support a more just, inclusive and egalitarian society. Our teaching, research, scholarship and actions support challenging structural sources of inequality, including conditions that infringe upon human and civil rights, and facilitating well-being in individuals, families, groups, organizations, and communities, locally and globally.

We strive to have our Faculty of Social Work be known for its cutting edge, community-based scholarship and academic rigour, and providing a challenging and nurturing learning environment to our students.

## **Our Mission**

The Faculty of Social Work is devoted to excellence in research, creative and critical thinking, and reflective practice. Our students learn through traditional and innovative teaching techniques and our Indigenous Field of Study challenges traditional pedagogy through Indigenous-based learning (i.e., Indigegogy). We challenge students to become active citizens of an increasingly complex and interconnected world. We fulfill our mission by advancing multi-disciplinary and marginalized forms of knowledge, including an Aboriginal world-view, which is foundational to developing excellence in social work practice with individuals, families, groups and communities. Skilled in the continuum of practice, our graduates are committed to challenging the oppressive conditions and structures that affect their clients. Our individual and collaborative scholarship is relevant to community and social needs, framed by our engagement in our own communities, and by our dedication to innovative and integrated practice education.

Our guiding principles are consistent with our vision and mission and will inform our decision-making as we embrace our future.

## **Guiding Principles**

- Responsible and transparent leadership and governance
- Local and international community engagement and collaboration
- Collegiality and respectful relationships
- Openness to change and renewal
- Recognizing the interconnections among research, theory, and practice
- Realizing an appropriate balance among research, teaching, and service
- Learning and teaching that involves multiple forms of knowledge relevant to reflective and engaged social work practice that promotes social justice

*Approved by Divisional Council on September 21, 2012*

## **Objectives**

- (i) To educate students for responsible, advanced social work practice. This objective will be achieved through provision of a program leading to the BSW degree. The program prepares graduates for positions in macro and micro social work practice, including direct practice with individuals, families, groups and communities, and for roles in research, social policy development, social planning and administration.
- (ii) To participate, when feasible, with other faculties of the university in appropriate academic activities. Such participation may include teaching of courses, work on thesis committees and research collaboration. The faculty is also responsible for offering undergraduate social welfare courses and other courses at WLU. It may also include cross-registration of students between the Faculty of Social Work and other faculties of the University. This concept of participation is based on the premise that the Faculty of Social Work is an integral part of Wilfrid Laurier University.

- (iii) In cooperation with appropriate professional organizations, to provide continuing education credit programs for members of the social work profession designed to update and expand their professional competence.
- (iv) To provide services to its various social service communities, local, provincial, national and international provided that the needed resources are available. Needs of areas nearest to the geographic location of the School will receive priority consideration but, when feasible and appropriate, the School may lend its assistance to other regions. The School's services may take such forms as organization of special educational programs (eg. workshops and conferences) for personnel employed in the field of social welfare: participation in in-service training programs and related activities; provision of advice and information to social welfare organizations, governments and community groups on matters within the competence of the members of the Faculty of Social Work.

## Freedom of Information and Protection of Privacy

The University's guidelines in Policies 10.1 [Information Availability and Privacy Protection](#) and 10.2 [Student Records](#) provide rights to access and limitations. Notice carefully that these rights of access may be exercised without recourse to the formal process, and associated expense to you, set out in FIPPA. You will find, among other things, that subject to a few exemptions, the University's guidelines give every member of the faculty, staff, and student body of the university access to records containing their personal information. Individuals may request access through the office that holds their personal information. An individual may also request correction of their personal information where the individual believes there is an error or omission and reasonable proof can be provided to substantiate the error or omission. Again, to request a correction, contact directly the office that holds the relevant personal information. The University's guidelines also restrict the collection and use of personal information. The University undertakes to collect and record only such personal information about an individual as is either reasonably necessary to the proper administration of the university and its academic and other program, or is required by virtue of data collection or reporting requirements lawfully imposed upon the university.

If you have questions about your rights under the University's guidelines, contact the Office of the privacy coordinator at [privacy@wlu.ca](mailto:privacy@wlu.ca).

## 2. BSW Program Overview

### Integrative reflexive social work practices

Laurier's Bachelor of Social Work (BSW) program is a course of study that incorporates social work curriculum with humanities, arts and sciences co-curricula. The four-year BSW program provides a professional social work education experience for students matriculating from high school. This balanced approach promotes student learning and development that is purposeful and holistic and that prepares students for satisfying and productive work and civic participation. Social work students' learning and development will be expanded by knowledge shared from a variety of disciplines. Social work ideas will be connected to other knowledge bases offering points of comparisons and a basis for relating knowledge to life.

Graduates with a BSW degree will be able to:

- think critically
- reflect on experiences
- reason effectively
- be creative when dealing with new and novel situations

In terms of practice, social work graduates should be able to establish meaningful relationships with others, communicate effectively, and practice ethically.

### BSW programs offered

#### Course Offerings

The course lists can be found in the [LORIS Dynamic Schedule](#), and a description of courses can be found in the Faculty of Social Work area of the undergraduate [academic calendar](#).

If you would like to take a course for which you are missing a prerequisite or are in the wrong year level or major, you will have to fill out the [Bachelor of Social Work Override Form](#). Filling out the form does not guarantee entry into the course.

If you would like to take more than 2.5 credits in one term, you will have to fill out the [Bachelor of Social Work Course Overload Request Form](#).

### BSW courses

Course Offerings	
Course #	Title
<a href="#">SK111</a>	Introduction to Social Welfare
<a href="#">SK121</a>	Introduction to Social Work: Values, Ethics and Practice
<a href="#">SK211</a>	Human Behaviour & Environment
<a href="#">SK212</a>	Social Work as Transformative Action
<a href="#">SK221</a>	Social Policy
<a href="#">SK223</a>	Critical Issues in Social Work Practice
<a href="#">SK311</a>	Reconciliation and Aboriginal-Social Work Relations
<a href="#">SK312</a>	Quantitative Research Methods and Analysis
<a href="#">SK313</a>	Practice with Groups
<a href="#">SK314</a>	Practice with Families and Children



<a href="#">SK315</a>	Practice with Individuals
<a href="#">SK321</a>	Community Practice
<a href="#">SK322</a>	Qualitative Research Methods and Analysis
<a href="#">SK399</a>	<a href="#">Field 1 (360 hrs in 12 wks) [1]</a>
<a href="#">SK411</a>	Human Sexuality and Gender Issues
<a href="#">SK412</a>	Creative Arts in Social Work Practice
<a href="#">SK421</a>	Social Movements, Social Justice and Vulnerable Populations
<a href="#">SK422</a>	Aboriginal Wholistic Healing
<a href="#">SK430</a>	Violence in Families
<a href="#">SK431</a>	International Social Work
<a href="#">SK432</a>	<a href="#">Health Care and Social Work Practice [2]</a>
<a href="#">SK480</a>	Directed Studies
<a href="#">SK499</a>	<a href="#">Field 2 (360 hrs in 12 wks) [3]</a>

## Four-Year BSW Program Structure

Four-Year BSW Program Structure		
All students must complete 15.0 credits at Laurier.		
Year	Courses	Credit total
Year 1	SK111(fall), SK121(winter)	5.0 credits
	ID120	
	1.0 credit selected from: CC100, CT100, GG102, HR100, HS101, LY100, PS101, YC100;	
	1.0 credit selected from: BF190, BF199, BF290, BF299;	
	1.5 elective credits.	
Year 2	SK211, SK212,	5.0 credits
	SK221, SK223; ID360, ID375;	
	2.0 elective credits.	
Year 3	SK311 (fall)	5.0 credits
	SK312 (fall)	
	SK313 (fall)	
	SK314 (fall)	
	SK315 (fall)	
	SK321 (winter)	
	SK322 (winter)	
	SK399† (winter, 1.5 credits).	
Year 4	2.0 credits selected from: SK411, SK412, SK421, SK430, SK431;	5.0 credits
	SK499† (fall 1.5 credits);	
	1.5 elective credits.	
	Students may choose a max. of 0.5 elective credit from any additional 400 level BSW course.	

## Social Service Worker Graduates: BSW Pathway

<b>Advanced Standing Social Service Worker Pathway</b>		
All SSW students must complete 13.0 credits at Laurier.		
<b>Year</b>	<b>Fall Courses</b>	<b>Winter Courses</b>
Year 2	SK212, ID120, ID360,	SK221,
	0.5 credit selected from: BF190, BF199, BF290, BF299;	1.0 elective credit,
	0.5 elective credit,	ID375,
		0.5 credit selected from: BF190, BF199, BF290, BF299;
	Total: 2.5 credits.	Total: 2.5 credits.
Year 3	SK311, SK312, SK313, SK314.	SK315, SK321, SK322,
		1.0 elective credit.
	Total: 2.0 credits.	Total: 2.5 credits.
Year 4	2.0 credits selected from: SK411, SK412, SK421, SK422, SK430, SK431	SK499†,
	Courses in Year 3 can be taken in either the Fall or Winter terms.	
	Total: 2.0 credits.	Total: 1.5 credits.

## Child and Youth Care Graduates: BSW Pathway

<b>Advanced Standing Child and Youth Care Pathway</b>		
All CYW students must complete 12.5 credits at Laurier.		
<b>Year</b>	<b>Fall Courses</b>	<b>Winter Courses</b>
Year 2	SK211, SK212, SK313,	SK221, SK223,
	0.5 credit selected from BF190, BF199, BF290, BF299.	0.5 credit selected from BF190, BF199, BF290, BF299.
	Total: 2.0 credits.	Total: 1.5 credits.
Year 3	SK311, SK312, SK314,	SK315, SK321, SK322,
	ID360.	ID375.
	Total: 2.0 credits.	Total: 2.0 credits.
Year 4	SK399†,	SK499†,
	1.0 credit selected from: SK411, SK412, SK421, SK422, SK430, SK431	1.0 credit selected from: SK411, SK412, SK421, SK422, SK430, SK431
	Total: 2.5 credits.	Total: 2.5 credits.

## 3. BSW Field Education

### Overview

Learning begins with the acquisition of factual information, moves on to theory formulation, and finally to an assimilation of knowledge which involves self, feelings and attitudes, as well as intellectual understanding. The goal of social work education is to help students achieve that integration of personal, social, emotional and intellectual capacities which transmutes professional practice into a fine art in the application and use of knowledge. In the student's placement, all of these elements come into play for the first time. The areas of learning open to the student in the field are more comprehensive and pragmatic than is possible in the classroom-teaching situation. Accordingly, the field instructor carries a teaching role of special importance.

[Field education](#) is a vital aspect of the BSW program. The objective of field education is to ensure the field placement experience reflects the framework of the Faculty of Social Work, and the curriculum goals of the BSW program. Additionally, it provides an opportunity for students to:

- apply the values, knowledge and skills learned in the classroom,
- practice and integrate foundational and advanced level social work theories and practice,
- and develop professional "self" and professional identity as a social worker.

The objectives for the field program are set to meet the standards set by the Canadian Association for Social Work Education (CASWE) as outlined in the document [Standards for Accreditation](#). The [BSW Field Education Office](#), under the direction of the BSW field education manager, facilitates the BSW field program.

As part of field education, students will complete courses with approved agencies that provide micro, macro, or integrated learning opportunities. A qualified agency-based field instructor will provide supervision to help students develop social work practice skills that reflect the foundational or advanced field education course. The field instructor becomes a source of learning for the student in two respects:

- the field instructor and other agency personnel serve as models of the professional practitioner at work,
- and the field instructor facilitates the student's development in areas including effective assessment and problem-solving, mastery of primary skills, values and ethical dilemmas and the development of a professional self.

### Field education objectives

The following specific field objectives are applicable. It is understood that the objectives meet the standards for accreditation of the Canadian Association for Social Work Education (CASWE) as outlined in Domain III of the "[CASWE-ACFTS Standards for Accreditation](#)" for field education.

- a. The field experience reflects the conceptual framework of the Faculty of Social Work.
- b. The field experience reflects the Faculty of Social Work curriculum goals. The major goal is to permit the student to develop professional competence in general social work practice with increasing emphasis on advanced practice in the latter phase of the BSW program.
- c. The field placement provides an opportunity for the student to apply the values, knowledge and skills learned in the classroom.
- d. The field setting provides the student an opportunity to observe and learn from a variety of social work intervention methods and styles of practice.

- e. The field setting is designed to encourage the student to assume considerable responsibility for his/her own learning and for identifying his/her future career goals. The student's ability to assume this responsibility will vary and his/her goals can be expected to change during the BSW program.
- f. The field setting is encouraged to develop innovative field opportunities that reflect the requirements of the BSW program and accreditation.
- g. The field experience is designed to teach the inter-relatedness of micro and macro social work practice. Learning assignments offer interconnected practice opportunities within individual, family, groups, community concerns, policy and organizations, and research.
- h. The field experience facilitates identification with the profession of social work.
- i. The field experience prepares the student for continuous and rapid change; to recognize that their capacities to be responsive and adaptive to change will be a major factor in future success in social work.

## Standards for field placement agencies

Field placement agencies, or teaching centres/settings, are approved by the Faculty of Social Work's BSW field education manager based on the following standards:

- a. Clarity and appropriateness of agency purpose and function for a BSW field placement.
- b. Sound social work practice as reflected in structure, philosophy, administration and service.
- c. Readiness and interest on the part of both the agency administrator and instructor to oversee the responsibilities usually associated with social work BSW placement.
- d. In secondary settings, clarity of purpose of the social service department, acceptance of social work by other key departments and administration support of the student's education programs.
- e. Acceptance by the teaching centre of student's participation in the organizational structure, such as attendance at staff meetings and participation in committees.
- f. Willingness to provide the student with appropriate learning opportunities.
- g. Demonstrated interest in membership and participation in appropriate standard setting organizations and in community, regional and provincial agencies of community organization, social planning and social policy. Appropriate interest and participation in planning and action organizations at the federal level are also desirable.
- h. Adequate space to accommodate student and appropriate equipment and support services to assure maximum efficiency in the preparation of records and reports by students and instructors.
- i. The participation of a field instructor with at least two years post BSW.
- j. Providing adequate individual supervision for the student at a minimum of 1.5 hours per week.

## Field Education Office

The BSW Field Education Office comprises the BSW field education manager, the BSW field education coordinator and the BSW field education assistant. The coordinator oversees the planning and strategic direction of the office and provides direction to the field staff including [field advisors](#), and off-site instructors.

Laurier BSW Field Education Office		
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## Field courses

Emphasis is placed on the experience of direct and indirect social work practice with disadvantaged and disenfranchised populations. Field education is conceptualized as an educational experience rather than a work term. That is, it is a graded placement course with an agency based qualified instructor assigned to teach each student. The placement workload is controlled to facilitate this emphasis on learning.

Field education course requirements for each BSW program are as follows:

- Four year BSW program
  - SK399: 360 placement hours
  - SK499: 360 placement hours
- Three year Advanced Standing CYW Pathway BSW program
  - SK399: 360 placement hours
  - SK499: 360 placement hours
- Three year Advanced Standing SSW Pathway BSW program
  - SK499: 360 placement hours

## Field timelines

Field education courses are structured within specific terms, with start and end dates that normally do not align with the term dates for the class-based courses. This structure considers the student's program as a whole, and ensures that students complete required courses within the appropriate [course sequence](#) and can graduate in a timely manner. Field courses and class-based courses are offered concurrently. Placements are scheduled during days students are not required to be in class.

Program & field course	Days & hours/week required	Months	Total placement hours & minimum days required
<b>BSW Program</b> <b>SK 399</b> <b>SK 499</b>	4 days/week: Tuesday to Friday (30 hours/week)	January to April  September to December	360 hours 7.5 hours/day

## Current & upcoming placement schedules

The field placement schedules for the current or upcoming academic year are detailed on our [website](#).

## 5. Field Instruction

The role of the field instructor in the education of social workers is crucial. The instructor attempts to teach complex skills within the respective concentrations, model professional behaviours, and facilitate the growth and development of values and ethics in the student.

For both educational and administrative reasons, the Faculty of Social Work relies on agency-employed field instructors for all field placements. At all times the students and instructors are accountable to the agency administration for the service responsibilities and to the University for the educational requirements and procedures.

### Appointment of field instructors

Field instructors are employed by agencies, or teaching centres, and normally have a Bachelors of Social Work (BSW). Instructors are expected to have at least:

- two years post-BSW (or equivalent) full-time work experience
- one year of employment in the agency,
- and to complete the [Beginning Field Instruction Workshop](#) or an equivalent.

Instructors make a commitment to accept a student during the time they are taking this training or the calendar year following it. The Field Education Office works closely with all field instructors and orients instructors towards their role and responsibilities a few months before the start of any placement. This includes assessing the instructor's interest and suitability considering CASWE's accreditation standards and FSW policies, and requirements, and conducting a field visit.

Agency-based BSWs usually serve as field instructors for one or two students each term. They are selected as instructors because of their competence and ability to integrate theory and practice. To be approved as an instructor, the agency administrator must be in support of the student education program and willing to provide the necessary time to permit the instructor to undertake this responsibility.

### Faculty support for field instruction

The Faculty of Social Work is committed to supporting field instruction as follows:

- Establish criteria for selection of field settings which ensure a quality field education program.
- Conduct field visits with new agencies to establish placement settings.
- Provide field instructors with a clear understanding of the faculty's curriculum objectives and the theory base which is taught in the classroom.
- Setting minimum field practice goals and criteria for student evaluations.
- Provide training and learning opportunities for field instructors to assist them to improve teaching skills in new or advanced areas of practice.
- Support, initiate, and maintain contact with field instructors and students through field advisors.

### Goals for field instructors

The goal of the field instructor is to assist the student to identify concepts and integrate theory into practice, as well as to assume responsibility for providing the necessary range of learning opportunities and methods within the placement setting. This may include learning opportunities for practice with diverse, disadvantaged groups with respect to cultural diversity, class, age, gender and ability. The learning methods made available to students could include the use of tape recorders, audio/visual aids, group teaching, process recordings, other resource persons, etc.

With respect to the evaluation of the student the goal of the instructor is to encourage the development of self-awareness in the student through an open student-instructor relationship, permitting the formulation of learning goals, and evaluation of student performance.

## **Accountability**

- The field instructor is fully accountable to the administrator of the agency or unit, or to supervisory personnel assigned by the administrator.
- The field instructor will follow the general practice of the agency and the conditions of employment, respectful of any right of the University to terminate his/her teaching responsibility.

## **Responsibilities of field instructors**

Field instructors are expected to devote at most, five hours a week to each student in placement: this includes about two to three hours a week supervision time of which a minimum of one and one-half hours should be in a regularly scheduled individual supervision each week. If group supervision is planned, time for this should be additional to the 1.5 hours per week of individual supervision. Instructors require time to read student records, listen to tapes, observe interviews and prepare evaluation reports for the faculty. Instructors for part-time students completing a two days per week placement may spend half the time per week as noted above. Field instructors have specific responsibilities towards their employer, the agency or teaching centre, the faculty, as well as towards the placement student as noted below.

### **Responsibility towards the agency**

- To cooperate fully with the administrator of the social agency, hospital or board of education service selected by the faculty for field instruction purposes.
- To attend staff meetings; to prepare such reports as is normally required of supervisors in social work in the setting involved.
- To plan for and prepare for the selection of assignments made to students.
- To supervise students in the field setting with regard to professional practice and to prepare such statistical and other reports as may be required of other supervisory personnel in the social agency, hospital or board of education service involved. In the supervision of student practice, the field instructor carries the same status and responsibility as any other supervisor in the service setting involved. This includes professional responsibility for the care and treatment of each client or patient in each student practice load.
- To provide for the orientation of students upon arrival for field instruction.
- To maintain professional relationships with other supervisory and administrative personnel as may be necessary or helpful in upholding a good quality of student service.

### **Responsibility towards faculty and educational components**

- To provide a commitment to the basic curriculum objectives of the Faculty of Social Work.
- To cooperate with the faculty with regard to educational content and educational methods in functioning as a teaching supervisor.

- To cooperate with the faculty and its field representatives in determining the kinds of assignments to be selected for student practice, the size of the student's practice load and the diversity of student practice loads.
- To focus the practice experience on the learning level and interests of the student where appropriate. The level of student's ability should set the pace of the placement rather than agency or client need.
- To assist the student to identify concepts and integrate theory into practice. Field instruction is a progressive knowledge and skill building process moving from relatively straightforward assignments to more complex ones.
- To assume responsibility for providing the necessary range of learning opportunities to meet the Faculty of Social Work's generic goals either through assignments within the field setting or satellite projects in the community. This includes opportunities for practice with diverse, disadvantaged groups with respect to cultural diversity, class, age, gender and ability.
- To encourage developing self-awareness in the student through a student-field instructor relationship which is an open and direct transaction permitting the formulating of field goals, optimum student-instructor sharing and evaluation of student performance.
- To make available the widest possible range of learning opportunities and methods, i.e., use of tape recorders, audio/visual aids, group teaching, other resource persons, etc.
- To conduct a regularly scheduled conference weekly with each student and to be available for unscheduled conferences as needed within available time.
- To submit midterm and final evaluation reports as requested by the faculty.

## **Responsibility towards students**

- Reception and orientation of students upon arrival.
- Become familiar with the educational philosophy and curriculum of the faculty.
- Link theory and practice within the student's learning experience.
- Develop the learning plan with the student.
- Provide practice assignments based on the learning plan.
- Observe students in the placement setting with regard to professional practice.
- Schedule individual supervision on a weekly basis, for a minimum of 1.5 hours per week, in order to teach practice values, knowledge and skills.
- Allow the student the necessary time for participation in concurrent courses offered during the field placement (courses are not offered on placement days).
- Make use of field advisors as appropriate.
- Complete and submit midterm and final evaluations as requested by the faculty. [Evaluation guidelines](#) are available to help facilitate planning for an evaluation meeting.

It is recommended that the instructor carry a reduced workload to reflect the increased time required for teaching. This can be achieved in several ways but the most common approach is to assign cases/projects normally carried by the field instructor to the student. All assignments will include considerable input from the student along with the delegation of responsibility to the student for some components of the tasks of field instruction.

## **Recognition of instructors**

Experienced field instructors receive special recognition for their instruction of students via an official title. Instructors who have completed ten or more placements and have made special contributions to the field



education program at Wilfrid Laurier University are invited by the BSW field manager to apply by letter for the title **Associate Field Education Professor (Part-time)**.

## Orientation and training for instructors

Training opportunities are provided for new field instructors each year. Periodic workshop activity involving all instructors are usually offered by the faculty twice a year. All new instructors are expected to take the [Beginning Field Education Instruction](#) workshop series prior to or while providing field instruction to their first student. Instructors who have completed similar training at another school or faculty of social work may be exempt. There is no fee for this workshop.

## Benefits for instructors

The Faculty of Social Work recognizes that due to budget pressures it is increasingly difficult for social agencies to find the resources necessary for providing placements for our students. The success of our BSW field program relies heavily on field agencies that dedicate their time, resources and staff to the education of social work students. In order to reward the longstanding commitment of field instructors and agencies, and facilitate continued involvement with our field education program, the faculty provides several benefits to our field agency partners.

### Professional Development dollars

In appreciation of the commitment of field agency partners in providing excellent learning opportunities for our BSW students, the Faculty of Social Work offers Professional Development (PD) dollars. Each agency that supervises a BSW field placement student receives PD dollars that can be used toward almost any workshop offered by the [Faculty's Professional Development Office](#).

PD dollars are awarded on the following basis for each student's field placement:

- 85 PD dollars for the BSW field placement (360 hours)

PD dollars are awarded at the end of student placements (in December and May), and can be used immediately or saved for up to five years. The PD dollars will be given to the agency rather than the individual field instructor so that agencies have some flexibility in how to use them (although we trust that field instructors for our students will be the primary beneficiaries). For example, an agency may save PD dollars for a few years and then send a number of staff to the same professional development workshop. PD dollars have no cash value and expire after five years.

### Library privileges

All field agency personnel who have some connection with current student field placements (i.e., not just the field instructor, but also the agency director, the placement supervisor, and anyone else with some role to play in student's placement) will have electronic resource access to the Laurier library (as well as borrowing privileges) through a login provided by the Field Education Office. Field personnel also have the option to sign up for a community borrower card to access hard copy items in the library. There is no charge for a community borrower card.

### Athletic Complex

Field Instructors are provided library privileges and membership in the Athletic Complex or Brantford

YMCA at a discounted rate. Please contact [bswfield@wlu.ca](mailto:bswfield@wlu.ca) if you are interested in using the Athletics complex and you will be provided with a letter of introduction from the Faculty.

## **Committee participation**

Field instructors may participate in the Faculty of Social Work Divisional Council meetings and/or one of its standing committees. Depending on the committee, field instructors may also have voting privileges.

## **Agencies request for BSW placements**

The BSW Field Education Office contacts agencies and instructors to seek out BSW placement opportunities every term. This process requires agencies to respond to a confirmation poll and, if the agency has yet to do so, submit a [Placement Request Form](#) or update their information in our online placement portal [Navigator](#) with information about the placement opportunity that will be offered.

## **Placement matches**

The Field Education Office processes and shares the placement opportunities submitted by agencies with students to allow students to identify the placements of interest to them. As part of the decision-making process to match a suitable candidate for the placement, the Field Education Office considers the interests of all students individually and collectively, the requirements of the student's BSW field course, as well as the information and requirements provided by the agency and instructor (e.g. student's previous experience). Considering these factors and many others, the Field Education Office recommends a student to the agency for an interview.

## **Overview of placement planning timeline for agencies**

### **For placements that start in September**

- Placement requests are sent to agencies in January.
- Agencies respond to confirmation poll by late-March.
- Students are referred to agencies for interviews late April.
- Most interviews are completed by end of June.

### **For placements that start in January**

- Placement requests are sent to agencies in July.
- Agencies submit the Placement Request Form by end of August.
- Students are referred to agencies for interviews by late-September.
- Most interviews are completed by mid-November.

## **Alternative placement planning timelines**

Some agencies interview students earlier than the placement planning timeline for Laurier, require students to apply directly to the agency, or prefer to review resumes of potential candidates prior to offering a placement interview. The Field Education Office coordinates with agencies that prefer alternative placement planning options. Agencies are encouraged to contact the Field Education Office, complete the appropriate sections of the [Placement Request Form](#) or review the posting in [Navigator](#) to identify the agency's preferred process for reviewing student applications as well the agency's timeline for interviewing students.

## 6. Field Advising

The strength of the Faculty of Social Work program lies not only in the quality of the campus courses and the placement opportunities but also in the coordination and communication between these two components in the education process. Provision for such coordination and communication must be ensured not only by suitable organizational structures within the faculty but also by means of allocation of appropriate personal responsibilities.

To further strengthen and facilitate the process of learning in the placement, the FSW assigns a field advisor for each instructor and student during the field placement. The field advisor is an experienced social worker employed by the Faculty of Social Work who has worked in the field for a minimum of five years, and has experience working with students. The field advisor provides a connection between campus and field for the student and placement setting. Each term the field advisor is assigned to a group of students placed at an agency.

### Responsibilities of field advisors

Field advisor overall responsibilities include:

- Assist agencies and instructors to feel positively connected with the Faculty of Social Work.
- Establish and maintain an atmosphere of trust, supportiveness and openness with the field instructor and student.
- Ensure early in the placement those field goals as required by the curriculum will be met.
- Ensure that specific student educational needs and/or problems in learning are being dealt with.
- Act as a contact person from the Faculty of Social Work for agencies, instructors, and students to address questions, procedures, and possible problems, should they occur, in a collaborative manner.
- Provide students with an individual resource person (if needed); and offer students a regular support group experience throughout the placement.
- Review students' written evaluation reports and, if required, address problems when identified (with instructor and student).
- Initiate and implement [Field Resolution procedures](#) and [Placement Dissolution procedures](#) in situations where the field instructor has identified that the student is not meeting expectations, in collaboration with the BSW field education manager.
- Assist with and monitor the placement as to whether it meets the student's learning needs and expectations of the faculty.
- Provide relevant support for field instructors and other agency personnel.
- Conduct field visits at the beginning of each placement identified by the Field Education Office.
- Meet with students at the beginning of each term.
- Facilitate three group seminars for students.

### Contacting agencies

Field advisors connect with students as well as instructors via email or phone the first day of placement. Advisors also connect with students and instructors prior to each evaluation in order to provide any support needed towards the student's placement.

## Field visits

The advisor visits the placement setting and meets with both the field instructor and the student for consultation on any matter pertaining to the student's education at the faculty and performance in the placement. At least one field visit is required for agencies with full-time and part-time students.

The first field visit takes place during the **first three weeks of placement**.

## Student meetings & group seminars

Field advisors meet with their group of students on the first day of each term. Advisors attend a portion of two additional seminars throughout the term in order to meet with students as a group. The seminars bring the students together to address any concerns, such as ethical dilemmas, and issues around their learning needs. Discussions can be focused on topics relevant to the students' experiences and are often guided by the learning and challenges students are experiencing in their placement.

Group seminar dates are coordinated by the Field Education Office in consultation with field advisors prior to the placement term. Students are grouped according to cohort for these seminars and are informed of these dates at the start of the placement term. The following topics are samples of some of the seminars:

- I. **Professionalism** – boundaries; effective problem solving; assertiveness; workplace politics.
- II. **Ethical Dilemmas** – review cases and how to handle them.
- III. **Personal Self-Care** – reflexive practice; compassion fatigue; vicarious trauma; transferrable skills.

## Field Resolution Procedure

The field instructor initiates a discussion with the field advisor as soon as he/she feels a student is experiencing problems. This makes it possible for the advisor and instructor to work together to assist the student early in the placement while there is still enough time to resolve the difficulty. The [Field Resolution Procedure](#) was established by the faculty to assist advisors in addressing placement related issues. Students are also expected to contact the field advisor should they face any issues in placement.

Field advisors initiate and implement the [Field Resolution Procedure](#) in situations where the field instructor has identified that the student is not meeting expectations. This procedure is also initiated to report any conflict that arises between a student and the field instructor, or when a student identifies learning issues or challenges within the placement. If the issue is not resolved, the [Placement Dissolution Procedure](#) may be initiated as per the recommendation of the agency, instructor, or BSW field manager.

## Field advisor reports

Instructors evaluate students in [nine areas of social work practice](#). Students develop a Learning Plan in accordance with these areas, which is then used to evaluate students in a midterm and final evaluation.

- **Learning Plan** (completed in [Navigator](#) by student and reviewed by Instructor within the **first two-three weeks of placement**).
- **Midterm & Final Evaluation** (evaluation completed in [Navigator](#) by instructor, student provides feedback and updates regarding progress **by the due date**).

Field advisors can view the midterm and final evaluation in [Navigator](#). After reviewing each evaluation, the field advisor submits a Field Advisor Report in [Navigator](#) for each student. The Field Education Office

reviews field advisor reports to plan for future placements at the agency or to follow up with respect to the student's progress or provide alternative supports for the agency. It is imperative that advisors provide their input and observations and submit completed reports in a timely manner.

Reports are due within **two weeks** of the evaluation due date. Advisors follow up with the field instructor if the evaluation is not submitted on time. Delayed submissions may impact the grade entry for students and their ability to register for courses in a timely manner.

## 8. Learning Plan, Evaluation & Grading

The planning and evaluation documents are designed in accordance with the Faculty of Social Work's field objectives and the standards of its accrediting body, [The Canadian Association for Social Work Education](#). The **Learning Plan** serves as the formal field course learning contract. Nine essential social work practice areas based on the social change process have been identified. Each of these practice areas is important for **all** students. Other basic and broad areas of practice may be added when deemed appropriate for the student, instructor and agency.

For each field course there are two written evaluations completed in [Navigator](#) : the **midterm and the final evaluation**. The midterm evaluation is a review and revision of the initial goals and objectives as it has evolved from the Learning Plan. It is also a record of assignments and evidence of goal attainment to that point. It especially affords the student and field instructor an opportunity to identify gaps in learning that may be a focus for the remainder of the field placement course.

### Learning goals & practice areas

#### 1. Practicing from a social work knowledge base

- a. apply a broad range of social work theory constructs, with particular attention to concepts and principles related to the nature of the field course (foundational with opportunities for integrated learning in micro and macro social work practice, or advanced social work practice)
- b. apply social work concepts and principles regarding diversity and oppression
- c. apply social work theory regarding organizational behaviour, systems/ecological perspectives, human development and helping relationships

#### 2. Developing a professional self in terms of social work values, ethics, principles and practices

- a. according to the Canadian Social Work Code of Ethics, the Ontario Standards of Practice, and the Ontario Human Rights Code, i.e., section 5 including race, ethnic origin, class, colour, creed, heritage, sex, age, mental and physical ability, gender, sexual orientation, record of offences, family status
- b. self reflection
- c. self awareness
- d. differential use-of-self
- e. initiative
- f. collaboration and teamwork
- g. advocacy
- h. a balance of autonomy and accountability
- i. time management
- j. administrative task responsibility such as case notes and reports
- k. sensitivity to personal and professional boundaries
- l. sensitivity to placement's political and relational realities in the agency and community
- m. creative, effective use of resources

### **3. Engaging in and maintaining social work relationships**

- a. engage in and maintain social work relationships by:
  - using trust building skills
  - focusing on strengths
  - working effectively on a team
  - responding professionally to the intellectual, mental, emotional, social and dynamic components of relationships at all systemic levels. This includes for examples issues of loss, conflict, difference, power, resistance, ambivalence, dependency, etc.
  - respecting personal and professional boundaries
  - negotiating social systems
  - advocating with and for clients/consumers/communities
  - becoming familiar with history, development, context and mandates
- b. Learn effectively from the teaching /learning relationships with the instructor(s) and others
- c. Using effective confrontation and conflict resolution skills where a power difference exists

### **4. Assessing**

- a. apply the assessment methods and tools of the placement setting
- b. assess the organizational and community context as applicable
- c. assess from a systems or person-in-environment perspective
- d. collaboratively identify and formulate a shared understanding of strengths, capacities, gaps, needs and priorities
- e. organize and record all assessment information clearly and analytically

### **5. Planning**

- a. identify relevant community resources
- b. collaboratively develop a dynamic action plan which includes short and long term goals based on the assessment
- c. take initiative in clarifying with all participants the purpose, roles, boundaries and expectations of the contract/plan
- d. articulate the rationale for the plan and modify it as is appropriate
- e. take leadership in the resolution of difficulties arising within the context of the plan
- f. practice social planning with all the systems and stakeholders involved

### **6. Implementing strategies, methods, practices**

- a. collaboratively determine interventions based on the assessment and plan
- b. apply these interventions including the following skills: empathy, active listening, support, empowering, focusing, tuning into non-verbal communication, problem solving, effective use of resources, referral, advocacy, negotiating, consulting, program development, policy analysis, research techniques, mediating, facilitating, motivating, networking
- c. use the strength of the social work relationship(s) purposefully at all levels to facilitate change and development
- d. be aware and flexible regarding the need to respond differentially as situations change

## 7. Documenting

- a. document practice, i.e., assessments, process notes, reports, proposals, correspondence, case recording, minutes, in accordance with the policies and procedures of the placement setting
- b. describe the process, progress and outcomes of practice clearly and concisely
- c. respect confidentiality and legal implications
- d. complete required written work in a competent, timely and organized manner

## 8. Evaluating

- a. evaluate the process collaboratively including feedback from all participants
- b. respectfully inform all participants regarding evaluative reports
- c. contribute to the development of agency programs, policies and procedures based on the evaluative work
- d. contribute to agency evaluative research projects where feasible, e.g., program evaluation
- e. critically reflect on her/his own practice (and the practices used in their setting) and identify subsequent learning and growth
- f. engage in a constructive evaluation of the placement teaching/learning experience

## 9. Closure

- a. effectively bring direct practice situations, projects and social work relationships to a conclusion
- b. transfer ongoing direct practice situations and projects to another social worker, team and/or other community resources
- c. in consultation with the instructor, conceptualize the learning/practice experiences in terms of transferability to other practice situations

## Student learning plan - process & instructions

The development of the Learning Plan is a collaborative process between the student and instructor(s) and begins immediately. The instructor and student meet to determine the students learning interests considering agency opportunities, and practice activities that will provide learning within the nine social work practice areas identified. It serves as the basis for evaluating learning at the mid-term and completion of the field placement course. Assessment of learning occurs on an ongoing basis throughout the placement via weekly meetings between student and instructor(s) and the use of clear evaluative measures including for example, live observation, AV tapes, case/project review, reports, process recording, team contribution, one-way mirror, reflective team, etc.

### Instructions on completing the Learning Plan

1. The **'Learning Plan'**, which gives focus and direction to the placement, is written up by the **student**, and the final document is reviewed by the field instructor and student, with final approval from the instructor.
2. This plan is completed within the first two weeks of the placement and may be modified throughout as needed.
3. As part of the mid-term and final evaluation process, students update the plan to indicate their progress in each of the areas identified. This is then reviewed by the Instructor.
4. The plan is completed in [Navigator](#) for the BSW Field Education Office and field advisor to review as part of the mid-term and final evaluations.



## Evaluation of learning - process & instructions

A formal written evaluation is completed at midterm and again at the completion of placement using the Learning Plan as a guide. The evaluation is a collaborative process between Instructor and student; however, as course instructor, the instructor evaluates the student's progress. Evaluation of all nine social work practice areas is required at the mid-term and final evaluations. The normal procedure for the completion of the evaluation includes joint planning and preparation with detailed discussion of the student's work and goals during the placement. Following an evaluation meeting it is the instructor's responsibility to prepare the written evaluation report in [Navigator](#), recommend a grade of satisfactory or unsatisfactory (pass or fail) for the review by the BSW Field Education Office, field advisor, and student. The student should have the opportunity to read the evaluation report **before** it is finalized in [Navigator](#). Any student disagreement with the evaluation should be noted and the student can add his/her own report if he/she wishes.

Evaluation, of course, is an ongoing process and begins on the first day of placement. The student and the field instructor are aware of the level of performance throughout the field practice period. It is expected that every meeting between the student and the instructor, whether it is on an individual basis or in group supervision, provides the opportunity for evaluating the student's performance. Each instructor should be prepared to discuss the criteria for assigning a failing grade to a student so that unnecessary anxiety may be alleviated. The **BSW Field Learning Plan & Evaluation (Appendix A)** provided to the student and the instructor facilitates this model of learning and evaluation.

### Instructions on completing the mid-term and final evaluation

1. At least three weeks prior to the due date of the evaluation, the student revisits the learning plan and completes his/her progress for the appropriate evaluation (mid-term or final).
2. The student also provides overall feedback for the appropriate evaluation.
3. This copy is shared with the field instructor for review and input.
4. The instructor completes the remainder of the evaluation in [Navigator](#) by providing an overview of the student's activities for the appropriate evaluation (mid-term or final), evaluating the student's progress in each of the nine social work areas, and providing overall feedback for the evaluation.
5. This final evaluation is then reviewed by the Instructor and the student.
6. This evaluation will be available no later than the due date to the following parties simultaneously: Laurier BSW Field Education Office, field advisor, and student.
7. Evaluations are reviewed by field advisors and the Field Education Office, and are part of the student's records.

## Field education course grading procedures

The field education course is graded by the field instructor at mid-term and at the end of the placement. The Learning Plan that is negotiated between the student and the instructor provides the framework upon which the student's learning is assessed. Field education is considered a pass/fail requirement of the BSW degree. As such, the Instructor provides the Field Education Office with a satisfactory (pass) or unsatisfactory (fail) mark on the mid-term and final evaluations. In addition to the provision of a satisfactory or unsatisfactory mark, each mid-term and final evaluation must include a timesheet, which documents the required hours of practice in the field. The field education manager is the assigned course instructor for all field courses and is responsible for submitting on behalf of all field instructors. The following procedures are used:

Satisfactory grade on the final evaluation and approved timesheet (if submitted by due date)

- Student receives a Satisfactory grade (S), that is a Pass

Satisfactory grade on the final evaluation and approved timesheet (if submitted after due date)

- Student receives an Incomplete grade (INC)
- This mark is revised to a Satisfactory grade (S) once the evaluation and timesheet are received and reviewed. Delayed submissions result in delayed grades which may impact student's ability to register in courses or apply for graduation in a timely manner.

Unsatisfactory grade during the final evaluation

- Student receives an Unsatisfactory grade, i.e. Fail grade (U). The fail will be part of the student's official transcript. If the course is repeated, a "Repeated Later" notation will be seen on the official transcript and the repeated course will be subject to the course grading procedures. The student will remain on academic probation until the course is successfully repeated. The student has the right to petition to have a grade removed as a historical record change prior to convocation.

## 9. Field Placement Planning Process

Students are informed of placement expectations at the time they apply to the BSW Program. All incoming students agree to the BSW Student Declaration in the first year of the program:

### Wilfrid Laurier University BSW Student Declaration

A. According to the [Canadian Association of Social Workers \(CASW\) Code of Ethics](#), social workers uphold the following core social work values:

#### Value 1: Respect for Inherent Dignity and Worth of Persons

##### *Principles:*

- Social workers respect the unique worth and inherent dignity of all people and uphold human rights.
- Social workers uphold each person's right to self-determination, consistent with that person's capacity and with the rights of others.
- Social workers respect the diversity among individuals in Canadian society and the right of individuals to their unique beliefs consistent with the rights of others.
- Social workers respect the client's right to make choices based on voluntary, informed consent.
- Social workers who have children as clients determine the child's ability to consent and where appropriate, explain to the child and to the child's parents/guardians, the nature of the social worker's relationship to the child.
- Social workers uphold the right of society to impose limitations on the self-determination of individuals, when such limitations protect individuals from self-harm and from harming others.
- Social workers uphold the right of every person to be free from violence and threat of violence.
- Social workers advocate for indigenous relationships and communities.

#### Value 2: Pursuit of Social Justice

##### *Principles:*

- Social workers uphold the right of people to have access to resources to meet basic human needs.
- Social workers advocate for fair and equitable access to public services and benefits.
- Social workers advocate for equal treatment and protection under the law and challenge injustices, especially injustices that affect the vulnerable and disadvantaged.
- Social workers promote social development and environmental management in the interests of all people.

#### Value 3: Service to Humanity

##### *Principles:*

- Social workers place the needs of others above self-interest when acting in a professional capacity.
- Social workers strive to use the power and authority vested in them as professionals in responsible ways that serve the needs of clients and the promotion of social justice.
- Social workers promote individual development and pursuit of individual goals, as well as the development of a just society.
- Social workers use their knowledge and skills in bringing about fair resolutions to conflict and in assisting those affected by conflict.

#### Value 4: Integrity of Professional Practice

##### *Principles:*

- Social workers demonstrate and promote the qualities of honesty, reliability, impartiality and diligence in their professional practice.

- Social workers demonstrate adherence to the values and ethical principles of the profession and promote respect for the profession's values and principles in organizations where they work or with which they have a professional affiliation.
- Social workers establish appropriate boundaries in relationships with clients and ensure that the relationship serves the needs of clients.
- Social workers value openness and transparency in professional practice and avoid relationships where their integrity or impartiality may be compromised, ensuring that should a conflict of interest be unavoidable, the nature of the conflict is fully disclosed.

#### **Value 5: Confidentiality in Professional Practice**

##### ***Principles:***

- Social workers respect the importance of the trust and confidence placed in the professional relationship by clients and members of the public.
- Social workers respect the client's right to confidentiality of information shared in a professional context.
- Social workers only disclose confidential information with the informed consent of the client or permission of client's legal representative.
- Social workers may break confidentiality and communicate client information without permission when required or permitted by relevant laws, court order or this Code.
- Social workers demonstrate transparency with respect to limits to confidentiality that apply to their professional practice by clearly communicating these limitations to clients early in their relationship.

#### **Value 6: Competence in Professional Practice**

##### ***Principles:***

- Social workers uphold the right of clients to be offered the highest quality service possible.
- Social workers strive to maintain and increase their professional knowledge and skill.
- Social workers demonstrate due care for client's interests and safety by limiting professional practice to areas of demonstrated competence.
- Social workers contribute to the ongoing development of the profession and its ability to serve humanity, where possible, by participating in the development of current and future social workers and the development of new professional knowledge.
- Social workers who engage in research minimize risks to participants, ensure informed consent, maintain confidentiality and accurately report the results of their studies.

**Please refer to the BSW manual for further information regarding procedures and processes around the violation of the CASWE Code of Ethics.**

**B. All BSW students are also subject to the WLU policies and procedures both on campus and in their field placements, particularly policies [12.2 Student Code of Conduct and Discipline](#) and [12.3 Non-Academic Student Code of Conduct](#).**

I have read the [Canadian Association of Social Workers \(CASW\) Code of Ethics](#), [Student Code of Conduct and Discipline](#) (particularly policies [12.2 Student Code of Conduct and Discipline](#) and [12.3 Non-Academic Student Code of Conduct](#)); the [Prevention of Harassment and Discrimination](#) (6.1); and [Workplace Violence Prevention Policy](#) (7.18).

As a student enrolled in Wilfrid Laurier University's Bachelor of Social Work program, I \_\_\_\_\_ (printed name) am subject to the procedures in these policies and may be subject to levels of discipline up to and including the requirement to withdraw from the university. I agree to abide by the above codes and policies contained in this document. I understand that should I not abide by these codes and policies, I may be required to discontinue participation in the BSW program at WLU.

Name (signature): \_\_\_\_\_ Date: \_\_\_\_\_

# Planning process & expectations

## 1. Placement students

All students will be asked to set up individual meetings (phone or in-person) with the field manager or field coordinator. Meetings are intended to discuss the field education expectations and process, accommodation plans (if applicable) as well as the student's interests. Students are expected to share their resume at the meeting with the Field Education Office and are encouraged to bring any questions to this meeting.

## 2. Laurier email

The Field Education Office will communicate with all students via the designated Laurier email in the term prior to the students' placement term. Students are expected to review their emails regularly.

## 3. Accommodation needs

Students who require academic and/or placement accommodations for disability-related reasons are encouraged to contact the [Accessible Learning Centre](#). Taking into consideration the student's consent, the Accessible Learning Centre may share the student's accommodation plan with the Field Education Office. Students with accommodation plans are invited to a meeting with the field coordinator to discuss placement needs as part of the placement planning process. The field office considers information gathered from the student and the accommodation plan to match the student with a placement interview that can meet the student's needs.

## 4. Regulations regarding contacting agencies

Students cannot contact an agency or arrange meetings with agency members to learn about the available opportunities, set up an interview or meeting with an agency, or arrange their own placements. The Field Education Office assumes this responsibility on behalf of all students. Students may conduct a general search, [propose a new placement](#) through [Navigator](#) and provide leads to the Field Education Office who will review placements based on several accreditation standards and requirements for BSW level placements.

## 5. Proposing placements

Students may propose a placement or a workplace placement by completing a Placement Proposal form through [Navigator](#) no later than the deadline provided. Students are expected to submit proposals for agencies that they have some knowledge about, are interested in, and are aware that they provide BSW placements. Students interested in completing a workplace placement are also required to complete this proposal form.

### Proposing a workplace placement

Workplace placements are intended to provide students with new learning opportunities at a previous or current work environment that they have not been exposed to during previous placements or employment. Students may be permitted to complete a placement at their current workplace, as long as:

- the workplace placement is in a department they have not worked in,
- is under the supervision of a field instructor who was/is not the student's employer or supervisor,
- and the placement includes learning opportunities of a BSW level that the student has not done before.

A request for a workplace placement can be considered for **one** placement only.

### **Proposing a placement**

Students who propose a **new** placement opportunity with an agency that the Field Education Office has not worked with in the past will be given priority for a placement interview, should the agency consider the student for an interview. Students who propose a placement with an agency the Field Education Office has an established relationship with, will be considered along with other students interested in that particular placement.

### **Possible outcomes of proposing a placement**

The Field Education Office considers all proposals seriously and will place students at an agency the student has proposed, if possible. Students are expected to submit proposals for agencies they are **ready to be placed with**.

- Any proposed opportunity that meets the BSW field standards for approval and becomes available will be uploaded on the portal.
- If a proposed placement is not posted on the portal when placement matches are announced, it means the proposed placement is not available.
- If a proposed placement with a **new** agency is a possibility (that is, the agency is willing to consider the student for a placement), the student will be matched with the agency for an interview.
- If a proposed placement with an agency that has an established relationship with the faculty is a possibility (that is, the agency is willing to consider a Laurier BSW student for a placement), the placement will be available on the portal.

## **6. Early interviews**

Some agencies interview students earlier than the placement planning timeline for Laurier, and/or require students to apply directly. The Field Education Office will provide students with a list of these placement opportunities with instructions on the application process. Students **ready to be placed** at any of these placements, may apply to more than one of these opportunities. If an interview is not possible or successful, the student will then be considered for other placements via the normal placement planning process outlined below.

## **7. Attend the field education preparatory workshops**

The Field Education Office facilitates workshops and drop in sessions to ensure students are well prepared for the placement experience. Students will be notified of these workshops through their Laurier email.

## **8. Showing interest in placements**

To plan towards students' placement, the Field Education Office utilizes a portal tool, through [Navigator](#), to share information about all available placements, and match students for interviews. The Field Education Office issues written instructions through the students Laurier email to guide students through the placement process.

The portal is used to facilitate the placement matching process for all students, including students who did not have a successful placement proposal (#5) or early placement interview (#6). Students will be informed of the placement planning timeline for their field course, including the dates the portal opens. This process requires students to:

Students will be using Navigator to track all of the components of their placements right from selecting agencies of interest, logging time sheets and submission of evaluations. On the designated date, as indicated via Laurier email, students will be able to access their account by following these steps:

- Register for the Course:

- Once registration opens, register for the appropriate field course (SK399 or SK 499) on LORIS.
- View agency descriptions:
  - Log in to [Navigator](#)
  - Select “**Faculty of Social Work**” from the left hand side purple menu
  - Click ‘View’ on your course
  - Before students can view placement agency descriptions, they must answer the questionnaire (including uploading a current resume) and accept the terms and conditions. Click on the step label access those sections; clicking the Search Postings button will give you access to agency descriptions; please review each of the agency postings carefully
- Rank your top 10 agencies:
  - Once you have reviewed the postings, please indicate your interest in Navigator. Selecting placements is a two-step process:
    - Students must click the ADD/REMOVE INTEREST button inside each posting to have it added to the ranking form.
    - Students must then rank the 10 agencies of interest by clicking on the SUBMIT RANKINGS button. Rank in order of interest (1 = most interested) In order to be considered for these placements students must complete both of these steps. Students must be prepared to be matched with any of the agencies on their ranking list. Students should make their selections thoughtfully and ensure that they are able to meet the requirements of the placements selected (e.g. access to car, immunizations, police check, etc.). Placements are competitive; therefore, it is essential that students indicate interest in 10 agencies. For additional information regarding the agencies, please proceed to MyLS placement course to view the placement agency snapshots which are an overview of the agency from the students’ perspective.
    - The module will remain open for a set period of time (roughly 3-4 weeks). During this time, please continue to check back as the field office will continue to add agencies as they become available. If students have completed their rankings but would like to make changes, please return to Navigator and make the changes within the portal. There is no preference given to forms in terms of when they are submitted.
- Book an appointment with the Field Office:
  - Use the BSW Field Appointment Calendar (left hand purple menu) in Navigator to book your mandatory appointment with the Field Office. The purpose of this meeting is to confirm your skills and interests, as well as to commence the matching process with community placement agencies. Please be prepared to discuss your skills and interests. You must indicate your preferences in Navigator prior to meeting with the Field Office.
- Connect with your placement agency:
  - After this meeting, the Field Office will commence with the matching and connect you with an agency. The contact information for the agency that you have been matched with will be provided in Navigator after April 30th. Please contact the agency as soon as possible to set up an interview at a time that is convenient to both of you. Please do not contact an agency unless the Field Office has matched you to them.

Students are professional learners and responsible for the placements they rank and select. As such, it is the student’s responsibility to:

- review the placement descriptions carefully, ensure that they are familiar with the work and philosophy of the organization, be interested in the learning opportunities offered by the agency they rank, do not have a conflict of interest with the agency selected (e.g. if student or immediate family member received services as a client at the agency), and meet the requirements outlined by the agency (e.g. having access to a car while on placement, the expectation around commuting, clear police reference check or specific immunizations).
- Students must be prepared to be matched with any of the 10 agencies they rank. Students who do not complete the information above as directed will be considered for a placement based on their program requirements after all students have been matched for a placement.

## 9. Submit placement selections and ranking form

New placements will continue to be added to the portal until the day before the portal closes. Closing access to the portal allows the Field Education Office to process all interests and match students for interviews with agencies (all students are required to interview for their placements).

### Portal timelines for all Fall term Placements

- The portal normally opens during March.
- The portal is normally closed by the first or second week of April.
- Placements start in September.

### Portal timelines for all Winter term Placements

- The portal normally opens during August.
- The portal is normally closed by the middle of September.
- Placements start in January.

## 10. Placement matching process

In order to facilitate the goals of the field education experience, students are encouraged to propose placements (within a set time frame) and/or show interest in placement opportunities developed by Field Education Office. Students are required to meet with field education staff before the matching process begins to clarify any questions they have about the placements they are interested in. Students are responsible for reviewing all placements available before identifying and ranking the placements they are interested in. Students should pay particular attention to ensuring that they can meet the placement expectations detailed on the placement description. The Field Education Office considers each of the choices the students make. As a result, **students should be prepared for a placement in any of the placements they rank, propose, or apply for.**

These procedures are in place for the benefit of all students and the ability of the faculty to continue relationships with partnering agencies. Declining a placement after a match has been made is a very challenging request to consider. It impacts the relationships the faculty has with agencies, the consideration of future BSW placements for Laurier students, as well as availability of placements. These are all very important considerations in the current climate of competitive BSW placements.

Students are considered for each of their top 10 placements through a rigorous process. Placements are not assigned on a first-come, first-serve basis. Placements are not assigned through an automated system on the portal, or a lottery system. **While the Field Education Office considers students' placement rankings, students may be placed at any of the top five placements.** The field office is ultimately responsible for the placement decision.



The Field Education Office considers the interests of all students individually and collectively at the same time. In some situations, pre-placement interviews are required by the placement setting as per a special agreement with the agency. Normally however, the manager and coordinator complete the matches based on information provided by students and agencies and inform the parties regarding the decision. Decisions on matching students to any of their top five placements take into consideration many factors including:

- Accessible learning accommodation plans (if applicable).
- Student's interest as reflected in the 10 placements selected.
- Student's background and professional experience.
- Proposals submitted by students for new placements.
- All students interested in the placement opportunity.
- Information provided by instructors regarding suitable candidates for the particular placement or agency (e.g. previous experience, level of independence, etc.).
- Requirements that agencies and instructors communicate to the Field Education Office.
- Pre-screening interview with the Field Education Office prior to the referral for an interview for some placements.
- Requirements of the BSW program and field course.

The priority of the Field Education Office is to provide students with **placements that meet the requirements of their BSW field course and BSW program, and to ensure an equitable process for all students.**

## **11. Placement announcements**

**Placements are competitive and a referral to an agency for an interview does not guarantee the placement.** The Field Education Office will inform students once they have been matched with an agency in Navigator. Students are expected to contact the agency immediately with a cover letter and resume and a request to set up an interview. If the student emails and phones the agency contact provided, and does not hear back within 8 business days (taking into consideration if the agency contact is on vacation or away temporarily) they are expected to inform the Field Education Office.

### **Timelines for placements that start in September (fall term)**

- Matches for fall term placement interviews are normally announced at the end of April to all students who have met with the field office and submitted a ranking form by the deadline provided. This timeline mirrors the announcement timeline for most BSW programs in the region and allows Laurier BSW students the opportunity to be considered for placements in a timely manner. Some placement announcements occur later in the summer due to the timeframe the student is admitted to the program, or due to unexpected changes to the placement a student may have been matched with for an interview.

### **Timeline for placements that start in January (winter term)**

- Winter term placement matches are normally announced by early October to all students who have met with the field office and submitted a ranking form by the deadline provided. This timeline mirrors the announcement timeline for most BSW programs in the region and allows Laurier BSW students the opportunity to be considered for placements in a timely manner. Some placement announcements occur later in November as a result of unexpected changes to the placement a student may have been matched with for an interview.

## 12. Placement interviews & outcomes

Placement interviews are facilitated by students as soon as the placement matches are announced. Students are expected to prepare for a formal interview. Laurier BSW students will be competing for placements with students from various universities. The interviews are intended for instructors to determine whether a student is a good fit for the placement opportunity from a professional and personal perspective. Agencies contact the Field Education Office to confirm the outcome of the interview.

### Interview timelines for placements that start in September (fall term)

- Placement interviews normally start the first week of May. Most interviews are completed by the end of June.

### Interview timelines for placements that start in January (winter term)

- Placement interviews normally start late October. Most interviews are completed by the end of November.

### Outcomes of interviews

If the interview is successful, the student begins preparing for the field placement by completing all agency requirements prior to the start of the placement (e.g. police check, immunizations).

If a placement is not an appropriate fit, or the agency declines to offer a placement, the student will be referred back to the Field Education Office for next steps. This process includes a discussion with the student about the outcome of the interview, considering the student for any placements available in their top 10 choices, and/or sharing with the student a list of all available placements. The student will be asked to rank their top three or five placements for consideration. At this time, and considering the feedback of the agency, the Field Education Office may require the student to work on a placement readiness plan prior to referral for a placement interview.

## 13. Completing field requirements & preparing for the field course

Once the placement is confirmed, the student is expected to complete all the agency requirements prior to the start of the placement (e.g. police checks, immunizations, etc.) and register in the appropriate field education course (SK399 or SK 499) prior to the start of the placement term. Students are also expected to review and plan for the upcoming field activities, field advisor meetings and seminars, and review all [important timelines relevant to their placement](#).

## 14. Starting the field course

Students are expected to review the BSW Field Education Manual prior to the start of their field course. During the first day of the term, the Field Education Office organizes a meet and greet session between students and their field advisors. All students are expected to attend this meeting. Students who have not registered in the course will not be able to attend placement until they have registered in the course.

## 15. Learning plan & field visit

Within the first three weeks of the placement start date, the student begins, completes and reviews the **Learning Plan** with their field Instructor. The [field advisor](#) arranges for a [field visit](#) that takes place within the first two-three weeks of the placement start date.

## 16. Timesheet & evaluation

Students are responsible for documenting their hours via Navigator and for initiating the evaluation process with their Instructors. Students are expected to update their instructors about the upcoming evaluation deadline, and commence the evaluation process at least three weeks prior to the evaluation deadline.

If a student is unable to meet any of the midterm or final evaluation deadlines, they are expected to advise the Field Education Office prior to the due date. Delayed submissions impact the grade entry for students and their ability to register for courses in a timely manner.

## **17. Providing feedback**

At the end of the placement, students will be invited to provide feedback about their placement experience to the Field Education Office. Feedback is gathered in the form of an online survey. The Field Education Office considers the input of all students when planning for future placements and as part of the annual review of the placement process.

# **10. Field Placement Policies**

## **Placement learning assignments**

- Readings or assignments in relation to BSW courses should not interfere with field placement time.
- Students may be asked by their field instructors to complete readings and other assignments related to their field education.
- Up to 10 hours is allowed towards formal faculty committee work, faculty events, and/or approved faculty learning opportunities.
- In line with the faculty's standards of approval for field placement assignments, students cannot complete two BSW placements within the same agency, or same type of social work learning environment (e.g., two hospital placements, or two government placements, or two workplace placements).

## **Placement hours**

### **All students**

- Placement hours required for each field course do not include meal break time.
- All placement start and end dates are based on a seven and a half hour/day schedule. That is, students attend placement eight hours/day and take a half hour meal break.
- Total placement hours in a day (including overtime) may not exceed nine placement hours.
- Successful completion of a field course requires:
  - Completion of all placement hours
  - Timesheet approved by Instructor
  - Satisfactory evaluations
- Students are expected to attend placement as required by the agency. Evening hours may be required by some agencies in order to facilitate group programs (e.g. 6 pm – 8 pm) and students must make arrangements to be at placement during those hours.
- It is the student's responsibility to make arrangements to be in attendance at placement during regular business hours.
- Students attend placement during the availability of the field instructor.
- Placement start and end dates cannot be adjusted without approval from the Field Education Office.

## Spring/Summer placement

The Field Education Office introduced a summer placement term as a pilot in 2017. Summer placement terms are not guaranteed. If made available, students must apply to request completing a summer placement term. Approved students may complete their placement over the summer term if they are able to adhere to the placement structure and regulations provided by the Field Education Office. Students are expected to complete the hours within the start and end dates provided.

## Overtime

Overtime required in connection with a student's placement should follow the usual policy of the agency, but may not accumulate beyond a one-month period. The field instructor should arrange for compensatory time to be taken within four weeks following the accrual of substantial amounts of overtime. Overtime can be used to shorten the span of the placement **only** in the following circumstance:

- Documented critical event that requires the student to complete placement early. This can be done with the instructors' approval and in consultation with the field advisor and the Field Education Office. The Field Education Office considers these cases individually to assess the student's completed hours and outstanding hours required based on the student's BSW program.
- If the student has taken the required steps with the Field Education Office to complete a summer placement.

## Ending placement early

Agencies provide placement opportunities taking into consideration the length of time a student will be in placement. Placements cannot end early and overtime cannot be used to shorten the length of a placement except in the [two aforementioned](#) instances.

## Changing placement timelines

Placements cannot start prior to the placement start date, and cannot be extended after the placement end date without approval from the Field Education Office. Students who wish to alter their placement schedules need to submit a formal request to the Field Education Office. If approved, students may then negotiate an alternative timeline with their Instructor and agency.

## Holidays and reading weeks

As per the FSW regulations, students are required to complete the total hours required for their field course (360 hours). The placement terms have been structured to allow students to take time off for university observed holidays, and reading weeks. Students are able to miss up to 10 hours of placement in extenuating circumstances. The Field Office and the agency should be notified if a student misses time at a placement. Students who are absent beyond the 10 hours, for any reason (including unexpected agency closures), are required to make up the time missed during the scheduled time off below (e.g. during reading week, or the December break) or make alternative arrangements. There may be additional holidays observed by the agency that are not observed by the university. Students who take these holidays or any other holiday must ensure that they will complete the required total placement hours prior to the scheduled placement end date.

## Reading weeks

Students who opt to attend placement during reading week, or the December break, may negotiate with their instructor to take time off during other days, and complete placement no earlier than the end date. The Field Education Office plans all placement start and end dates with the assumption that students will take reading week off.

### Fall reading week

On January 13, 2014 the Wilfrid Laurier University Senate approved the addition of a week-long break to the Fall Term – in addition to the existing February reading week - as a three-year pilot project. Beginning Fall 2014, Laurier students will get a full week off in both the Fall and Winter semesters. Since this is a pilot project offered by the University, we do not currently have an official approved policy regarding the fall reading week from the Faculty of Social Work. As a result, the Field Education Office has opted to give students the fall reading week off from placement in the interim.

### Winter reading week

As per a policy decision at the Faculty of Social Work Divisional Council meeting on November 20, 1991, BSW students in placement during winter term will be allowed to take Laurier's winter reading week, or its equivalent, off placement. The following conditions or considerations apply:

- School board and students completing placement in a university setting take March break or intersession week off instead of not in addition to Laurier's reading week.
- Agencies and students may negotiate days off at other times throughout placement as it suits the needs of all concerned.
- Students may not take these days off at the end of placement as the intention is to maintain the current length of the placement period.

## Absences

In consultation with the field office, interns may be away from placement for planned and unexpected absences, such as notices of closure by agency (e.g. snow days, strike), as well as critical events (documented illness, serious family difficulties, etc.) to a maximum of 10 hours without being required to make up lost placement time.

### Process for reporting

Students are professional learners and adhere to the agency's policies while on placement including the process for reporting absences. As any professional setting, students are required to communicate absences to the instructor immediately, and as per the agency policies (e.g. reporting absence no later than official start time of placement day) to report illness or any other situation requiring absence from placement. The student is expected to inform the BSW field manager and assigned field advisor of any absences exceeding **three consecutive** days.

If a situation requires more time away, the field instructor, field advisor and the BSW field manager must be notified, by the student immediately. An individualized plan suitable to the circumstances will be determined through discussion among the instructor, advisor and student. The BSW field manager will be consulted as needed and approve the final plan. The plan will include a schedule to make up the time off. Normally, the make-up time is either within the placement period and/or at the end of the usual placement period. Overtime accrued before the situation occurred will serve as make-up time. Depending on circumstances, the student may need to be complete placement at another time within the structures and

regulations of the faculty. The main consideration is that students complete all field requirements of the BSW program as outlined throughout this manual.

## Attending faculty meetings or events

Students who are involved in faculty committees, and/or would like to attend faculty conferences (e.g. Equity forum, Wholistic Healing Conference) are allowed **up to 10 hours** to engage in formal faculty committee work. This must be discussed and negotiated with the field instructor with appropriate notice given to the instructor. Students will **not** be required to make up time in placement as these are considered essential learning components of the BSW program. When possible, students are expected to share these dates with instructors at the start of the placement term.

## Community & professional development workshops

A student who wishes to be away to attend a workshop, specialized learning modules or conference in the community or through professional development will negotiate that with the instructor. Make-up time is required as a condition for approval of a request for special leave. Time to attend workshops must be approved by the instructor and students are required to make up missed time through approved overtime or an extension of their placement that must be approved by the Field Education Office. Workshops or professional development activities organized by the field instructor or agency are considered part of the placement hours.

## Documenting placement hours

Students are expected to utilize the placement hours tracking in Navigator to document their hours on a monthly basis, by students and are used to demonstrate and account for required placement hours. Accordingly, the **verified hours and evaluation are required to enter a grade for the field course**. Delayed submissions of the timesheet and evaluations result in delayed grade entries for students. Students are responsible for completing the timesheet for instructor approval on a monthly basis.

## Overtime

Any hours exceeding seven and a half hours a day, must be entered as overtime hours in Navigator.

## Expenses

Expenses incurred by the student in the placement agency will ordinarily be met by the teaching centre. Normally the student's gas costs for agency business are covered by the agency. Parking costs are not covered. Costs for workshops, police record checks and immunizations (where required) may or may not be covered by the agency. If not, costs are covered by the student.

## Remuneration

Students do not receive payment during their placement and may not charge clients fees other than those that may be usual for the agency to charge. Students completing a placement in their workplace may negotiate payment with their employment distinct from the Faculty of Social Work. This is usually possible for part-time students who complete a workplace placement on a part-time basis while working with the agency as a part-time employee.

## Agency requirements

Most agencies require police record checks, including vulnerable sector checks, and/or updated immunizations and records, including TB test and mask fittings (all hospitals and medical clinics). These requirements must be met by the student **before** the placement is scheduled to start. These requirements are normally stated on the portal for each placement opportunity, and agencies also inform students of these requirements prior to or during the interview. The process of meeting these requirements must begin several weeks ahead of placement due to length of time required to complete them.

### Vulnerable sector record checks

Most placements require police record checks, including vulnerable sector checks. There is a cost associated with these checks, which is the responsibility of the student to cover. Some Police Services require [a letter](#) verifying that students are currently enrolled in a university program. Students will need to submit this letter along with their record check request. The process can take between 6-10 weeks. All students are highly encouraged to apply for their police check at least 10-12 weeks prior to the start of placements. Students are advised of this requirement during the placement interview.

## BSW students with accommodation needs

Students who require academic and placement accommodations for disability-related reasons are encouraged to contact the [Accessible Learning Centre](#). Taking into consideration the student's consent, Accessible Learning may share the accommodation plan with the Field Education Office. The accommodation plan assists the Field Education Office in helping facilitate a suitable placement and the provision of required accommodations at the placement setting. Some examples of accommodations include flexibility with the placement's time structure, physical equipment such as technological supports, or more time for report writing. In consultation with the student, the Field Education Office liaises with placement agencies that are able to provide the resources to accommodate the student's needs. The student is then referred to the agency for a placement interview. In co-creating an environment to facilitate learning, students have to be able to fulfill the core functions of the placement. Accommodations must be balanced with the professional integrity of field placement and professional requirements.

## Liability insurance

Wilfrid Laurier University provides general liability coverage for students on field placement. This policy covers bodily injury, property damage and malpractice liability. Students must be registered in the appropriate field placement course prior to the start of their placement, and must attend placement within the start and end dates provided to remain eligible.

## Workers' compensation & WSIB

By law, Wilfrid Laurier University is responsible for registered students in the event of an unpaid workplace injury. All social work students in this program who are involved in an unpaid field placement as part of their degree program and are placed in a setting registered with the Workplace Safety and Insurance Board (WSIB) are covered by that Act. In the event of placement related injury or illness students may be eligible for benefits related to uninsured health costs and in some cases lost pay. Students who are in settings not registered with the Workplace Safety and Insurance Board are covered by an insurance plan paid for by the Province of Ontario.

In the event of a placement related injury or illness, or the possibility of a placement related injury or illness students and field instructors are advised to consult with the BSW field manager. The time frame for claims is very short and stringent so immediate action is required. This benefit to students is at no cost to agencies and will not impact on their risk assessments with WSIB.

## **Student**

Students are required to complete the questionnaire in Navigator that addresses the **Student Declaration of Understanding** form. By completing this form, students are confirming that they understand that WSIB or private insurance coverage will be provided through the MTCU while they are on a placement arranged by the university as a requirement of their program of study. This must be completed prior to being placed with an agency. Students cannot continue in placement if this form is not submitted by the deadline.

## **Agency**

Agencies are required to complete **Letter to Placement Employers through Navigator**. By completing this form, agencies are confirming their understanding of their responsibility to protect student trainees from health and safety hazards in the workplace and to ensure appropriate supervision during their placement. They are also agreeing to report workplace injuries to Laurier immediately. This letter of understanding only needs to be completed once for each placement employer.

## **Student & agency**

The field instructor and the student must complete a the Pre-placement and Field Trip Due Diligence. This checklist is sent to the student once they are placed with the agency and used to document health and safety orientation provided to a student prior to exposure of hazards. If an agency is training a group of students, one checklist may be submitted for all students that includes an attached list of student names and signatures. This checklist, or an alternate form of documentation, must be submitted for each new student(s), within the first week of placement. Students cannot continue in placement if this form is not submitted by the deadline to the BSW Field Education Office via email ([bswfield@wlu.ca](mailto:bswfield@wlu.ca) ).



# **Wilfrid Laurier University Bachelor of Social Work Statement on Social Media**

Social Media refers to publically accessible agency or university sites and third party hosted web sites. These sites can serve to distribute useful information to a wide audience of consumers. Social media includes photo, video, story-sharing, blogs, pod-casts and web sites that encourage posting of opinions, texts, images or audio messages.

Students must keep confidential all client information and agency decisions related to the lives of the agency consumers of services.

Students should respect trademarks, copyrights and the intellectual property of others.

Students should be mindful that their contributions online should bring value to discussions and understandings to others in the broader community.

Students must use agency-specific email addresses while providing services at an agency and keep separate their private email addresses from agency work.

Students must not use social media to distribute information, which they are not authorized to share.

Students must not identify an agency or university association when posting information on the web as private individuals.

October 2016

## 11. Field Concerns & Resolutions

Field placements are considered an essential part of social work education and the successful completion of a placement is a basic requirement for every student in the BSW program of the Faculty of Social Work (FSW). All placements used by the FSW are considered to provide sufficient opportunities for learning. Each student is assigned a qualified field instructor to assume the major teaching task while the student is in placement.

It is presumed that each student assigned to a placement is well motivated to use effectively the learning-teaching relationship with the field instructor and all other opportunities in the agency to promote their professional development and that this combination will result in the successful completion of the requirement of the placement.

To further strengthen and facilitate the process of learning in the placement, the FSW assigns a field advisor for each instructor and student during placement. Ongoing communication between the FSW campus and the placement setting is considered essential for the support of the student's learning experience both in the classroom and in the placement.

As professional adult learners, Laurier BSW students have roles and responsibilities in relation to their program and field placement and are expected to adhere to professional Codes of Ethics namely, the [Canadian Association of Social Workers Code of Ethics](#), as well as the [Standards of Practice set by the Ontario College of Social Workers and Social Service Workers](#). Students are also expected to maintain professional and respectful behaviour as outlined in the following policies. [Laurier's Student Code of Conduct and Discipline](#) (12.2) [Non-Academic Intern Code of Conduct](#) (12.3) [Prevention of Harassment and Discrimination](#) (6.1) [Procedures Relating to the Prevention of Harassment and Discrimination Policy](#) (6.1) [Workplace Violence Prevention Policy](#) (7.18)

As a professional field of practice that services vulnerable populations, any breaches of ethical, behavioural, learning, or professional standards in the field are considered serious. The Faculty of Social Work Procedures for the Review of Student's Professional Behaviour (2016) was developed to provide a framework for the review and/or resolution of professional behaviour breaches in both classroom and field settings. This procedure, which is required by the Canadian Association for Social Work Education Standards for Accreditation, is designed to provide support to both student and instructor while providing a process that would represent the obligation of the Faculty of Social Work to require students to perform their professional responsibilities in accordance with social work codes of ethics.

It is recognized that in some instances the placement experience will not proceed according to the expectations of either the student or the instructor, or both. The student may not be able to progress due to his/her own inability to make appropriate use of the placement learning experiences, or, the student may indicate that problems in the learning-teaching experience preclude his/her appropriate investment in the placement. The Field Resolution Procedure has been developed to support students, instructors and agencies experiencing difficulty with the field experience. It is expected that the Field Resolution Procedure will be followed by all parties concerned.

## Procedures for enrichment of the teaching-learning process

Within the first two weeks after the beginning of the placement it is the field instructor's responsibility to initiate with the student discussion about his/her expectations and impressions of the placement learning experience including the student-instructor relationship. Through this early feedback discussion, it is hoped that the instructor and student can begin to mutually evaluate the content of the placement learning experience and style or method in which it is reinforced in the supervision tutorial. Throughout the placement they will also continually evaluate the student's progress in making use of the learning experiences offered. Through the field visit, the field advisor will be available to clarify the Faculty's goals and requirements for the placement experience. The Learning Plan and Evaluation provides a written account of the learning experience.

It will be incumbent upon both the student and the instructor to identify problems, if any, and initiate changes in the teaching-learning experience according to a mutually satisfactory plan. It is hoped that the ideas, plans and insights generated from this discussion will advance the learning and teaching opportunities in the placement experience to the mutual benefit of both the student and the instructor.

## Concerns observed and initial approach

When a concern is raised around the placement by the student, field instructor or agency representative, it is incumbent on this party to initiate a discussion with the field advisor as soon as he/she is aware of this information. This makes it possible for the advisor and/or instructor to work with the student and Field Education Office to determine suitable supports for the student.

When difficulties persist despite the instructor's efforts to assist the student to identify ways to address concerns regarding learning difficulties, professional or ethical behaviours, and resolve problems, the student may, **but the instructor must**, contact the advisor requesting an on-site review of the situation. The instructor contacts the advisor when there are concerns around a student's ability to meet learning requirements, professional behaviour conduct, ethical issues, or any concerns that may jeopardize the student's ability to continue in the placement or complete the placement successfully. A student normally contacts the advisor regarding any concerns related to their learning, placement, agency, or instructor.

In response to any concerns observed by the Field Education Office, student, instructor, agency or advisor, the advisor will promptly initiate a review of the expressed concerns in the following manner:

- The advisor shall visit the agency where the student is placed and discuss the areas of concern with the instructor, the student, and/or both of them together. As part of such a visit the advisor may review documented material and it is the student's and instructor's responsibility to insure that appropriate materials are available. Meetings with other appropriate persons in the setting may also be arranged. The primary purpose of this meeting is to identify and document the problem areas. The field advisor shares the outcome of the process with the BSW Field education manager.
- Following the above meetings and review, the instructor, student, and field advisor will specify the goals to be pursued, actions to be taken, and procedures to be used to reach the goals, as well as an appropriate time schedule for monitoring the review of progress toward specified goals. This is facilitated through the Field Resolution Procedure (see below) initiated by the field office in conjunction with the field advisor. It is hoped that the actions taken as a result of this review with the advisor and student will permit the teaching-learning experience to continue through to the end of the placement.
- The BSW Field manager may initiate a Review of Students' Professional Behaviour if the concern regarding the student is of a serious nature (e.g. unethical conduct in placement).

- If a concern is raised with respect to the instructor or agency where the concern is unethical/illegal conduct or alleged harassment/discrimination of the student the appropriate procedure outlined below is followed.

## Field Resolution Procedure

The field office, in conjunction with the field advisor, will initiate and implement the Field Resolution Procedure in situations where the field instructor has identified that the student is not meeting expectations (professional, ethical, behavioural, or learning). The procedure is also initiated to report any conflict that arises between a student and instructor, document changes in the learning environment or when a student identifies learning issues or challenges within the placement setting.

The field office, in consultation with the field advisor, will:

1. Initiate a conversation with the student and/or field instructor to discuss the issue.
2. If appropriate, and if the issue is not resolved, initiate a meeting with the field instructor and student to discuss the areas of concern.
3. Work with all parties to develop a plan to address the issue(s) identified including time lines and check-in points.
4. Document all notes in a Field Resolution Report that includes:
  - a. Declaration of Field Concern
  - b. Identification of issues
  - c. Outcome of meeting(s) and shared understanding of how the issue(s) will be resolved
  - d. Goals to be achieved for successful placement completion
  - e. Timeframe for follow up, and timeframe for student's placement
  - f. The expectations that must be met by the student for placement continuation including a plan for the student (e.g. pausing the placement until the concern is remedied, or revising the learning plan).
5. Share the Field Resolution Report between the field education manager and field advisor.

## Placement continues with concerns or failed evaluation

If the placement continues when the student is not meeting expectations (e.g. learning, professional, ethical or behavioural concerns) or the instructor evaluated the student with an unsatisfactory grade, i.e. fail, during mid-term:

- The Field Resolution Procedure is observed.
- The Learning Plan and Evaluation tool is re-evaluated and the field advisor works with both the instructor and the student to facilitate this process. This makes it possible for the field advisor and field instructor to work together to assist the student early in the placement while there is still enough time to resolve the difficulty. The advisor consults with the BSW field manager throughout this process.
- The placement end date may be extended and hours may be increased to ensure the student has sufficient time to address the learning gaps identified.
- Review of Students' Professional Behaviour may be initiated by the field manager if it is deemed necessary considering the concerns identified.

## Procedure for situations involving allegations of unethical or illegal conduct in placement

If a student is concerned about possible risk or misconduct while on a placement, the student should immediately consult the policies and procedures of the placement agency and follow up with the designated agency supervisor/coordinator. Prior to taking action, the student may consult with the BSW field manager or field advisor for advice. If the student's concerns are not addressed by the placement agency, the student should inform the BSW field manager of the nature and extent of the specific problems. Any concerns should be set out in writing and include detail about relevant events (times, dates, places, individuals, etc.). The BSW field manager will follow up with Faculty of Social Work and University officials, as appropriate, to address the nature of the issue.

## Procedure regarding alleged incidents of harassment/discrimination in placement

The Faculty of Social Work is committed to the fostering a study and workplace culture that is supportive of professional and personal development and free from discrimination and harassment. The Faculty expects that each member of the field education experience is responsible for helping to create a placement environment that promotes mutual respect and understanding for the dignity and rights of others. It is in this environment that work and learning can best be accomplished.

Wilfrid Laurier University's [Prevention of Harassment and Discrimination](#) (6.1) sets out the definitions of harassment and discrimination. Incidents involving gendered or sexual violence, including sexual harassment, are addressed in the University's [Gendered & Sexual Violence Policy & Procedures](#) (12.4). Field agencies also have requirements under the Ontario Human Rights Code and the Occupational Health and Safety Act. These procedures have been developed to assist students in the event that an alleged incident of harassment/discrimination is experienced. At any point in the process described in this procedure, the student may be accompanied by a trusted individual.

### Procedure

- a. The student is encouraged to discuss the experience with individuals from her/his personal support network as well as individuals within the university or professional community including the BSW field manager, the field advisor, the WLU Senior Advisor Dispute Resolution and Support and/or the Sexual Violence Support Advocate (for incidents of sexual harassment).
- b. Should the student decide to proceed with a complaint of harassment and/or discrimination, the student will follow the process outlined by field agency's policy and procedure.
- c. If the student's concerns are not addressed by the placement agency, the student should inform the BSW field manager. Any concerns should be set out in writing and include detail about relevant events (times, dates, places, individuals, etc.). The BSW field manager will follow-up with Faculty of Social Work and University officials, as appropriate, to address the nature of the issue.
- d. At any point in the process, the student may decide to pursue her/his complaint through the Human Rights Commission, the Police, the Ontario College of Social Workers and Social Service Workers and/or the courts.
- e. If the placement is terminated, the student will be placed in a new setting as soon as possible.

Should it be alleged that the BSW student in placement is the perpetrator of harassment and/or discrimination, the placement agency may implement the Wilfrid Laurier University [Procedures Relating to the Prevention of Harassment and Discrimination](#), in conjunction with its own policy as is deemed appropriate.

## 12. Termination or Withdrawal from Placement

### Placement Dissolution Procedure

In the event that the [Field Resolution Procedure](#) does not result in an adequate solution, and/or there is a consensus concerning the student's lack of progress, the field course may be discontinued at the discretion of the field instructor or the BSW field manager or the agency. This results in a failing grade for the student's field course. Field education is a required course. Accordingly, a student may not opt out of the placement. Students who choose not to attend the required field course are expected to repeat the course in order to fulfill graduation requirements.

Implications on the student's field course, program sequence, and next steps are determined considering the field course instructor's feedback and outcome of the evaluation. Each case is assessed individually to determine whether the student will benefit from a delayed placement, a break in their term, or starting a placement at the next placement cycle (January or September). This process requires the student to complete an individualized **Readiness for Practice Work Plan** that is developed by the Field Education Office. Registration in the field course is contingent upon completion of the recommendations outlined by the Field Education Office.

### Placement discontinued due to concerns or failed evaluation

If the placement is discontinued when the student is not meeting expectations (e.g. learning, professional, ethical or behavioural concerns) considering any of these circumstances: prior to mid-term evaluation, an unsatisfactory mid-term evaluation, at any point after the unsatisfactory mid-term is submitted, or the student receives an unsatisfactory grade at the final evaluation, the following procedures take place:

- The advisor facilitates an exit meeting with the instructor, student and appropriate agency members to discuss reasons for ending the placement. The instructor provides feedback to the student and advisor identifying the areas of growth expected from the student. The advisor outlines this feedback in the report to the field education manager who is engaged throughout this process.
- The student, advisor and manager meet to address the feedback provided, and discuss the learning opportunities this has created for the student.
- Following this meeting, the field manager, in consultation with the advisor, will determine appropriate recommendations including the conditions required for completing a new placement course and required placement hours. Possible next steps may include:
  - Student must seek appropriate supports prior to being placed again. Placement cycle contingent on receipt of this assistance.
  - Student must complete a **Readiness for Practice Workplan** prior to being considered for a placement interview.
  - Student must complete learning assignment/identified training prior to being considered for a placement interview.
  - Student may be encouraged to consider a leave of absence from the program to attend to personal issues.
- Upon completion of the recommendations outlined by the field manager the student will need to repeat the field course, including all placement hours. The student may be placed at the next available field placement cycle if appropriate. Placement cycle is determined considering completion of readiness plan, and placement cycles (January or September).

If in the field education manager's opinion, after consultation with the BSW Program's Associate Dean, there has been a breach in the Professional Conduct Policy, or the student is failing to meet the requirements of the faculty, a formal Review will take place in accordance with the Faculty of Social Work Procedure for the Review of Student's Professional Behaviour. Students will be advised that their behaviour is under review as per the policy. This is a formal review process, which may result in removal from the program. Student may be required to withdraw from the program (a student may apply for re-admission at a later date, and after demonstration of sufficient progress in relation to his/her former difficulty, be considered in accordance with regular admissions procedures).

### **Implications on field course grade**

- If a placement is discontinued prior to the receipt of the mid-term evaluation, a grade is not assigned if the student drops the field education course prior to the deadline for dropping courses. This course will not appear on a final transcript.
- If the mid-term or final evaluation is graded Unsatisfactory, as per the [grading procedures](#):
  - The student receives a fail grade (F) towards the field course and repeats the course based on the recommendations of the field manager and BSW Program's Associate Dean. The student may appeal the grade. The student will remain under academic probation until the course is successfully repeated.
  - The fail grade (F) will be part of the student's official transcript.

### **Placement discontinued when student is progressing successfully**

In the event the placement is discontinued when: the student is progressing successfully, a successful mid-term evaluation was submitted, and due to unexpected agency/instructor reasons (e.g. strike, instructor moves to a new role, apparent safety concern, extenuating medical circumstance), the placement hours may carry over to a subsequent placement either at the same agency or another agency. This determination is made by the manager upon assessment of the situation and considering the field instructor's feedback. In absence of these circumstances, if a placement is discontinued, placement hours do not carry over.

## **Declining a Placement**

Students are required to meet with the Field Education Office before the matching process begins to clarify any questions they have about placements of interest. Students have the responsibility to review all placements available before identifying and ranking their placements of interest. The manager and coordinator consider each of the choices the students make and as a result, students should be prepared for a placement in any of the placements they rank.

These procedures are built in place for the benefit of all students and the ability of the faculty to continue relationships with partnering agencies. Declining a placement after a match has been made is a very challenging request to consider. It impacts the relationships the faculty has with agencies, the consideration of future BSW placements for Laurier students, availability of placements, etc. These are all very important considerations in the current climate of competitive BSW placements.

As a result, the Field Education Office takes the time to communicate these expectations prior to the beginning of the placement via the Ranking Form, and when students start the program via the BSW Field Education manual and field workshops.



## A. BSW Field Learning Plan & Evaluation



### BSW LEARNING PLAN & EVALUATION

<b>Student's Name:</b>		
<b>Level:</b>	<input type="checkbox"/> SK 399 <input type="checkbox"/> SK 499	<input type="checkbox"/> Full-Time <input type="checkbox"/> Part-Time
<b>Placement Dates:</b>		
<b>Agency &amp; Department:</b>		
<b>Agency Field Instructor(s):</b>		
<b>Off-Site Supervisor (if applicable):</b>		
<b>Field Advisor:</b>		

INSTRUCTORS: please complete this section when submitting the Midterm Evaluation	
Midterm evaluation outcome:	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
Placement hours completed by student to date:	
Date of submission:	

INSTRUCTORS: please complete this section when submitting the Final Evaluation	
Final evaluation outcome:	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
Placement hours completed by student to date:	
Date of submission:	

### INSTRUCTIONS

#### Learning Plan:

- To be completed by the student in consultation with the instructor.
- Begin working on the Learning Plan within the first two weeks of placement.
- Should be completed within the first two weeks of placement (full-time students) and six weeks of placement (part-time students).

#### Midterm & Final Evaluation:

- Student to complete their portion of the evaluation and submit to instructor at least two weeks prior to the due date.

- Instructor to complete their portion of the evaluation, then review and provide feedback to student.
- **Instructor to submit completed evaluation and timesheet electronically to student, [bswfield@wlu.ca](mailto:bswfield@wlu.ca), and student's Field Advisor by the due date.**

## A. LEARNING PLAN

Students are evaluated according to their learning plan as well as their performance in placement. The learning plan is a working document. The plan allows the student to identify specific, concrete goals they would like to achieve as well as identify how they will work towards their learning goals for each of the nine essential social work practice areas. **For explanation and examples of the social work practice areas, please review the BSW Field Education Manual.**

<p><b>Briefly describe your <u>overall</u> work/learning plan. For example: community based projects and activities, nature and type of individual work, case management activity, service coordination, referral and linkages, group/team/committee work, best practice research, program development, research, social administration, and other social work roles and functions as they pertain to your learning opportunities:</b></p>

Social Work Practice Areas	What do you aim to achieve for each social work practice area?	What activities, models or strategies will you undertake to achieve your goals?
1. Practicing from a social work knowledge base that incorporates and is sensitive to cultural and community knowledge.		
2. Developing a professional self in terms of values, ethics, and practices. This includes Indigenous or other cultural values.		
3. Developing and maintaining social work relationships, the process of which includes engaging with community members and knowledge-holders who understand the issues your clients/communities are facing.		
4. Assessing; this includes wholistic assessments that recognize Body, Mind, Emotion and Spirit.		

5. Planning; this includes wholistic and cultural-based approaches to plans that focus on individual and community healing.		
6. Implementing strategies, methods, and practices that take into account all aspects of a person/community. It can include decolonization of agencies and/or a sensitivity to this practice.		
7. Documenting; this can include other ways of understanding and teaching such as oral traditions and Medicine Wheel assessments.		
8. Evaluating; this can include evaluation of agency in terms of commitment to TRC, wholistic healing, seeking feedback from community and cultural knowledge holders about the effectiveness of an intervention for a client/community.		
9. Closure: completing the work. This includes respecting the cultural component of this practice.		
10. Other		

## B. MIDTERM EVALUATION

### OBSERVATIONS

**INSTRUCTORS:** The FSW requires the instructor to observe the student's progress as directly as possible. **Please note that self-report and discussion, while valuable, are not on their own sufficient measures for education.**

Observations	Yes	No
Direct observation		
Case/project review		
Documentation (assessments, proposals, case notes, reports)		
Interdisciplinary team contribution		
Documented use of community resources		
Shadowing		
Feedback received from colleagues in the organization		
Presentations in the community		
Other (specify):		

### OVERVIEW OF ACTIVITIES

**STUDENTS:** Provide a brief description of overall activities which have been started and/or completed to date.

Overview of activities at Midterm:

### EVALUATION OF LEARNING

**STUDENTS:** Complete status of activities undertaken in placement. Indicate progress in each of the nine areas by outlining the goals/outcomes/outputs you have achieved.

**INSTRUCTORS:** Review status of activities with student. Please check (X) in the appropriate box on the continuum that best reflects student's performance.

Social Work Practice Areas	Progress at Midterm: Status of Activities	Check (X) in the appropriate box				
		Unsatisfactory	Limited	Satisfactory	Good	Excellent
1. Practicing from a social work knowledge base (respecting Indigenous cultural knowledge)						
2. Developing a professional						

self in terms of values, ethics, practices (including community values)						
3. Developing and maintaining social work relationships (in a wholistic way that respects self-awareness and autonomy and includes empathy)						
4. Assessing (not one limited aspect but all possible aspects including cultural base)						
5. Planning						
6. Implementing strategies, methods, and practices						
7. Documenting						
8. Evaluating						
9. Closure: completing the work						
10. Other						
		<b>OFFICIAL MIDTERM GRADE:</b>		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory		

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**OVERALL COMMENTS at MIDTERM:**

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<p><b>STUDENT's overall feedback at Midterm:</b>          Comment and reflect on your learning goals, as well as your overall learning process and growth. Include any new areas of focus to achieve the learning goals as you progress in the placement.</p>
<p><b>INSTRUCTOR's overall feedback at Midterm:</b></p>

Comments, concerns, and recommendations with a focus on continued learning.

**MIDTERM REVIEWED BY:**

\_\_\_\_\_  
Student's Name/Signature\*

\_\_\_\_\_  
Instructor's Name/Signature\*

\_\_\_\_\_  
Secondary Instructor's Name/Signature\*  
(if applicable)

\*Signature is only required if the Field Instructor is not submitting the evaluation electronically.

## C. FINAL EVALUATION

### OBSERVATIONS

**INSTRUCTORS:** The FSW requires the instructor to observe the student's progress as directly as possible. **Please note that self-report and discussion, while valuable, are not on their own sufficient measures for education.**

Observations	Yes	No
Direct observation		
Case/project review		
Documentation (assessments, proposals, case notes, reports)		
Interdisciplinary team contribution		
Documented use of community resources		
Shadowing		
Feedback received from colleagues in the organization		
Presentations in the community		
Other (specify):		

### OVERVIEW OF ACTIVITIES

**STUDENTS:** Provide a brief description of overall activities which have been started and/or completed to date. Please include any new additions to the learning plan.

Overview of activities since Midterm:

### EVALUATION OF LEARNING

**STUDENTS:** Complete status of activities undertaken in placement. Indicate progress in each of the nine areas by outlining the goals/outcomes/outputs you have achieved.

**INSTRUCTORS:** Review status of activities with student. Please check (X) in the appropriate box on the continuum that best reflects student's performance.

Social Work Practice Areas	Progress at Final: Status of Activities	Check (X) in the appropriate box				
		Unsatisfactory	Limited	Satisfactory	Good	Excellent
1. Practicing from a social work knowledge base (respecting Indigenous cultural knowledge)						

2. Developing a professional self in terms of values, ethics, practices (including community values)						
3. Developing and maintaining social work relationships (in a wholistic way that respects self-awareness and autonomy and includes empathy)						
4. Assessing (not one limited aspect but all possible aspects including cultural base)						
5. Planning						
6. Implementing strategies, methods, and practices						
7. Documenting						
8. Evaluating						
9. Closure: completing the work						
10. Other						
		<b>OFFICIAL FINAL GRADE:</b>		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory		

**OVERALL COMMENTS at FINAL:**

<b>STUDENT's overall feedback at Final:</b> Comment and reflect on your learning goals, as well as your overall learning process and growth. Include any new areas of focus to achieve the learning goals as you progress in the placement.
<b>INSTRUCTOR's overall feedback at Final:</b>



Comments, concerns, and recommendations with a focus on continued learning.

**FINAL REVIEWED BY:**

\_\_\_\_\_  
Student's Name/Signature\*

\_\_\_\_\_  
Instructor's Name/Signature\*

\_\_\_\_\_  
Secondary Instructor's Name/Signature\*  
(if applicable)

\*Signature is only required if the Field Instructor is not submitting the evaluation electronically.

## 14. Faculty Procedures

### Faculty of Social Work Procedures for the Review of Students' Professional Behaviour

#### Preamble

The procedures outlined in this document for the review of students' professional behaviour are meant to address the following accreditation standards of the Canadian Association for Social Work Education (CASWE; Standards for Accreditation, August, 2014):

- SB/M 2.4.4 The academic unit has a policy requiring that the performance of professional responsibilities of social work students be in accordance with the relevant social work codes of ethics.
- SB/M 2.4.5 The academic unit has a policy regarding the professional suitability of the student for the profession of social work. Students are made aware that serious or repeated violations of the Code of Ethics put them at risk of exclusion from the program on the basis of professional unsuitability

Students will be advised through the course calendar, program marketing materials and during their first week of classes that they are expected to adhere to professional Codes of Ethics (Code of Ethics and Standards of Practice of the Ontario College of Social Workers and Social Service Workers [OCSWSSW] and the Canadian Association [CASW] Code of Ethics) (collectively, the "Codes of Ethics").

This behavioural expectation applies to:

- 1) Conduct that occurs on the premises of the University/Faculty or its affiliated or federal colleges;
- 2) Conduct that occurs at a University/Faculty sanctioned program, event, activity, whether the program, event or activity is on or off-campus;
- 3) Conduct that occurs off-campus,
  - i) When the individual is acting as a designated representative of the University/Faculty or a student organization affiliated with the University /Faculty or when the individual holds out that they are a representative of the University/Faculty or a representative/member of a student organization affiliated with the University/Faculty
  - ii) When the individual is participating in a course-related activity including but not limited to a field placement where;
  - iii) That has, or might reasonably be seen to have an adverse effect on, interfere with, or threaten the proper functioning of the University/Faculty, its mission, its reputation, the rights of a member of the University community to use and enjoy the University's learning and work environments
  - iv) That has, or might reasonably be seen to have an adverse effect on, interfere with, or threaten the proper functioning of the placement agency, its mission, its reputation, the rights of staff, and the vulnerable individuals, families and communities served.

Students are required to sign a statement agreeing to adhere to professional Codes of Ethics. It is important that students review and remain familiar with the professional Codes of Ethics and relevant university policies that address student conduct and behaviour.

This document outlines procedures to address concerns regarding students' behaviours that are not consistent with the Codes of Ethics and to provide students with a clear set of behavioural expectations with respect to compliance with the Codes of Ethics. Students are also expected to comply with other University policies, procedures and guidelines. Processes for dealing with breaches of those documents are set out therein.

In professional programs such as social work, the academic program includes both professional and scholastic components. This procedure is intended to set out a process to address behaviour in a way that attempts to balance the commitment of the Faculty of Social Work to meet Standards for Accreditation, with the need to support and assist students, and the obligation to prepare students for social work roles in which they will have responsibility for, and can directly impact, vulnerable individuals, families and communities. This procedure is intended to provide guidelines that will enhance the Faculty's ability to identify behaviours that suggest that a student may require assistance in order to meet current standards of professional social work practice.

## **Professional Behaviour**

Professional Behaviour is defined as behaviour that is consistent with the social work Codes of Ethics.

## **Behaviour that May Result in a Review**

Student reviews can occur under any of the following circumstances:

Breaches of any of the Codes of Ethics (as defined above) in the learning environment, at a University/Faculty affiliated sanctioned program, event, or activity and/or in a field placement.

Reasons for the concern may include, but are not limited to, breaches of the Codes of Ethics, speech or behaviour that contravenes the Ontario Human Rights Code (e.g., discrimination or harassment because of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, record of offences, marital status, family status or disability); breaches of confidentiality; any threat or attempt to physically harm another person; and intimidation or threats to harm another person in non-physical ways.

**Note:** If the behaviour of concern falls more appropriately under another University policy, including the Student Code of Conduct and Discipline Policy (12.2) or the Non-Academic Student Code of Conduct Policy (12.3), the concern will be addressed under those policies and procedures. The Dean or Designate will determine which policies and procedures apply.

## **Assessment Process**

Three levels of review can occur in the Faculty of Social Work regarding Professional Behaviour that is not consistent with the Codes of Ethics of the profession of social work. The review and response will depend on the nature of the conduct and the seriousness of the allegation of a breach of Professional Behaviour.

### **Level One**

A Level One review involves a classroom instructor and a student or a field instructor and a student. When either a classroom instructor or a field instructor has concerns about a student's behaviour as it relates to professional behaviour that instructor will:

- Give notice of the meeting and topic of discussion

- Discuss those concerns directly with the student and seek to work with the student to resolve the concern
- Document dates and content of meetings with students.

If a problem arises in the field, the placement instructor will discuss concerns directly with the student and **also** inform the field advisor following the procedure outlined in the relevant Field Education Manual (BSW or BSW). In many instances, meetings between the parties resolve the concern. However, if the concern is not resolved at Level One or through a series of Level One discussions, the parties will proceed to Level Two. The field advisor is responsible for completing a Field Resolution Report which is provided to the Field Education Office.

The Faculty will document discussion and resolution of the meetings at Level One and has the right to retain this record.

## **Level Two**

If a concern is raised by a classroom instructor relating to a student's conduct in the classroom and it cannot be resolved at Level One, or through a series of Level One discussions, or if that concern is substantial in nature (e.g., breaches of confidentiality, conflicts of interest, etc.), a Level Two review is conducted.

The student will be given written notice in advance of a Level Two meeting which specifies the nature of the concern. This meeting involves the instructor, student, and the relevant Associate Dean (BSW or BSW). Depending on the nature of the concern, the Associate Dean may consult with the Dean and other university employees who have a need to know in order to provide advice. The student will be presented with the concern and facts supporting the concern and will be given a reasonable opportunity to respond. Students may bring a personal support person with them for all Level Two meetings and will confirm in writing with the Associate Dean, in advance, the identity of the person who will be accompanying the student. Additional support persons may also attend if required for accessibility support for persons with disabilities.

If a concern arises in the field and cannot be resolved at Level One, or through a series of Level One discussions, or if it is substantial in nature (e.g., breaches of confidentiality, conflicts of interest, etc.), it is the responsibility of the field advisor to inform the Field Education Manager of the concern. The Field Education Coordinator will hold a Level Two meeting with the student, the placement instructor and the field advisor. The student will be given written notice in advance of a Level Two meeting which specifies the nature of the concern. The student will be presented with the concern and facts supporting the concern and will be given a reasonable opportunity to respond. Depending on the nature of the concern the Field Education Manager may consult with the relevant Associate Dean and other university employees who have a need to know in order to provide advice. Students may bring a personal support person with them for all Level Two meetings and will confirm in writing with the Field Education Manager, in advance, the identity of the support person who will be accompanying the student. Additional support persons may also attend if required for accessibility support for persons with disabilities.

The Associate Dean (in the case of concerns arising from the classroom) or the Field Education Manager (in the case of concerns arising from the field) will determine the nature of the concern, gather sufficient information to determine whether the concern is supported by the evidence and develop a written action plan to address that concern, if one is needed. The determination will be communicated to the student in writing with reasons. No further action may be required, or the student may be asked, in writing, to modify

his or her behaviour and/or seek appropriate help. This process is designed to assist students in dealing with identified concerns that have an impact on their performance as a social worker.

The discussions and resolution of the meetings at Level Two will be recorded in writing and the Faculty has the right to retain this record.

If the student wishes to appeal the decision of the Associate Dean or Field Education Manager, the student may request a meeting with the Dean of the Faculty of Social Work. The student would be responsible for completing a Level Two Petition Form prior to this meeting. Students may bring a personal support person with them to the appeal meeting and will confirm in writing with the Dean, in advance, the identity of the person who will be accompanying the student. Additional support persons may also attend if required for accessibility support for persons with disabilities.

### **Level Three**

When concerns have not been resolved in prior levels and/or where given the seriousness of the concerns and contemplated consequences, the Associate Dean or the Field Education Manager will bring the concerns to the Dean of the Faculty of Social Work. The Dean will consider the conduct and determine the most appropriate university policy or process to address the issues. The Dean may consult with other University staff as appropriate.

Note: Students should consult the Undergraduate or Graduate Calendar and the Office of the Registrar for regulations governing Petition and Appeals procedures.

## **15. Laurier Policies**

By enrolling in Wilfrid Laurier University, students accept university policies and regulations. Some of the key policies and procedures that students should be aware of include: Student Code of Conduct and Discipline Policy (12.2); Non-Academic Student Code of Conduct Policy (12.3); Prevention of Harassment and Discrimination (6.1); Procedures Relating to the Prevention of Harassment and Discrimination Policy (6.1); Workplace Violence Prevention Policy (7.18); Information Availability and Protection of Privacy (10.1); and Students Records (10.2). All University policies are located under the [Governance section](#) of the wlu.ca website.

## **16. Codes of Ethics**

- [Canadian Association of Social Workers Code of Ethics](#)
- [Standards of Practice set by the Ontario College of Social Workers and Social Service Workers](#)

## 17. Documents and Forms

The following timesheets, documents and forms are available from the Field education office and can be requested by email to [bswfield@wlu.ca](mailto:bswfield@wlu.ca). Some forms are currently on-line at [students.wlu.ca](http://students.wlu.ca) and have been hyper-linked below.

### A. Documents

- All documents and resources can be accessed through Navigator <https://navigator.wlu.ca> the online field portal for viewing student information, agency information, placement details and to submit field related forms:
  - WSIB forms
  - Learning plan & evaluations
  - Time sheets

### B. Forms

- [Agencies - BSW Field Placement Request Form](#)
- In [Navigator](#): (students)
  - Placement Proposal Form
  - Placement Ranking Form

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**BSW Field Education Office**

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W. [Faculty of Social Work BSW Program](#)